

Development of Academic Supervision Based on the TIRTA-Innovative Coaching Flow to Improve Teachers' Professional Competence

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ABSTRACT

This research in the form of developing academic supervision based on TIRTA-Innovative Coaching flow as an innovative approach in academic supervision aims to 1) Describe the condition of TIRTA-Innovative coaching-based academic supervision that is currently applied in improving teachers' professional competence; 2) Develop a development model of TIRTA-Innovative coaching-based academic supervision; 3) Test the effectiveness of the model in improving teachers' professional competence; 4) Identify the TIRTA-Innovative coaching-based academic supervision model in improving the professional competence of elementary school teachers in Dabin Dr. Wahidin Sudiro Husodo; 5) Describe the TIRTA-Innovative coaching-based academic supervision framework model. This research method involves a qualitative approach with a design using library research by using studies related to various writings, both in the form of books, journals, articles, and other appropriate sources, as well as analyzing documents related to academic supervision. This research makes a significant contribution to the development of TIRTA-Innovative flow coaching-based academic supervision. The findings can provide practical guidance for education practitioners, principals, and policy developers in improving teachers' professional competence.

Keywords: *Academic Supervision, Coaching, TIRTA-Innovative, Professional Competence*

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INTRODUCTION

The quality of education is highly dependent on the quality of teachers as the spearhead in the learning process. Teachers are required to have adequate professional competence in order to create an effective and meaningful learning environment for students. However, in reality, the professional competence of teachers in Indonesia is still not optimal. Many teachers experience difficulties in implementing various learning innovations, such as the use of technology, active learning methods, or competency-based assessments. Research conducted by Supriyadi (2019) revealed that there are still many teachers who have not mastered technology optimally in the learning process.

Supriyadi emphasized that the lack of continuous training and limited access to technology facilities are the main obstacles for teachers in implementing technology-based learning. Another study by Wulandari and Sari (2020) found that the lack of competence in implementing active learning methods, such as group discussions and project-based learning, is due to the lack of practical experience during teacher training as well as the inability to design student-centered learning activities. Teachers often revert to using the lecture method because they feel more familiar and comfortable. In addition, research by

Lestari (2021) highlighted teachers' challenges in implementing competency-based assessment. Many teachers find it difficult to design assessment instruments that are in accordance with the desired competency outcomes, especially in measuring students' critical thinking and problem-solving skills.

Another factor affecting teachers' professional competence is the lack of support from the school and work environment. Support from the school, whether from the principal, peers or administration, is very important in helping teachers develop their professional skills. Without adequate support, teachers will find it difficult to reach their full potential, as a non-conducive environment can cause stress and inhibit creativity and innovation in teaching. For example, if schools do not provide adequate learning facilities or opportunities to attend relevant training, teachers will find it difficult to implement new methods and technologies in teaching. In addition, a less supportive work environment often leads to teachers feeling unappreciated or overburdened by administrative tasks that distract from their primary duties as educators. This results in decreased motivation and commitment to professional development. A collaborative and supportive work environment is essential to give teachers the confidence and motivation to develop their skills. With support from the school, such as opportunities to collaborate in lesson planning, continuous mentoring and recognition of their work, teachers will be more encouraged to continue improving their competence. Furthermore, support from the work environment can also facilitate teachers to improve their competence.

Improving teachers' professional competence, which has not been optimal according to observations, is also influenced by academic supervision. Academic supervision has an important role in assisting and guiding teachers to improve their competencies, both in terms of mastery of materials, teaching methods, and the development of other professional abilities. When academic supervision is optimized, teachers receive constructive feedback and support in facing learning challenges.

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Academic supervision is an important component in improving the quality of education, especially in developing teachers' professional competencies and improving the quality of learning in schools. In practice, academic supervision ideally aims to assist teachers in the learning process, provide constructive feedback and help teachers improve their teaching skills. One of the methods often proposed in academic supervision is coaching. Coaching in the context of

Research conducted by Supriyadi (2019) revealed that there are still many teachers who have not mastered technology optimally in the learning process. Supriyadi emphasized that the lack of continuous training and limited access to technology facilities are the main obstacles for teachers in implementing technology-based learning. Another study by Wulandari and Sari (2020) found that the lack of competence in implementing active learning methods, such as group discussions and project-based learning, was caused by the lack of practical experience during teacher training and the inability to design student-centered learning activities. Another factor affecting teachers' professional competence is the lack of support from the school and work environment. Without adequate support, teachers will find it difficult to reach their full potential, as a non-conducive environment can cause stress and inhibit creativity and innovation in teaching. For example, if schools do not provide adequate learning facilities or provide opportunities to attend relevant training, teachers will find it difficult to implement new methods and technologies in teaching. In addition, a less supportive work environment often leads to teachers feeling unappreciated or overburdened by administrative tasks that distract from their primary duties as educators.

