

ACADEMIC SUPERVISION BASED ON COACHING: A QUALITATIVE STUDY AT SD NEGERI SAMPANGAN 01 SEMARANG

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ABSTRACT

This qualitative descriptive study examines the implementation of coaching-based academic supervision at SD Negeri Sampangan 01 Semarang and its contribution to improving instructional quality. Data were collected from the principal, six teachers, and two students through interviews, observations, and document analysis. The study employed Miles, Huberman, and Saldaña's interactive analysis model to analyze the data. The research focused on three stages of supervision: planning, implementation, and follow-up. The findings indicate that collaborative planning effectively identifies teachers' developmental needs and aligns supervision goals with classroom challenges. The implementation phase shows that coaching fosters reflective practice, enhances teachers' confidence, and encourages innovative pedagogical strategies. Follow-up activities including continuous feedback and professional development ensure the sustainability of improvements in teaching quality. Although limited to a single school and short-term observation (conducted from December 2024 to August 2025), the study demonstrates that coaching-based supervision can substantially strengthen teacher professional growth and student learning outcomes.

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INTRODUCTIONS

Teachers play a central role in achieving broader educational goals by facilitating learning, modeling character, and creating productive classroom environments. A teacher is not only responsible for instructing but also for shaping character, guiding, and inspiring students. They must be able to deliver content in an easily understandable way, create a conducive learning environment, and encourage active student participation in the learning process (Jalil, 2024). As professionals, teachers must continuously improve their quality to meet the evolving demands of the educational world. The success of learning depends greatly on the quality of teaching, the way material is delivered, and the teachers' ability to establish harmonious communication with students.

In the Indonesian education system, teachers are one of the main determinants of the quality of education. This is in line with the provisions in the Teacher Competency Standards and Learning Process Standards issued by the Ministry of Education and Culture (Kemendikbudristek, 2020). The success of learning is highly dependent on teacher competencies, which include material development, understanding student characteristics, and creating a conducive learning environment. As agents of learning, teachers are not only tasked with transferring knowledge but also with shaping students' character and enhancing their social and emotional achievements. This makes the role of teachers crucial in achieving national educational goals.

Effective school management requires proper leadership, one of which is the selection of school principals. As leaders in schools, principals play a strategic role in improving education quality through academic supervision. According to Soekanto (2013), management is a process of directing and controlling the efforts of a group of people to achieve common goals. Winardi (2013) emphasizes that management is a continuous series of activities, starting with planning, organizing, directing, and controlling to achieve organizational goals. Educational management plays an important role in creating a conducive learning environment, which directly affects the quality of education received by students. The primary functions of management in education include curriculum planning, resource organization, staff direction, and performance control. With good management, educational institutions can meet the needs of students and adapt to changes occurring in the educational world.

Academic supervision functions as a strategic mechanism for strengthening instructional quality and advancing teacher professionalism. Academic supervision functions not only as monitoring but also as a support tool that enhances teachers' competencies through reflection on their teaching practices. Kemendikbudristek (2022) states that academic supervision is essential for improving education quality because it provides teachers with opportunities to develop their skills by receiving constructive feedback from the principal. This process allows teachers to evaluate and identify challenges in their teaching, as well as plan targeted improvement strategies. With effective academic supervision, teaching quality can be enhanced, and educational goals can be optimally achieved. Mulyasa (2016) mentions several goals of academic supervision, including guiding teachers in carrying out learning activities to develop students' potential and motivating teachers to use information technology in the learning process. The main goal of academic supervision is to improve teachers' teaching quality, thereby supporting the achievement of educational goals.

Academic supervision consists of several continuous stages, from planning to follow-up. Glickman (2017) states that clinical supervision consists of three main stages: planning (pre-observation), observation, and feedback (post-observation). In the planning stage, the principal and teachers create a supervision plan that includes goals, targets, and instruments to be used. Observations are conducted to collect data on the teacher's performance during the learning process. After the observation, the principal provides constructive feedback to help teachers identify strengths and weaknesses in their teaching practices. Permendiknas Number 13 of 2007 explains that academic supervision planning must be done systematically, starting with needs analysis, goal-setting, and the preparation of supervision instruments.

