



Coaching Based Supervision with the TIRTA Flow Model to Enhance Teacher Performance and Professionalism at SMAN 1 Gunungsari, West Lombok

Wiwin Indriani; Lalu Sumardi; Mohamad Mustari; Fahrurrobin; Muhammad Makki

Postgraduate, Master of Educational Administration, University of Mataram, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v12i11.7142>

Abstract

This study aims to gain a deep understanding of the implementation of data-based supervision coaching TIRTA (Objective, Identification, Action Plan, Responsibility) flow in improving teacher performance and professionalism at SMA Negeri 1 Gunungsari, West Lombok Regency. This study uses a qualitative approach. The data sources are divided into two, namely primary data and secondary data. The data analysis used is data collection (data collection), data condensation (data condensation), data display (data presentation), and data drawing and verification of conclusions (drawing and verifying conclusions). Meanwhile, checking the validity of the data includes testing credibility, testing transferability, testing dependability, and testing consistency. The research findings show that: a) The implementation of supervision through the TIRTA flow coaching approach (Objective, Identification, Action Plan, and Responsibility) has proven effective in improving teacher performance and professionalism, b) Factors that support the implementation of TIRTA Flow Coaching-Based Supervision (Objective, Identification, Action Plan, and Responsibility) at SMA Negeri 1 Gunungsari include transformational leadership of the principal, involvement of driving teachers as role models, a strong collaborative culture and support for educational reports. Meanwhile, inhibiting factors in the implementation of TIRTA Flow Coaching-Based Supervision (Objective, Identification, Action Plan, and Responsibility) include doubts among some teachers about change, limited initial understanding, lack of self-confidence, c) Solutions or efforts made by the TIRTA Flow Coaching-Based Supervision team (Objective, Identification, Action Plan, and Responsibility) at SMA Negeri 1 Gunungsari West Lombok include: conducting ongoing socialization, empowering exemplary groups, and strengthening an appreciative culture. This strategy is able to create a more humanistic, participatory, and oriented supervision atmosphere towards developing teacher competencies, not just administrative assessments.

Keywords: *Coaching TIRTA Flow; Teacher Performance; Teacher Professionalism; Supervision*

Introduction

Improving the quality of education is one of the primary goals in school management, particularly in enhancing teacher performance and professionalism. Teachers play a strategic role in determining the success of learning. Teachers with high competence will be able to create an effective, innovative learning environment that is tailored to students' needs. Teacher performance is an educator's ability to

optimally carry out their duties, including planning, implementing, and evaluating learning. Teachers with good performance not only master the teaching material but also manage the classroom, use appropriate methods, and motivate students to learn actively. Meanwhile, teacher professionalism refers to the attitude and commitment to carrying out their duties as educators with full responsibility. Professionalism encompasses pedagogical, social, personality, and professional competencies that support the achievement of educational quality standards.

Research on academic supervision is a growing field in improving the quality of learning in schools, where educational supervisors provide guidance, feedback, and support to teachers to improve performance. However, what happens is that full trust is given to supervisors assigned by the principal, resulting in a lack of feedback as part of the way to improve and develop teacher potential in terms of professionalism and pedagogical skills in the future. Therefore, a continuous supervision system is needed. To ensure sustainability, various approaches are needed (Darmawan et al., 2024).

One approach that is increasingly gaining attention in educational supervision is student-based supervision *coaching*. This approach places more emphasis on mentoring, reflection, and the continuous development of teacher competencies. Supervision is based on *coaching*, which is a more constructive alternative, as it emphasises mentoring, reflection, and ongoing professional development. *Coaching* TIRTA (Objectives, Identification, Action Plan, Responsibilities) was developed to address these needs, with the hope of positively impacting teacher performance and professionalism. The following is an overview of the TIRTA Model. *Coaching* TIRTA (Objectives, Identification, Action plan, Responsibilities).