A collaborative and supportive work environment is essential to give teachers the confidence and motivation to develop their skills. With support from the school, such as opportunities to collaborate in lesson planning, ongoing mentoring and recognition of their work, teachers will be more encouraged to continue improving their competence. With a supportive environment, teachers will not only be better prepared to face the evolving challenges of education, but also better able to positively impact student learning. Support from the school and work environment, therefore, is an essential component in improving teachers' professional competence and ensuring that the quality of education continues to improve. According to Nuswowati (2019), many teachers feel unsupported by principals or peers in their efforts to improve learning quality. The lack of adequate facilities and resources is also an obstacle for teachers to develop innovative learning practices.

Based on initial observations conducted by researchers in Dabin Dr. Sudiro Husodo Tarub Sub-district, Tegal Regency, there are still many teachers who face difficulties in improving their professional competence. In practice, there are still many obstacles that hinder the optimal performance of teachers in Dabin Dr. Sudiro Husodo, Tarub Sub-district, Tegal Regency, including teacher professional competence is not optimal. Teachers are required to be able to create a conducive, innovative and student-centered learning environment. However, there are still many teachers who have not been able to create such a learning environment. This can be caused by a lack of knowledge about effective learning strategies, a lack of creativity, or a lack of motivation. Support from the school and work environment is essential for teachers' professional development. However, this support is often not optimal. Inadequate facilities, heavy workloads and lack of appreciation from leaders can hinder teacher performance. Continuous training and professional development are essential to improve teachers' competencies. However, many teachers lack opportunities to attend training that is relevant to their needs.

Academic supervision is an important component in improving the quality of education, especially in developing teachers' professional competencies and improving the quality of learning in schools. In practice, academic supervision ideally aims to assist teachers in the learning process, provide constructive feedback and help teachers improve their teaching skills. One of the methods often proposed in academic supervision is coaching. Coaching in the context of academic supervision emphasizes a collaborative approach between supervisors and teachers to identify problems, formulate solutions, and support teachers' continuous professional development.

The TIRTA-Innovative flow coaching technique, with its memorable acronym (Purpose, Identification, Action Plan, Responsibility), offers a systematic framework for guiding teachers to achieve better learning goals. TIRTA-Innovative flow coaching is an approach to teacher professional development that combines the concept of academic supervision with coaching techniques using the TIRTA flow model. The aim is to improve teachers' professional competence more effectively and sustainably. This model assumes that every teacher has the ability to grow and develop. Through a series of structured questions, the coach helps teachers to: (1) Set goals by clearly defining what they want to achieve in learning; (2) Identify barriers by finding factors that hinder goal achievement; (3) Design action plans by creating concrete steps to overcome barriers and achieve goals; (4) Be accountable by ensuring teachers are committed to implementing innovative action plans. In accordance with this description, this study aims to: 1) Describe the current condition of TIRTA-Innovative coaching-based academic supervision in improving teachers' professional competence; 2) Develop a TIRTA-Innovative coaching-based academic supervision development model; 3) Test the effectiveness of the model in improving teachers' professional competence; 4) Know the TIRTA-Innovative coaching-based academic supervision model in improving the professional competence of elementary school teachers in Dabin Dr. Wahidin Sudiro Husodo; 5) Describe the TIRTA-Innovative coaching-based academic supervision framework model.