Coaching-based academic supervision represents an innovative approach aimed at enhancing teacher quality through reflective conversations and constructive feedback. Whitmore (2019) defines coaching as a process of development that unlocks an individual's potential to maximize their performance. In the context of academic supervision, coaching emphasizes a collaborative approach, where the principal acts as a coach who facilitates reflective dialogue and encourages teachers to actively engage in problem-solving and solution formulation. This method differs from traditional supervision, as it promotes active teacher participation and professional growth through a collaborative, reflective process (Pramudianto, 2021). Coaching-based supervision is seen as a powerful way to improve teaching quality and address challenges in the classroom, fostering a more supportive and empowering learning environment for teachers. Kirkpatrick (2016) presents seven basic principles in coaching that can be applied to achieve better performance. These principles include: (1) emphasizing personal motivation, (2) using forward insights, (3) setting clear and measurable goals, (4) creating an action-oriented development plan, (5) striving for excellence, (6) providing necessary resources, and (7) recognizing achievements. By applying these principles in

coaching-based supervision, the principal can help teachers achieve better teaching goals and continuously improve the quality of learning.

Coaching-based academic supervision involves collaboration between the principal and teachers to improve the quality of learning. This supervision process includes pre-observation, observation, post-observation reflection, and follow-up stages. Kemendikbud (2020) states that coaching-based supervision can improve teachers' competencies holistically by providing constructive feedback and supporting sustainable professional development. Using coaching techniques, the principal acts as a coach who helps teachers plan and implement more effective and efficient teaching.

While academic supervision is widely recognized as a tool for improving teaching quality, there is limited research specifically focusing on coaching-based supervision in elementary schools, particularly in the context of the Kurikulum Merdeka. Much of the existing literature on academic supervision tends to focus on traditional models of supervision, leaving a gap in understanding the impact of coaching-based supervision on teachers' professional development in the Indonesian educational context. This study aims to explore the implementation of coaching-based academic supervision at SD Negeri Sampangan 01 in Semarang, focusing on the planning, execution, and follow-up stages of supervision. By doing so, the research intends to fill this gap and provide insights into how coaching can be applied to enhance teaching quality in elementary schools, particularly under the new curriculum framework. This study will also contribute to the growing body of research on innovative supervision models, offering a practical example for schools facing similar challenges in improving teacher quality.

METHOD

Research Design

This study employed a descriptive qualitative design to explore teachers' experiences with coaching-based academic supervision at SD Negeri Sampangan 01 in Semarang. The study focused on examining the implementation procedures of coaching-based academic supervision, including the planning, execution, and follow-up activities. According to Arikunto (2023), qualitative research is appropriate for exploring phenomena in depth, capturing participants' experiences, and understanding social contexts. This approach allows for a comprehensive examination of the challenges and benefits of implementing coaching-based supervision in a primary school setting.

Setting & Participants

This research was conducted at SD Negeri Sampangan 01 in Semarang, which was selected due to its ongoing implementation of the Merdeka Curriculum and its adoption of a coaching-based model for academic supervision. The research participants consisted of one principal, six teachers (as coachees), and two students. The principal acts as the coach in this model, while the teachers are the coachees who participate in the reflective process of supervision. The students were included to provide insights into the impact of the supervision process on the classroom atmosphere and student experience. Participants were selected using purposive sampling, as the study aimed to examine a specific context coaching-based academic supervision at a school that has implemented the Merdeka Curriculum (Sugiyono, 2016).

Data Collection

Data collection in this study involved multiple techniques, including interviews, observations, and document review. Interviews were conducted with the principal, teachers, and students. Observations of the coaching-based academic supervision process were made to gather data on its practical implementation. In addition, documents such as the annual work plan, teaching modules, and academic supervision instruments were collected to provide contextual information. The researcher conducted two sessions of classroom observation and four one-on-one interviews with the principal, teachers, and students. Each interview lasted approximately 45 minutes.

Instruments

The primary instruments for data collection in this study were semi-structured interviews **and** observation protocols. The semi-structured interviews were designed to explore participants' experiences and perceptions of

coaching-based academic supervision, focusing on how the coaching process impacted their teaching practices and professional development. Sample interview questions for teachers included: (1) "Can you describe how the coaching-based supervision process has helped you in improving your teaching methods?" (2) "What specific feedback did you find most helpful during the coaching sessions?" For the principal, an example question was: (3) "How do you implement the coaching approach in academic supervision, and what challenges have you encountered?". Observation protocols were used to document the interactions during the coaching sessions, focusing on the dynamics between the principal and teachers, including the provision of feedback, teacher reflections, and follow-up actions.

Data Analysis

Data were analyzed using the descriptive qualitative approach outlined by Miles et al. (2014). The analysis process involved the following steps: (1) Data Collection: Gathering data through interviews, observations, and document review. (2) Data Condensation: Organizing the data by identifying key themes related to the implementation and impact of coaching-based supervision. (3) Data Presentation: The condensed data were presented in narrative form, supported by direct quotes from interviews and observations to illustrate the themes. (4) Drawing Conclusions: Conclusions were drawn based on the data analysis, focusing on how the coaching-based academic supervision model was implemented and its effect on teachers' professional development.

