

Coaching-Based Supervision Model for Improving Teacher Performance

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ABSTRACT

This research is motivated by the importance of the quality of teacher performance as the main determinant in the success of the learning process at the elementary school level, especially at the UPT SD Negeri Gentong, Pasuruan City. The purpose of this research is to explore the application of coaching paradigm transformation through a coaching-based academic supervision model. This study uses a descriptive qualitative approach with a case study design. The research informants were selected using the purposive sampling technique, consisting of the Head of the Gentong State Elementary School as a supervisor (coach) and six classroom and subject teachers as coaches. Data collection was carried out through in-depth interview techniques, participatory observation throughout the supervision cycle, and documentation studies of assessment instruments and follow-up plan files. The validity of the data was tested using source triangulation and triangulation techniques, while the data analysis applied the interactive model of Miles, Huberman, and Saldana. The results of the study show that the coaching-based supervision model at UPT SD Negeri Gentong, Pasuruan City is systematically implemented through three main stages: pre-observation, class observation, and post-observation reflection using a supportive conversation flow. This study concludes that coaching-based academic supervision is effective in boosting teacher professionalism and performance in an ongoing manner. The synergy between innovative leadership of school principals and humanist-religious communication patterns is the main key to creating a healthy learning culture in the school environment.

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1. INTRODUCTION

Basic education is a crucial foundation in the structure of character and cognitive development of students. At the education unit level, UPT SD Negeri Gentong Pasuruan City continues to be committed to improving the quality of graduates and the effectiveness of the learning process. This dynamic puts teachers in a central position as a curriculum transformer in the classroom. However recent a

curriculum is designed, its success comes down to the pedagogic competence and professionalism of teachers in managing teaching and learning activities (KBM).

In an Islamic perspective, teachers are required to prioritize a high level of quality work based on spiritual values. This is in line with the hadith of the Prophet PBUH narrated by Imam Thabrani: "Indeed, Allah SWT loves a servant who, when he works, completes his work (itqan)." (HR. Thabrani).

The principle of itqan (professionalism and work perfection) requires teachers to constantly reflect and improve their teaching performance. In order to ensure that this process runs consistently, the role of the Head of the Gentong State Elementary School as an academic supervisor plays a very vital role.

However, preliminary observations in the field show that the academic supervision model that is implemented tends to be conventional-perspective. The one-way communication pattern, in which the supervisor acts as an evaluator who focuses on fault-finding rather than problem-solving, creates rigid hierarchical distances. Teachers at UPT SD Negeri Gentong often feel anxious and defensive when the supervision schedule arrives. As a result, the performance improvements that occur post-supervision are pseudo-and artificial—just to meet the completeness of the administration of formal assessment instruments.

To overcome these psychological and substantive obstacles, the UPT SD Negeri Gentong requires a transformation of approach through a coaching-based supervision model. This approach positions principals and teachers as equal partners who collaborate through reflective dialogue. This pattern of transformative coaching is firmly rooted in the values of the Qur'an, especially Surah An-Nahl verse 125 which emphasizes the importance of persuasive and wise communication: Which means: "Call (people) to the way of your Lord with wisdom and good lessons and refute them in a good way..." (QS. An-Nahl [16]:125)

Through an approach full of wisdom (wisdom) and jidal billati hiya ahsan (good/appreciative dialogue), coaching does not provide instant solutions, but rather triggers the teacher's internal creative potential through powerful questioning. Teachers are stimulated to recognize their own development space, conduct self-assessment, and develop a sovereign action plan for learning improvement. Based on the urgency of this paradigm change, this study aims to explore in depth and scientifically the application of coaching-based supervision models in boosting teacher performance at UPT SD Negeri Gentong, Pasuruan City.

2. METHODS

This study uses a qualitative approach with a descriptive type of research. The selection of a qualitative approach is based on the characteristics of the research problem that requires an in-depth, holistic, and contextual understanding of the natural interactions between principals and teachers. Through this approach, researchers can authentically capture the meaning, communication dynamics, and behavior changes of subjects without the manipulation of variables in the field.

