



THE PRINCIPAL COACHING IMPLEMENTATION FOR ENHANCING ELEMENTARY PROFESSIONAL SCHOOL TEACHERS

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Abstract

This study aims to describe the implementation of management coaching applied by principals at SDN Simpang 1 in Sindangbarang District and SDN Bojongkoneng in Naringgul District, Cianjur Regency. A qualitative approach with a case study design was used to gain an in-depth understanding of the implementation of principal management training and its impact on teacher performance. The results of the study showed a good increase in teacher competence, especially in pedagogical, social, professional, and personal aspects, after participating in the coaching program. Data from observations and interviews revealed an increase in self-confidence, communication skills, learning management, and better mastery of subject matter. This study shows that coaching applied with a systematic and structured approach is able to create a positive school climate, increase collaboration between teachers, and ultimately contribute to improving joint learning. The uniqueness of this study lies in the application of coaching based on managerial principles in addition to focusing on improving individual competence but also on changing the overall school climate. These findings provide recommendations for strengthening principal coaching skills, providing sufficient time and resources, and creating good school habits in the development of sustainable teacher potential.

Keywords: Management Coaching; Principal, Competence.

INTRODUCTION

The position of the principal has a strategic function that cannot be underestimated in the implementation of education at the level of educational units. As a leader, the principal is not only responsible for managing the school's administration, but also leading the learning process. Their leadership directly affects teacher commitment and pedagogical effectiveness, thus contributing significantly to the creation of a conducive learning atmosphere (Komalasari et al., 2020; Masaong et al., 2023; Rafiq & Gul, 2023; Wahyuni et al., 2023). In this case, the principal must be able to create a conducive, effective, and inspiring environment for students. To achieve this goal, school principals must play a role in various aspects, ranging from designing school work programs, fostering teachers and educators, managing available resources, to building harmonious relationships with parents and the community. Through such a framework, principals can ensure that educational standards are met and students' academic achievement is improved (Chua et al., 2020; Firdaus et al., 2022).

A principal must have multidimensional skills, including managerial aspects, resource management, and visionary leadership. Effective principals demonstrate strong managerial skills, which enable them to efficiently plan, organize, direct, and control resources to improve school performance, which ultimately positively impacts accreditation outcomes (Bustami & Putra,

2023; Rebutan & Ching, 2023). The leadership of the principal is a determining factor in the quality of education received by students. They play a crucial role in developing programs that enhance teachers' professional competencies and align teaching practices with desired educational outcomes (Narisin et al., 2023; Rostini et al., 2022). As innovative leaders, the principal not only manages but also encourages the achievement of the school's vision and mission and improves the quality of education. Their ability to adapt and lead in the midst of ever-evolving educational challenges is vital in creating an environment that motivates both teachers and students (Arhipova et al., 2021; Lailiana et al., 2021; Mugwaze & Smith, 2024). Therefore, school principals must be able to act as educators, managers, administrators, supervisors, and leaders who are able to adapt to the various challenges of the times. In addition, effective resource management and community engagement are essential to ensure the sustainable development of Education initiatives (Ping & Hamzah, 2021; Quang, 2021).

In today's digital and globalization era, school principals must act as motivators, inspiring both staff and students through their leadership, especially in the face of the challenges posed by rapid technological advances and the demands of modern education (Agustina et al., 2020; Alajmi, 2022; Ridho et al., 2023). They must be able to create a sense of belonging and commitment to the school's vision and mission. To promote impactful education, principals must uphold the values of integrity, professionalism, and collaboration, which are vital to building an organizational culture that supports learning and innovation (Laufer et al., 2021; Sulistiyorini & Zahra, 2023). Leadership that is adaptive to the changing times is essential, especially in the face of the challenges of technology and the ever-evolving world of education. The implications of visionary leadership allow principals not only to respond to current educational challenges but also anticipate future trends, ensuring their institutions remain competitive and relevant (Nita & Guṭu, 2023; Sunu, 2022). For this reason, school principals must uphold the values of integrity, professionalism, and collaboration to encourage competitive and impactful education.