TIRTA (Objectives, Identification, Action Plan and Responsibilities) was developed from a general model of coaching. The GROW model, which is widely known and widely applied, stands for Goal, Reality, Options, and Will. In stage 1) Goal: *coach* need to know what the goal is to achieve *coachee* from this coaching session, 2) Reality (Real things): the process of exploring all the things that happen to you*coachee*, 3) Options (Choices): *coach* help *coachee* in sorting and selecting the results of thoughts during the session which will later be made into an action plan. Will (Desire to move forward): commitment, coaching in creating an action plan and implementing it. The flow of the TIRTA coaching conversation (Objectives, Identification, Action Plan, Responsibilities).

TIRTA Flow Coaching (Objective, Identification, Action Plan, Responsibility) was developed with the spirit of independent learning, which makes us have a paradigm of thinking, principles and skills. *Coaching* to facilitate colleagues to learn from the situations they face and make wise decisions independently. This is important considering the purpose of coaching, namely for self-development and building independence (Monika Irayati, CEC et al., 2022).

Regulation of the Director General of Teachers and Education Personnel Number 7607/B.B1/HK.03/2023 provides the basis for supervision through an approach to coaching in managing teacher and principal performance. This approach prioritizes guidance oriented toward professional development, facilitating teachers and principals to reach their optimal potential through supportive, constructive, and empowering interactions. *Coaching* is aimed at strengthening the quality of teaching and leadership in schools, thereby encouraging improvements in the overall quality of education. With this regulation, almost all schools are required to implement student-based supervision. However, not all schools are able to carry out this supervision optimally. From initial observations of several school principals, the author interviewed them about whether supervision based on coaching has been implemented well. The answer is that some have implemented it optimally, and some have not yet implemented it optimally (interview January 22, 2024).

Of the 15 senior high schools in West Lombok, SMAN 1 Gunungsari, West Lombok, is one of the schools that has implemented student-based supervision. The TIRTA program has yielded positive results. This is evidenced by one of the education quality evaluation instruments, the Education Report

Card, issued by the Ministry of Education, Culture, Research, and Technology, which serves as a reference for assessing quality developments in schools. This aligns with the explanation of Mustari et al. (2024), who stated that with sound data-driven planning, schools can also identify education report cards as a basis for developing programs or activities based on sound analysis. By using education report card data to inform strategic decisions, schools and stakeholders will gain a significant competitive advantage in student literacy.

Based on the educational report card data of SMAN 1 Gunungsari in 2023 and 2024, a picture of educational achievements was obtained that reflects the condition of learning quality before and after the implementation of student-based supervision. *Coaching TIRTA* flow. The data shows significant changes in five main indicators, namely literacy skills, numeracy, reflection and improvement of learning by teachers, instructional leadership, and the formulation and implementation of the school's vision and mission. The following are the achievements of the 2023 and 2024 education report data for SMAN 1 Gunungsari: in 2023, student literacy achievement was in the moderate category, with a percentage of 60%. This indicates that some students have achieved minimum competencies in understanding, using, reflecting on, and evaluating various types of texts. After the implementation of coaching-based supervision of the TIRTA flow (Objectives, Identification, Action Plan, Responsibilities), in 2024, there was an increase in achievement to 73.33%, which is included in the good category. An increase of 13.33%.

Numeracy skills in 2023 were considered low, with only 40% of students achieving minimum competency, particularly in the Data and Uncertainty domain. However, in 2024, this achievement increased significantly to 73.33%, indicating a shift to the good category. This represents a 33.33% increase in the score. The level of reflection and improvement of learning practices by teachers in 2023, prior to the implementation of coaching supervision, was at 59.15%, categorized as good. In 2024, the score increased to 72.72%, a 13.57% increase. This indicates that teachers are increasingly actively reflecting on previous learning processes, seeking new learning references, and innovating in designing learning processes that stimulate optimal student participation.

Achievements in the instructional leadership indicator showed an increase from 55.77% in 2023 to 72.28% in 2024. This 16.51% increase indicates that the principal and management team have succeeded in developing visionary leadership, oriented towards improving the quality of learning through the formulation of a vision and mission that is implemented in planning, implementation, and assessment of learning. Formulation and Implementation of School Vision and Mission (D3.1). This indicator saw a decline in scores from 54.41% in 2022 to 50.47% in 2023. However, after the implementation of a coaching-based supervision strategy, this indicator increased significantly to 66.28% in 2024, representing a 15.54% increase. This indicates that educational units have begun to successfully align the school's vision and mission with learning directions and strategies in a more structured and integrated manner.

