

IMPLEMENTATION OF SUPERVISION COACHING BY SCHOOL PRINCIPALS IN IMPROVING THE COMPETENCE AND MOTIVATION OF PUBLIC ELEMENTARY SCHOOL TEACHERS IN THE BAMBEL DISTRICT OF SOUTHEAST ACEH REGENCY

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Abstrak

This study aims to analyze the implementation of coaching supervision by school principals in improving teachers' competencies and motivation at SD Negeri Kecamatan Babel, Aceh Tenggara Regency. Coaching supervision, which focuses on empowering teachers through collaborative guidance based on professional needs, is carried out through the stages of planning, implementation, evaluation, and follow-up. This study employs a qualitative method with a case study design, conducted in July 2025. Data were collected through interviews, observations, and documentation. The results indicate that coaching supervision plays a significant role in enhancing teachers' pedagogical, professional, social, and personal competencies, as well as positively influencing the work motivation of teachers at SD Negeri Babel Subdistrict, East Aceh Regency. Challenges identified include the limited time of school principals and the lack of initial understanding and knowledge among teachers about coaching. The study recommends further training for school principals and the provision of supporting resources to optimize coaching supervision in improving the quality of education at the State Elementary School in Babel Sub-district, East Aceh Regency.

Kata kunci: Supervision, Coaching, Competence, Motivation

INTRODUCTION

Teachers are professional educators whose main duties are to educate, teach, guide, direct, train, assess, and evaluate students in formal education, from early childhood education, primary education, to secondary education (Munawaroh, 2024). The position of teachers as professionals aims to enhance their dignity and role as learning agents who function in improving the quality of national education, as stipulated in Article 2 paragraph (1) of the Teacher and Lecturer Law.

The teaching profession is a specialized field of work carried out based on a number of principles. These principles include talent and interest, commitment to improving the quality of education, appropriate academic qualifications, relevant competencies, and responsibility for professional duties (Law No. 14 of 2015 in Hamid, 2020). Additionally, teachers are entitled to receive compensation commensurate with their work performance, opportunities for professional development, legal protection, and support from professional organizations.

According to Saputra (2019), teachers are the backbone of educational activities, especially in the teaching and learning process. Without teachers, this process can be disrupted or even fail. Therefore, educational management must always improve the role, performance, and

achievements of teachers to respond to global challenges. Teacher performance includes achieving work results in accordance with school rules and standards. Teachers' success is measured by their efforts to improve their knowledge, master modern educational tools, understand student characteristics, and be innovative and creative in teaching (Fhadillah, 2024). Successful teachers also conduct the learning process in accordance with students' psychological development, demonstrate fairness, and respect their students (Safari, 2021).

In Babel District, Southeast Aceh, there are indications that some teachers have not been performing their duties in accordance with professional standards, such as a lack of innovation, limited teaching materials, a lack of varied teaching methods, and poor mastery of subject matter. This has contributed to a decline in the quality of education (Observation Results, 2024). To overcome these obstacles, coaching supervision is considered an effective approach. According to Tanggulangan (2023), supervisory coaching involves interaction between teachers and supervisors based on the principle of openness, which can enhance teachers' skills. The stages of supervision include classroom observation, problem identification, reflection, and collaborative problem-solving (Fathih, 2022).

Supervisory coaching has been proven to reduce learning barriers and improve the Teacher Performance Improvement Index (TPII). This demonstrates that this approach is effective in developing teacher competencies. School principals, as educational leaders, are expected to play a strategic role in implementing this supervision. With optimal supervision, teachers will be more motivated and competent, thereby improving the quality of learning (Javid Nama Ayu Laksmi, 2021).

Referring to the issues of teacher competence and motivation in Babel District, coaching supervision is the best solution to improve teacher quality. Structured supervision stages enable productive interaction between school principals and teachers, where evaluation and improvement are continuously carried out to achieve better educational goals. Therefore, further development is needed in the implementation of supervision, including enhancing understanding of coaching methods and managing school principals' time (Tanggulangan, 2023). This study aims to provide concrete recommendations to make coaching supervision more effective in improving teachers' competencies and motivation, thereby significantly enhancing education in Southeast Aceh.