The research design used is a case study. This design was applied to investigate intensively and in detail the contemporary phenomenon of the implementation of coaching-based academic supervision models in the context of real life at UPT SD Negeri Gentong, Pasuruan City. In accordance with the characteristics of the case study, the analysis is directed at how the coaching flow (pre-observation, observation, and post-observation) is executed in a micro manner and how it impacts the construction of motivation and concrete teaching performance of teachers in the elementary school.

Data was obtained through interview, observation, and documentation techniques. To ensure the objectivity and depth of the data obtained, the researcher applied a multi-source data collection technique (triangulation technique). The data analysis technique uses the concept of Miles Humberman.

3. RESULTS AND DISCUSSION

Based on cross-site analysis and data reduction of face-to-face interactions, researchers formulated two essential findings in the field:

Transparency of Instructional Constraints Through Natural Reflection Sessions

In contrast to conventional supervision where teachers tend to cover up their weaknesses, the *coaching* model at UPT SD Negeri Gentong has succeeded in fostering a sense of psychological safety. As a result, all respondents were openly and naturally able to identify and acknowledge weak points in their learning practices so far. This is clearly recorded from the excerpt of the interview that took place naturally in the field:

- **Miftachul Choironi, S.Pd.I. (Good Teacher):**

"To be honest, so far when teaching Islamic history or dates, children often get sleepy because I am dominant in telling stories (lectures). Yesterday when I had a casual chat before the observation with the Principal, I just realized that I did not facilitate the children who were actively moving. I needed visual media that they could put together themselves, like a pair-matching card."

- **Nurul Lakhqiqoh, S.Pd.I. (Grade 1B Teacher):**

"Grade 1 children are transitioning from kindergarten. Yesterday I was so excited to condition children who like to run around in class when reading material. During the post-observation session, I was asked by the principal about what made the children run. From there I realized, it turned out that the activities in my Teaching Module were less challenging for their motor skills. I have to use the method of playing while learning."

- **Adhe Irna Zahra, S.Pd. (Grade 4a Teacher):**

"My biggest obstacle is at IPAS. Children find it difficult to understand the abstract concept of the process of photosynthesis. I realized that I was too stingy to give room for experimentation. My lesson plan yesterday was still focused on reading work, not a concrete group project."

- **Ambar Wahyu Ningrum, S.Pd. (Grade 5a Teacher):**

"When I was invited to discuss looking at my teaching recordings, I immediately realized that my time management was messed up when it came to mathematics (fraction) material. I stood on the blackboard for too long explaining the formula myself, even though the children in the back bench were already engrossed in chatting because they were not involved."

- **Mariyah Ulfah, S.Pd.SD. (Grade 6a Teacher):**

"This 6th grade child is easily focused because he is tired of preparing for the exam. I found it problematic that my teaching style was too rigid and stressful. I lack the variety of ice breaking and the use of interactive quizzes that can trigger them to learn again."

- **Sonhaji Ansori, S.Pd. (PJOK Teacher):**

"When practicing volleyball, I usually just give an example, and then my children let go of playing freely. When I was invited to evaluate with the principal, I realized why children who couldn't play were even more insecure and stunned under the tree. It turns out that I didn't make game modifications that are inclusive of all skill levels."

The Birth of Independent Solutions Based on Internal Commitment

The second finding suggests that after teachers have successfully found their "root causes", the post-observation phase results in real-action resolutions that do not come from the principal's coercion, but rather from the teacher's own creative ideas. Teachers prepare original Follow-up Plans (RTL), such as integrating technology (Canva, Quizizz), differentiated learning, and engineering simple sports props.

