Academic Supervision through Coaching Techniques to Enhance Teachers' Professional Competence

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ABSTRACT: This study aims to understand how coaching techniques can be used in supervision to enhance teachers' professional competence. The subjects involved in this research are school principals, teachers, and human resources managers from educational foundations. The research instruments used include observation and interviews. The analysis results indicate that academic supervision using coaching techniques helps school principals understand real-time data on teachers' conditions and competencies, allowing for targeted follow-up programs designed by the school principal. Based on this, it can be concluded that coaching techniques are essential in academic supervision.

KEYWORDS: supervision, academic, coaching, competence, professional

I. INTRODUCTION

One of the four competencies that teachers, as educational personnel, need to possess to ensure the success of the learning and teaching process is professional competence (Fitria & Martha, 2020). A teacher with professional competence has the ability to master the entire learning and teaching process, including planning, implementation, and evaluation, in accordance with their area of expertise. With specialized skills and knowledge in teaching, a teacher can perform their duties optimally (Indah Hari Utami, 2019).

Professional expertise involves a deep understanding of the structure and content of the curriculum in the field of study, subject matter, scientific methods, mastery of information and communication technology for learning and teaching, as well as the ability to organize curriculum materials and enhance the quality of learning through classroom action research (Kristiawan et al., 2019). Furthermore, part of professional expertise is the ability to comprehend the scientific framework that supports the subjects being taught, as well as mastering the competency standards and basic competencies relevant to those subjects (Bagou, 2020).

In the field of education, professional competence refers to actions based on logical reasoning to achieve goals in accordance with the existing situation. This professional ability is acquired through education and training processes (Hartini, 2019). One factor that influences the enhancement of professional competence is academic supervision. The relationship between these two variables is quite strong and positively directed (Prastania & Sanoto, 2021).

Academic supervision is an activity initiated by the leadership of educational institutions to assist teachers in developing skills and facilitating the learning-teaching process (Prasetyono et al., 2018). This type of supervision aims to help teachers perform their jobs better. The role of the supervisor involves providing assistance, support, and guidance to teachers (Rahabav, 2016). Through academic supervision, educational institution leaders assist teachers in managing the learning and teaching process and help them develop their professionalism, particularly in terms of a teacher's performance in preparing learning and teaching tools (Azwardi, 2020). Leaders of educational institutions need to be objective in conducting academic supervision and prioritize the principle of humanity when interacting with teachers under their guidance (Nuryani et al., 2022).

One of the teacher development techniques that is beginning to be used within organizations is coaching (Lyons & Bandura, 2021). Coaching is a process carried out by leaders to provide individual attention and guidance to organization members to overcome their individual challenges and enhance their performance (Lyons & Bandura, 2021). Coaching is a collective effort consisting of specific social practices localized to activities carried out and associated with past events (Lofthouse et al., 2021). Furthermore, Burt and Talati (2017) stated that coaching is one of the most commonly used tools for developing leaders within organizations.

According to Moen & Allgood (2021), coaching is a method aimed at achieving self-actualization by facilitating the learning and teaching process and development based on the resources of others. Coaching is a process to assist members in discovering potential, clarifying career goals, addressing potential work problems, and finding the most suitable solutions so that members can

achieve optimal performance (Prabadewi, 2017). Unlike training, mentoring, and counseling, coaching is a technique where a coach acts more as an exploratory partner for clients through a series of questions posed (Yuliawan, 2016).

The coaching technique has not been widely implemented in academic supervision at educational institutions. There have been several studies related to coaching that show a positive impact on enhancing the competence of teachers as educators. In the study by Vogt & Rogalla in 2009, teachers who received coaching improved their adaptive teaching competencies in terms of planning, and their students showed higher learning outcomes compared to the control group. Coaching programs have also proven effective in improving teachers' communicative skills in listening-speaking (Songsiengchai, 2021). In this study, the author intends to understand how coaching techniques can be implemented in educational institutions. The purpose of this research is to understand how the implementation of academic supervision using coaching techniques can enhance the professional competence of teachers as educators.

II. METHOD

This research employs a qualitative research methodology, which aims to collect information in appropriate situations to be formulated into generalizations acceptable to human reason. In qualitative research, phenomena are holistic, meaning they cannot be separated and must be understood as a whole. Therefore, qualitative researchers do not limit their studies to specific variables but also consider the entire social context under study, including aspects of place, actors, and activities that interact in an integrated manner (Sugiyono, 2010; Putra et al., 2020).