LITERATURE REVIEW

Supervisory coaching is a collaborative approach between school principals and teachers that aims to improve teachers' competence and motivation through constructive feedback (Mutahajar, 2019). Coaching is considered the key to unlocking teachers' potential to maximize their performance, as well as serving as a means of empowerment in identifying the strengths and weaknesses of teaching practices (Minggus, 2023; Khana et al., 2023). This supervision is not only an evaluation tool but also supports the professional development of teachers as the primary implementers of quality learning.

According to Fauzi (2023), the *coaching* approach to supervision allows school principals to act as partners rather than mere evaluators. In a supportive environment, teachers can share experiences and challenges, receive constructive feedback, and be encouraged to think critically and reflectively about their teaching practices (Lolowang, 2024). This creates a collaborative atmosphere that strengthens teachers' motivation to improve the quality of their teaching, in line

with the view that teachers' intrinsic motivation has a significant impact on the quality of student education (Sutanto, 2024).

Coaching supervision also helps teachers identify their strengths and weaknesses through open discussion and reflection after classroom observation. The principal provides specific feedback to help teachers understand areas for improvement and strategies for achieving learning objectives (Tanggulungan, 2023). The implementation of supervision that is planned systematically, with clear objectives and relevant follow-up, ensures a positive impact on teacher development (Rofiki, 2019).

The TIRTA model (Goals, Identity, Action Plan, Responsibility, and Action) is an effective approach to academic supervision. Research indicates that this model helps teachers feel comfortable identifying their strengths and weaknesses, thereby improving the quality of learning (Sari, 2022; Setianingsih & Hanif, 2024). With TIRTA-based supervision, the mentoring process becomes more focused, promotes teacher empowerment, and fosters a learning culture that supports shared responsibility for professional development.

Through coaching supervision, school principals can create a learning culture that prioritizes collaboration, responsibility, and professional development. This approach is expected to significantly improve teachers' competencies and motivation, positively impacting the quality of education received by students, both at SD Negeri Kecamatan Babel and elsewhere.

Approach Method

This study adopts a qualitative descriptive method that uses interpretive and naturalistic approaches to understand the meaning that emerges in the natural context of the research subjects. This approach allows researchers to explore how coaching supervision can improve the competence and motivation of teachers in Babel District, Southeast Aceh Regency. Data collection was conducted through three main techniques: interviews, observations, and documentation. Interviews were designed to explore the experiences and perspectives of school principals and teachers regarding the effectiveness of coaching supervision, while observations focused on the actual interactions between school principals and teachers during supervision sessions. Documentation was used to collect empirical evidence in the form of observation notes, supervision reports, and other relevant documents, which provided a comprehensive picture of supervision practices in schools.

The validity of the data in this study was examined using triangulation techniques, including source, method, and theory triangulation, to ensure the validity of the information obtained. The collected data were analyzed using the Miles and Huberman model, which consists of three stages: data reduction, data presentation, and conclusion drawing or verification. Data reduction aims to sort out relevant information, data presentation is done in narrative form to provide a clear picture, and conclusion drawing includes verification of the data to ensure that the findings are in line with reality. With this approach, the research seeks to provide an in-depth perspective on the importance of coaching supervision as a means of empowering teachers, which not only functions as an evaluation tool but also as a strategic effort to improve the quality of education through active collaboration between school principals and teachers.

RESULTS AND DISCUSSION

This research focuses on the important role of teachers as professional educators who have a great responsibility in improving the quality of learning at the basic education level. Teachers are not only required to carry out teaching duties but also actively contribute to the advancement of national education. Law No 14 of 2015 explains that teachers have rights and obligations that support the development of professionalism. However, initial observations in several primary schools in Babel sub-district, Southeast Aceh district, showed that the implementation of teachers' duties is still not optimal. This is a serious concern because teachers play a key role in the education process.

Problems found in the observations included a lack of innovation in teaching methods, reliance on textbooks as the main teaching material, and a lack of mastery of teaching materials. In addition, the limited use of learning media is also an obstacle that hinders effective interaction in the teaching-learning process. These conditions affect the quality of learning and impact on student learning outcomes. Therefore, it is important to find solutions that can improve teacher competence and motivation, one of which is through coaching supervision by school principals. This approach is expected to create constructive collaboration between principals and teachers.