Analysis of the Implementation of the Stages of the Coaching-Based Academic Supervision Model at UPT SD Negeri Gentong

The implementation of academic supervision at UPT SD Negeri Gentong, Pasuruan City is realized through three structured stages inherent in the coaching principle: pre-observation, classroom observation, and post-observation. In the **pre-observation** stage, mental deconstruction occurs. The

principal deliberately scheduled an informal chat in a relaxed workspace to agree on instruments and focus on observation. This was experienced directly by Mrs. Ambar Wahyu Ningrum, S.Pd. and Mrs. Nurul Lakhiqoh, S.Pd.I., where the focus of supervision was not dictated by the principal, but was proposed voluntarily by the teacher based on their teaching anxiety.

Culminating in the **post-observation stage**, the data from the observation recordings are dissected together through an equal dialogue room. This systematic implementation is very much in line with the research results of **UII lecturers Dalwa, Fauzi, Fajriya, & Gunawan (2023)** in *the Innovative Journal of Islamic Education Management (JIMPI)*, which emphasizes that the essential success of supervision lies in **the quality of continuous coaching follow-up and continuous personal assistance**. The three-stage cycle at UPT SD Negeri Gentong succeeded in proving that when supervision follow-up is carried out with a partnership approach, teachers' phobia of supervision turns into a professional need to grow.

Analysis of School Principal's Communication Techniques in Fostering Teachers' Reflective Awareness

The success of the six respondents in detecting their teaching weaknesses was naturally the fruit of the therapeutic-reflective communication techniques played by the principals. The principal applies active listening skills and uses powerful questioning techniques. The principal avoids directive sentences such as: "Your method is wrong, tomorrow change it to this!" Instead, the principal asks open-ended questions that trigger the teacher's cognitive work to reflect.

This real experience is illustrated in the case of Mr. Miftachul Choironi, S.Pd.I. and Mrs. Ambar Wahyu Ningrum, S.Pd., where the reflective questions of the principal succeeded in leading them to find answers to the problems of student sleepiness and poor mathematical time management. Theologically, this pattern of emancipatory and dialogical communication implements the essence of **Surah An-Nahl verse 125**.

The application of the elements of al-hikmah (wisdom) and jidal billati hiya ahsan (the best dialogue) places the teacher as a respectable and intelligent subject. In line with the theory from **Gary Collins (2019)**, the main principle of coaching is to help individuals learn (helping people learn) not dictate. Through this communication technique, teachers at UPT SD Negeri Gentong experience a process of critical awareness (transformative learning), so that learning complaints that were initially considered as external factors (naughty students, lack of facilities) are successfully identified as the root of the problem from internal factors of their own teaching quality.

Analysis of the Impact of the Implementation of the Coaching-Based Supervision Model on Teacher Performance Improvement

The positive impact felt by the six respondents (Mr. Miftachul, Mrs. Ambar, Mrs. Adhe, Mrs. Mariyah, Mrs. Nurul, and Mr. Sonhaji) provides valid empirical evidence that the coaching-based supervision model is directly proportional to the improvement of the quality of teacher performance authentically.

Changes in teacher performance were observed in three key domains of performance:

1. **Learning Planning Design:** Teachers show creativity in designing Teaching Modules. Mrs. Adhe Irna Zahra, S.Pd., for example, began to integrate environment-based experimental methods in IPAS materials, and Mrs. Nurul Lakhiqoh, S.Pd.I. designing adaptive physical activities in reading learning class 1B.
2. **Quality of Classroom Implementation:** KBM has become much more dynamic and interactive. Mr. Miftachul Choironi, S.Pd.I. succeeded in reducing the level of student boredom through the media of history cards, while Mrs. Mariyah Ulfah, S.Pd.SD. succeeded in reviving the learning motivation of class 6a which had been saturated through the use of interactive digital quizzes. Meanwhile, Mr. Sonhaji Ansori, S.Pd. was able to create inclusive PJOK learning through modifying the rules of the volleyball game.
3. **Evaluation and Continuous Commitment:** Each teacher prepares an applicable RTL document based on self-awareness.

