



Coaching-Oriented Academic Supervision for Improving Elementary Teacher Performance of Aceh Tamiang Regency

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ARTICLE INFO

Article history:

Received: October, 2025

Received in revised from: November, 2025

Accepted: December, 2025

Available online: January, 20, 2026

Keywords: *academic supervision, coaching, teacher performance, GROW model, elementary schools,*

ABSTRACT

Teacher performance is critical to improve learning quality in primary schools, but empirical research shows that many teachers continue to struggle with effective lesson planning, implementation, and assessment. This study investigates how coaching-based academic supervision provided by school leaders increases teacher performance via a reflective, dialogical, and collaborative developing process. Data were obtained using a qualitative descriptive technique, with in-depth interviews, observations, and documentation from principals, teachers, and supervisors at SD Negeri Paya Bedi and SD Negeri Pahlawan in Aceh Tamiang Regency. Data analysis included data reduction, data visualization, and conclusion drawing. The findings show that coaching supervision effectively assists teachers in (1) formulating clear, measurable, and contextual performance goals; (2) identifying strengths, weaknesses, and constraints in real instructional practices; (3) designing realistic instructional improvement strategies; and (4) developing strong commitment to implementing agreed-upon action plans through continuous monitoring. The coaching approach improves pedagogical and professional competencies by promoting teachers as active participants in professional development. This study shows that coaching-based academic supervision increases teacher ownership, reflective capacity, and motivation to sustainably enhance performance in elementary school settings.

1. Introduction

Teacher performance is a crucial factor in educational quality, as teachers are the key agents who convert curricular standards into effective learning experiences in the classroom (Kanya et al., 2021). The implementation of national reforms like Merdeka Curriculum, which prioritize student-centered learning, differentiated instruction, and authentic assessment, is significantly influenced by teachers' pedagogical competence, professional autonomy, and reflective capacity (Syukri et al., 2025). In numerous instances, educators persist in utilizing traditional teaching methods, partly due to inadequate proficiency in modern pedagogical frameworks and a lack of alternatives for continuous professional growth (Brunsdon & Layne, 2025). The transition to more dynamic, inquiry-based, and individualized learning environments is inconsistent, especially in schools where institutional cultures

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<https://doi.org/10.56806/jh.v6i4.376>

and leadership practices do not actively promote innovation or ongoing learning(Ronfeldt et al., 2024).

Empirical evidence underscores the significance of this challenge. According to data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2023), over 40 percent of instructors encounter challenges in executing differentiated learning, formative assessment, and project-based instruction—fundamental requirements of Merdeka Curriculum(Mailani, 2025). These statistics indicate not only deficiencies in skills but also structural obstacles, such as onerous administrative responsibilities that diminish instructional preparation time and impede reflective pedagogy(Nurhasanah et al., 2025). A significant disparity endures between curricular objectives and classroom reality, indicating that enhancing teacher effectiveness involves more than just legislative mandates(Kobandaha et al., 2024). It requires ongoing pedagogical support, diminished non-teaching responsibilities, and school leadership dedicated to cultivating collaborative learning environments that empower teachers to consistently enhance their practices and address changing educational needs(Sugandi & Wasliman, 2025).

Sustained professional development and transformative leadership techniques at the school level are essential for enhancing teacher effectiveness and aligning instructional methods with changing educational requirements(Astuti et al., 2025). Conventional academic supervision methods are frequently defined by evaluative oversight and corrective feedback, which tend to perpetuate hierarchical dynamics and constrain prospects for teacher development(Osiesi et al., 2023). Conversely, modern viewpoints highlight supervision as a developmental process that fosters teacher agency, reflective inquiry, and ongoing learning(Saripah & Suwandari, 2025). This transition addresses the growing intricacy of classroom requirements, necessitating that educators not only excel in subject matter and teaching methodologies but also accommodate varied student needs, incorporate technology, and adapt to changing assessment strategies(Tiron-Tudor & Deliu, 2022). Thus, contemporary school leadership necessitates that principals transition from inspection-focused supervision to tactics that empower teachers as reflective practitioners who actively influence instructional enhancement(Lofthouse et al., 2022).

