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Optimization Of Coaching-Based Academic Supervision Program To Improve Learning Quality At State Elementary School 151 Sukasenang, Bandung

Ai Yunita[1]✉, Kiki Yuwantika[2], Neneng Dian Handayani[3], Romlah Rosmawati[4], Lilis Suwandari[5]

Universitas Islam Nusantara

Email : [1]aiyunita19@guru.smp.belajar.id

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ABSTRACT
This study aims to optimize a coaching-based academic supervision program using the TIRTA (Objective, Identification, Action Plan, and Responsibility) model to improve the quality of learning at SD Negeri 151 Sukasenang, Bandung, in the 2025-2026 academic year. Using a School Action Research (PTS) design with a predominantly qualitative approach, the study involved 16 teachers as subjects. The supervision process was integrated into three stages: pre-observation, observation, and post-observation, with TIRTA coaching implemented in two main action cycles, preceded by a pre-cycle as a baseline. Data were collected through classroom observations, interviews, and checklists, and analyzed descriptively using score categorization. The results showed a significant improvement: the average supervision score from the pre-cycle (70, good category) increased to 81.5 in cycle I and 86.78 in cycle II (very good category), representing an overall 23.97% increase. Improvements were seen in administrative and classroom aspects, supported by collaboration, intense communication, and a humanistic approach aligned with national policies such as Permendikbud No. 16/2022, Perdirjen GTK No. 2626/2023, and the Independent Curriculum. The conclusion states that TIRTA coaching-based supervision effectively improves teachers' pedagogical competence, contributing to the quality of continuing education. Recommendations: consistent monitoring and further research to address challenges such as time constraints

Keywords: *academic supervision, TIRTA coaching, learning quality, School Action Research*

INTRODUCTION

The essence of school education lies in the learning process. Quality school education cannot be achieved without quality teaching. Various efforts to improve the quality of education are considered ineffective if they do not address improvements in the learning process. Among the components of learning, teachers are a key element determining success, as stipulated in Law Number 14 of 2005 concerning Teachers and Lecturers.

The quality of educational resources in schools, in this context, refers to teachers' ability to plan, implement, and assess learning, which demonstrates the quality of their performance. Teacher performance includes the ability to produce quality learning outcomes, the quantity of expected output, and consistency in carrying out tasks. Teachers who demonstrate good performance are key to improving the quality of education. The success of education in schools is greatly influenced by the quality of teachers, which is evident in their daily performance. Teacher quality is one of the main pillars influencing the quality of education, which is manifested in student achievement and the strengthening of positive character (Mulloh & Muslim, 2022; Neal, 2024). Teachers must meet established competency standards, as mandated by Regulation of the Director General of Teacher and Lecturer Education No. 2626/B/HK.04.01/2023 concerning the Teacher Competency Model, namely pedagogical, personality, social, and professional competencies. Within pedagogical competency, teachers must strive to create learning that aligns with established objectives. Within professional competency, teachers must master the material they teach and be able to implement it in contextual learning. These two competencies are reinforced by social and personality competencies as the basis for teachers to strengthen positive relationships with the school community. These competencies reflect the quality of teachers in schools (Rahman, 2022).

Academic supervision is a teacher empowerment program, defined as activities that help teachers develop their learning management skills (Glickman, 1981; Daresh, 1989). As it develops, principals of educational units are increasingly directed to possess and understand, and are even required to practice, what is stipulated in the latest National Curriculum policy, including competency in understanding collaborative and humanistic supervision methods and techniques. One of the steps that principals can implement through the academic supervision phase is pre-observation, observation, and post-observation. These three stages are interrelated in efforts to improve teacher quality in learning. These three stages must also be supported by coaching techniques conducted by the principal for teachers.

At SD Negeri 151 Sukasenang, the supervision program has been developed based on Minister of Education and Culture Regulation No. 16 of 2022, but requires optimization through coaching approaches such as the GROW or TIRTA models to

improve teacher pedagogical competence (Rasmaladewi et al., 2025; Soro et al., 2024).

METHODOLOGY

This study employed a qualitative approach with a School Action Research (SAR) design. The qualitative approach was chosen because the research aimed to describe, analyze, and optimize the coaching-based academic supervision process in-depth and contextually within the school environment. The SAR design was appropriate for this study because it involves a collaborative action cycle between the researcher (who can act as the principal or facilitator) and teachers as participants, with the goal of improving direct practice in the field. The SAR model follows the Kemmis and McTaggart cycle, which includes planning, action, observation, and reflection, carried out repeatedly until the supervision program is optimized. This approach aligns with the collaborative and humanistic essence of academic supervision, as outlined in the school supervision program document, and supports the implementation of the Independent Curriculum, which emphasizes continuous teacher professional development.

