

Implementation of Coaching Strategy as a Capacity Strengthening for Madrasah Principals in Conducting Evaluations

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Abstract. The purpose of this study is to determine the ability of the Madrasah principal in carrying out his duties as the person in charge of the Madrasah in conducting distance learning evaluations. The evaluation process that should be carried out by the Madrasah principal even though it is in the distance category must still be maximized, but sometimes the process cannot be maximized because it is considered new and in the adjustment stage. One of the reasons for this study is to improve the ability of the Madrasah principal as the person in charge of the Madrasah to conduct evaluations through Coaching Strategy. This study was conducted using the Action Research research method involving three Madrasah principals supervised by researchers to obtain accurate data related to the ability of the Madrasah Principal to conduct evaluations. Research data were collected through observation, interviews, filling out questionnaires, and document assessments. Research data were analyzed through data reduction, data presentation, and verification, equipped with quantitative data descriptions of the results of the process assessment and document assessment. The assessment results showed an average score of 72%, including the "good" category and meeting the performance indicators (> 70%). The assessment results in Cycle-II increased by 10% compared to the average score in Cycle-I, which was 72%. Participants generally realized that in order to carry out an evaluation, they must first prepare a program correctly.

Keyword: Implementation, Coaching, Strategy, Madrasah, conductive Evaluation

Published: 05th December 2024

PHONOLOGIE
Journal of Language
and Literature

E-ISSN: 2774-4701

P-ISSN: 2774-471X

INTRODUCTION

In each Madrasah led by a person in charge called the Head of Madrasah, a school will run well in accordance with the orientation and ideals of education itself, if the person in charge or the head of Madrasah has the ability to manage and administer the Madrasah he leads. The implementation of education requires the ability of a Madrasah head to manage the Madrasah well. Madrasahs must be productive and efficient in providing educational services to students in particular and the community in general. The effectiveness of a Madrasah is very dependent on the quality of the teachers involved in the learning process, this of course depends on how a Madrasah head manages the teaching and learning staff in the Madrasah he fosters. The principal of the Madrasah must be able to act as a designer (planner), implementer (implementer), and evaluator (assessor) in the Madrasah he leads in managing the course of the education and teaching process in the Madrasah. In his responsibility as the person in charge, the principal of the Madrasah is accompanied by a supervisor or supervisor so that a principal of the Madrasah can carry out his duties as a manager for education and teaching in the Madrasah. The principal of the Madrasah is the most dominant factor in a Madrasah because with the role of the Principal as a manager or person in charge, the success of a Madrasah can be achieved. Therefore, a coaching strategy from a supervisor is also very much needed in providing coaching and supervision to the Madrasah in his supervised area.

Based on the background above, this study will examine: How to improve the ability of the principal of the Madrasah in carrying out his role as a manager and evaluator through a coaching strategy?

This study was conducted with the aim of improving the ability of the principal of the Madrasah in carrying out his duties as a manager and evaluator through a coaching strategy at the fostered Madrasah Aliyah, Majene, West Sulawesi. Specifically, this study aims to: (1) explain the implementation process of coaching strategy in improving the ability of madrasah principals to carry out evaluations (2) explain the improvement of the ability of madrasah principals in compiling work programs as managers (3) explain the improvement of the ability of madrasah principals in compiling evaluation reports as managers.

METHOD

The method used in this study is action research. The implementation of coaching techniques is determined as the action variable and the ability of madrasah principals in carrying out their duties as managers and evaluators is determined as the objective variable. The study was conducted collaboratively involving three heads of Madrasah Aliyah at Madrasahs supervised by researchers in Majene, including Madrasah Aliyah Negeri Majene, Madrasah Aliyah DDI Banua Sendana, Madrasah Aliyah Miftahul Jihad Tanda Banggae Timur. In this study, the supervisor acts as a researcher, while three of the Madrasah principals act as research subjects selected by the researcher. Madrasah supervisors who act as researchers as well as coaches who carry out actions through coaching strategies. This study involved three observers, namely colleagues, deputy principals of madrasahs, and representatives of senior teachers from one of the madrasahs.

The implementation of the actions carried out in this study was carried out in two cycles. Each cycle consists of a series of planning, implementation, observation, and reflection activities. The implementation of actions in Cycle-I focused on discussing the material on the socialization of evaluation as the task of the Madrasah principal, and the preparation of programs carried out in two meetings. The two meetings conducted by the researcher were face-to-face or (off-line) meetings. The implementation of actions in Cycle-II focused on discussing the evaluation mechanism, filling out monitoring instruments, and compiling evaluation reports carried out in three meetings. The three meetings were also conducted face-to-face (off-line).

