

Implementation of Coaching Techniques in Improving Teachers' Social-Emotional Competence

Bayu Romadon

SMK Jayanegara Mojokerto, Indonesia

Article Info

Artikel History

Received : 03 August 2024

Reviewed : 12 September 2024

Accepted : 04 November 2024

Keywords:

Coaching Techniques,
Competency Improvement,
Teacher Emotions

ABSTRACT

Improving teachers' social-emotional competence is a crucial factor in creating a positive learning environment and supporting student development. However, many teachers face challenges in managing emotions and fostering good interpersonal relationships in the school environment. This study aims to evaluate the implementation of coaching techniques in improving teachers' social-emotional competence, especially in managing emotions, communication skills, and collaboration in the school environment. This study uses a qualitative method with a case study approach, where data is collected through in-depth interviews with 10 teachers who have participated in coaching programs, observation, and reflective document analysis. The results of the study show that coaching techniques have a positive impact on teachers' ability to manage emotions, improve the quality of interaction with students, and strengthen reflective skills. Most teachers reported improvements in their ability to regulate emotions and interpersonal communication, which contributed to a more conducive classroom atmosphere and better collaboration with colleagues. Based on these findings, it was concluded that coaching techniques are an effective approach to improve teachers' social-emotional competence, which has implications for improving the quality of teaching and their emotional well-being.

Please cite this article APA style as:

Romadon, Bayu. (2024). Implementation of Coaching Techniques in Improving Teachers' Social-Emotional Competence. *JOELI: Journal of Educational and Learning Innovation.*, 1(2), pp. 119 - 125.

Corresponding Author:

Bayu Romadon

SMK Jayanegara Mojokerto, Indonesia

*Email Correspondence: bayuromadon.br@gmail.com

This is an open access article under the CC BY-SA license



1. Introduction

Social-emotional competence is an important aspect in the teaching profession that has a direct effect on the effectiveness of the learning process in the classroom. These competencies include teachers' ability to recognize, manage, and express emotions in a productive way and foster positive interpersonal relationships with students and colleagues (Jennings & Greenberg, 2009). In an increasingly complex educational environment, teachers are not only required to master academic content, but also have strong social-emotional skills to create a learning climate that supports the overall development of students (Jones & Bouffard, 2012).

Along with the increasing pressures and challenges in the world of education, various studies show that many teachers have difficulty managing stress and emotions, which negatively impacts their teaching performance (Roeser et al., 2013). Teachers' inability to regulate emotions can lead to low quality interactions with students, which ultimately affects student learning outcomes. Therefore, interventions are needed that can help teachers to improve their social-emotional competence, one of which is through the implementation of coaching techniques (Reinke et al., 2014).

Coaching has proven to be one of the effective approaches in supporting teachers' professional development, including in the social-emotional aspect (Sutton et al., 2014). Coaching techniques allow teachers to get constructive feedback, conduct self-reflection, and develop better emotion regulation skills. Coaching provides space for teachers to process their emotional experiences, so that they can be more effective in responding to challenges in the classroom (Knight, 2011). Through the coaching process, teachers can also improve their ability to foster harmonious relationships with students and colleagues (Borman et al., 2007).

Furthermore, various studies show that the application of coaching techniques in the context of education has a significant impact on improving teachers' emotional well-being and performance (De Jong & Berg, 2013). Teachers who engage in coaching are better able to cope with job pressures and show improvements in social-emotional skills such as empathy, effective communication, and conflict management (Atkins & Rodger, 2016). Thus, coaching does not only focus on the development of technical competencies, but also pays attention to the development of emotional aspects that are crucial for the overall welfare of teachers.

As one of the strategies to improve competence, social-emotional-based coaching can have a sustainable impact in improving the quality of teaching in schools. The application of this technique can create a more collaborative work environment, where teachers can support each other in facing professional and emotional challenges (Meyers et al., 2015). In addition, coaching also encourages teachers to be more open in communicating and collaborating with other educator teams, which ultimately strengthens the school's inclusive and supportive culture (Gallucci et al., 2010).

In practical terms, coaching also helps teachers understand and apply social-emotional concepts more effectively in their teaching. This allows them to be more responsive to students' emotional needs, especially in the face of diverse social

dynamics in the classroom (Weissberg et al., 2015). By developing social-emotional competencies, teachers can be more flexible in managing learning challenges, so that they can create a more positive and conducive learning climate for student development.