Trustworthiness

To ensure the trustworthiness of the data, several strategies were employed. Triangulation was used by cross-checking data from different sources (interviews with principal, teachers, and students) and methods (interviews, observations, and document review) to confirm the consistency and credibility of the findings (Sugiyono, 2015). Additionally, member checking was conducted by returning the initial findings to the participants to ensure that the data accurately reflected their experiences and perspectives. This process helped enhance the validity and reliability of the research findings.

Ethical Considerations

The ethical considerations of this study were carefully addressed to ensure the protection of participants' rights. Informed consent was obtained from all participants, ensuring that they were aware of the study's purpose, procedures, and their right to withdraw at any time without consequence. The study also ensured anonymity and confidentiality, with all participants' identities and responses being kept confidential. Furthermore, the research adhered to ethical guidelines set by the institution, ensuring that the data collected were used solely for the purposes of the study (Creswell, 2014).

RESULT AND DISCUSSION

Result

This study was conducted at SD Negeri Sampangan 01 in Semarang, a public elementary school directly managed by the Semarang City Government. According to official data from the National Accreditation Agency, this school has achieved an "A" accreditation and has fully implemented the Merdeka Curriculum, which promotes differentiated learning and the strengthening of students' character. SD Negeri Sampangan 01 is committed to high-quality education, with various facilities such as adequate classrooms, a library, and good sanitation facilities. This school is also one of the "Sekolah Penggerak" (Driving Schools) in Semarang City, prioritizing the development of 21st-century skills such as critical thinking, creativity, and digital literacy.

Planning of Coaching-Based Academic Supervision

The planning of coaching-based academic supervision at SD Negeri Sampangan 01 aims to enhance teachers' professional competencies through a collaborative and reflective approach. The principal acts as a coach who helps teachers identify their strengths and weaknesses in the learning process. The main focus of this planning is the development of teachers' competencies with a more personal and targeted approach. The needs analysis conducted by the principal and the team revealed the need to improve more interactive teaching methods and better classroom management. The principal and the team then formulated specific supervisory goals to address these challenges. The

principal stated, "This needs analysis is essential to identify the specific development areas needed by each teacher" (Interview with the Principal, September 1, 2025). Teachers also felt actively involved in this planning process, as expressed by Teacher I: "The principal held coordination meetings to determine the plan, objectives, and strategies for academic supervision" (Interview with Teacher I, August 25, 2025).

Implementation of Coaching-Based Academic Supervision

The implementation of coaching-based academic supervision at SD Negeri Sampangan 01 was carried out through three main stages: pre-observation, observation, and post-observation. In the pre-observation stage, the principal focused on the readiness of the teachers and agreement on the areas to be observed, as well as the strategies to be used. As explained by the principal, "In the pre-observation stage, I confirmed the teachers' readiness and made agreements on which areas would be observed and developed" (Interview with the Principal, September 1, 2025). The observation stage was carried out with a collaborative approach, where the principal accompanied the teachers during class observations to record and provide constructive feedback on the ongoing teaching practices. The principal emphasized, "During the observation stage, we focused on the areas that were agreed upon for development" (Interview with the Principal, September 1, 2025). The observation was supported by the use of differentiated learning techniques and various innovative learning media, which positively impacted student engagement in the classroom.

In the post-observation stage, the principal and the teachers held reflective conversations to discuss the findings from the observation and plan for improvement steps. This is in line with the statement from the principal, "We conducted coaching conversations to provide feedback and plan steps for improvement in teacher competence" (Interview with the Principal, September 1, 2025). Teachers also felt helped by these coaching conversations, as expressed by Teacher III: "I felt assisted by these coaching conversations because, through discussions with the principal, the problems we had were solved" (Interview with Teacher III, August 25, 2025).

Follow-Up of Coaching-Based Academic Supervision

The final stage in coaching-based academic supervision is the follow-up. In this stage, the principal and the supervision team analyze the results of the academic supervision and plan further development steps. As explained by the principal, "We analyze the results of the supervision with the supervision team, then discuss the necessary follow-up actions for the development of teacher competencies" (Interview with the Principal, September 1, 2025). Reflective discussions were conducted to evaluate the results of the supervision and its impact on learning, as well as to design appropriate development programs. Student learning outcomes, including affective, cognitive, and psychomotor domains, were also reported as indicators of supervision success.