In the midst of technological advancements, information disclosure, and increasingly fierce global competition, school principals are required to have more complex and multidimensional qualifications. Engaging in ongoing professional development allows principals to stay informed about the innovative practices and trends needed to meet the challenges posed by the ever-evolving educational landscape (Sintayehu & Abdillahi, 2020; Tan et al., 2020). In addition to having a formal education background and teaching experience, principals are now expected to demonstrate leadership competencies that are adaptive to change while designing their school's vision for the future. Instead, they must also have leadership competencies that are adaptive to change and be able to design the future of the school with a clear vision. The basic requirements to become an effective principal include having at least a bachelor's degree in education, complemented by a formal certification specifically for school leadership (Karatas et al., 2024; Mestry & Plessis, 2022).

In addition, school principals must have 21st-century skills such as digital literacy, critical thinking, collaboration, and effective communication. In addition, a deep understanding of the global issues of continuing education and the challenges posed by the Industrial Revolution is

essential for effective leadership. Leadership in today's educational landscape requires principals to display innovative and open characteristics, allowing them to adapt to ongoing change and inspiring their staff and students (Asirit, 2023; Murray et al., 2022). With these skills, the principal becomes not only an administrative manager, but also a transformational leader who is able to prepare the younger generation to face a challenging world.

Teachers play a very important role in education, more than just delivering subject matter. They act as mentors, facilitators, motivators, and role models, responsible for shaping not only students' academic intelligence but also their character and soft skills As a link between theoretical knowledge and practical application in the real world. Teachers help students acquire the skills necessary to effectively face real-world challenges (Costa et al., 2022; Tell & Hoveskog, 2022). To carry out this role, teachers must have competencies that include four main aspects: pedagogical, professional, social, and personal competencies. Pedagogical competence is essential, including the ability to design and manage learning experiences tailored to students' needs as well as evaluate their progress objectively, ensuring students thrive effectively. Teachers must also be able to evaluate learning objectively to ensure that each student develops well.

Professional competence demands that teachers have a deep understanding of the subject and are committed to lifelong learning, actively updating their knowledge to keep pace with the advancement of science and technology (Mykytuk et al., 2023). Social competence refers to the ability of teachers to build positive interactions and effective communication with students, parents, and the wider community. Meanwhile, personal competencies, including moral values and self-discipline, allow teachers to be role models for their students, reinforcing desired behaviors and attitudes that are essential for living life outside the classroom (Hayu et al., 2024; Mikkonen et al., 2020).

Teachers in the 21st century face much more complex challenges than in the past. The rapid development of technology requires teachers to adapt to situations and conditions. Rapid technological advances require educators to adapt to diverse technology-based learning tools. Therefore, teachers must be able to use various digital platforms in the learning process and be able to guide students in sorting information and thinking critically. Another challenge is the increasing diversity of students' characters, learning styles, and backgrounds, so teachers need to be more flexible in developing inclusive learning strategies. Teachers are also expected to demonstrate competence in digital literacy, numeracy, and cultural awareness, which are essential to instill the values of integrity and responsibility in students, preparing them for success in the global world (Ata & Alpaslan, 2024; Chieng & Tan, 2021). Teachers must equip students with the skills and values of character, such as integrity and responsibility, necessary to compete in a global world. For this reason, teachers need to continue learn and improve their competencies through training and collaboration to face increasingly dynamic educational challenges. Teachers in the 21st century are not only educators, but also agents of change who inspire and prepare young people for an ever-changing world.