Coaching-based supervision serves as a strategic response to this educational revolution by incorporating empowerment, dialogical interaction, and professional collaboration into supervisory practices(Yanti et al., 2025). Utilizing the GROW model (Goal–Reality–Options–Will), coaching organizes supervision as a structured reflection cycle wherein educators ascertain developmental priorities, address actual classroom limitations, investigate viable instructional alternatives, and pledge to implement practical improvement strategies(Farhan & Suratman, 2023). The coaching method refrains from prescribing answers, instead positioning principals as facilitators who assist teachers in developing their own insights and tactics, thus promoting ownership of professional learning and improving intrinsic motivation for enduring change(Wahidin, 2024). Over time, reflective and inquiry-based supervision fosters a culture of trust, collegiality, and ongoing improvement—conditions acknowledged as essential for enhancing teacher effectiveness and, consequently, advancing student learning outcomes(Nugent et al., 2023).

In Aceh Tamiang Regency, continuing problems with teacher effectiveness reflect wider national issues, especially in elementary schools where instructional demands have increased while pedagogical support systems are inconsistent. Numerous educators persist in facing challenges with lesson preparation that accommodates differentiated learning requirements, instructional methods that foster active participation, and assessment strategies that accurately gauge student comprehension(Safarudin et al., 2025). These deficiencies are not solely technical failings, but rather signs of inadequate professional support and restricted chances for reflective practice within educational settings. Consequently, educators often necessitate systematic and ongoing support that

fosters critical evaluation of their pedagogical choices and cultivates adaptive expertise—an indispensable skill for addressing modern classroom demands(Safarudin et al., 2025).

This study examines how coaching-based academic supervision might function as a strategic tool to enhance teacher performance by transforming the supervisory approach from compliance monitoring to developmental empowerment(Hefniy & Arifin, 2023). Instead of perceiving supervision as a tool for identifying faults, coaching-oriented methodologies actively include educators in reflective discourse, foster professional independence, and enhance accountability through collaborative goal establishment and solution-oriented engagement(Bilgiler & Dergisi, 2022). This research addresses the pressing necessity for supervisory techniques in Aceh Tamiang that evaluate performance while simultaneously fostering instructional enhancement, through an analysis of the design, execution, and perceived outcomes of coaching-based supervision. The study identifies coaching-based academic supervision as a viable approach for promoting professional development, improving instructional quality, and facilitating enduring enhancements in student learning outcomes within the regional educational context.

2. Methodology

2.1 Research Approach and Design

This study utilized a qualitative descriptive methodology to gain a comprehensive understanding of the implementation of coaching-based academic supervision by school principals and its impact on enhancing teacher performance. The qualitative descriptive methodology was chosen to enable researchers to document authentic supervisory practices as they transpire in actual school environments, encompassing interactions, perspectives, and decision-making processes that may elude quantitative assessment. This approach emphasized detailed, contextual descriptions that accurately represent the experiences of principals and teachers, offering insights into the procedural elements of coaching supervision and its tangible effects on instructional practice.(Stanley, 2023).

2.2 Research Setting and Participants

The research was conducted at two public elementary schools in Aceh Tamiang Regency, namely SD Negeri Paya Bedi and SD Negeri Pahlawan, which were selected based on their ongoing implementation of coaching-oriented supervisory practices. The study involved a total of 14 participants, consisting of two school principals, ten teachers, and two school supervisors. These participants were chosen using a purposive sampling technique, as they possess direct experience and active involvement in the academic supervision process, particularly within coaching-based supervisory activities. The purposive selection ensured that the data obtained reflected authentic supervisory dynamics and professional learning interactions, allowing the study to capture meaningful insights into how coaching supervision is practiced, perceived, and translated into improvements in teacher performance within the elementary school context.

2.3 Data Collection Techniques

Data was obtained using varied qualitative methods to assure depth, trustworthiness, and contextual comprehension of supervisory processes. Initially, comprehensive interviews were carried out with principals, teachers, and school supervisors to examine their experiences, perspectives, and interpretations of coaching-based academic supervision, specifically about its impact on instructional enhancement and professional development. Secondly, non-participant observations were conducted during supervision sessions and classroom instructional activities to document the interactional processes, communication patterns, and supervisory tactics employed in real-world contexts. These observations allowed the researcher to analyze the implementation of coaching

principles in real-time practice. Third, document analysis was conducted by examining supervision reports, lesson plans, instructional documentation, and school administrative records to corroborate interview and observation findings while identifying written evidence of supervisory procedures, follow-up actions, and performance development. The triangulation of interviews, observations, and documentation enhanced the reliability of the data and offered a thorough comprehension of coaching-based supervision as executed in practice.

2.4 Data Analysis

Data analysis was carried out using (Miles & Huberman, 1984) interactive model, which emphasizes an iterative and continuous process throughout the research. The first stage, data reduction, involved selecting, simplifying, and transforming raw data obtained from interviews, observations, and documents into meaningful units that aligned with the research focus. This process included coding, categorizing, and summarizing data to highlight relevant supervisory practices and their implications for teacher performance. The second stage, data display, organized the reduced data into structured forms such as descriptive narratives, thematic matrices, and visual charts, enabling clearer interpretation of emerging patterns and relationships. The final stage, conclusion drawing and verification, entailed interpreting meaning across data segments to construct analytical insights and derive findings that reflect the real implementation of coaching-based academic supervision. Throughout these stages, conclusions were continually tested and validated against the collected evidence to ensure analytical rigor and trustworthiness.

3. Results

3.1 Goal-Setting Strategies for Enhancing Elementary School Teachers' Performance.

The goal-setting stage is a critical component of coaching-based academic supervision, as it establishes the intentional direction for the development of teacher performance. Research conducted at Paya Bedi Public Elementary School and Pahlawan Public Elementary School demonstrates that goal setting has transitioned from an ordinary administrative task to a reflective and collaborative process, thereby positioning teachers as partners in their professional development. Teachers' involvement in school management reflects a shift from traditional supervision to collaborative engagement, promoting shared ownership of the school's objectives. Principals who adopt a collaborative leadership style engage teachers in planning, evaluation, and decision-making processes, thereby strengthening shared accountability for school improvement.

In this context, principals serve as coaching facilitators, guiding teachers to reflect on instructional practices via structured discussions, mentoring, and coaching sessions. This process adheres to coaching principles that highlight self-awareness and goal ownership, thereby transforming academic supervision into an ongoing professional learning experience instead of a mandated role. The incorporation of SMART principles in coaching-based supervision improves teachers' capacity to develop specific, measurable, achievable, relevant, and time-bound learning objectives. Principals facilitate teachers' translation of broad aspirations into specific, actionable targets through guided reflection and feedback. This process clarifies instructional direction, aligns methods with learning needs, and establishes indicators of success.

The collaboratively established reflective goals at Paya Bedi and Pahlawan Public Elementary Schools have markedly enhanced teacher performance. The implementation of coaching-based academic supervision has transitioned from a focus on quality control to a strategy for professional development that enhances intrinsic motivation, accountability, and ongoing improvement in teaching quality.

3.2 Exploring Teaching and Learning Practices in Enhancing Teacher Performance.

The investigations of actual conditions in coaching-based academic supervision is a crucial phase that guarantees the accuracy and relevance of teacher professional development. At this stage, supervision focuses on achieving an objective and thorough understanding of teachers' actual classroom performance and instructional practices. Evidence from Paya Bedi Public Elementary School and Pahlawan Public Elementary School indicates that the reality stage has progressed from fault-finding to enhancing teachers' self-awareness regarding their pedagogical, professional, and environmental contexts. Systematic and collaborative exploration of real conditions is achieved through classroom observations, reflective dialogues, analysis of instructional records, and the incorporation of student feedback. This is consistent with coaching principles that emphasize factual understanding as the basis for significant change. These practices represent a notable transition from administrative oversight to reflective, data-driven coaching customized to meet teachers' developmental requirements.

Principals and supervisors evaluate actual conditions and align support with specific needs by analyzing both observable classroom behaviors and the underlying factors that affect teacher performance. Classroom observations combined with reflective discussions enable teachers to express their instructional reasoning, challenges faced, and adaptive strategies employed. This participatory process positions teachers as active agents in professional learning, acknowledging their experiences as vital sources of pedagogical insight. Grounding professional development in authentic data and contextual analysis enhances the relevance, responsiveness, and impact of supervision on classroom practice during the reality stage. This approach connects policy and practice by aligning coaching interventions with the real conditions and learning needs of teachers. The implementation of the reality-exploration stage at Paya Bedi and Pahlawan Public Elementary Schools reflects a comprehensive, participatory, and contextually aware methodology. Integrated observation, reflection, and collaborative analysis enable teachers to enhance their understanding of instructional practices and performance challenges. This comprehension establishes a robust basis for future goal setting and action planning, thereby strengthening coaching-oriented academic supervision as a strategic approach to enhancing teacher professionalism and instructional quality..