Although empirically proven to be able to boost teaching performance, an in-depth analysis of the coaching process at UPT SD Negeri Gentong shows that the application of *coaching* techniques in academic supervision has a dialectic between **the main advantages** and **operational obstacles** in the field:

1. Advantages of Coaching Techniques in Academic Supervision

- **Teachers as Coachees Feel More Appreciated:** In contrast to the directive pattern that tends to position teachers as objects of supervision, *coaching* prioritizes the principle of partnership. This humanist and dialogical approach places teachers as professionals who are respected for their dignity and dignity.
- **Teachers are more creative in solving their own problems:** Through the stimulation of *powerful questioning*, teachers' reflective awareness is activated. Teachers no longer passively wait for instructions or all-round solutions from the principal, but independently formulate creative ideas and original solutions for their classroom problems.
- **The Growth of Intrinsic Motivation and Sense of Ownership:** Solutions born from the teacher's own thinking create a sense of full ownership of the Follow-up Plan (RTL). The commitment to improve performance is no longer carried out for fear of bureaucratic sanctions, but is driven by internal awareness to grow.
- **Breaking Down Supervision Anxiety:** A fluid and transparent partnership relationship at the pre-observation stage successfully creates a sense of *psychological safety*. Defensiveness or *pseudo-compliance* has turned into openness to dissect the quality of learning honestly.

2. Operational Obstacles to Coaching Techniques in Academic Supervision

- **Lack of Principal's Time Due to Tight Managerial Schedule:** Coaching sessions require personalized, intensive, and unhurried time allocation in each phase (pre, observation, and post). Managerial busyness and very dense official duties of school principals are often the main obstacles in maintaining the consistency of coaching schedules for all teachers.
- **Risk of Young Principals Coaching Senior Teachers:** There are psycho-cultural obstacles when school principals who are younger in age or working period (*junior*) have to coach senior teachers (as in the case of coaching experienced high-class teachers). Awkwardness or covert resistance is prone to occur when junior school principals lack in-depth *coaching* techniques and fail to establish the right boundaries of partnership.
- **Requires a Reflective Mindset and Mentoring Readiness from Teachers:** *Coaching* will only be effective if *the coachee* has an open-minded (*growth mindset*). If teachers are used to being passive, reluctant to reflect, or still expect instant direction, the process of reflective dialogue takes much longer to achieve "Aha! Moment".
- **High Communication Skills Required for Supervisors:** Coaching techniques require mastery of *active listening* and asking weighty questions without slipping in judgmental nature. If the principal has not been properly trained, the post-observation dialogue session risks slipping back into a pattern of advice or unilateral inspection.

Theoretically, the fact of performance improvement along with the dynamics of excellence and its obstacles validates the theory of professional development from Sudarwan Danim (2022), that an increase in high-quality and persistent teaching performance will only be created if it is triggered by intrinsic motivation and a high level of self-efficacy (belief in the capacity of teachers). Coaching succeeded in injecting this confidence into teachers.

In addition, this finding strengthens the research roadmap from UII Dalwa lecturer, Citraningsih (2025), who states that school principals as innovative leaders must be able to engineer humanist coaching patterns in order to reduce teachers' cultural resistance, accelerate teachers' adaptability to new curriculum, and foster a sustainable learning ecosystem in elementary schools.

The findings of this study demonstrate that the implementation of coaching-based academic supervision at UPT SD Negeri Gentong, Pasuruan City, represents more than a technical modification of the conventional supervision procedure. The three-stage cycle of pre-observation, classroom

observation, and post-observation reflection has transformed supervision from an evaluative activity into a developmental process. This transformation is important because teacher performance is not merely determined by the existence of supervision instruments, but by the extent to which teachers are given opportunities to understand their own instructional problems, interpret evidence from classroom practice, and formulate solutions that they personally consider meaningful. The findings therefore indicate that the effectiveness of coaching-based supervision lies primarily in the quality of interaction between the principal and teachers rather than simply in the existence of a formal supervision schedule.