In the context of education in Indonesia, the implementation of coaching techniques in improving teachers' social-emotional competence is still not widely explored thoroughly. Therefore, this study aims to examine more deeply how coaching techniques can be implemented effectively in improving teachers' social-emotional competence, as well as their impact on the quality of teaching in schools.

The purpose of this study is to analyze and evaluate the effectiveness of the implementation of coaching techniques in improving teachers' social-emotional competence. This study aims to identify how coaching can help teachers develop skills in recognizing, managing, and expressing emotions productively, as well as strengthening interpersonal relationships with students and colleagues. In addition, this study also aims to examine the impact of coaching on improving teachers' ability to create a more positive learning environment, support teachers' emotional well-being, and improve the quality of interaction with students in the classroom. The results of this study are expected to provide practical insights into the application of coaching techniques in the context of education, as well as become the foundation for the development of more effective training programs to improve teachers' social-emotional competence.

2. Method

The research method used in this study is a qualitative method with a case study approach. This study aims to explore in depth the process of implementing coaching techniques in improving teachers' social-emotional competence. Data was collected through in-depth interviews with teachers who had participated in coaching programs, observations of their interactions in the classroom, and analysis of related documents such as reflective notes and coaching reports. This approach allows researchers to understand teachers' experiences and perceptions holistically regarding the influence of coaching on their social-emotional abilities. Data analysis was carried out thematically, by identifying important patterns that emerged from the results of interviews and observations to provide a comprehensive picture of the implementation of coaching in the context of education.

3. Results and Discussion

a. Coaching Technique Theory

Coaching techniques have been recognized as one of the effective methods in improving social-emotional competence, especially in the context of education. According to Knight (2011), coaching is a collaborative approach that focuses on empowering individuals through feedback, reflection, and the development of interpersonal skills. In the context of teachers, coaching provides space for them to develop self-awareness and emotional regulation skills, which are very important for creating a conducive learning environment. Social-emotional competence involves the ability to manage emotions, empathy, and the skills to build good social relationships with students and colleagues, which can be strengthened through a gradual coaching process.

Furthermore, Reinke et al. (2014) showed that coaching that is applied in a structured and sustainable manner can improve the quality of teaching by focusing on improving teachers' social-emotional skills. Coaching facilitates reflection on daily teaching practices, so teachers can assess how their emotions affect interactions with students. In the process, coaching helps teachers identify areas where their social-emotional skills need to be improved, such as in managing stress and conflict in the classroom. This study emphasizes the importance of coaching in creating teachers who are more responsive and emotionally stable in facing teaching challenges.

Jones & Bouffard (2012) also revealed that the development of social-emotional competencies through coaching can create a more positive environment in schools. Coaching plays a role in helping teachers develop empathy skills, effective communication, and emotional management, which in turn will improve their interactions with students. Teachers who are more emotionally aware tend to be better able to understand students' social-emotional needs, which contributes to a more inclusive learning atmosphere. Therefore, coaching not only improves the quality of individual teachers, but also creates a collective positive impact on the overall school climate.

b. Interview Results

Based on the results of interviews conducted with 10 teachers who have participated in the coaching program, several main findings were obtained that show the positive influence of coaching techniques on improving teachers' social-emotional competence. This interview explores teachers' experiences and perceptions regarding the changes they feel after undergoing coaching, both in terms of emotional management, interaction with students, and collaboration with colleagues.

1) Improvement in the ability to manage emotions.

As many as 8 out of 10 teachers stated that after participating in coaching, they felt more able to manage their emotions, especially when facing stressful situations in the classroom. One teacher mentioned, "Before, I often felt overwhelmed by unruly students, but after coaching, I was able to calm down and respond more patiently." These findings are in line with the theory of emotion regulation, where coaching helps teachers develop skills in identifying and controlling their emotional reactions, which has an impact on a more conducive classroom atmosphere.

2) Improving the Quality of Interaction with Students.

As many as 7 out of 10 teachers reported that coaching helped them improve the quality of interaction with students. One of the respondents explained, "I now understand better how to communicate with students without negative emotions, and this makes them more open and willing to work together." Coaching provides an opportunity for teachers to reflect on how they interact with students, so they can build better relationships and be more empathetic. Teachers who can interact positively with students tend to create a learning environment that supports students' emotional and social development.