The research subjects were 16 teachers at SD Negeri 151 Sukasenang. Data collection included classroom observation guidelines, pre-observation and post-observation interview guidelines, and a checklist (Hartanto & Purwanto, 2019). Data analysis was performed as follows:

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

After obtaining the supervision score, it was categorized according to Table 1 below. (Shulhan, 2012).

Table 1
Academic Supervision Assessment Categories

Value Interval	Category	Information
86-100	A	Very Good
70-85	B	Good
55-69	C	Fairly Good
45-54	D	Poor
< 44	E	Very Poor

RESULT AND DISCUSSION

Result

Academic supervision in this study consisted of a pre-cycle, cycle I, and cycle II. The pre-cycle represents the results of the initial semester supervision, which did not implement academic supervision and coaching techniques. Cycle I followed the implementation of the supervision and coaching techniques. Cycle II was a

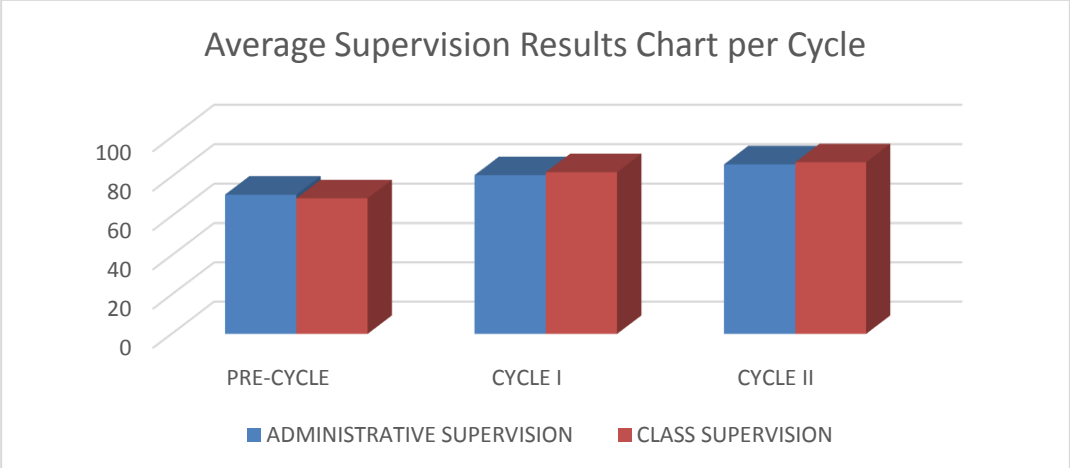
continuation of Cycle I, refining several coaching techniques based on feedback from Cycle I. By regulation, academic supervision is conducted by the principal at least four times per year (two semesters): two administrative supervisions and two classroom supervisions for each teacher (Hartanto & Purwanto, 2019; Saman & Hasanah, 2024; Shulhan, 2012). The series of cycles in this study can be seen in Table 2 below.

Table 2

Academic Supervision Results Based on Research Cycles

Teacher	Pre Cycle		Cycle I		Cycle II	
	Administrative Supervision	Class Supervision	Administrative Supervision	Class Supervision	Administrative Supervision	Class Supervision
G.1	70	62	80	79	88	87
G.2	69	67	83	83	91	83
G.3	84	83	94	91	99	96
G.4	62	58	74	83	81	83
G.5	65	66	75	71	84	87
G.6	75	70	84	87	91	91
G.7	81	87	93	92	90	95
G.8	79	83	92	87	95	91
G.9	78	75	86	87	91	91
G.10	63	70	70	83	80	87
G.11	62	54	69	66	77	75
G.12	54	58	59	71	74	79
G.13	67	66	82	87	81	91
G.14	70	70	80	83	85	87
G.15	77	75	85	87	88	91
G.16	78	62	86	79	85	83
	70.87	69.12	80.75	82.25	86.25	87.31

Based on Table 2, the increase in academic supervision scores can be seen in general in each cycle. Meanwhile, in administrative supervision cycle I, there was a general increase in supervision scores compared to cycle II. In each series of cycles, an increase per cycle can be seen for both administrative and class supervision. Furthermore, the data is depicted in the following chart:



From the pre-cycle to Cycle II. This graph pattern shows that administrative supervision scores were higher than classroom supervision in the pre-cycle. However, in Cycle II, the implementation of coaching-based academic supervision not only had a temporary impact but also created a sustained trend of improvement in the quality of supervision and teacher learning.