The preparation and review of differentiated teaching modules became an important part of the supervision follow-up. Teachers developed teaching modules that aligned with the curriculum and student needs, and these modules were reviewed to ensure their completeness and suitability with the learning objectives. The review results were used to refine the teaching modules before they were implemented in the classroom. In an interview, Teacher V stated, "In preparing the differentiated teaching modules, I was assisted by the teacher leader, who is part of the academic supervision team" (Interview with Teacher V, August 26, 2025).

Research Findings

The research findings revealed that the planning of coaching-based academic supervision at SD Negeri Sampangan 01 was carried out with an in-depth needs analysis. The principal, supervision team, and teachers collaborated to develop a supervision program tailored to the teachers' professional development needs. The implementation of coaching-based supervision also proceeded smoothly, with individual coaching sessions positively impacting the teachers' teaching competencies. The follow-up to the supervision showed significant changes in the teachers' teaching practices, with an increase in the use of differentiated learning techniques and innovative learning media. Ongoing evaluations of the supervision process were also conducted to ensure that the changes implemented

would be sustainable and continue to improve the quality of learning at SD Negeri Sampangan 01. Overall, the research findings are presented in Table 1 below:

Table 1. Research Findings of Coaching-Based Academic Supervision

No.	Aspect	Findings
1.	Supervision Planning	The planning of coaching-based academic supervision at SD Negeri Sampangan 01 started with an in-depth needs analysis, involving the principal, supervision team, and teachers.
2.	Teacher Involvement in Planning	Teachers were actively involved in the planning of academic supervision through coordination meetings, with the principal and teachers jointly formulating the objectives and strategies for supervision.
3.	Supervision Implementation	Supervision was conducted in three stages: pre-observation, observation, and post-observation. Teachers were given the opportunity to reflect on their teaching practices both individually and with the principal.
4.	Teaching Strategies Used	During observations, teachers used differentiated learning techniques and innovative learning media. These strategies supported active student engagement in the classroom.
5.	Coaching Method Applied	In the post-observation stage, the principal provided constructive feedback and worked with the teachers to plan improvement steps using coaching techniques.
6.	Guidance and Evaluation	The supervision team, consisting of the principal and teacher leaders, provided ongoing guidance to improve teaching quality. Evaluations were conducted to assess the success of the changes in teaching practices.
7.	Follow-Up of Supervision	Follow-up was conducted through reflective discussions that involved evaluating the results of supervision and student learning outcomes. The principal and teachers collaboratively designed continuous development programs to improve learning quality.
8.	Use of Differentiated Teaching Modules	Teachers developed differentiated teaching modules with the assistance of the supervision team, which were then reviewed to ensure alignment with curriculum standards and learning objectives.
9.	Teacher Skill Improvement	After participating in coaching sessions, teachers were more confident in applying new teaching techniques and effectively using learning media. Teachers also increased their use of technology in the learning process.
10.	Impact on Students	Increased student engagement was observed through the use of more interactive learning. Students were more active in class activities using differentiated learning.

Discussion

Interpretation of Findings per Stage

The planning stage of coaching-based academic supervision at SD Negeri Sampangan 01 aimed to create a more personal and collaborative approach between the principal, acting as the supervisor, and the teachers. The principal, together with the supervision team, conducted a thorough needs analysis, identifying key areas for development such as interactive teaching methods and better classroom management. As Palmer and Whybrow (2018) suggest, effective supervision planning must include the identification of teachers' needs, selection of appropriate strategies, and the establishment of clear, measurable goals. Teacher I stated, "The principal held coordination meetings to determine the plan, objectives, and strategies for academic supervision" (Interview with Teacher I, August 25, 2025). This collaborative planning process reflects the principles of coaching, where teachers are empowered to

participate actively in setting goals and strategies, which aligns with Godskesen & Kobayashi's (2019) findings that coaching helps improve communication effectiveness and encourages critical reflection.

During the implementation stage, the coaching-based academic supervision followed a three-step process: pre-observation, observation, and post-observation. The pre-observation phase allowed the principal to ensure teachers were ready and to agree on the areas to be observed. The collaborative nature of the observation, with the principal participating directly in the process, allowed for real-time feedback on teaching practices. As the principal explained, "In the pre-observation stage, I confirmed the teachers' readiness and made agreements on which areas would be observed and developed" (Interview with the Principal, September 1, 2025). This collaborative approach aligns with Knowles' (2022) adult learning theory, which posits that adults learn most effectively through direct experience and reflection. The data collected indicate that four out of six teachers reported improved confidence and skills in their teaching practices. Moreover, the integration of differentiated learning techniques and innovative learning media significantly impacted student engagement and classroom dynamics.