METHOD

This study used a research and development (R&D) model. In this study, a qualitative approach was used to gain an in-depth and contextual understanding of the development model of coaching-based academic supervision and the improvement of professional competence of primary school teachers in Dabin Dr. Wahidin Sudiro Husodo, Tarub sub-district. The ADDIE model is one model that can be used to help principals or school supervisors to conduct successful and efficient coaching-based academic supervision. Analysis, design, development, implementation, and evaluation are the five stages of the ADDIE development paradigm. The development research process using the ADDIE model is as follows:

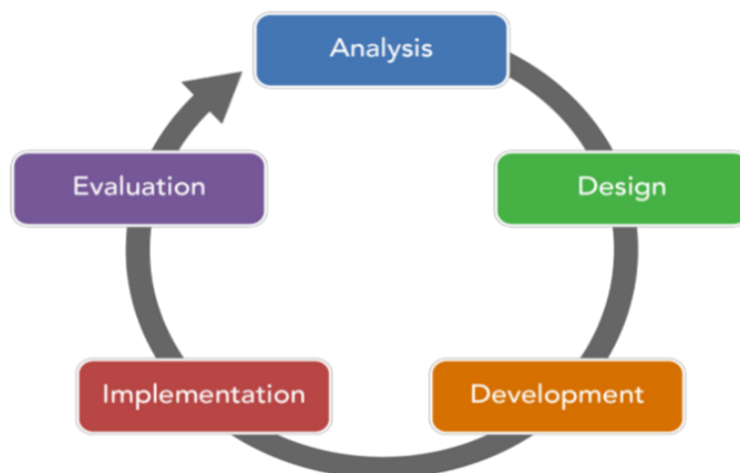


Figure 1. Systematic development of the ADDIE model

The first stage of the ADDIE model is a needs-related analysis which includes: (1) Curriculum study (2) Analysis of the implementation of the academic supervision program to find out how the process of implementing academic supervision has been used; (3) Analysis of coaching that has been carried out in schools; (4) Literature study related to academic supervision, coaching concepts, and research results relevant to the implementation of coaching-based academic supervision. The second stage is design. Based on the findings of the needs analysis stage above, the objectives of each step in the formulation of the coaching-based academic supervision model design were planned. The design of this academic supervision model is the initial characteristics of the coaching-based academic supervision model which includes: the design of the coaching-based academic supervision model using the TIRTA flow, the design of the pre-observation questionnaire, the design of the learning process planning monitoring instrument, the design of the learning implementation supervision instrument, and the design of the post-observation questionnaire. The third stage is development. The development stage is the execution stage of the design stage. This stage consists of expert validation, model testing and instrument testing. There are several reasons why development research may stop at the development stage and not proceed to the implementation and evaluation stages.

Respondents

The time used by researchers for this research was carried out from the date of issuance of the research permit in a period of approximately 3 (Three) months, 1 month of data collection and 2 months of data processing which includes presentation in the form of a thesis and the guidance process takes place. The research process is planned to start in August 2024 until December 2024. The research location is the object of research where research activities are carried out. Determination of the research location is intended to facilitate or clarify the location targeted in the research. The research location is in Dabin Dr. Sudiro Husodo KWK Dikbud Tarub District. In this study, the research subjects were all 4th grade teachers in Dabin Dr. Wahidin Sudiro Husodo. The underlying reason is the special

needs of learning at that grade level. Grade 4 is often considered a transitional phase in elementary school where students begin to adapt to more complex material and require more intensive academic guidance.

Instruments

The research instruments used in this study consisted of a Teacher Professional Competence questionnaire, pre-observation questionnaire, learning process planning monitoring instrument, learning implementation supervision instrument, and post-observation questionnaire.

Procedures

There are generally 2 types of data in research, namely primary data and secondary data. Primary data is data collected directly by researchers from the first source. Meanwhile, secondary data is data that has been collected by others and is available to the public. The techniques used in collecting the necessary information and data consist of questionnaires, interviews, documentation, and observation.

Data analysis

The data analysis techniques used in this study include: 1) preliminary study data analysis; 2) data analysis of expert validation results; 3) data analysis of trial results and model implementation. Data validity tests in this study include credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity) tests.

FINDINGS AND DISCUSSION

Initially, the model of academic supervision of primary school teachers in Dabin Dr. Wahidin Sudiro Husodo was implemented by school principals starting with planning, implementing and ending with analyzing the results of supervision, then reporting to school supervisors. This condition is carried out when the principal is the implementer of supervision. The academic supervision model is carried out with individual techniques, by the principal and provides non-optimal results. The non-optimal results of supervision are due to the overlapping roles and duties of school principals. In connection with this, a supervision model is needed that can be used to provide assistance, guidance and solutions to teachers even though it is not directly carried out by the principal.