It can be seen that each cycle experienced significant improvement. Cycle II had the highest average supervision score (administrative and classroom) compared to the pre-cycle and Cycle I. This can be seen from the combined administrative and classroom supervision scores for each cycle in Table 3.

Table 3

Average Academic Supervision Results per Cycle

Research Stage	Average Academic Supervision Score	Category	Change Description
Pre-Cycle	70,00	Fair	Supervision is administrative and evaluative
Cycle I	81,50	Good	Coaching-based supervision is being implemented
Cycle II	86,78	Very Good	Coaching is reflective and collaborative

Table 3 shows a consistent increase in the average academic supervision score from pre-cycle to Cycle II. The increase in scores from adequate to excellent indicates that coaching-based academic supervision was able to continuously improve the quality of supervision and teacher learning practices.

Table 4

Percentage Increase in Academic Supervision Scores Between Cycles

Stage Comparison	Score Difference	Percentage Increase
Pre-Cycle → Cycle I	+11,50	16,43%
Cycle I → Cycle II	+5,28	6,48%
Pre-Cycle → Cycle II	+16,78	23,97%

The highest percentage increase occurred during the transition from pre-cycle to Cycle I, indicating a significant initial impact of the coaching implementation. In Cycle II, the increase continued, albeit more moderately, indicating a phase of strengthening and consolidating teachers' reflective practices.

Table 5

Analysis of Changes in Supervision Patterns and Teacher Responses

Analysis Aspects	Pre-Cycle	Cycle I	Cycle II
Supervisory Approach	Instructive	Initial Collaboration	Reflective Coaching
The Principal's Role	Assessor	Facilitator	Coach
Teacher Response	Passive	Beginning to Open Up	Active and Reflective
Follow-up	Minimal	Yes, Not Consistent	Independent and Sustainable

Changes in supervision patterns indicate a paradigm shift from control to empowerment. Teachers not only receive feedback but are able to interpret supervision as a professional learning process. This study employed a School Action Research (SAR) design with a predominantly qualitative, mixed-approach approach, involving two main action cycles (cycle I and cycle II), supplemented by a pre-cycle as a baseline. The academic supervision process focused on integrating the TIRTA (Objective, Identification, Action Plan, Responsibility) coaching model into three main stages: pre-observation, observation, and post-observation. Data were collected through instruments such as classroom observation guidelines, pre- and post-observation interview guides, and checklists. Supervision results covered both administrative and classroom aspects.

Discussion

All principals expect all their teachers to achieve a high level of professionalism (Qowama et al., 2024; Saman & Hasanah, 2024). This will make the principal's duties more positive. Realistically, not all teachers can become professionals from the start, and each teacher has a different level of professionalism. Building teacher professionalism is a gradual process that takes time to develop. An effective principal is able to develop and enhance the potential of each teacher under their leadership. An ideal principal will continuously strive to improve the quality of each teacher and help teachers who experience obstacles/constraints become effective teachers, effective teachers become good teachers, and good teachers become professional teachers. Principals understand that this is a process that requires time, patience, and a lot of work (Lalupanda, 2019). This process requires careful planning from the principal, collaboration between learning components, patience, hard work from all parties, and the principal's ability to motivate teachers. Principals play a crucial role in overcoming obstacles faced by teachers in the learning process. Principals can facilitate discussions with teachers to find ways to improve the quality of learning. Through collaborative meetings, teachers can share ideas and experiences to develop more

effective learning methods. Furthermore, discussions between teachers provide a good forum for mutual learning and knowledge sharing. This can be facilitated through academic supervision. Through academic supervision, teachers can receive feedback and guidance to develop their competencies. Academic supervision encompasses various aspects of learning, from planning to evaluation, with administrative assessments in the form of learning tools, namely: Prosem, Prota, syllabus/ATP, and teaching modules. In addition, classroom assessments include how teachers implement lesson plans into effective learning processes. This research consisted of three cycles: Pre-Cycle, Cycle I, and Cycle 2.

1) Pre-Cycle

Conditions of Academic Supervision in the Pre-Cycle Phase: Research results from the pre-cycle phase indicate that the implementation of academic supervision is still dominated by a conventional approach. Supervision focuses more on checking administrative completeness and assessing teacher performance, without meaningful reflection. The average academic supervision score is in the adequate category, indicating that supervision is not functioning optimally as a means of teacher professional development.