This finding is consistent with recent research showing that coaching-based academic supervision can transform supervision into a reflective and collaborative professional-development process. Magister et al. (2026), for example, found that coaching-based supervision strengthened teacher self-awareness, motivation, instructional innovation, and trust between teachers and school principals. Similarly, Astuti et al. (2026) reported that coaching-based supervision in primary education becomes effective when supervision is systematically organized around teachers' developmental needs, classroom observation, reflective feedback, and continuous follow-up. The similarity is particularly evident in the present study because the principal does not position teachers merely as objects being assessed, but as professionals who participate actively in identifying instructional problems and determining appropriate solutions.

The first important finding concerns the emergence of psychological safety and transparency during the reflection process. The six teachers were able to openly identify weaknesses in their teaching practices, including excessive lecturing, limited use of visual media, inadequate attention to students' motor development, insufficient experimentation in science learning, ineffective mathematics time management, monotonous learning activities, and the lack of inclusive strategies in physical education. This openness is theoretically significant because teachers are unlikely to disclose authentic professional weaknesses when supervision is perceived as a threat to their professional image. In a conventional inspection-oriented model, teachers have an incentive to display compliance rather than reveal vulnerability. Coaching changes this psychological calculation because the conversation is constructed around exploration and development rather than judgment.

The emergence of psychological safety can be explained through the principle of partnership in coaching. When the supervisor listens actively, avoids premature judgment, and asks exploratory questions, the teacher experiences the supervision process as a professional conversation rather than an examination. Consequently, teachers become more willing to move from describing external problems to examining their own instructional decisions. In the case of Miftachul Choironi, for example, students' sleepiness was initially observable as a classroom problem, but through reflection the teacher recognized that his dominant lecture-based strategy contributed to the problem. Likewise, Ambar Wahyu Ningrum did not merely attribute students' lack of concentration in mathematics to student behavior; she recognized that excessive teacher talk and poor time allocation had reduced students' opportunities to participate. Thus, coaching encourages a shift from problem attribution to professional self-inquiry.

This finding reinforces the argument of recent studies that coaching supervision is particularly valuable because it encourages teachers to become reflective practitioners rather than passive recipients of supervisory instructions. Hanik et al. (2024) found that coaching-based academic supervision strengthened teachers' reflective skills, helped teachers formulate professional goals, and developed more collaborative relationships between principals and teachers. Similarly, Gulo et al. (2026) emphasize that constructive feedback and teacher reflection are central mechanisms through which coaching can contribute to pedagogical competence. The present study extends these findings by showing that reflection does not remain at the level of awareness; it can move teachers toward identifying the underlying causes of classroom problems.

The second major finding is the emergence of independent solutions through internally generated commitment. After identifying their instructional constraints, teachers did not simply wait for the principal to prescribe solutions. Instead, they developed their own Follow-up Plans (RTL), including

the use of Canva and Quizizz, differentiated learning, visual matching cards, experimental activities, motor-based learning, interactive quizzes, and modified volleyball activities. This finding suggests that the most important contribution of coaching is not necessarily the provision of technically sophisticated solutions by the supervisor. Rather, coaching creates conditions in which teachers can generate solutions from their own professional knowledge and classroom experience.

This phenomenon can be explained through the concept of autonomy-supportive professional development. When teachers formulate their own solutions, they are more likely to perceive the solution as belonging to them. This creates a stronger sense of ownership than when a supervisor simply instructs a teacher to change a particular method. In other words, coaching shifts the locus of improvement from external compliance toward internal commitment. This is consistent with the findings of recent research showing that coaching-based supervision can increase teacher motivation and instructional innovation because teachers are actively involved in setting goals and interpreting their own professional needs (Magister et al., 2026).

The finding also supports Nawas's (2023) research on coaching-based supervision for differentiated learning, which demonstrated that coaching can help teachers develop instructional practices that respond more closely to students' learning needs. However, the present research provides a broader interpretation. The changes observed at UPT SD Negeri Gentong were not restricted to differentiated learning. They occurred across several instructional dimensions, including learning media, classroom management, experimentation, student engagement, assessment, and inclusive physical education. Thus, coaching appears to function as a general professional-learning mechanism, rather than merely as a technique for solving one particular pedagogical problem.