Principals play a key role in ensuring teachers in schools have the necessary competencies to meet the challenges of modern education. As learning leaders, the principal is responsible for creating a climate that supports teacher quality improvement through academic supervision, training, and workshops. To deal with these dynamics, continuous professional development is essential. Teachers must engage in ongoing training and collaborative learning experiences to effectively hone their competencies (González-Salamanca et al., 2020; Rintayati & Syawaludin, 2022). The principal must be able to facilitate teachers in mastering pedagogical, professional, social, and personal competencies. In addition, the principal is also responsible for assessing teacher development needs, developing capacity building programs, and evaluating teacher performance objectively.

The leadership of school principals is closely related to teacher competency development. Synergy between principals and teachers is essential to create quality schools that allow open communication and collaboration to flourish, thus ensuring that teacher development is aligned with educational goals. An active and visionary principal will encourage teachers to innovate in learning, be open to technology, and be able to meet 21st-century challenges, such as student differentiation and digital integration. Research shows that principals who demonstrate strong communication skills and 21st-century leadership abilities significantly affect teacher performance and motivation (Castro & Jimenez, 2022). Synergy between principals and teachers is very important in creating quality schools. Open communication and healthy collaboration will ensure that teacher competency development goes well, so that schools can become quality learning centers.

One of the approaches that school principals can use to develop teacher competence is coaching. This process goes beyond traditional teaching methods by focusing on the individual potential of teachers, guiding them to find solutions on their own, setting achievable goals, and improving their professional performance (Sin, 2023). Coaching is not just about providing instructions, but a mentoring process that focuses on the individual potential of the teacher. Through coaching, principals can help teachers find solutions on their own, set goals, and improve their professional performance. This approach also allows the principal to build a more personal and supportive relationship with the teacher, creating trust and motivation to continue learning.

Coaching also reflects transformative leadership, where principals not only assess and evaluate teachers, but also become partners in the learning process and professional development. Engaging in coaching fosters supportive relationships built on trust between principals and teachers, facilitating open communication and a collaborative learning environment (Gordon, 2020; James et al., 2021). Through coaching, teachers feel more valued and listened to, which encourages them to be more innovative in the learning process. In the long run, the personal investment shown by the principal in coaching can significantly increase teacher confidence, thereby improving the overall quality of teaching and student learning outcomes.

Based on the description of the problem above, the formulation of the problem in this study is:

1. What is the description of the teacher coaching program at SDN Simpang 1 and SDN Bojongkoneng in Sindangbarang District, Cianjur Regency?
2. What is the impact of the coaching program on the school climate at SDN Simpang 1 and SDN Bojongkoneng in Sindangbarang District, Cianjur Regency?

METHOD

This study uses a qualitative approach to explore a deeper understanding of the implementation of academic supervise management and its impact on teacher performance at the primary school level. The qualitative approach was chosen because it provides space for researchers to gain more comprehensive and in-depth insights into the phenomenon being studied. Qualitative methods allow researchers to generate rich descriptive data, which can provide nuanced insights into participants' motivations, feelings, and behaviors (Putri & Julia, 2022; Ridwanulloh et al., 2024; Sinyanyuri et al., 2024).

The research design uses case studies, by using case studies, researchers can gather comprehensive insights, facilitating the exploration of unique or complex situations that are less likely to be captured through quantitative methods (Mahanjendra et al., 2021; Szast, 2023). This allows researchers to focus intensively on the experiences of several teachers at SDN Simpang 1 as an analysis unit. This approach was chosen to gain a richer and more detailed understanding of the context of the implementation of academic supervision in a particular elementary school setting. This research was conducted in two elementary schools, namely SDN Simpang 1 and SDN Bojongkoneng, Sindangbarang District, Cianjur Regency. Both schools have implemented a coaching-based principal management program, which is held twice every semester. This program is the main focus of observations related to the effectiveness of academic supervision. The subjects of this study are elementary school teachers who are the object of supervision in the context of the principal management program. The data collection technique is carried out through two main methods, namely observation and interview, which aim to obtain more in-depth and broad information about the implementation of academic supervision in both schools.