Data from the results obtained in this study were collected through observation, structured interviews, filling out questionnaires, and document analysis and assessment. Qualitative data obtained through observation and interviews were analyzed through the process of data reduction, data presentation, drawing conclusions and verification. Quantitative data obtained from the results of filling out questionnaires and document assessments were analyzed using descriptive statistics and comparative analysis to test the success of the implementation of the actions that had been carried out.

RESULTS AND DISCUSSION

The Head of Madrasah in his activities as the person in charge of the Madrasah supervises the learning process that occurs in the Madrasah, both through face-to-face and online. The supervision process carried out by the Head of Madrasah online has been carried out since the Covid 19 Pandemic, even until now, during normal times, the online or online process can still be carried out because it is considered to make it easier to control the Madrasah by the Head of Madrasah. The learning evaluation mechanism has also changed according to changes in activities and learning media used.

Based on initial observations in February-March 2023 (before the research was conducted), the evaluation in the three Madrasah areas supervised by the researchers of the supervised madrasah was faced with a number of obstacles. Although the PJJ program has been prepared, monitoring, which is a series of evaluation activities, has not been able to be carried out optimally. The results of the document analysis (Table 1) show that of the three supervised Madrasah areas, only one Madrasah carried out continuous evaluation and control of the learning process, namely the Majene State Islamic Senior High School. (Madrasah Aliyah)

Table 1. Analysis of Initial Conditions for the Preparation of PJJ Programs & Evaluation Reports.

No	Madrasah Name	PPJ Program	Evaluation	
			Implementation	Report
1	MAN 1 Majene	✓	Weekly	Complete
2	MAS DDI Banua	✓	Weekly	Complete
3	MAS Miftahul Jihad Tande	✓	Weekly	Complete

From the results of the initial investigation and observation findings that have been carried out by the researcher, the results provide a picture and conclusion that the heads of each fostered Madrasah have sufficient ability in conducting evaluations by carrying out their functions and duties as the person in charge of the Madrasah, but among the three Madrasahs that are the object of the researcher's study, Madrasah Aliyah Negeri 1 Majene is the best Madrasah among the others. Therefore, it is necessary to be a study material and main concern that an important part of managerial planning in relation to new biases in educational practices is the implementation of coaching.

The implementation process carried out through research is the application of a coaching approach to strengthen the capacity of the madrasah head in carrying out learning evaluations which are carried out in two stages.

Implementation and Determination of Results in Cycle I

Implementation of PJJ Socialization Evaluation, the Head of Madrasah prepared a learning process supervision program based on a learning schedule whose Supervision, Monitoring, and Evaluation process were the main orientations in the cycle I period. The supervision process carried out by the head of Madrasah using the Coaching Strategy method lasted for two hours on March 6, 2023, online using the Zoom meeting application and WA - group for several days from March 6 to March 10, 2023, at the Cycle I meeting gave results with a score of 72% which was included in the sufficient category.

Implementation of Coaching Strategy and Results of Cycle-II Actions

The implementation of Cycle-II actions focused on discussing the evaluation mechanism, filling in monitoring instruments, and compiling Evaluation reports carried out in three meetings. The three meetings were also carried out face-to-face (off-line).

As a follow-up to the improvements to the previous cycle, an assessment of the revised Program documents was carried out in cycle-II. The assessment results in table 2 show an average score of 72%, including the "good" category and meeting the performance indicators (> 70%). The assessment results in Cycle-II increased by 10% compared to the average score in Cycle-I, which was 72%. Participants generally realized that in order to carry out an evaluation, they must first prepare a program correctly. In the next stage, the program document can be used as a basis for carrying out the Evaluation process.

Table 2. Implementation of Coaching Strategy in Cycle II

No	Madrasah Name	Evaluation Score	
		PPJ Program Documents	
		Siklus I	Siklus II
1	MAN 1 Majene	72%	83%
2	MAS DDI Banua	70%	78%
3	MAS Miftahul Jihad Tande	71%	80%

From the observation results depicted in cycle II, it shows an illustration that the participants' activities during the Cycle I and Cycle II meetings. The results of the assessment of the participants' activity process at the Cycle II coaching meeting were 80%, included in the "good" category. The score achieved has exceeded the set performance indicators, which is 70%, an increase of 8% compared to the previous cycle. Based on the results of cycle II, the researcher can claim that the implementation of the Coaching Strategy in the evaluation process mechanism carried out by the Head of Madrasah in the three Madrasahs as the objects of this study and research has experienced a significant increase.