The third finding concerns the relationship between coaching and improvement in teacher performance. The evidence indicates that changes occurred in at least three interconnected domains: learning planning, classroom implementation, and continuous professional improvement. Teachers developed more varied Teaching Modules, introduced more interactive learning activities, modified instructional strategies, and prepared concrete follow-up plans. This pattern is important because teacher performance should not be understood solely as administrative completeness. A teacher may possess complete lesson plans while still implementing teacher-centered, monotonous, or insufficiently responsive learning. The findings of this study suggest that performance improvement becomes more substantive when supervision connects planning documents with actual classroom behavior and subsequent reflection.

This finding is strongly supported by Baga et al. (2024), who found improvements in academic supervision and learning quality after implementing a coaching process involving pre-observation, observation, post-observation dialogue, and follow-up. Their study reported that the coaching process helped teachers explore their potential and become better prepared for classroom supervision. The similarity with the present study is particularly striking because both studies emphasize the same three-stage supervision cycle. Nevertheless, the present research adds a qualitative explanation of **why** the cycle works: the stages provide a structured psychological pathway in which teachers first establish focus, then receive evidence from classroom practice, and finally interpret that evidence through dialogue.

The role of the principal is therefore crucial. The findings show that the principal's effectiveness does not primarily depend on the ability to identify teachers' mistakes, but on the ability to facilitate teachers' own discovery of those mistakes and their consequences. Active listening and powerful questioning become important because they prevent the post-observation session from becoming another form of one-way evaluation. In theoretical terms, the principal shifts from being an **inspector** to becoming a learning facilitator. This change is consistent with contemporary instructional leadership perspectives, which emphasize that school leaders influence teaching quality not only through monitoring but also by creating conditions for teacher learning and professional collaboration.

The communication pattern found at UPT SD Negeri Gentong can also be interpreted through the concept of reflective practice. Reflection becomes meaningful when teachers are encouraged to connect

observed classroom events with their underlying instructional assumptions. For example, a teacher who observes students becoming bored may initially conclude that the students are unmotivated. Through coaching questions, however, the teacher can reconsider whether the instructional design itself contributes to the lack of engagement. This process represents movement from descriptive reflection toward critical reflection. The teacher is no longer merely asking, "What happened?" but also, "Why did it happen, what part of my practice contributed to it, and what can I change?" Such a process provides a stronger theoretical explanation for the observed improvement in teacher performance.

Recent evidence from elementary education supports this interpretation. Widatin et al. (2025) found that coaching-based supervision can address weaknesses in top-down supervision by emphasizing partnership, dialogue, teacher autonomy, and professional development. The present study is consistent with this conclusion but adds an important contextual dimension: the effectiveness of coaching appears to be mediated by the quality of the interpersonal relationship. In other words, the coaching model cannot be treated as a mechanical procedure in which a principal simply follows pre-observation, observation, and post-observation steps. The same procedure may produce different outcomes depending on whether teachers actually perceive the interaction as safe, respectful, and non-judgmental.

This point is important because the study also identifies several operational obstacles, including limited principal time, differences in seniority between principals and teachers, teachers' varying readiness to reflect, and the high communication competence required from supervisors. These obstacles indicate that coaching is not automatically effective merely because it is labeled "coaching." The effectiveness of the model depends on implementation fidelity and organizational conditions. A principal who formally adopts coaching terminology but continues to dominate conversations, prescribe solutions, or focus primarily on deficiencies may reproduce conventional supervision under a new label.

This contextual limitation is supported by recent empirical evidence that does not always find a direct positive relationship between coaching-based supervision and teacher performance. Liow et al. (2026), for instance, reported that coaching-based academic supervision did not significantly predict teacher performance in two senior high schools, with an R^2 of only 1.3%. The authors attributed this result partly to inconsistent and insufficiently deep implementation and emphasized the importance of organizational support. This finding differs from the present study, where substantial qualitative improvements were observed. The difference should not be interpreted simply as evidence that one study is correct and the other is incorrect. Rather, it demonstrates that the effect of coaching is **context-dependent**. Qualitative changes in teacher reflection and classroom practice may emerge in a school where coaching relationships are strong, while a quantitative study across schools may find weak aggregate effects when implementation varies considerably between settings.