The type of research used is field research, where the study is conducted through direct observation of the place designated as the research object regarding natural findings or phenomena. To support a deeper understanding of the issues in this research, a phenomenological approach is used to examine behaviors or events in everyday life. Phenomenological research is a type of field study that requires careful analysis of events and data by the researcher. This study focuses on individuals and groups, and includes the creation of objects, people, environments, programs, processes, and individuals within a society or social unit. The phenomenological approach is a method for unraveling ongoing phenomena using theory and through research discussion (Yusanto, 2019). The data sources in this study are the foundation's human resources managers, educational institution leaders, teachers as educators, and students from Madrasah Ibtidaiyah Yahya, Pondok Gede District, Bekasi City. The researcher was present during the academic supervision process, including the planning, implementation, evaluation, and follow-up stages. The researcher observed the academic supervision instruments used, then conducted observations during classroom supervision, and observed individual meetings between teachers as educators and the leaders of the educational institution. The researcher noted how the coaching process carried out by the leaders of the educational institution to teachers as educators after the implementation of such classroom supervision.

The next step was for the researcher to conduct interviews with the leaders of the educational institution, teachers, and supervisors of human resources at the educational institution. The researcher explored the rationale behind the use of coaching techniques, as well as its impact on each party within the educational institution. The researcher delved into the effects and benefits perceived by teachers as educators, leaders of the educational institution, and managers of the human resources foundation. The observation and interview process took place from January 12 to May 14, 2024.

In this research, the data analysis procedure follows the perspective of Miles and Huberman (1992). They suggest that qualitative data analysis involves a series of intriguing steps: first, data reduction, where we summarize information and sift out what's important; second, data display, where we organize data to make it manageable; and third, conclusion drawing, where we identify patterns and decide what's relevant to communicate to others. This process is depicted in the following scheme:
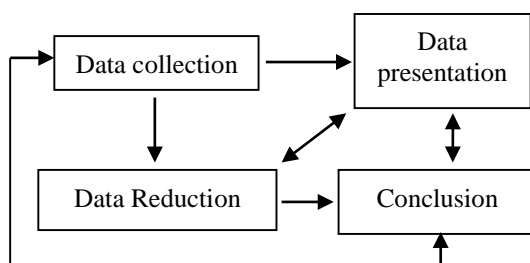

Figure 1. Miles and Huberman model data analysis techniques

Sugiyono posits that in qualitative research, the assessment of data validity involves tests on four aspects, namely internal validity (credibility), external validity (transferability), reliability (dependability), and objectivity (confirmability). Credibility testing aims to ensure the validity of the data and information collected. Several methods that can enhance the credibility of research findings include extending observation time, increasing precision in research, using triangulation, discussing with peers, analyzing contrary cases, and performing verification with research participants.

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Triangulation, in the context of credibility evaluation, refers to the examination of data from various sources using different methods and over different periods of time. There are three types of triangulation that can be applied: source triangulation, data collection technique triangulation, and time triangulation. In this case, the researcher verifies the validity of the data using source triangulation and data collection technique triangulation, including interviews with the academic director, educational institution leaders, and teachers as educators at Madrasah Ibtidaiyah Yahya.

Transferability or the ability to generalize in qualitative research can be achieved through the approach of 'thorough explanation.' In this endeavor, researchers strive to report research findings in detail and comprehensively. The resulting report must provide specific information needed by readers so they can understand the findings that have been discovered. Even if the findings themselves are not included in a detailed description, the interpretation of these findings is explained in detail and responsibly based on concrete events.

This criterion is used to ensure that research findings conducted in a specific context can be applied to other subjects with similar characteristics. To achieve transferability or the ability to generalize research findings, researchers present a very detailed description. With this approach, the research results at Madrasah Ibtidaiyah Yahya are presented in depth, referring to the defined problem statement.

Dependability or reliability is implemented to address potential errors that may occur in research planning, data collection, interpretation of findings, and reporting of research results. The purpose of this criterion is to assess whether the qualitative research process has been conducted properly or not, by examining the level of researcher's diligence, whether there are errors in research planning, data collection, or in the interpretation process.

This confirmability criterion is used to evaluate the quality of research results by focusing on the question of whether data, information, interpretations, and other elements can be supported by evidence in the audit trail. Data is considered valid if it has objective characteristics, while it is deemed invalid if it tends to be subjective. To ensure the validity of the data produced in the research, researchers perform verification by confirming information with informants at Madrasah Ibtidaiyah Yahya, including educational institution leaders and teachers as educators.

III. RESULT AND DISCUSSION

Academic supervision is a regular activity carried out by the leaders of educational institutions in a planned manner. As the head of Madrasah Ibtidaiyah Yahya in Bekasi, the leader of the educational institution has the responsibility to ensure the smooth process of education and teaching and learning. One of the main duties of the educational institution leader is to conduct academic supervision.