Based on the description above, the researcher is interested in studying in depth "Problem-Based Supervision, *Coaching* "TIRTA Flow (Objectives, Identification, Action Plan, Responsibilities) in Improving Teacher Performance and Professionalism at SMAN 1 Gunungsari, West Lombok".

Research Methods

The purpose of this study is to gain a deep understanding of the implementation of coaching-based supervision of the TIRTA flow (Objective, Identification, Action Plan, Responsibility) in improving teacher performance and professionalism at SMA Negeri 1 Gunungsari, West Lombok Regency. This study uses a qualitative approach. This approach was chosen because the study aims to understand in depth the stages, supporting and inhibiting factors and solutions in implementing coaching-based supervision of the TIRTA flow (Objective, Identification, Action Plan, Responsibility) and evaluate

its effects on teacher performance and professionalism based on data that has occurred. The purpose of qualitative research is to understand social phenomena through a holistic picture and increase in-depth understanding (Moleong, 2018).

The data source in this study is the subject from which the data was obtained (Arikunto, 2013, p. 172). The data source is divided into two, namely primary data and secondary data. Primary data is data taken directly by researchers from the source without any intermediaries. The primary data in this study are: 1) School Profile, 2). School Vision and Mission 3). Screenshot/School Website address, 4). Organizational Structure Documents and Teacher-Employee Job Descriptions, 5). Student/Students Data, 6). Teacher/Employee Staff Data (Employees), 7). Documents on the applied curriculum, 8). Coaching-based supervision documents, 9). School location plan, 10). Quality report/Education (Report, 11). SKP (Employee Work Targets) Teachers, 12). Teacher education qualification data, 13). Teacher Education Data and other data, if needed. Meanwhile, secondary data sources refer to data that is not obtained directly from the original source, but can provide support or strengthen research data (Moleong, 2018).

The data collection techniques in this study used observation, interviews, and documentation study methods. An interview is a meeting between two people to exchange information and ideas through questions and answers, so that meaning can be constructed on a particular topic (Sugiyono, 2020). Observation was carried out to obtain data about school conditions or a description of the research location conducted at SMAN 1 Gunungsari, West Lombok Regency. Documentation in this study was used to determine the objective conditions (general description) of schools in West Lombok Regency, namely SMAN 1 Gunungsari.

The data analysis used is data collection (data collection), data condensation (data condensation), data display (data presentation), and data drawing *and verification conclusion* (drawing and verifying conclusions) (Miles, Huberman, and Saldana, 2014). Meanwhile, checking the validity of the data includes *credibility, transferability, dependability, dan compirmability* (Sugiyono, 2020)

Results and Discussion

Based on the findings obtained, further discussion can be described in three main aspects, namely the stages in implementing coaching-based supervision in the TIRTA flow (Objectives, Identification, Action Plan, Responsibility), supporting and inhibiting factors in coaching-based supervision in the TIRTA flow (Objectives, Identification, Action Plan, Responsibility) and the third aspect is the solution in facing obstacles in coaching-based supervision in the TIRTA flow (Objectives, Identification, Action Plan, Responsibility).

Stages of supervision based on coaching TIRTA (Objective, Identification, Action Plan, Responsibility) flow in Improving Teacher Performance and Professionalism at SMA Negeri 1 Gunungsari, West Lombok Regency

Through coaching, teachers are given the opportunity to improve the quality of their teaching, thereby contributing to improved student learning outcomes. Thus, coaching serves not only as an evaluation tool but also as a platform for teachers to expand their knowledge and skills in the learning process (Wulandari, 2025). The results of the study indicate that there are four stages in implementing coaching-based supervision in the TIRTA Flow (Objectives, Identification, Action Plan, Responsibilities).