The difference also has methodological implications. The present research uses a qualitative case-study design and therefore captures processes, meanings, interactions, and changes experienced by individual teachers. The quantitative study by Liow et al. (2026), in contrast, examines the statistical contribution of coaching-based supervision to teacher performance across a broader sample. Consequently, the present study is better positioned to explain the mechanism through which coaching may work, whereas the quantitative study provides evidence concerning the strength of its overall statistical association. Taken together, these studies suggest that future research should combine both approaches so that researchers can determine not only whether coaching improves performance, but also under what conditions, through what mechanisms, and for which teachers.

Another important dimension is the role of **continuous follow-up**. The findings indicate that the RTL is not merely an administrative document but a mechanism for translating reflection into action. This distinction is important because supervision often fails when post-observation feedback ends with recommendations that are not subsequently monitored. Coaching creates a different trajectory: reflection produces a personally formulated goal, the goal produces an action plan, and subsequent

implementation provides new evidence for further reflection. Thus, supervision becomes a cyclical process rather than a one-time event.

This conclusion is supported by recent research demonstrating that coaching-based supervision is most meaningful when it is connected with continuous professional development. Astuti et al. (2026) emphasize the importance of systematic planning, direct observation, reflective feedback, and sustained professional development in primary schools. Likewise, Afaidi et al. (2026) highlight that coaching-based supervision should encompass planning, implementation, evaluation, and performance improvement rather than being limited to classroom observation alone. Therefore, the RTL found at UPT SD Negeri Gentong can be interpreted as a critical bridge between supervisory reflection and actual changes in professional practice.

The findings concerning the use of technology, differentiated activities, experimental learning, and interactive assessment also demonstrate that coaching may support instructional innovation indirectly. The principal did not necessarily teach teachers how to use Canva, Quizizz, experimental methods, or modified sports games. Instead, the coaching process stimulated teachers to identify a problem and search for an appropriate pedagogical response. This is theoretically significant because professional development becomes more sustainable when teachers develop the capacity to diagnose and solve new problems independently. In this sense, coaching develops not only specific teaching techniques but also teachers' capacity for professional problem-solving.

This interpretation is consistent with recent international evidence. A meta-analysis published in the *Journal of School Psychology* found that school-based consultation and coaching can support teachers' adoption and generalization of evidence-based classroom practices, although the authors also highlighted the need for stronger evidence concerning whether teachers consistently transfer trained practices across contexts. This qualification is highly relevant to the present study. The observed improvements at UPT SD Negeri Gentong provide evidence of changes following coaching, but because the study is limited to one school and a relatively short observation period, it cannot yet establish whether these practices will remain stable over the long term. Therefore, claims concerning the "sustainability" of performance improvement should be understood as a potential supported by the findings, rather than as a definitive causal conclusion.

The religious dimension of the coaching process also provides an important contextual contribution. The application of wisdom, respectful communication, and dialogue consistent with the values represented in Qur'anic Surah An-Nahl verse 125 provides a culturally meaningful foundation for the partnership model. In this context, humanistic coaching does not necessarily contradict religiously grounded educational leadership. Instead, the principles of wisdom, good counsel, and respectful dialogue can provide an ethical framework for how supervisory authority should be exercised. The principal retains formal authority, but authority is expressed through facilitation rather than domination. This distinction is particularly relevant in Islamic educational environments where leadership is expected to combine professional responsibility with moral and relational considerations.

Nevertheless, the religious framing should not be treated as a substitute for professional coaching competence. The findings show that successful coaching requires specific skills such as active listening, questioning, feedback, goal setting, and reflective facilitation. Religious values provide the ethical orientation, while coaching competencies provide the operational mechanism. Therefore, the strongest model emerging from this study is not simply "religious supervision" or "coaching supervision," but an integration in which ethical-humanistic leadership provides the relational foundation and coaching methodology provides the professional mechanism.