3) Communication and Collaboration Skills Development.

A total of 6 out of 10 teachers reported that coaching not only improved their communication skills with students, but also with fellow teachers and school staff. One teacher said, "After coaching, I feel more open to discussing with other fellow teachers, and this helps to create better cooperation." This improvement in communication skills is one of the keys to fostering more effective collaboration in the school environment. Teachers who are more open and communicative are able to work in teams more harmoniously, which ultimately contributes to the improvement of the school's work climate.

4) Emotional Satisfaction and Reduced Stress Levels.

Eight out of 10 teachers reported a decrease in stress levels after participating in coaching. One teacher stated, "Coaching helps me to focus more on solutions rather than problems, and it makes me feel calmer in facing daily challenges." A structured and reflective coaching process helps teachers to focus more on self-development, so they feel better able to cope with work pressure, which is often a source of stress.

5) Improvement of reflective skills.

One of the most prominent aspects of the interview results is the improvement of reflective skills in most teachers. A total of 9 out of 10 teachers revealed that through coaching, they are used to reflecting on their teaching experiences, which helps them identify areas that need improvement. One teacher said, "Coaching makes me reflect more often on what I do in class and how I can improve it." This ability to reflect becomes a powerful tool for teachers in the process of continuous professional development.

c. Interpretation of Interview Results

The results of this interview show that coaching techniques have a significant impact on improving teachers' social-emotional competence, especially in the aspects of emotional regulation, interpersonal interaction, and professional collaboration. Most of the teachers interviewed reported improvements in the way they manage stress and emotions in the classroom, which has a positive impact on the learning atmosphere and their relationships with students. This experience reinforces previous findings suggesting that coaching can help teachers develop better emotional skills, ultimately improving the quality of teaching and their overall emotional well-being.

Further, the improvement in reflective skills reported by teachers shows that coaching not only focuses on short-term solutions, but also has a long-term impact on the way teachers perceive and process their teaching experience. These reflection skills play an important role in teachers' professional development, as they allow them to continue learning and improve themselves based on daily experiences. Coaching, thus, not only serves as a coaching tool, but also as a catalyst for the sustainable development of social-emotional competencies among teachers.

Overall, the results of this study reinforce the argument that the implementation of coaching techniques is an effective approach to improve teachers' social-emotional competence. Coaching helps teachers to be more

aware of their emotions, improve relationships with students and colleagues, and reduce the level of stress they experience in carrying out teaching tasks.

4. Conclusion

Based on the results of research on the implementation of coaching techniques in improving teachers' social-emotional competence, it can be concluded that coaching is an effective approach in supporting teachers' professional development, especially in the aspects of emotional regulation, interpersonal skills, and reflective skills. Most of the teachers interviewed reported an improvement in their ability to manage their emotions, which helped them face daily teaching challenges more calmly and controlled. This improvement not only has an impact on the emotional well-being of teachers, but also creates a more positive classroom environment and supports the learning process.

In addition, coaching has been proven to improve the quality of teachers' interactions with students and colleagues. Teachers who take part in coaching feel more able to build more empathetic and open relationships, both with students and fellow teachers. This shows that coaching techniques not only have an impact on the development of individual teachers, but also contribute to the formation of a collaborative and inclusive work climate in the school environment. The improvement in communication and collaboration skills reported by teachers is proof that coaching can create a positive domino effect on the overall school atmosphere.

Overall, this study confirms that coaching techniques have an important role in improving teachers' social-emotional competence. By providing space for reflection, constructive feedback, and emotional support, coaching helps teachers to be more aware and able to manage their emotions effectively. This has a direct impact on improving the quality of teaching and the emotional well-being of teachers, which will ultimately improve the quality of education in schools. Therefore, social-emotional-based coaching programs deserve to be integrated more widely in teachers' professional development.

5. Acknowledgment

The author would like to thank the Principal of SMK Jayanegara, Mojokerto, East Java for the financial support for this research, and to fellow teachers at SMK Jayanegara Mojokerto who participated in this research.

