

Competency Profile of Head of Educational Unit Through Coaching Assistance in Elementary Schools

Anik Resnandari, Matsuri

Universitas Sebelas Maret
matsuri@staff.uns.ac.id

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Abstract

Educational transformation requires that the Head of the Educational Unit not only have managerial skills, but also adaptive instructional leadership competencies. Purpose of this study is to explore and describe the competency profile of the Head of Educational Unit after receiving intervention in the form of coaching-based assistance. Research method uses mixed methods that combine quantitative and qualitative methods. Quantitative methods with an experimental design. Data were collected through in-depth interviews, participatory observation during the assistance process, and documentation studies of school development plans. Research subjects consisted of 28 Elementary School Heads in Sambirejo District. Data analysis was conducted through data reduction, data presentation, and drawing conclusions to ensure the validity of the findings. Results of the study show that coaching significantly strengthens the competency profile of school principals in four main aspects: (1) Personality Competence, namely the ability to identify internal challenges independently; (2) Managerial Competence, in formulating creative solutions for school, (3) Supervision Competence, especially in building a collaborative culture with teachers; and (4) Entrepreneurship, Coaching helps school principals transform from an authoritative leadership style to an empowering leader. Coaching-based mentoring is effective in mapping and improving the competency profile of the Head of Educational Unit. This approach is recommended as a model for continuous professional development for school supervisors and education offices. Drawn conclusion is the GROW model coaching assistance is effective in improving the competence of school principals.

Keywords: *Competence, Head, Education, Mentoring, Coaching*

Abstrak

Transformasi pendidikan menuntut Kepala Satuan Pendidikan tidak hanya memiliki kemampuan manajerial, tetapi juga kompetensi kepemimpinan instruksional yang adaptif. Tujuan penelitian ini adalah untuk mengeksplorasi dan mendeskripsikan profil kompetensi Kepala Satuan Pendidikan setelah mendapatkan intervensi berupa pendampingan berbasis *coaching*. Metode penelitian menggunakan metode campuran (*mixed methods*) yang menggabungkan metode kuantitatif dan kualitatif. Metode kuantitatif dengan desain eksperimen. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif selama proses pendampingan, dan studi dokumentasi terhadap rencana pengembangan sekolah. Subjek penelitian terdiri dari 28 Kepala Satuan Pendidikan Sekolah Dasar di Kecamatan Sambirejo, Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan untuk menjamin keabsahan temuan. Hasil penelitian menunjukkan bahwa pendampingan *coaching* secara signifikan memperkuat profil kompetensi kepala sekolah dalam empat aspek utama: (1) Kompetensi Kepribadian, yakni kemampuan mengidentifikasi tantangan internal secara mandiri; (2) Kompetensi Manajerial, dalam merumuskan solusi kreatif bagi sekolah, (3) Kompetensi Supervisi; terutama dalam membangun budaya kolaboratif dengan guru; dan (4) Kompetensi Kewirausahaan. *Coaching* membantu kepala sekolah bertransformasi dari gaya kepemimpinan otoritatif menjadi pemimpin yang memberdayakan, Pendampingan berbasis *coaching* efektif dalam memetakan dan meningkatkan profil kompetensi Kepala Satuan Pendidikan, Pendekatan ini direkomendasikan sebagai model pengembangan keprofesian berkelanjutan bagi pengawas sekolah maupun dinas pendidikan setempat. Kesimpulan yang diambil adalah pendampingan coaching model GROW efektif dalam meningkatkan kompetensi kepala sekolah.

Kata kunci: *Kompetensi, Kepala, Pendidikan, pendampingan, Coaching*



INTRODUCTION

As the vanguard of education, principals play a vital role that goes beyond administrative duties. They are the captains who determine the direction and quality of a school. However, amidst increasingly complex demands, principals' leadership skills need to be continuously honed to create an effective learning climate, one in which teachers and students feel motivated to continuously develop. School climate refers to the quality and character of school life, based on the experiences, norms, goals, values, interpersonal relationships, teaching and learning processes, leadership practices, and organizational structures within the school (National School Climate Council, 2007).

Educational leadership plays a role in supervising school personnel to ensure the smooth running of education (Aprilinda & Budiman, 2021). Educational supervision is the monitoring, assessment, and improvement activities carried out by the principal in developing educators and education staff (Radhiyah & Yusrianti, 2023). The goal of educational supervision is to improve the professional and technical skills of educators, heads of educational units, and other personnel to improve the quality of the educational process in schools. Primarily, educational supervision is based on cooperation, participation, and collaboration, rather than coercion and compliance (Mahlopi, 2022).

Supervision consists of managerial supervision and academic supervision. Managerial supervision is the guidance provided by school supervisors to principals and staff to improve school performance. Academic supervision, meanwhile, is the guidance provided to educators to improve the quality of learning (Kristiawan et al., 2022). Managerial supervision focuses on the administrative and management aspects of schools, such as resource management, supervision of school activities, and strategic planning to improve the overall performance of educational institutions (Jam'an et al., 2024).

Effective supervision by supervisors requires a specific approach or technique. There are several supervisory techniques that can be implemented by school supervisors, divided into two categories: individual and group. One approach that has proven effective is coaching. Principals can use coaching techniques to create a team capable of improving teacher skills through in-depth mentoring of each teacher (Sagala, 2021). The application of individual supervision (mentoring) techniques in the form of personal conversations can utilize coaching techniques, namely efforts to make people more empowered and greater, and the coaching process is dominated by communication (Triyawan, 2020). Coaching is the process of developing and utilizing the potential and limitations of subordinates, namely facilitating organizational members to achieve individual performance so that collectively it will support organizational performance (Putra, 2023). Coaching is useful for identifying strengths and weaknesses, developing skills, motivation, and self-confidence (Whitmore & Gaskell, 2024).

This mentoring is not simply providing direction, but rather a collaborative process that empowers principals to find solutions, develop strategies, and identify their own strengths. One approach that is increasingly being used in the context of teacher professional development is the Coaching GROW model. This model offers a systematic and humanistic framework, where the principal no longer plays the role of a sole controller or assessor, but rather as an equal partner in the teacher development process (Slamet et al, 2025). The GROW model stands for Goal, Reality, Option, and Will. