

Implementation of Coaching in School Principal's Academic Supervision in Junior High School

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ARTICLE INFO

Article history:

Received 14-04-2025
Accepted 18-05-2025
Published 19-05-2025

Keywords:

Implementation;
Academic Supervision;
Principal;
Junior High School.

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Competing interest:

The author(s) have declared that no competing interests exist

ABSTRACT

This study aims to describe the implementation of academic supervision by the principal. This study uses a qualitative approach and case study method. The location of the study was State Junior High School 1 Modinding in South Minahasa Regency. The sources of research data were informants of the principal, homeroom teacher and subject teacher. Research data were collected using interview techniques, observation, and documentation studies and processed using qualitative data analysis techniques of the interaction model. The results of the study indicate that the implementation of coaching in academic supervision by the principal includes the principles and types of coaching; supporting factors including personal teachers, principals, and school supervisors; and inhibiting factors including human resources and non-human resources. After the discussion of the research results, it was continued by presenting research conclusions and recommendatory facilities.

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Citation: Toar, S. F., Lengkong, J. S. J. ., Rotty, V. N. J. ., & Mongdong, R. J. . (2025). Implementation of Coaching in School Principal's Academic Supervision in Junior High School. *Abdurrauf Science and Society*, 1(3), 255-262. <https://doi.org/10.70742/asoc.v1i3.213>

INTRODUCTION

The urgency of improving the quality of learning in schools is one of the strategies in educational development, both at the national and regional levels (Mukbulloh (2011). The success or failure of improving the quality of learning requires the support of quality human resources (HR). The quality human resources (HR) in question include educational staff, teachers and non-teaching educational staff who are given additional duties as principals to manage schools as educational units.

A qualified principal must be able to work according to the competency standards of educational personnel and fulfill the workload of the principal (Sudrajat, 2023). One of the competencies that must be fulfilled by the principal according to Government Regulation Number 42 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards is professional competence. The description of this professional competence is described in the Regulation of the Directorate General of Teachers and Education Personnel Number 7327 of 2023 concerning the Principal Competency Model. According to this regulation, Professional competence is the ability of the principal to develop a vision and learning culture for educational units, implement student-centered learning leadership, and manage resources effectively, transparently, and accountably. The principal's professional competence is demonstrated by the following indicators: 1) development of vision and learning culture of educational units; 2) student-centered learning leadership; and 3) management of educational unit resources effectively, transparently and accountably (Badrudin, 2024).

Then, in the Regulation of the Minister of Education, Culture, Research, and Technology Number 25 of 2024 concerning Amendments to the Regulation of the Minister of Education and Culture Number 15 of 2018 concerning Fulfillment of the Workload of Teachers, Principals, and School Supervisors (Kemdikbudristek, 2024), among other things, the workload of the principal has been fully determined to carry out supervisory duties for teachers and education personnel (Lengkong, 2023:3). Details of the supervisory workload for teachers and education personnel include: 1) planning teacher and education personnel supervision programs; 2) carrying out teacher supervision; 3) carrying out supervision towards education personnel; 4) following up on the results of supervision of teachers in order to improve teacher professionalism; 5) carrying out evaluation of teacher and education personnel supervision; and 6) planning and following up on the results of evaluation and reporting on the implementation of supervision tasks to teachers and education personnel (Bermawi, Yoserizal & Fauziah, 2015:24).

If we examine carefully the workload of the principal that must be carried out, it is clearly implied in it is the task of academic supervision (Mukhtar and Iskandar, 2019:51). So far, research on the academic supervision of principals has generally emphasized a series of activities including planning, implementing, evaluating, and following up on evaluation results in order to improve teacher learning for students (Sagala, 2020:282). Although this kind of research remains important, along with changes in the demands, expectations, and challenges faced daily by principals, it seems that a new approach is needed as a way to solve academic supervision problems in schools.

Nowadays, efforts to improve teacher performance and improve the quality of learning are centered on students. For the principal, in playing his role as an effective academic supervisor, he tends to be directed at empowering teachers to improve their performance by expressing their potential and based on the results of reflection. (Rismawan, 2019:14). These things have implications for the need for transformation and optimization of the role of the principal in implementing academic supervision at all levels of school, including in Junior High Schools (SMP).