RESULTS AND DISCUSSION

This study aims to evaluate the coaching management applied by school principals in an effort to improve the personal competence of teachers at SDN Simpang 1 and SDN Bojongkoneng, Sindangbarang District, Cianjur Regency. The results of the study showed a significant increase in teachers' personal competence after they participated in the coaching program. This improvement was measured using assessment instruments that included aspects such as confidence, communication skills, cooperation, discipline, and emotion management skills.

Based on the results of the interviews that have been conducted, it is known that the coaching management implemented by the principal has a positive impact on improving teacher

competence at SDN Simpang 1 and SDN Bojongkoneng, Sindangbarang District. This increase was measured using a teacher competency evaluation instrument that included four main aspects, namely pedagogical, personality, social, and professional. The results of qualitative data analysis showed a significant increase in the scores of all aspects of teacher competence after participating in the coaching program.

The improvement of teacher competence is also supported by qualitative data collected through observation and interviews. The results of class observations show that teachers become more skilled in managing learning, including in planning, implementation, and evaluation. The teacher also shows a strong personality, good character, wisdom, and authority. In addition, they are able to interact and communicate effectively with students, other teachers, parents, and the community. Furthermore, teachers' mastery of subject matter becomes deeper and broader. Interviews with teachers revealed that they felt they had a better understanding of student characteristics, learning theories, and effective learning principles after participating in the coaching program. The effectiveness of the management of school principal development in this study is influenced by several factors. First, the competence of the principal as a coach is very important. Principals who successfully apply the principles

Effective coaching, such as building partnerships, empowering teachers, and focusing on solutions, tends to have a more positive impact on school development. Second, the motivation of teachers to actively participate in coaching programs also plays an important role. Urus who have a high motivation to learn and develop tend to be more open to guidance and show more significant behavioral changes. Third, support from related parties, such as peer teachers and school staff, creates a conducive climate for the implementation of coaching programs. Finally, the availability of supporting facilities and infrastructure, such as a comfortable coaching room and adequate internet access, greatly facilitates the coaching process and increases its effectiveness.

The application of George Robert Terry's management principles has also been proven to contribute to the success of the mentorship program. The structured planning, organizing, mobilizing, and controlling process, in accordance with Terry's managerial model, creates a more systematic environment and a positive impact on teacher behavior (Zahira, 2023). Principals who plan programs well, organize resources effectively, and exercise systematic control tend to result in more structured and impactful mentorship programs. In addition to increasing teachers' personal competence, mentoring programs also have a positive impact on the school climate. Observations and interviews show increased mutual trust and cooperation among teachers. Teachers become more willing to share experiences and knowledge and support each other in facing challenges. This encourages collaboration and sharing of experiences, thereby creating a school climate that is more conducive to improving the quality of education (Amini et al., 2024). However, this study also found several challenges in the implementation of coaching programs. One of the main obstacles is time, given the busy schedules of teachers and principals. In addition, the lack of resources, such as the number of competent trainers and adequate support facilities, is also a problem that needs to be addressed. Based on these findings, several findings

are proposed to improve the effectiveness of future coaching programs. First, training for school principals in coaching skills needs to be improved. This training should cover a variety of important aspects, such as the basic principles of coaching, effective communication techniques, and how to provide constructive feedback. Second, schools need to provide sufficient time and resources to support the implementation of guidance programs. This can be done by allocating specific time in the school schedule for tutoring sessions and ensuring the availability of the necessary facilities. Third, schools must create a culture that supports the sustainable development of teacher competencies. This can be achieved by giving appreciation to teachers who are active in self-development and providing opportunities for teachers to participate in relevant training and workshops.