As a supervisor, the leader of the educational institution has the responsibility to support the professional development of educators. The goal is for them to be able to carry out their duties and functions as educators effectively and to improve the quality of learning and teaching. The process of academic supervision is carried out regularly, every two months, and is already programmed in activities of mentoring, evaluation, and professional development for teachers as educators.

Interview results indicate that the leadership of the educational institution at Madrasah Ibtidaiyah Yahya has a work program that includes academic supervision activities. This program is developed in collaboration with the team of operational curriculum developers of the educational unit and is under the supervision of the educational institution's leadership. Meetings to design this program are conducted at the beginning of the academic year.

The Curriculum Foundation Management together with the operational curriculum development team of the educational unit have agreed that academic supervision activities are an integral part of the work program that is carried out continuously every year.

This finding further strengthens that the work program that has been compiled meets the competencies of educational institution leaders in accordance with the Minister of Education and Culture Regulation Number 13 of 2007 on Standards for Educational Institution Leaders/Madrasah. The competencies that must be possessed by the leaders of educational institutions include individual competencies, managerial competencies, entrepreneurial competencies, supervisory (monitoring) competencies, and social competencies.

Findings from the research described descriptively show that supervision activities have been structured in the annual work program of the educational institution's leadership. In preparing the program, the leadership of the educational institution involves teachers as educators and supervisors. This program includes aspects of performance assessment, teacher development as educators, supervision of National Education Standards, and has guidelines, goals, and results that are oriented and have been implemented in the previous year.

Academic supervision is carried out on a scheduled basis every two months. The implementation of academic supervision is conducted in three stages: planning, execution, and evaluation. Subsequently, the results of academic supervision are used as material to carry out follow-up programs. The follow-up program is designed according to actual data obtained during the academic supervision process

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Planning, Implementation, and Evaluation of the academic supervision program

To facilitate the supervision process, the leaders of educational institutions must devise several strategic steps. These steps include determining the goals to be achieved. In planning supervision, the leaders of educational institutions not only set their goals but also arrange the schedule for its implementation. At Madrasah Ibtidaiyah Yahya, there will be several teachers as educators who will be the subjects of supervision. Therefore, the leadership of the educational institution has arranged a structured supervision schedule. This scheduling has also been agreed upon by the three concerned teachers as educators after the leadership of the educational institution confirmed their availability for supervision.

Another aspect to consider is the selection of methods and strategies for supervision. In this case, the leaders of the educational institution have personally established the approach to be used, which is a personal or individual approach. The leaders of the educational institution have planned supervision in detail, including setting supervision goals, scheduling activities, as well as selecting approaches and techniques to be used in supervision.

The implementation of academic supervision is carried out in three stages: 1) Pre-Observation, 2) Observation, 3) PostObservation. During the pre-observation activities, the leaders of the educational institution have set a schedule that has been agreed upon with the teachers as educators. In addition, they also discuss the determination of dates and inquire about the readiness of the instruments to be assessed. The academic supervision activities carried out by the leadership of the educational institution involve the use of special techniques and the application of certain supervision models.

When conducting academic supervision, the leaders of the educational institution also prepare supervision instruments. These instruments are very important because they serve as a basic reference to assess whether teachers as educators have met the criteria for minimum service standards. These instruments are assessment tools used for supervision activities. They cover various aspects that will be observed by the leadership of the educational institution. These instruments are necessary for the leaders of the educational institution to serve as a guide in conducting observations.

After the instruments are approved, classroom visits or supervision activities are carried out. The leaders of the educational institution conduct supervision activities to the fullest during classroom visits. They perform classroom visits according to the work program, which is every two months. During the visit, the leaders of the educational institution enter the classroom when teachers as educators are conducting teaching and learning according to a predetermined schedule. The purpose of classroom visits is to monitor the teaching and learning process carried out by teachers as educators and to understand various problems faced by teachers as educators, both related to student achievement assessment and other matters.

Classroom observation, which is conducted along with classroom visits, is an activity carried out by supervisors to observe teachers who are teaching in a class. The purpose of classroom observation is to obtain comprehensive data and information about all aspects that occur during the teaching and learning process. While in the classroom, the supervisor (inspector) conducts careful observations using the prepared instruments. These instruments are used to observe the classroom atmosphere created and developed by teachers as educators during class hours, with the aim of obtaining objective data.