When a preliminary study was conducted at SMP Negeri 1 Modinding, several interesting phenomena were obtained regarding the implementation of academic supervision by the principal that was not optimal. The phenomena

identified included teachers' rejection of the principal's supervision because it emphasized administrative aspects too much, such as only checking teacher learning devices without feedback on the results of the inspection; the principal's working time at school was more for administrative matters such as managing school operational assistance funds (BOS), checking attendance lists, and attending meetings outside of school; not encouraging teachers to innovate in learning, very rarely conducting class visits; rarely discussing with teachers about efforts to improve the quality of learning because they tend not to want to listen to teacher suggestions; and the attitude of teachers who lack trust in the principal because they rarely communicate interpersonally; there was no effort to improve teacher performance based on the results of reflection on the process and results of teacher learning; and not trying to empower teachers' potential by providing opportunities to attend seminars, training, and workshops held in the school.

When observing the identified phenomena, it clearly indicates that there are problems with the implementation of the principal's academic supervision that need to be found a new way as a solution. When conducted in-depth through interviews with the principal of SMP Negeri 1 Modoinding, it was revealed that the principal provided assistance to teachers through coaching activities.

Virgawenda, Ardansyah, Sumenang (2021) explained that currently coaching has become a trend to improve performance. Coaching is a method that is considered easy to make staff more efficient, because with coaching it is easier to find out the problems experienced by staff to find a way out. Through coaching, communication will also be established and at the same time it is a way to provide motivation in efforts to improve staff performance in the organization. Even though coaching is important to be implemented in improving staff performance, in reality at SMP Negeri 1 Modoinding it has not been fully implemented optimally and has an impact on improving teacher performance and the quality of student-centered learning at school. This indicates that there is a problem situation in terms of implementing coaching in the principal's academic supervision.

METHOD

Based on the formulation of the problem and the purpose of the study, this study is relevant to use a qualitative approach with the type of research method that will be used is a case study with a single case study design (Creswell, 2012; Gay, Mills & Airasian, 2012). The case in this study is SMP Negeri 1 Modoinding as an educational unit or formal educational organization located in South Minahasa Regency.

The research data that will be collected in this study is qualitative data in the form of words, text data, and images originating from observations, interviews, and documentation studies.

The data analysis technique to be used by the researcher is adapted from the interaction model of Miles and Huberman (Sugiyono, 2014). Qualitative data analysis activities start from data collection then to data reduction and to data presentation. Between data reduction, data presentation, and drawing conclusions, there is mutual interaction. Every time a conclusion is drawn and/or verified, it means that the data collected through interviews, observations, documentation, and audio-visual materials from various data sources has reached saturation point. Therefore, after drawing conclusions. Data Validity Testing in qualitative research is based on the criteria of "credibility, transferability, dependability and confirmability.

RESULT AND DISCUSSION

Implementation of coaching in academic supervision by the principal

Based on the results of qualitative data analysis, research findings were obtained on the implementation of coaching in academic supervision by the principal. The research findings obtained were shown from the principal who applied the coaching principle in academic supervision which includes guidelines for academic supervision work programs, observing, and listening and the principal who carries out the type of coaching which includes involving teachers in groups or teams based on subjects such as MGMP and across subjects to create good cooperation or collaboration between teachers, do transfer of knowledge and experience, and don't interfere too deeply to teachers who have better teaching performance.

Basically research on implementation of coaching in academic supervision by the principal regarding research findings on the principles of coaching that must be in the academic supervision work program is in accordance with the theory of the educational management process where the first process is educational planning. Its application in the standards of school education management in Indonesia can be studied from Regulation of the Minister of Education, Culture, Research, and Technology Number 47 of 2023 concerning Management Standards in Early Childhood Education, Elementary Education Level, and Secondary Education Level.

In these regulations, it has been stipulated that one of the standards for education management is the planning of educational activities aimed at improving the quality of the learning process and student learning outcomes in a sustainable manner based on self-evaluation of educational units.