Goal Setting Stage: (Planning and Plan Approval)

When determining goals, the coach (principal or colleague) focuses on the coachee (the teacher being supervised) in terms of determining the goals the coachee wants to achieve regarding what points

the coachee wants to develop in carrying out their duties as an educator. In this case, the coach (principal or colleague) is open and curious about the coachee who will be developed. The characteristics of an open and curious nature are trying not to judge, label, or analyze the thoughts of others, while showing a great curiosity about what makes others have certain thoughts. (Monika Irayati, CEC et al., 2022).

At this stage, teachers (coachees) and principals or colleagues (coaches) in the educational unit jointly analyze the 2023 educational report card to agree on a plan to select important points that need to be improved in the educational unit. This is in accordance with the explanation of Mustari et al. (2024), with good data-based planning, schools can identify educational report cards as a basis for creating programs or activities based on appropriate analysis. Facilitated by the GTK (teacher and education personnel) space platform, the principal and all teachers fill out the joint plan.

The Goal stage in the GROW model is the starting point of the entire coaching process. Whitmore (2002) emphatically states that "without a goal, coaching has no value," implying that a clear goal is an essential foundation for guiding conversation and action. This goal is not simply determined by the coach but must emerge from the coachee's personal awareness, desire, and commitment for coaching to be meaningful and impactful. The goal-setting process serves not only as a direction but also as a source of motivation that drives change.

Furthermore, Knight (2021) stated that good goals must be collaborative, measurable, and relevant to the teacher's needs. This aligns with the partnership principle that underpins his coaching approach, where each goal must be fully owned by the teacher to foster commitment and engagement. Thus, goal-setting is not merely a formality, but a strategic step that fosters professional responsibility while also opening up space for ongoing teacher reflection and growth (Knight, 2021).

Identification Stage (Reality Check)

After scheduling, the observation phase is carried out in the designated class. The observation is accompanied by the principal or a colleague who has been given a mandate by the principal as a member of the Teacher Performance Assessment or supervision team. Relationships are not only the initial stage, but must be maintained consistently throughout the supervision process (Naudé & Stichelmans; n.d, 2015). *Coach*: Treat the coachee as an equal partner. The coach's opinion is valued equally with the coach's, even though their knowledge may differ. The coach acts as an active learner, not a patronizing authority figure.

Level Action Plan

After understanding the reality, the *coachee* and *coach* compile concrete steps that the coachee will take. The coachee reflects and then discusses with *the coach and follows up*. This is in accordance with Kadroon's statement (2023). Coaching supervision involves a supervisor coach who provides support and guidance to the coachee. Supervisor helps *coach* They reflect on their practice, identify strengths and areas for improvement, and develop strategies to enhance their skills. This approach encourages teachers to explore and understand various aspects of their teaching methods so they can identify areas for improvement.

Responsibility Stage

Level Will in the GROW model (Goal, Reality, Options, Will) is an important phase in coaching which ensures that coaching sessions result in a real commitment to action. Whitmore (2018) explains that without a decision to act, the coaching process will only stop at theoretical conversations. Instructional Coaching emphasises that commitment at this stage must arise from the teacher's awareness, not coercion. The principle of partnership upheld demands open dialogue so that decisions about action

are made by the teacher themselves. Thus, the Will stage fosters a sense of responsibility rooted in the teacher's professional autonomy (Knight, 2022).

Darmawan et al. (2025) emphasized that teachers' commitment to action is stronger when they feel they have full control over the choice of strategies to be implemented. This is in line with the principle of voice and choice in coaching, which allows teachers to choose a learning improvement path based on exploration at the Options stage. At this point, the principal acts as a partner who helps teachers establish concrete steps, identify potential obstacles, and design indicators of success. This stage also involves monitoring the implementation of changes made by teachers in their classroom practices. Finally, the principal ensures accountability for the changes implemented. At this stage, teachers are expected to report on their progress and evaluate whether the improvements produced the desired results. The principal provides ongoing support but also holds teachers accountable for the changes made (Darmawan et al., 2025).

Key findings indicate that coaching-based academic supervision significantly improves teacher performance by providing personalized and reflective support. Furthermore, a conducive work climate has also been shown to significantly contribute to improved performance, with support from colleagues and good communication with leaders being key factors. The implications of these findings are crucial for improving the quality of academic supervision and the work climate in schools.