Based on data analysis, there has been an increase in teacher competence. In particular, the most significant improvement occurred in the pedagogical aspect, namely the teacher's ability to manage student learning, including planning, implementation, and evaluation. These findings show that coaching programs implemented by school principals have succeeded in increasing teachers' confidence in carrying out their duties and improving their ability to communicate effectively with students, fellow teachers, and parents. Qualitative data collected through observation and interviews provide in-depth insights into the implementation and impact of coaching programs on teacher competence, which also supports these findings.

Observations in the classroom show that teachers who participate in the coaching program are more confident in delivering subject matter, are better able to manage the classroom, and are more interactive with students. Interviews with teachers revealed that they feel more motivated, more able to work in a team, and more disciplined in carrying out their tasks. The effectiveness of coaching-based principal management in this study is influenced by several factors. First, the competence of the principal as a Coach plays an important role. Principals who successfully implement coaching principles, such as building partnerships, empowering teachers, and focusing on solutions, typically have a more positive impact on the development of the quality of education in schools. This can be seen from the ability of the principal to provide constructive feedback and facilitate teachers' self-reflection.

Second, teachers' motivation to actively participate in coaching programs also has a significant influence. Teachers who are highly motivated to learn and develop tend to be more open to guidance and show more positive behavior changes. Factors that affect teacher motivation include support from colleagues, the relevance of coaching materials to teachers' needs, and recognition of progress achieved.

Third, support from related parties, such as other teachers and school staff, creates a conducive climate for the implementation of coaching programs. Efficient organization of resources ensures that all elements of the program, such as teaching staff and teaching materials, are well accessible, which leading to the implementation of systematic and structured programs (Azhari & Baidhowi, 2024; Sabariah, 2021).

The application of George Robert Terry's management principles, such as planning, organizing, executing, and evaluating (POAC), has been shown to contribute to the effectiveness of mentorship programs. Principals who plan the program thoroughly, including regular tutoring schedules and the determination of relevant materials, show that good management can improve tutoring outcomes (Dewany et al., 2022; Sabilulhaq et al., 2021). For example, the principal establishes a regular tutoring schedule, provides relevant tutoring materials, and conducts periodic evaluations to monitor the progress of the program.

In addition to improving teacher competence, coaching programs also have a positive impact on the school climate. Observations and interviews show increased mutual trust and cooperation among teachers. Teachers become more open to sharing experiences and knowledge and supporting each other in solving problems. This creates a more positive and conducive work environment, which ultimately contributes to improving the quality of learning in the classroom.

However, this study also identifies several challenges in the implementation of coaching programs, such as time and resource limitations. Based on these findings, several recommendations were put forward to improve the effectiveness of future coaching programs, including improving training for principals in coaching skills, providing adequate time and resources, and creating a school culture that supports the sustainable development of teacher competencies. Thus, the implementation of management principles not only supports the implementation of programs, but also forms a more positive and collaborative work culture within schools (Fuada & Setianingrum, 2024).

CONCLUSION

This study confirms that the development of school principals, if implemented effectively, contributes significantly to improving teacher competence. This coaching program has proven to be a catalyst for sustainable positive change. The application of in-depth coaching principles, such as building an equal partnership between principals and teachers, empowering teachers to take control of their self-development, focusing on constructive solutions, and facilitating effective and open communication, has created an environment conducive to teachers' professional growth. The integration of George Robert Terry's management principles, especially in the areas of planning, organization, implementation, and evaluation, ensures that coaching programs are implemented systematically and measurably, thereby increasing their efficiency. The competence of the principal as a supervisor has been proven to be a determining factor for the success of the program.

The principal's ability to build relationships based on trust and respect, empower teachers with thought-provoking questions, facilitate deep self-reflection, and provide constructive and timely feedback plays an important role in teachers' progress and motivation to thrive. The positive impact of coaching programs is not only reflected in the improvement of individual teacher competencies, but also brings significant changes to the overall school climate. There is an increase in trust and cooperation between teachers, which creates a more positive,

collaborative, and conducive work environment. All of this contributes directly to improving the quality of learning that students receive.

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