Although the research findings on referring to the academic supervision work program as a coaching principle, however, if examined from the perspective of educational activity planning standards, it should be guided by the vision, mission, and objectives of the educational unit and the short-term school work plan or program within a period of 1 (one) year and the medium-term work plan within a period of 4 (four) years. The school work program should be included in it because it is part of the contents of the principal's academic supervision work program.

Other findings about observing and listening as coaching principles according to the study American College of Apothecaries (Prima, 2024) which includes five basic principles that need to be considered in coaching. The five basic principles are explained as follows.

- a. Observe, namely the principal who acts as a coach must be good at gathering information from teachers, but not making them feel interrogated. This can be done by talking, observing how they work, and identifying what skills need to be improved.
- b. Listen, that is, during one-on-one sessions with teachers, try to be a good listener. Not only what they say verbally, but also pay attention to body language and facial expressions to know what the teacher is feeling.
- c. Communication at all times, which is a process that involves communication with teachers. Therefore, it is very important to routinely invite teachers to communicate. As a coach, the principal also needs to be willing to answer questions asked by teachers as best as possible.

- d. *Complete the lack of knowledge*, that is, if the principal already knows what skills and experiences the teachers do not yet have, try to work with them to complement those deficiencies. The principal can provide support and examples to master things they have not yet mastered.
- e. Give feedback, that is, don't forget to give feedback, whether it is positive or negative. Give praise so that it can motivate teachers and show that the school has confidence in teachers.

Then, research findings regarding the types of coaching include: involving teachers in groups or teams based on subjects such as MGMP and across subjects to create good cooperation or collaboration between teachers, dotransfer of knowledge and experience, and don't interfere too deeply on teachers who have better teaching performance. When reviewed from the available literature, the findings of this study are in accordance with the theory of types of coaching from Prima (2024). Although the four types of coaching do not apply the type of executive coaching, namely coaching between the principal and teachers who have managerial authority and responsibility in the school and aim to help integrate new roles and consult on performance issues and this type of coaching is suitable for managerial and executive levels, there are three types applied by the principal in implementing coaching in academic supervision in schools. The three types of coaching are explained as follows.

- a. *Team coaching, which is a p*This coaching process involves the entire team to help coordinate and use resources effectively. The focus is on improving teamwork.
- b. *Directive coaching, namely pros* involves experienced principals telling younger teachers what they need to do. This type of directive coaching is suitable for transferring specific knowledge and experience.
- c. *Laissez faire coaching, which is a p*rocess involving teachers in doing their work with minimal interference. This type is effective when team members are fairly efficient and independent.

Based on the discussion, the implication can be put forward that the principal as a coach should pay attention to the principles and types of coaching to implement coaching in academic supervision for teachers who are called coachees.

Supporting factors implementation of coaching in academic supervision by the principal

Based on the results of qualitative data analysis, research findings were obtained on supporting factors for the implementation of coaching in academic supervision by the principal. The research findings obtained are shown from teacher support factors, school principal personnel, and school supervisor personnel.

The research findings can be explained in accordance with the results of the study by Hisham @ Dalha, & Wan Muda (2018) that there are three factors that have a positive and significant effect on the implementation of coaching, namely factors that include workers, mentors, and organizations. The relevance of the research results to the findings of this study lies in the worker factor, namely the teacher support factor which includes work enthusiasm or motivation in teaching and learning activities, discipline in teaching and learning activities, creativity in teaching and learning activities, and the ability to innovate in teaching and learning activities.

Then, the relevance of the research results with the findings of this study lies in the mentoring factors, namely the principal and school supervisor. The personal factors of the principal found in this study include being able to act as a coach in the

academic supervision process consisting of planning, implementation, evaluation, and feedback activities), being able to act as a coach in improving the quality of the learning management process consisting of planning, implementation, and evaluation activities, and being able to act as a coach in reflecting on the implementation of learning and reflection on learning outcomes.

Meanwhile, the personal factors of school supervisors found in this study include the content or materials for coaching to improve the operationalization of the curriculum and learning in schools, ongoing professional development for principals and teachers; and involvement as a resource person who uses coaching in in-house training activities at schools.

Based on the discussion, the implication can be put forward that the principal as a coach should pay attention to and improve the factors found to be able to function as maximum support for the implementation of coaching in the principal's academic supervision of the teachers who are called coachees.