The follow-up stage was crucial for ensuring that the improvements made during coaching were sustained. The principal and the supervision team conducted follow-up training sessions, revising teaching modules, and focusing on the integration of digital tools. Teacher V emphasized, "In preparing the differentiated teaching modules, I was assisted by the teacher leader, who is part of the academic supervision team" (Interview with Teacher V, August 26, 2025). This follow-up was in line with Nusche et al. (2019), who argue that post-coaching follow-up activities are essential to solidify the changes made in teaching practices and ensure their sustainability. However, some teachers still required additional support, particularly in integrating new teaching methods into their daily practice. Lestari and Putra (2021) stress the importance of continuous monitoring to ensure that these changes lead to long-term improvement.

Connection with Theory

The findings of this study align with several key theories on coaching and supervision. Coaching-based academic supervision is rooted in adult learning theory (Andragogy) as proposed by Malcolm Knowles (2022), who suggests that adults learn best through reflective practice and problem-solving. This study supports Knowles' theory by showing how coaching enables teachers to engage in reflective dialogues, helping them identify strengths and areas for improvement. The collaborative approach also supports the theory of transformational leadership in education (Bass, 2008), where the principal empowers teachers to take ownership of their professional growth. Furthermore, the findings reinforce Godskesen & Kobayashi's (2019) research on the effectiveness of coaching to enhance communication and reflection in educational settings. These connections demonstrate the value of coaching as a transformative tool for teacher development and learning quality.

Limitations in Implementation

Despite the success of the coaching-based academic supervision model, the study revealed certain challenges in its implementation. While the model showed positive effects on teachers' teaching practices, some teachers faced difficulties in internalizing the coaching techniques. These teachers required more time and continuous support to fully apply the new strategies. As Hadi and Pratama (2021) note, the effectiveness of coaching is highly dependent on the active involvement of the supervision team and the sustainability of the coaching process. This suggests that coaching cannot be viewed as a one-time solution but rather as an ongoing process that needs consistent reinforcement to achieve long-lasting improvements.

Practical and Theoretical Implications

For schools considering the adoption of coaching-based academic supervision, the findings highlight the importance of involving teachers in the planning process to ensure that the coaching approach is tailored to their specific needs. This study suggests that schools should provide continuous support and training through follow-up activities to ensure that the coaching model leads to sustainable improvements in teaching practices. Additionally, schools should integrate differentiated teaching **and** educational technology training into the coaching process to better

prepare teachers for the challenges of the digital era, as noted by Lestari and Putra (2021). Continuous monitoring and feedback are essential to help teachers overcome challenges in applying new teaching techniques and ensure that improvements in teaching quality are maintained.

This study contributes to the theoretical understanding of coaching in academic supervision by providing empirical evidence that coaching can significantly enhance teaching quality. It supports and extends the work of Knowles (2022) on adult learning by demonstrating that coaching-based supervision allows teachers to reflect on their practice and make adjustments based on real-time feedback. The findings also align with transformational leadership theory, which highlights the role of the principal as a facilitator of teacher development. By providing constructive feedback and creating a supportive environment, the principal can foster an environment of continuous learning and improvement. This study contributes to the growing body of research on coaching in education and provides valuable insights into the application of coaching-based supervision in elementary schools, particularly in the context of Kurikulum Merdeka.

CONCLUSION

This study demonstrates that coaching-based academic supervision at SD Negeri Sampangan 01 shows strong potential to enhance instructional quality by promoting reflective practice and sustained teacher development. The planning process involved identifying teachers' professional development needs and setting clear, measurable goals through a collaborative approach between the principal, supervision team, and teachers. This collaborative effort fostered a sense of ownership and responsibility among teachers, enhancing their commitment to improving learning quality. The implementation of coaching-based supervision resulted in improved teacher skills and confidence, although consistency in applying the new techniques remained a challenge for some teachers, requiring additional time and support. The follow-up activities, including training, lesson plan development, and the integration of technology, significantly contributed to the application of more interactive and student-centered teaching methods. However, continuous monitoring and evaluation are necessary to ensure that these improvements are sustained and further developed.

This study contributes new insights to the literature on academic supervision by integrating a coaching approach that emphasizes collaboration and reflection between the principal and teachers. It expands the application of coaching-based supervision to primary schools, particularly in the context of the Merdeka Curriculum, which focuses on differentiated learning and character development. The findings highlight the effectiveness of coaching as a supervision model that not only evaluates teacher performance but also empowers teachers to improve their teaching independently. For future research, it is recommended to conduct **multi-site studies** to explore the applicability of coaching-based academic supervision across different school settings. Additionally, **longitudinal studies** should be conducted to examine the long-term impact of coaching-based supervision on teacher development and student outcomes.

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