

**Academic Supervision Based on Coaching in Improving the Quality of Learning at State Junior High School 4 Geyer, Grobogan Regency****Tri Yuli Astuti<sup>1)</sup> Endang Wuryandani<sup>2)</sup> Rosalina BR Ginting<sup>3)</sup>**

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**Keywords**

Academic Supervision,  
Coaching, Quality of Learning

**Abstract**

The quality of education plays a crucial role in creating a competitive and capable generation. However, educational challenges, including disparities in learning quality between schools, continue to emerge. Issues such as low student interest in reading, teacher quality disparities, and limited school facilities contribute to these challenges. The study aims to investigate the application of academic supervision based on coaching to improve the quality of learning at SMP Negeri 4 Geyer, Grobogan. The research objectives are to examine the planning, implementation, and evaluation of this supervisory approach. Using qualitative methods, data was collected through interviews, observations, and document analysis.

The study found that academic supervision based on coaching has significantly enhanced teacher performance by focusing on collaboration, self-awareness, and constructive feedback. The application of coaching techniques in supervision helped teachers recognize their weaknesses and transform them into strengths, which led to an improved learning environment. Furthermore, the findings indicate that this approach has contributed to a measurable improvement in the quality of education, as reflected in the 11.12-point increase in the school's quality learning score between 2023 and 2024. The research underscores the importance of coaching-based supervision in enhancing teacher competencies and fostering a positive learning atmosphere for students.

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e-ISSN 2549-0338

## INTRODUCTION

The quality of education is essential in shaping a competitive and capable generation. However, a significant challenge in the educational sector is the disparity in learning quality between schools. Issues such as low student interest in reading, variations in teacher quality, and inadequate school facilities are prevalent and hinder the overall educational experience. Learning quality is directly linked to the effectiveness of the educational process, which can be assessed through student engagement, creativity, discipline, and motivation (Aini, et al., 2016: 77).

Quality learning, according to Mariani (2017), is defined by the systematic and synergistic relationship between teachers, students, the learning environment, and materials, aimed at optimizing outcomes in alignment with the curriculum. Daryanto (2013: 12) further emphasizes that quality learning focuses on achieving educational goals, including enhancing knowledge, skills, and attitudes. Thus, improving learning quality is not just about knowledge delivery but also creating an environment that promotes mutual engagement and growth between teachers and students.

Effective school management, including managing the learning process, teaching staff, and resources, plays a crucial role in enhancing the quality of education. Key factors influencing learning quality include program management, curriculum delivery, teaching methods, and evaluation systems (Yamin, 2018: 22). In this context, academic supervision becomes vital. It serves as a process to monitor and assess teaching methods to enhance teacher performance and, ultimately, improve educational quality.

One innovative approach to improving learning quality is coaching-based academic supervision. Coaching helps individuals identify their strengths and weaknesses, enabling them to make meaningful improvements. In academic supervision, this approach fosters collaboration and support, focusing on solutions instead of criticism. This methodology aids teachers in reflecting on their practices, developing new strategies, and enhancing learning quality.

At SMP Negeri 4 Geyer, Grobogan, coaching-based academic supervision has been implemented. Despite initial challenges, such as low enthusiasm for traditional forms of supervision, early results indicate that this approach has contributed to measurable improvements in the school's learning quality, as reflected in its educational report card (Rapor Pendidikan). The school has seen a significant increase in its learning quality score, marking progress toward improving the overall educational environment.

This research aims to explore the implementation of coaching-based academic supervision at SMP Negeri 4 Geyer. It will focus on the planning, execution, and evaluation of this approach, providing insights into how coaching can enhance teacher development and improve learning outcomes. The study will examine how this model of supervision can serve as an effective tool for professional development, not only improving teacher performance but also fostering a more supportive and conducive learning environment for students.

This research is critical for understanding how coaching-based academic supervision can transform the teaching-learning process and contribute to improving the quality of education in schools. Therefore, the study will analyze the practical application of this model, its challenges, and its impact on learning outcomes at SMP Negeri 4 Geyer, Grobogan.

## METHODS

This study uses a descriptive qualitative approach to explore the phenomenon of Academic Supervision Based on Coaching aimed at improving learning quality at SMP Negeri 4 Geyer, Grobogan. It involves gathering data through observations, interviews, and document reviews to understand behaviors, perceptions, and actions in their natural context. The research follows an exploratory approach to develop ideas and hypotheses, focusing on the meanings developed by the headmaster and teachers. The study is conducted from August 2024 to May 2025. It uses a flexible design, with three stages: description, reduction, and selection, and involves both pre-field, fieldwork, and post-field phases. The main instrument is the researcher, supported by tools such as interview guidelines, observation sheets, and recording

devices, with the goal of providing in- depth analysis of coaching-based supervision's impact on learning quality.