Supporting and Inhibiting Factors of Supervision-Based Coaching in the TIRTA Flow (Objectives, Identification, Action Plan, Responsibilities) in Improving Teacher Performance and Professionalism at State Senior High School 1 Gunungsari, West Lombok Regency

Implementation of supervision based on coaching. The TIRTA (Objective, Identification, Action Plan, and Responsibility) process at SMA Negeri 1 Gunungsari is reinforced by a number of complementary supporting factors. One key factor is the principal's transformative leadership, which not only acts as a manager but also as an active coach. The principal is able to build trust, facilitate open communication, and create a work climate that encourages teachers to reflect deeply on their teaching practices. This visionary and inspirational leadership provides both morale and clear direction for teachers in their professional development process.

Furthermore, teacher readiness is crucial for successful coaching. Most teachers demonstrate openness to self-reflection, are motivated to improve their pedagogical competencies, and are receptive to constructive feedback. Support from the Education Report Card (ERP) also plays a significant role as an objective basis for the coaching process. This data helps identify strengths and areas for measurable improvement, allowing the coaching process to be more focused and relevant to real classroom needs. Furthermore, the collaborative culture established within the school creates a space for sharing knowledge, experiences, and learning strategies, thus strengthening the positive impact of coaching.

However, this study also revealed several inhibiting factors that can reduce the effectiveness of coaching-based supervision. Some teachers still expressed apprehension in participating in the supervision process due to a tendency to be reluctant to accept change and a lack of confidence in trying new learning approaches. These psychological barriers led some teachers to remain in their comfort zones and be reluctant to explore the innovations offered through coaching. Furthermore, limited initial understanding, both from principals and teachers, presented a challenge, given that this coaching-based supervision model is relatively new in school supervision practices.

These conditions indicate that despite the presence of strong supporting factors, the successful implementation of coaching-based supervision still requires strategies to mitigate existing obstacles. Ongoing training is needed for principals and teachers to deepen their understanding of coaching concepts, principles, and techniques. Furthermore, strengthening teachers' intrinsic motivation through appreciation, mentoring, and providing a safe space for experimentation can help overcome resistance to

change. By maximizing supporting factors and strategically managing inhibiting factors, coaching-based supervision with the TIRTA (Objective, Identification, Action Plan, Responsibility) flow has the potential to be an effective instrument for continuously improving teacher performance and professionalism.

Efforts/Solutions to Overcome Obstacles to Supervision Based on Coaching TIRTA Flow (Objectives, Identification, Action Plan, Responsibilities) in Improving Teacher Performance and Professionalism at State Senior High School 1 Gunungsari, West Lombok Regency

Based on the research findings in Chapter IV, the strategies implemented by the principal and the supervisory team in overcoming obstacles to coaching-based supervision within the TIRTA (Objective, Identification, Action Plan, Responsibility) flow at SMAN 1 Gunungsari demonstrated significant success. The implemented approaches, such as ongoing socialization strategies, empowering role model teachers, and strengthening an appreciative culture, align with the Instructional Learning concept. *Coaching*, as put forward by Knight (2022), is based on partnership principles, which are an important foundation. In this framework, position yourself parallel to the coachee. This builds trust and encourages critical reflection, so teachers feel safe to innovate without fear of being judged negatively.

Implementation of the TIRTA flow (Objective, Identification, Action Plan, Responsibility) as an adaptation of the model GROW (Goal, Reality, Options, Will) developed by Whitmore (2018), provides a conversation structure, coaching more contextualised to school needs. Research findings indicate that clear objectives at the initial stage, an in-depth understanding of teachers' actual conditions, the formulation of measurable action plans, and a commitment to follow-up can improve teacher performance in a targeted manner. This is reinforced by Education Report Card data showing improvements in literacy, numeracy, learning reflection, instructional leadership, and implementation of the school's vision and mission. These achievements demonstrate that coaching-structured learning has a direct impact on the quality of learning.