Inhibiting factors implementation of coaching in academic supervision by the principal

Based on the results of qualitative data analysis, research findings were obtained on supporting factors for the implementation of coaching in academic supervision by the principal. The research findings obtained are shown from human resource factors, namely the principal, school supervisor and teacher personnel and non-human resource factors, namely school facilities and infrastructure.

The research findings on human resource factors as an obstacle are in accordance with the research results of Hisham Dalha, & Wan Muda (2018) which showed a lower influence on coaching implementation compared to the significant influence of organizational factors.

Human resource factors that inhibit the implementation of coaching in the principal's academic supervision include personal inhibiting factors of the principal, namely the lack of contextualization of the use of coaching as a new approach or method in conducting academic supervision efficiently and effectively in schools; personal inhibiting factors of school supervisors who visit schools suddenly or without prior notification. This occurs because the results of the study Herawati, Murniati & Yusrizal (2015) showed that school supervisors were not consistent in carrying out coaching activities according to the set schedule, with the finding that their understanding of coaching was different from the actual concept. Meetings between school supervisors and principals tended to be facilitation or mentoring sessions dominated by providing advice or solutions, not coaching. However, through re-exploring the concept and competencies of coaching, participants' understanding increased, and they committed to implementing coaching for principals.

Another resource factor that is an obstacle is the teacher's personal attitude, namely the teacher's reluctance or extreme feelings of rejection regarding the new way of conducting academic supervision through coaching by the principal.

In addition, non-human resource factors were also found, including school facilities, namely learning tools and media, as well as the amount and sources of funding that were not yet adequately available at schools, and school infrastructure, namely laboratory buildings, sports fields, and ICT infrastructure that were not yet adequately available at schools.

Basically, the findings in the study are in accordance with the theory and research results of Subakti (2024). In the implementation theory, on the one hand there are factors that support implementation and on the other hand there are also factors that support implementation. The results of the study showed that there were a number of identified obstacles, namely resource constraints and ongoing training needs. Therefore, ongoing support is needed to overcome existing barriers and ensure long-term success.

Based on the discussion, the implication can be put forward that the principal as a coach should pay attention to and improve the inhibiting factors found so that they can function optimally as a support for the implementation of coaching in academic supervision for teachers who are called coachees.

CONCLUSION

Implementation of coaching in academic supervision by the principal demonstrated through a) applying coaching principles in academic supervision which includes guidelines for academic supervision work programs, observing, and listening and b) doing the type of coaching which includes involving teachers in groups or teams based on subjects such as MGMP and across subjects to create good cooperation or collaboration between teachers, do transfer of knowledge and experience, and don't interfere too deeply to teachers who have better teaching performance. Supporting factors implementation of coaching in academic supervision by the principal is shown through a) factors teacher support that includes work enthusiasm or motivation in teaching and learning activities, discipline in teaching and learning activities, creativity in teaching and learning activities, and the ability to innovate in teaching and learning activities; b) personal factors of the principal found in this study include being able to act as a coach in the academic supervision process consisting of planning, implementation, evaluation, and feedback activities), being able to act as a coach in improving the quality of the learning management process consisting of planning, implementation, and evaluation activities, and being able to act as a coach in reflecting on the implementation of learning and reflecting on learning outcomes; and c) personal factors of school supervisors found in this study include the content or material for coaching to improve the operationalization of the curriculum and learning in schools, ongoing professional development for principals and teachers; and involvement as a resource person who uses coaching in in-house training activities at school.

Inhibiting factors implementation of coaching in academic supervision by the principal is shown through a) human resource factors which include Principal personal, namely the use of coaching as a new approach or method in conducting efficient and effective academic supervision in schools has not been contextualized; school supervisor personal who visits schools suddenly or without prior notice; and teacher personal, namely the teacher's attitude who feels reluctant or, at the extreme, rejects the new method of conducting academic supervision through coaching by the principal; and non-human resource factors which include school facilities, namely learning tools and media as well as the amount and source of funding that are not yet adequately available in schools and school infrastructure, namely laboratory buildings, sports fields, and ICT infrastructure that are not yet adequately available in schools.

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