In the context of this study, the researcher will develop an academic supervision model based on TIRTA-Innovative flow coaching, but the development must be adjusted to the analysis of teacher needs regarding the supervision model. In the needs analysis, the researcher used a questionnaire that contained questions about the shortcomings of conventional academic supervision and what kind of supervision model the teachers wanted. Based on the results of 10 teachers from 10 schools in Dabin Dr. Wahidin Sudiro Husodo, the following results were obtained.

The data shows a clear sentiment among the teachers regarding the limitations and potential alternatives to academic supervision in schools. A significant 90% of teachers believe that academic supervision is not being carried out effectively due to the principal's limited time. This challenge has led to uneven implementation of supervision practices. However, these teachers also indicate that academic supervision does not necessarily need to be the principal's responsibility. Many believe that supervision can be effectively conducted by peers during discussions in forums such as the KKG (Teacher Working Group), suggesting a more collaborative approach to supervision.

Moreover, the teachers suggest that academic supervision would be more beneficial if carried out by principals who share the same educational background as the teachers. This alignment could lead to more relevant and practical solutions to the challenges teachers face. Additionally, 90% of the teachers emphasized the need to develop a new model for academic supervision, such as the TIRTA-Innovative coaching flow. This model would enhance the effectiveness of supervision by promoting an environment of independence, openness,

honesty, responsibility, and collaboration, ultimately fostering a more supportive and productive educational atmosphere.

Based on the respondents' answers, it can be seen that in fact teachers are dissatisfied with the academic supervision carried out by school principals due to overlapping roles and duties so that the quality of supervision cannot be produced optimally, so a supervision model is needed that can utilize the KKG forum, so that humanist supervision is realized. Teachers do not feel as objects of supervision but optimize the role of supervision that is independent, open, honest, responsible and collaborative. Due to the weaknesses that occur in academic supervision, the researchers developed a supervision model involving teachers, namely the TIRTA-Innovative flow coaching-based academic supervision model.

The TIRTA-Innovative flow provides a systematic framework for the coaching process. Each letter in TIRTA-Innovative has a meaning, namely: 1) T: Set clear and specific goals; 2) I: Identify constraints and opportunities; 3) R: Design a concrete action plan; 4) T: Set a realistic time to achieve the goal; 5) A: Take action and evaluate. The main stages in the TIRTA-Innovative flow coaching-based academic supervision development model are: 1) Initial Competency Mapping which includes conducting an assessment to identify the strengths, weaknesses, and development needs of each teacher and comparing the assessment results with the expected teacher competency standards; 2) Development Planning which includes: developing an individual development plan (IDP) tailored to each teacher's needs and goals, setting clear, realistic, and measurable targets, and selecting appropriate development strategies, such as training, mentoring, coaching, or development projects; 3) Coaching Implementation by conducting regular coaching sessions between supervisors and teachers, using the TIRTA-Innovative flowchart as a guide in the coaching process, focusing on self-reflection, problem solving, and developing action plans; 4) Monitoring and Evaluation by monitoring teachers' progress in achieving the set targets, conducting periodic evaluations to measure the effectiveness of the development program, providing constructive feedback, and evaluating the effectiveness of the development program.

Coaching activities with the TIRTA model are carried out in conversations that apply the partnership paradigm that the coach and coachee are in an equal position, not higher and lower. In addition to partnership, the paradigm in the TIRTA coaching model is a creative process where conversations occur in two directions and is a critical thinking process to explore and find situations and generate creative ideas based on their potential and the last paradigm is an effort to maximize the potential of the coachee by building confidence to utilize their potential in the learning process.

The TIRTA-Innovative flow is a guide to the coaching process that consists of several stages: 1) Define the goal of the coaching session; 2) Identify the strengths, weaknesses, opportunities, and challenges associated with the goal; 3) Create a concrete action plan to achieve the goal; 4) Determine the responsibilities of each party in implementing the action plan. Broadly speaking, TIRTA-Innovative flow coaching-based academic supervision offers a humanistic and effective approach to improving the quality of learning. By providing the right support and guidance, teachers can continue to develop their competence and provide the best for students.