Empirically, teachers tend to be passive and view supervision as a formal, evaluative activity. Interactions between the principal and teachers are one-way, so the feedback provided does not encourage sustainable changes in learning practices. Follow-up supervision has also not been systematically designed, resulting in learning improvements not being monitored continuously. This pre-cycle situation confirms that academic supervision without reflective dialogue has the potential to lose its nurturing significance. Therefore, the pre-cycle stage provides a crucial foundation for designing more participatory and empowering teacher supervision interventions.

2) Changes in Supervision Patterns in Cycle I

In Cycle I, the TIRTA coaching model was integrated into the academic supervision phase. The process began with collaborative planning between the principal as supervisor (coach) and the teacher (coachee). Objectives were established based on learning needs, challenges and potential were identified through dialogue, action plans were developed jointly, and responsibilities were shared to ensure commitment. Implementation included classroom observations focusing on teaching practice, followed by post-observation reflections.

The principal no longer focused solely on assessments but began to involve teachers in determining supervision objectives and reflecting on learning outcomes. The impact of this implementation was evident in the increase in the average academic supervision score to the good category. This significant improvement in Cycle I indicates that the coaching approach had a strong initial impact on the quality of supervision. Teachers began to demonstrate openness to

feedback and were willing to discuss challenges encountered in learning. The pre- and post-observation processes began to be characterized by two-way dialogue, although it still needed strengthening.

However, Cycle I reflections also revealed that the implementation of coaching was not yet fully consistent. Some teachers still rely on the principal's guidance in developing improvement plans, and follow-up learning has not been implemented evenly. This finding indicates that a shift in the supervision paradigm requires a continuous process of adaptation and mentoring.

3) Strengthening Coaching-Based Supervision in Cycle II

Cycle II represents a refinement phase of the implementation of coaching-based academic supervision. At this stage, the principal places greater emphasis on the use of reflective questions that encourage teachers to independently analyze their learning practices. This approach has resulted in improved teacher reflection and independence in designing follow-up learning.

The results show that the average academic supervision score in Cycle II reached the very good category. Although the score increase was not as significant as in the previous cycle, this reflects a phase of consolidation and stabilization of supervision quality. Teachers not only experienced improved performance but also demonstrated a change in attitude toward supervision as a professional learning process.

In Cycle II, supervision was no longer perceived as an administrative obligation but rather as a space for reflection and self-development. Teachers were able to objectively identify strengths and weaknesses in their learning and implement action plans more consistently. This indicates that coaching has contributed to building a reflective culture in the school. Cycle II was a continuation and refinement of Cycle I, with an emphasis on optimization based on previous reflections. The TIRTA model was implemented more thoroughly, including the addition of deeper reflective elements to address residual obstacles. The observation and interview process focused on follow-up evaluation, ensuring sustainable change.

The results of Cycle II showed peak improvement, with a score difference of 16.78. The average pre-cycle observation score was 70 (good) and the average cycle supervision score reached 86.78 (very good) (a 23.97% increase from the pre-cycle). Significant improvements were seen in:

The results chart shows that Cycle II had the highest supervision scores (both administrative and classroom), with progressive improvement from the pre-cycle to Cycles I and II. Key supporting factors included supervisor training and the school's collaborative culture, while barriers such as time constraints were addressed through flexible scheduling and a humanistic approach. Overall, the integration of TIRTA proved effective in improving the quality of learning,

contributing to the implementation of the Independent Curriculum and teacher competency standards (such as pedagogical, professional, social, and personality).

CONCLUSION

This study concluded that optimizing a coaching-based academic supervision program was effective in improving the quality of teacher learning at SD Negeri 151 Sukasenang. The integration of the TIRTA (Objectives, Identification, Action Plan, and Responsibilities) coaching model into the pre-observation, observation, and post-observation stages of supervision transformed the nature of supervision from an administrative-evaluative approach to a reflective and collaborative professional development process.

The results of the school action research showed a gradual improvement in the quality of supervision and learning from the pre-cycle to Cycle II. The implementation of coaching encouraged teachers to actively engage in learning reflection, develop independent improvement plans, and implement ongoing follow-up. The significant increase in the average academic supervision score indicates that the coaching approach impacts not only teacher performance but also changes in attitudes and professional culture within the school.

The main findings of this study confirm that coaching-based academic supervision strengthens the principal's role as a facilitator of teacher professional development, increases teacher confidence and motivation, and fosters a culture of reflection as part of learning practices. Thus, coaching-based academic supervision is a relevant and applicable strategy to support the improvement of learning quality and the implementation of the Independent Curriculum in elementary schools.

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