The third meeting of Cycle II was carried out through online face-to-face meetings using the Zoom meeting application. In this meeting, each Head of Madrasah presented a report on the results of the evaluation that had been carried out in accordance with the duties and functions of the Head of Madrasah in managing the Madrasah. The other Madrasah Principals were given the opportunity to provide responses and questions related to what was presented by the other Madrasah Principals, in this session the three Madrasah Principals who were used as objects in the study were very active in the discussion to bring together perceptions related to the duties and obligations of the Madrasah Principal in this case including as an evaluator. During the discussion process, many important notes were raised regarding the reports made by participants, including: (1) there are still incomplete reports, especially in the presentation of monitoring data results; (2) completeness of documentation and data analysis; (3) Analysis of monitoring data results is still relatively lacking, sharpening is needed so that evaluation results are obtained in the form of recommendations that must be carried out to improve the next evaluation process.

The results of the study explain that the implemented coaching strategy resulted in a common perception of the Madrasah Principals about the importance of doing. Coaching strategy facilitates the teaching and learning process in creating a common understanding between all aspects involved in the scope of the Madrasah. Referring to the opinion of Coe et al. (2013), coaching is based on the philosophy that each participant must have insight, experience, knowledge so that it can be used as a basis for making decisions to develop. Coaching is based on the philosophy that each participant must have insight, experience, knowledge so that it can be used as a basis for making decisions to develop. The coaching strategy activity in this study is more directed at helping the head of the Madrasah face problems in completing tasks and obligations as the person in charge of the Madrasah as well as a manager. Coaching strategy can also provide facilities for the head of the Madrasah in facilitating his functions and duties as an evaluator. (Pasmore, 2012). The coachee is present to make changes in work that lead to a better way of working than before, both in achieving individual goals and the goals of the organization where he works (Parsloe & Leedham, 2017). The impact of this action, the coaching participants (heads of Madrasahs) in the early stages have succeeded in compiling an evaluation program that must be carried out by the head of the Madrasah properly. In accordance with the results of this study, Majid (2018) in a previous study revealed that coaching can significantly improve academic supervision skills equipped with

documents containing planning, implementation, evaluation, and follow-up. The success of coaching was also expressed by Amalia and Imperiani (2013) who explained that the use of coaching techniques is useful in helping pre-service teachers write lesson plans. The coaching strategy carried out in this study has provided direction on how the PJJ Program preparation process is step by step. This process can be carried out by creating collaboration, either collaboration between coaches and coachees or collaboration between coachees. As stated by Wilson (2011), Coaching techniques are applied as a collaborative process that is focused on solutions, as well as result-oriented. coaching techniques are applied as a collaborative process that is focused on solutions, as well as result-oriented.

The results of the study show empirical evidence that the ability of the madrasah principal to prepare a PJJ evaluation report during the adaptation period of new habits in the fostered Madrasah, in the city of Majene at Madrasah Aliyah Negeri 1 Majene, Madrasah Aliyah Swata Miftahul Jihad Tande Majene, and Madrasah Aliyah Swasta DDI Banua Majene, can be improved through the implementation of coaching strategies. In relation to the output/product (document of the PJJ evaluation report) produced, the coaching strategy is carried out as a results-oriented process. The coach facilitates learning activities carried out by the coachee in completing tasks professionally according to job demands. This strengthens Stone's opinion (2007). Coaching is a process by which individuals gain the skills, abilities and knowledge needed to develop themselves professionally. Coaching is a process by which individuals gain the skills, abilities and knowledge needed to develop themselves professionally. The same opinion was expressed by Theeboom et al. (2014), Coaching is proven to be effective in improving performance, skills, and work attitudes that are goal-oriented. Coaching has been proven to be effective in improving performance, skills, and work attitudes that are oriented towards achieving goals. From the entire process carried out, it can be stated that coaching strategy can explore and maximize the potential of the madrasah principal to achieve optimal performance. Coaching strategy is the right choice of action in managerial supervision activities. Through coaching strategy, supervisors facilitate self-development activities and maximize the potential of the madrasah principal in facing the challenges of tasks that continue to develop.

CONCLUSION

Based on the results of research conducted by researchers on three heads of Madrasah Aliyah fostered by researchers, it can be concluded that the Coaching strategy is a strategy that can be used by the Madrasah principal in carrying out his duties as the person in charge and managerial at the Madrasah, and can be used as a strategy in conducting evaluations. The duties and responsibilities of the Madrasah principal in carrying out his role as the compiler of the PPJ can be improved through the implementation of coaching strategy, this can be measured from the results of the evaluation in the form of a report carried out by the Madrasah principal. From the results of this study, it can also be concluded that supervisors who have duties as supervisors can carry out their duties through the implementation of Coaching strategy. In order to maximize research related to the implementation of this

coaching strategy, further researchers need to study the effectiveness of the coaching strategy to further maximize the results.

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