Feasibility testing is an important step to ensure that the development model designed is effective and appropriate for the context. The steps taken to test the feasibility of the TIRTA-Innovative flow coaching-based academic supervision development model are to define feasibility so that it can achieve the expected goal of improving teachers' professional competence. The next step was to test the development of questionnaire instruments for teachers by measuring perceptions of the model, ease of use, and perceived benefits; observation instruments by observing the coaching process and interactions between coaches and coachees; documentation instruments by collecting data from various sources such as meeting notes, reflection results, and teacher products. Furthermore, the pilot test was conducted by implementing the development model. The data collected was analyzed qualitatively and quantitatively to identify strengths, weaknesses, and areas for

improvement. Qualitative analysis was conducted by analyzing data from interviews, observations, and documents to understand the perceptions and experiences of the participants. While Quantitative Analysis was carried out by analyzing quantitative data from questionnaires to determine the level of satisfaction, effectiveness, and efficiency of the model.

In the implementation of academic supervision based on TIRTA-Innovative coaching flow, a questionnaire was distributed directly to the respondents. The questionnaire was obtained by the researcher meeting the respondent directly and giving the questionnaire to be filled in by the respondents who are fourth grade teachers in Dabin Dr. Wahidin Sudiro Husodo. The questionnaire was given to 10 respondents. Based on the results of the calculation, it is known that academic supervision based on TIRTA-Innovative coaching flow is still considered to be able to fulfill the achievement of supervision objectives. The purpose of educational supervision is the improvement and development of the teaching and learning process in total, this means that the purpose of educational supervision is not only to improve the quality of teacher teaching, but also to improve the professional competence of teachers.

Teachers' responses to the TIRTA-Innovative flow coaching-based academic supervision model on the implementation technique indicator based on the questionnaire that has been distributed based on the teachers' assumptions after they have tested the TIRTA-Innovative flow coaching-based academic supervision model, there are only 2 teachers who say that the technical implementation is not optimal because the teacher does not follow all stages of the TIRTA-Innovative flow coaching-based academic supervision. There are 8 teachers who think that the technical implementation is appropriate and should be continued as a standard guideline for the implementation of TIRTA-Innovative coaching-based academic supervision in the future. The percentage of coaches and coachees who were satisfied with the TIRTA-Innovative flow coaching-based academic supervision model was at 80%. The current condition of TIRTA-Innovative flow coaching-based academic supervision in improving teachers' professional competence can encourage teachers to self-reflect on their daily learning practices, so that the solutions produced are more relevant and directly applicable. In addition, teachers feel more actively involved in the self-development process, so their motivation and sense of responsibility increase. The relationship between coach and coachee is closer, creating a conducive environment for mutual learning and sharing. Not only focusing on technical aspects of teaching, but also covering pedagogical, social-emotional aspects,

The challenges of TIRTA-Innovative flow coaching-based academic supervision in its implementation require a strong commitment from all relevant parties, including principals, teachers and supervisors, to apply this model consistently. The coaching process requires sufficient time and adequate resource support, such as training for coaches and coachees. TIRTA-Innovative flow coaching-based academic supervision needs to develop appropriate evaluation instruments to measure the impact of implementing this model on improving teachers' competencies. The TIRTA-Innovative model needs to be adapted to the characteristics and needs of each school or educational institution.

To maximize the potential of TIRTA-Innovative flow coaching-based academic supervision, here are some things that can be done, namely: 1) Develop a clear and measurable curriculum for teacher professional development, with reference to the applicable competency standards; 2) Maximize the use of technology to support the coaching process, such as online learning platforms, mobile applications, etc.; 3) Build a network of cooperation with various related parties, such as universities, training institutions, and practitioner communities, to share knowledge and experience; 4) Conduct more in-depth research to identify factors that influence the success of implementing this model, as well as develop best practices.

The model developed is expected to not only improve the technical aspects of learning or learning administration but also improve professional competence for all teachers.

Teachers assume that the implementation technique in the TIRTA-Innovative flow coaching-based academic supervision model is easier because the coach and coachee can interact so that they can be more open and honest so that the problems faced can be resolved. The TIRTA-Innovative flow coaching-based academic supervision model developed by researchers can achieve supervision objectives. This means that if this supervision model is used as an instrument and implemented in every educational unit, the results are equivalent to even better than the conventional supervision carried out by the principal, namely the achievement of supervision objectives. According to Sahertian (2020), the purpose of supervision is to provide services and assistance to improve the quality of teacher teaching in the classroom which in turn improves the quality of student learning. Not only improving teaching skills but also developing teachers' professional competencies.