## RESULTS AND DISCUSSION

The research findings reveal that the implementation of coaching-based academic supervision at SMP Negeri 4 Geyer to improve learning quality is progressing well.

The planning phase of coaching-based academic supervision at SMP Negeri 4 Geyer has been effectively carried out. Key challenges identified include a lack of continuous professional development, insufficient teaching resources, heavy administrative workload, limited teacher collaboration, and issues with teacher welfare. The process of setting goals, strategies, and schedules for coaching involved developing the school's vision, aligning goals with improvement recommendations, and focusing on enhancing teacher competencies. The preparation of teaching instruments, learning programs, and teaching materials was a collaborative effort between the principal, teachers, staff, and stakeholders, contributing to the improvement of learning quality at the school.

The implementation of coaching-based academic supervision at SMP Negeri 4 Geyer meets the criteria for effective academic supervision. The principal's activities in this process include: (1) socializing the implementation of coaching-based academic supervision, (2) carrying out the coaching activities, and (3) observing and assessing key components.

The socialization process took place during the school's working meeting at the start of the academic year, followed by regular updates to teachers to help them better prepare.

The implementation involved observing both lesson preparation and teaching activities. Supervisors first reviewed the teaching materials prepared by the teachers, then conducted classroom observations to assess the teaching process. Supervisors coordinated with teachers to schedule and confirm their readiness for supervision, then entered the classroom to observe.

Key components observed during supervision included teaching materials, teaching methods, assessment formats, and learning resources. The supervisor also examined how lessons were opened, taught, and closed, focusing on activities like engaging students, the teacher's command over the content, use of media, student worksheets, and classroom management. Additionally, formative assessment was observed as part of the supervision of learning outcomes.

The evaluation and follow-up at SMP Negeri 4 Geyer demonstrate a strong implementation of coaching-based academic supervision aimed at improving academic quality. The supervision process includes: (1) evaluating coaching-based academic supervision for improving teaching quality, (2) following up on the results of academic supervision, and (3) preparing plans and programs for future coaching-based academic supervision.

The evaluation of coaching-based academic supervision involved the school principal and the supervision team analyzing the results of lesson plan, lesson implementation, and assessment outcomes. The principal used this analysis to provide feedback and develop action plans for teachers. This helped assess the effectiveness of the coaching supervision program and provided guidance to teachers to improve their competencies.

The follow-up actions were conducted through personal discussions between the principal and individual teachers. These reflective conversations helped identify the positive aspects of teaching practices and allowed the principal to support teachers in developing action plans for improvement. The results of the evaluation were used as references for planning future programs aimed at enhancing teaching quality. The principal also discussed the challenges teachers faced during the teaching process, assisting them in identifying their strengths and developing plans to improve their competencies. Based on this analysis, programs for enhancing teaching quality, such as in- house training (IHT), workshops, teacher internships, and other necessary resources, were determined for future implementation.

## CONCLUSION

The implementation of coaching-based academic supervision at SMP Negeri 4 Geyer has been successful in improving the quality of education. The planning stage effectively addressed teacher development needs and established clear goals, strategies, and schedules. During the implementation, key activities such as socializing the program, observing teaching practices, and assessing various teaching components contributed to its success. The evaluation and follow-up process, which included personalized feedback and action plans, further supported teacher development. Overall, the program has effectively enhanced teacher competencies, and future improvements, such as workshops and mentoring, will continue to strengthen the learning environment at the school.

## ACKNOWLEDGEMENT

First and foremost, I would like to express my deepest gratitude to God Almighty for His grace and guidance throughout the completion of this thesis. I am deeply thankful to all the individuals to **Dr. Nurkolis, M.M.**, the Head of the Educational Management Study Program at Universitas Persatuan Guru Republik Indonesia Semarang, for his consistent guidance and support throughout my academic journey.

I would like to extend my heartfelt thanks to my first thesis advisor, **Dr. Endang Wuryandini, M.Pd and Dr. Rosalina BR Ginting, M.Si.**, deserves my utmost gratitude for her continuous motivation, unwavering support, and insightful feedback during the preparation of my thesis proposal.

I am also grateful to **Dr. Ghufron Abdullah, M.Pd.**, the examiner for my thesis proposal seminar, for his constructive criticism and guidance, which helped me refine my research..

I would like to express my deep appreciation to the **Head of SMP Negeri 4 Geyer, Grobogan**, for granting me permission to conduct my research and providing relevant information related to my research topic. Additionally, I am grateful to the **teachers and staff of SMP Negeri 4 Geyer, Grobogan**, who generously shared their time, knowledge, and valuable data, which have been instrumental in the success of my research.

Finally, I would like to extend my thanks to all the individuals who have assisted and supported me in the preparation of this thesis report. Without their help, this research would not have been possible.

Thank you all for your invaluable support and contributions.

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