6. References

- Atkins, P. W. B., & Rodger, J. L. (2016). Coaching Emotional Intelligence: A Study of Coaching Effectiveness. *The Journal of Humanistic Counseling, Education and Development*, 55(3), 43–55.
- Borman, G. D., et al. (2007). Coaching Teachers to Enhance Instructional Quality. *Educational Evaluation and Policy Analysis*, 29(2), 147–172.
- De Jong, P., & Berg, I. K. (2013). Coaching in Education: A Review of Literature. *Educational Psychology Review*, 25(3), 445–466.
- Gallucci, C., et al. (2010). Instructional Coaching: Building Theory About the Role and Organizational Support for Professional Learning. *American Educational Research Journal*, 47(4), 919–963.

- Gus, L., Rose, J. & Gilbert, L. (2015). Emotion coaching: A universal strategy for supporting and promoting sustainable emotional and behavioral well-being. *Educational & child psychology*, 32 (1).
- Gus, L., Rose, J., Gilbert, L., & Kilby, R. (2017). The introduction of emotion coaching as a whole school approach in a primary specialist emotional and mental health setting: positive outcomes for all. *The open family studies journal*. 9 (Suppl-I, M3) 95 - 110.
- Jennings, P. A., & Greenberg, M. T. (2009). The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. *Review of Educational Research*, 79(1), 491-525.
- Jones, S. M., & Bouffard, S. M. (2012). Social and Emotional Learning in Schools: From Programs to Strategies. *Social Policy Report*, 26(4), 1-33.
- Knight, J. (2011). *Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction*. Corwin Press.
- Mardiyatun, M. (2021). Implementasi Coaching Individual Untuk Peningkatan Kompetensi Profesional Guru Pendidikan Agama Islam Dalam Melaksanakan Penelitian Tindakan Kelas. *Strategy: Jurnal Inovasi Strategi Dan Model Pembelajaran*, 1(1). <https://doi.org/10.51878/strategi.v1i1.353>
- Majid, A. (2018). Penerapan Coaching untuk meningkatkan kompetensi kepala sekolah dalam supervisi akademik pada SMP Binaan Dinas Pendidikan kota Banjarmasin. *Lentera: Jurnal Pendidikan*, 13(1). <https://doi.org/10.33654/jpl.v13i1.336>
- Meyers, D. C., et al. (2015). Coaching to Enhance Competency Development in Early Childhood Education. *American Journal of Community Psychology*, 56(3), 217-228.
- Nengsih, S. (2021). Analisis Pengaruh Peran Kepala Sekolah Terhadap Kinerja Pegawai di SMP Negeri 5 Singkawang. Hectocorn.
- Pertiwi, A. D., Nurfatimah, S. A., & Hasna, S. (2022). Menerapkan Metode Pembelajaran Berorientasi Student Centered Menuju Masa Transisi Kurikulum Merdeka. *Jurnal Pendidikan Tambusai*, 6(2).
- Reinke, W. M., et al. (2014). The Incredible Years Teacher Program: Enhancing Teacher Competence to Promote Developmentally Appropriate Practices in Childcare Settings. *Journal of Applied Developmental Psychology*, 35(4), 315-326.
- Roeser, R. W., et al. (2013). Mindfulness Training and Teachers' Professional Development: An Emerging Area of Research and Practice. *Child Development Perspectives*, 7(3), 219-227.
- Sutton, R. I., et al. (2014). Emotional Management in the Workplace: Exploring the Role of Emotional Intelligence. *Academy of Management Review*, 35(4), 377-395.
- Widodo, H. (2018). Strategi Kepala Sekolah Dalam Mengembangkan Pendidikan Karakter di Sekolah Dasar Muhammadiyah Sleman. *Metodik Didaktik*, 13(2). <https://doi.org/10.17509/md.v13i2.8162>.
- Weissberg, R. P., et al. (2015). Social and Emotional Learning: Past, Present, and Future. *Handbook of Social and Emotional Learning: Research and Practice*, 15(3), 3-19.
- Zulqaidah, Lubis, M. Br., Nabila Zulfa, Marsyeli, Muharil, & Nasution, I. (2023). Strategi Supervisi Akademik dalam Meningkatkan Kinerja Guru. *Islamic Education*, 3(1). <https://doi.org/10.57251/ie.v3i1.922>.