The implementation of TIRTA-Innovative coaching-based academic supervision is very beneficial for teachers because teachers can develop themselves through their role as coachees. This will certainly increase the improvement of their competence. This is as stated by Mangkunegara (2021) that performance is the quality and quantity of work achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Improving the quality of education in an educational institution can be influenced by teacher competence. Along with the development of technology and information, teachers are expected to be able to improve their competence with the demands of the problems faced. Therefore, teachers need supervision to try to solve the problems they face and improve their professional competence.

Research respondents said that the TIRTA-Innovative flow coaching-based academic supervision model can be implemented easily, meaning that the techniques arranged are short and on topic. Implementation techniques that are easy to do will further encourage active teachers. All forms of implementation of TIRTA-Innovative flow coaching-based academic supervision can technically be carried out in teacher working groups (KKG) class visits, teacher meetings, discussions, exchange of experiences, and workshops carried out in accordance with the steps that have been determined and the form of TIRTA-Innovative flow coaching-based academic supervision is carried out according to the problems faced by teachers, so that teachers can benefit and carry out the form of supervision implementation in order to overcome the problems faced by teachers to improve their competence.

Supervision is not a place to judge but an activity to help teachers to get out of the difficulties they face and at the same time encourage them to develop their abilities and work. TIRTA-Innovative coaching-based academic supervision activities aim to improve the effectiveness and efficiency of the teaching and learning process by sharing discussions of common problems. The TIRTA-Innovative coaching-based academic supervision pattern actually starts from the mindset that learning is a personal experience, so that in the end individuals must be able to solve their own problems. The role of the coach is only a facilitator who listens, encourages or awakens the teacher's self-awareness and experiences. Teachers as respondents who have practiced testing the product of this model also said that academic supervision based on TIRTA-Innovative coaching flow is able to encourage the involvement of all parties, the technique that was deliberately designed and developed can invite all in a discussion group to actively participate. However, the involvement is still limited to teachers only. The results of this study are in line with the opinion of Nolan and Hoover (2019) who state that supervision can consist of various activities to support professional growth. Processes such as peer coaching, teacher development, self-directed, action research and collegial group development all assist teachers in taking part in professional growth.

The TIRTA-Innovative coaching-based academic supervision development model is a systematic approach designed to help teachers improve their professional competencies in a sustainable manner. This model combines coaching principles with the TIRTA-Innovative pathway, so that the teacher development process becomes more focused, relevant and impactful. The TIRTA-Innovative pathway coaching-based academic supervision framework

model is as follows: 1) Preparation Stage by conducting an initial assessment to identify the professional development needs of each teacher and forming coaching pairs between coach and coachee as well as conducting training for the coach and coachee on coaching concepts, the TIRTA-Innovative flow, and effective communication skills; 2) Implementation Stage by conducting regular coaching sessions, focusing on each teacher's individual development goals; 3) Monitoring and Evaluation Stage by regularly monitoring teacher progress through observation, interviews, or assignments, and evaluating the effectiveness of the coaching program as a whole, including its impact on teacher professionalism and providing constructive feedback to teachers based on the evaluation results; 4) Reflection and Refinement Stage by conducting joint reflection between the supervisor and the teacher to evaluate the coaching process and the results achieved and make adjustments to the coaching model based on the results of the reflection; 4) Reflection and Refinement Stage.

CONCLUSIONS

The TIRTA-Innovative flow coaching-based academic supervision model plays a significant role in enhancing teachers' professional competence by encouraging self-reflection on their teaching practices. This approach ensures that solutions generated are relevant and directly applicable to daily classroom activities. The development model consists of five key stages: Initial Competency Mapping, Development Planning, Coaching Implementation, Monitoring and Evaluation, and Reflection. The model has shown an 80% satisfaction rate among both coaches and coachees, indicating its effectiveness. To ensure its feasibility, the model undergoes a structured process involving defining feasibility, developing testing instruments, conducting trials, and analyzing data. The framework of the TIRTA-Innovative coaching model follows a sequence of stages: Preparation, Implementation, Monitoring and Evaluation, and Reflection, fostering continuous improvement and professional growth for educators.

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