The research of Mustari et al. (2024) showed changes in the education report from 2022 to 2023 as follows. Based on the Education Report of SMAN 1 Gunungsari for 2022–2023, there was an increase in the literacy indicator from 48.89% to 60% and numeracy from 26.67% to 40%, although both still require further strengthening. The proportion of driving teachers increased slightly from 3% to 3.7%, while instructional leadership increased from 51.99% to 55.77%. However, the school's vision-mission indicator actually decreased from 54.41% in 2022 to 50.47% in 2023. This data shows progress in academic and leadership aspects, but still leaves challenges in increasing the number of driving teachers and consistent implementation of the school's vision and mission. (Mustari, Zubair, et al., 2024)

This condition then experienced significant changes in 2024, when the implementation of data-based supervision *coaching*. The TIRTA flow succeeded in driving a simultaneous increase in all indicators, with literacy and numeracy rising to 73.33%, teacher learning reflection reaching 72.72%, instructional leadership rising to 72.28%, and school visions increasing again to 66.28%, thus showing the real impact of the TIRTA model on the quality of learning and school leadership.

Thus, the 2022–2024 education report card data further confirms that the TIRTA process plays a crucial role not only in improving teacher performance but also in maintaining consistent instructional leadership and formulating the school's vision. This approach addresses weaknesses that emerged in the previous period and delivers more equitable and sustainable improvements.

Furthermore, the link between the TIRTA (Objective, Identification, Action Plan, Responsibility) flow and the Ruang GTK application-based teacher performance assessment system demonstrates the synchronization between field supervision practices and national policies stipulated in the Regulation of the Director General of GTK Number 7607/B.B1/HK.03/2023. In this regulation, teacher performance management is directed towards a performance development cycle that includes planning, implementation, follow-up, and feedback, and prioritizes a coaching approach. Mapping the TIRTA

(Objective, Identification, Action Plan, Responsibility) stages to the Ruang GTK (teachers and education personnel) features, starting from setting individual performance targets, reflecting on achievements, preparing follow-up plans, to committing to continuous evaluation, shows that this model is not only pedagogically relevant but also administratively compatible.

Thus, the implemented solution is not only effective in overcoming obstacles, but also strengthens the sustainability of data-based supervision *coaching*. Socialization strategies increase teacher understanding, empowering role model teachers to accelerate the dissemination of good practices, while an appreciative culture creates a positive work climate. All of these strategies form a participatory cycle of competency improvement, consistent with the principle of continuous improvement in educational quality management. Therefore, the implementation of teacher-based supervision coaching, the TIRTA (Objective, Identification, Action Plan, Responsibility) flow at SMAN 1 Gunungsari can be seen as a model that is in line with theory and policy, and is able to provide a measurable impact on improving teacher performance.

Conclusion

Based on the findings and discussion of research data, coaching-based supervision of the TIRTA flow (Objectives, Identification, Action Plan, and Responsibilities) at SMAN 1 Gunungsari, West Lombok, can be concluded as follows:

Based Supervision, Coaching. The TIRTA (Objective, Identification, Action Plan, and Responsibility) flow stage facilitates teachers in formulating clear performance objectives, identifying real conditions based on educational report card data, developing relevant action plans, and building a commitment to sustainable implementation. Supervision is implemented through a collaborative approach. The TIRTA (Objectives, Identification, Action Plan, and Responsibilities) flow has proven effective in improving teacher performance and professionalism.

Factors that support the implementation of Student-Based Supervision Coaching. The TIRTA (Objective, Identification, Action Plan, and Responsibility) flow at SMA Negeri 1 Gunungsari includes: Transformational leadership of the principal, involvement of driving teachers as role models, a strong collaborative culture and support for educational reports. Meanwhile, inhibiting factors in the implementation of Coaching-Based Supervision of the TIRTA Flow (Objective, Identification, Action Plan, and Responsibility) include doubts among some teachers regarding change, limited initial understanding, and a lack of self-confidence.

The solutions or efforts undertaken by the TIRTA Flow Coaching-Based Supervision Team (Objectives, Identification, Action Plan, and Responsibilities) at SMAN 1 Gunungsari, West Lombok include: conducting ongoing socialization, empowering exemplary teachers, and strengthening an appreciative culture. This strategy is able to create a more humanistic, participatory, and oriented supervision atmosphere towards developing teacher competencies rather than just administrative assessments.

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