3.3 Exploring Alternative Strategies to Overcome Learning Obstacles in Enhancing Teacher Performance.

The Options stage in coaching-based academic supervision serves a crucial role by connecting the awareness of the current situation (reality) with the commitment to take action (will). The findings suggest that the exploration of alternative solutions is facilitated not by a singular directive from the principal, but through a reflective dialogue process that promotes the generation of diverse learning strategies by teachers. The study's results indicate that the alternative solutions identified include interrelated pedagogical, professional, and contextual aspects within learning practices. Learning strategies that are flexibly designed indicate that educators adjust their methods based on student characteristics while also taking into account resource limitations, classroom dynamics, and learning objectives. This affirms that solutions generated through coaching are practical and feasible, as opposed to normative solutions that may be challenging to execute in practice.

The openness inherent in the coaching-based academic supervision process is a crucial factor facilitating the emergence of diverse alternative solutions. The findings indicate that teacher openness is not solely an individual disposition; it is, instead, a product of a school culture that consistently promotes appreciation, collaboration, and ongoing reflection. The principal assumes a strategic role in fostering a climate of psychological safety, enabling teachers to comfortably express ideas, experiment with new approaches, and discuss learning failures without fear of retribution. The

participation of learning communities and collaborative networks in exploring solutions enhances the social aspect of teacher professional development. Learning solutions emerge not in isolation but through collective discussions among teachers, the sharing of effective practices, and connections with relevant resource individuals, thereby enriching teachers' perspectives. This condition aligns with the concept of continuous professional development, wherein enhancements in teacher performance arise from ongoing interaction, reflection, and collaboration.

The exploration of various alternative solutions in coaching-based academic supervision has demonstrated the potential to foster a participatory, reflective, and effective coaching process. Educators are urged to engage in critical thinking, embrace innovation, and participate actively in developing contextually relevant learning solutions for their classrooms. The Options stage generates diverse learning strategies and establishes a robust foundation for the subsequent commitment to action in the Will stage, thereby enhancing the continuous improvement of elementary school teachers' performance.

3.4 Fostering Teacher Commitment to Implement Action Plans for Enhancing Elementary School Teacher Performance.

The (Will) stage in coaching-based academic supervision is a critical phase that converts reflection and solution exploration into concrete professional actions. Study results at Paya Bedi Public Elementary School and Pahlawan Public Elementary School indicates that teacher commitment evolves gradually through continuous, dialogical mentoring tailored to individual readiness levels. In this context, coaching-based supervision serves as both an internal motivator and an external support mechanism, facilitating the continuity and accountability of action plan implementation. The findings suggest that teachers' dedication to implementing action plans is significantly shaped by their involvement in the entire process, from goal formulation to the identification of alternative strategies. This engagement fosters ownership, transforming the action plan from a simple administrative task into a professional responsibility focused on improving instructional quality. This ownership corresponds with the core coaching principle that lasting behavioural change takes place when individuals take personal responsibility for their professional development and decision-making.

Furthermore, The Will stage emphasizes the necessity of sustaining teacher motivation via structured mentoring, regular monitoring, and a supportive, appreciative school environment. This integrated approach promotes accountability and a continuous commitment to pedagogical excellence. The Building Commitment (Will) stage acts as a crucial catalyst for achieving significant learning transformation. Teachers' commitment, driven by intrinsic motivation for student advancement and bolstered by ongoing institutional support, manifests in intentional, closely monitored, and sustainable professional practices. As a result, coaching-based academic supervision goes beyond mere rhetoric, leading to quantifiable enhancements in teacher performance and student learning outcomes in elementary education.

4. Conclusions

Coaching-based academic supervision has demonstrated efficacy in improving teacher performance in elementary education. This supervisory method facilitates teachers in critically assessing their teaching methods and developing specific plans for enhancement through structured supervision, reflective discourse, and collaborative goal-setting. The principal's position as a coaching supervisor not only guides pedagogical improvement but also cultivates professional autonomy, intrinsic motivation, and a lasting dedication to instructional excellence. Thus, coaching supervision enhances essential pedagogical and professional competencies, enabling instructors to more adeptly

address classroom issues and provide significant learning experiences. The findings underscore the necessity for educational leadership programs to integrate coaching-oriented supervisory abilities as an essential element of principal preparation. Institutionalizing coaching-based supervision into school quality management systems helps fortify ongoing professional development and elevate the culture of instructional enhancement. At the policy level, the integration of coaching methods bolsters national initiatives aimed at enhancing teaching quality and corresponds with the teacher empowerment paradigm highlighted in Indonesian education reforms.

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