The findings further suggest that the effectiveness of coaching-based supervision is closely connected to the principal's leadership capacity. The principal must simultaneously function as supervisor, coach, instructional leader, listener, facilitator, and organizational change agent. This multiple role creates both an opportunity and a challenge. On the one hand, principals who possess strong coaching competencies can transform supervision into continuous professional learning. On the other hand, principals with limited time or inadequate coaching preparation may unintentionally

revert to directive supervision. Therefore, the professional development of school principals should not focus exclusively on administrative management; it should also develop interpersonal and instructional coaching competencies.

Recent literature reinforces this argument. Gulo et al. (2026) identify constructive feedback and teacher reflection as important components of coaching-based supervision, while Juliana et al. (2026) emphasize that the success of coaching-based supervision depends on collaboration and the supervisor's ability to provide constructive feedback. Thus, the obstacles identified in UPT SD Negeri Gentong are not peripheral problems but represent central implementation conditions. Without sufficient time, communication competence, and teacher readiness, the coaching cycle risks becoming procedural rather than transformative.

Scientifically, the findings contribute to the literature by reinforcing the proposition that teacher performance improvement is a relational and reflective process, not merely a monitoring outcome. Conventional supervision assumes that performance improves when teachers receive information about deficiencies and recommendations for correction. The coaching model suggests a different causal pathway: supportive relationships create psychological safety; psychological safety encourages honest reflection; reflection produces awareness of instructional problems; awareness stimulates self-generated solutions; self-generated solutions strengthen ownership; and ownership increases the likelihood of sustained implementation. This chain provides a more convincing explanation for why the six teachers in this study demonstrated changes in planning, classroom practice, and follow-up commitment.

The findings therefore both confirm and qualify previous research. They confirm studies reporting positive effects of coaching-based supervision on teacher reflection, professional competence, instructional innovation, and learning quality (Hanik et al., 2024; Gulo et al., 2026; Astuti et al., 2026). At the same time, the findings qualify claims that coaching will automatically improve teacher performance by showing that effectiveness depends on implementation quality, teacher readiness, leadership competence, available time, and organizational support. This interpretation is particularly important in light of evidence showing that coaching-based supervision can produce weak statistical effects when implementation is inconsistent.

Overall, the evidence suggests that the strongest contribution of the coaching-based supervision model at UPT SD Negeri Gentong is not simply that teachers "perform better" after supervision. Its deeper contribution is the transformation of the meaning of supervision itself. Supervision shifts from a compliance-oriented activity toward a professional learning cycle in which teachers are encouraged to recognize problems, examine evidence, formulate solutions, implement changes, and reflect again. The principal's role consequently shifts from evaluator toward learning partner. This transformation explains why teachers who previously experienced supervision anxiety became more open to discussing weaknesses and more willing to formulate independent solutions.

4. CONCLUSION

The coaching-based academic supervision model at UPT SD Negeri Gentong, Pasuruan City is effectively implemented through a three-phase cycle (pre-observation, class observation, post-observation) which successfully collapses the hierarchical rigidity between leaders and teachers.

The principal's communication technique that combines active listening and asking powerful questions has been proven to be able to activate teachers' reflective awareness. This is evidenced by the six respondents (Miftachul Choironi, S.Pd.I., Ambar Wahyu Ningrum, S.Pd., Adhe Irna Zahra, S.Pd., Mariyah Ulfah, S.Pd.SD., Nurul Lakhqoh, S.Pd.I., and Sonhaji Ansori, S.Pd.) who were openly and naturally able to unravel the roots of their own learning problems.

The implementation of coaching-based supervision has a positive and concrete impact in boosting the performance of UPT teachers at SD Negeri Gentong. These impacts include improving the quality of the preparation of varied Teaching Modules, the orchestration of classroom management that is

active-interactive-inclusive, and the birth of a commitment to independent learning quality improvement actions through the Follow-up Plan (RTL) document.

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