After the observation, the leaders of the educational institution engage in dialogue with the teachers as educators and discuss openly about what has been implemented by the teachers during the supervision. The activity after the supervision session aims to discuss the results of the classroom visits. The teachers as educators are asked to express their individual views on what has been done well and what is still lacking during the teaching and learning process. Subsequently, the leaders of the educational institution provide their views and assessments. Then, the teachers as educators and the leaders of the educational institution discuss these views. The leaders of the educational institution position themselves on an equal footing with the teachers as educators, so there is no undue pressure on them. This allows teachers as educators to express their views more openly.

Next, the object of evaluation in the implementation of academic supervision is whether teachers as educators feel assisted by this academic supervision. In this case, the human resources department of the Foundation seeks information from the teachers as educators about their responses and views on the academic supervision program that has been implemented.

Enhancement and Maintenance of Professional Competence

The outcomes of academic supervision reports serve as a reference for educational institution leaders and human resource foundation managers to develop programs aimed at enhancing the professional competencies of teachers as educators. The creation of these programs is based on the need for specific abilities that support learning and teaching. The details of these needs are then meticulously compiled and incorporated into the targets for each quarter.

Academic supervision results indicate that some educators require enhancement in several pedagogical skills, such as classroom management, utilization of learning and teaching resources, development of lesson plans, teaching strategies, and the use of educational media. The implementation of programs to boost educators' professional competencies is scheduled and evaluated quarterly.

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Discussion

Research findings reveal the existence of a supervision planning program by educational institution leaders that has been established by the institution and is carried out according to the existing activity schedule. Secondly, there is individual development using coaching techniques implemented at the institution as a follow-up to academic supervision activities. Lastly, there is an evaluation and monitoring conducted by the educational institution's leaders in the form of activity reports containing evaluations and actions taken in the follow-up activities of academic supervision by the educational institution's leadership.

The application of coaching techniques in academic supervision is utilized to assist educational institution leaders in delving deeper into the professional competencies possessed by teachers as educators. This technique is implemented during individual meetings after classroom observations. It is employed by positioning the supervisor on an equal footing with the teacher, thus avoiding undue pressure, allowing for a thorough revelation of competencies, needs, and perspectives of the teacher as an educator. Subsequently, the educational institution's leaders provide their views and assessments openly

Coaching techniques in academic supervision also aid teachers in freely and openly expressing their needs, weaknesses, grievances, inputs, and suggestions. Teachers can candidly share their views, including their strengths and shortcomings in reality. The perspectives of teachers are well-received and serve as valuable input for relevant parties to design programs as a form of follow-up to the results of the academic supervision.

The program for enhancing the professional competencies of teachers is based on the results of academic supervision carried out by educational institution leaders. To ensure the success of this program, accurate information is required regarding the condition of teachers, encompassing both their strengths and weaknesses, in line with the teacher competency standards stated in Article 10, Paragraph 1 of Law No. 14 of 2005. Precise information is also needed about the needs from the teachers' perspective to improve their professional competencies. This accurate information then forms the foundation for designing various coaching and training programs.

From the teachers' perspective, there is a high level of enthusiasm for participating in various coaching and training programs, stemming from an awareness of the necessity to enhance their professional competencies. These programs are perceived as beneficial by the teachers in facilitating successful learning and teaching activities.

IV. COCLUSION

Based on the previously presented research findings, the author concludes the following: 1) Academic supervision planning includes formulating objectives, setting schedules, selecting approaches, techniques, and models, and choosing instruments. 2) The implementation of academic supervision involves classroom observation. The principal observes the learning process in the classroom, interviews teachers, collects data, discusses and provides feedback, plans follow-up actions, and conducts monitoring and evaluation. Coaching techniques are used when the principal engages in discussion and feedback. 3) Academic supervision evaluation is conducted by creating an academic supervision report and submitting it to the foundation's human resources department. The evaluation of academic supervision includes context, input, process, and product evaluation. 4) The follow-up to academic supervision is a professional competency enhancement program based on post-academic supervision data.

V. RECOMMENDATION

Based on the conclusions from the implementation of academic supervision through coaching techniques at Madrasah Ibtidaiyah Yahya, several recommendations have been made. One key observation is that the success of academic supervision heavily relies on the capacity and competence of the educational institution's leaders as supervisors. When a supervisor is ill or unavailable, the supervision process faces significant disruptions. Therefore, the development system for educational institution leaders also needs attention. This research hopes to provide input for educational institution leaders to consider appointing assistants or support staff, so that future academic supervision can be conducted more efficiently.

In the implementation of academic supervision through coaching techniques, it was discovered that besides professional competence, there is also a need for pedagogical enhancement to ensure the success of learning and teaching activities. This can inform future research on how academic supervision affects the pedagogical competencies of teachers as educators.

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