Coaching supervision is an effort by principals to provide structured guidance and support to teachers through systematic steps, including joint goal setting, identification of strengths and weaknesses, and strategic action planning. The results show that this approach helps teachers to understand the challenges they face, improve their pedagogical skills and create innovations in teaching methods. Supervision conducted through the TIRTA model includes periodic evaluations to ensure alignment of individual goals with the school vision. In addition, teachers' active involvement in this process increases their sense of ownership of the goals to be achieved.

By implementing coaching supervision consistently, principals can create a learning environment that supports teachers' professionalism and improves the overall quality of education. This approach focuses not only on developing technical skills but also on building teachers' motivation and enthusiasm to continue learning and innovating. It is expected that this will have a positive impact on the quality of education in Babel sub-district, especially in the schools that were the object of the study. The results of this study can be an important reference for other education managers to implement similar strategies.

The TIRTA model emphasizes the importance of collaboration between principals and teachers in creating an effective learning environment. The principal acts as a leader and facilitator who supports teachers' professional development, including through training, feedback and evaluation. Teachers, as professional educators, are responsible for continuously developing pedagogical competencies, innovating teaching methods and shaping student character. The constructive interaction between the two creates a synergy that supports improving the overall quality of education.

Interview results show that principals support teachers through guidance, constructive feedback and continuous evaluation. Teachers feel more motivated to improve their teaching practices when they receive recognition, opportunities for reflection and clear direction. Thus, collaboration between principals and teachers is key to the successful implementation of the TIRTA Model.

In the real action implementation, the coaching process starts with joint planning, followed by classroom observation, feedback and reflection sessions. Principals use this collaborative approach to ensure that learning strategies are relevant to the needs of teachers and students. Supported teachers feel more confident to experiment with new methods, including utilizing technology in learning, which ultimately increases student engagement.

The influence of coaching supervision on teacher motivation is significant. Through positive feedback and space to experiment, teachers feel supported in improving their teaching practices. The collaborative process of reflection and support increases teacher morale and proactivity, which has a direct impact on the quality of education in schools. This coaching supervision has proven to be an effective tool in teacher professional development and improving education quality.

The implementation of coaching supervision by school principals aims to improve teacher competence and motivation through a collaborative approach. In Babel sub-district, Southeast Aceh, it was designed to address challenges such as lack of innovation and low mastery of materials. The approach involves systematic stages, namely:

- 1) Goal setting: The principal sets specific and measurable goals, in line with SMART theory, to direct teacher development efforts.
- 2) Needs Identification: Classroom observations and discussions are used to identify teachers' specific needs, ensuring the relevance of the intervention.
- 3) Action Plan: A collaborative action plan is designed with teachers, involving concrete steps for improvement, supporting Kolb's experiential learning theory.
- 4) Division of Responsibilities: The principal is the facilitator, while teachers are responsible for implementing the changes. This is supported by transformational leadership theory.
- 5) Real Action: Continuous feedback and observation are provided to monitor progress and maintain motivation, in line with constructive feedback theory.

The results showed that this supervision had a significant impact on improving teachers' pedagogical competence, motivation and job satisfaction. Teachers feel more valued and confident, improving the quality of the teaching-learning process. This positive impact creates a learning culture that supports teachers' professional development and the quality of education at public primary schools in Babel sub-district.

CONCLUSION

This study concludes that the management of infrastructure and facilities in primary schools. The conclusion of this study shows that the implementation of coaching supervision by principals has a significant impact in improving teachers' competence and motivation in primary schools in Babel sub-district, Southeast Aceh district. The collaborative approach enabled principals to set goals, plan actions and provide effective guidance according to teachers' needs. This supervision not only improves pedagogical skills but also motivates teachers to continue learning and innovating teaching methods, which contributes to improved student learning outcomes. However, this study found obstacles such as a lack of understanding of coaching methods and limited time for regular supervision.

Suggestions

To improve the quality of education in public primary schools in Babel sub-district, Southeast Aceh district, supervision coaching by school principals needs to be optimized through the following steps:

- 1) Improving the competence of school principals: Principals are advised to attend training and workshops to understand coaching supervision methods in depth, especially in providing constructive feedback that supports teachers' professional development. This step aims to strengthen productive interactions between principals and teachers.
- 2) Implementing a Consistent Supervision Schedule: Principals need to establish a regular supervision schedule, including classroom observations and follow-up meetings. This will help overcome time constraints and ensure that teachers feel cared for and supported in the learning process.

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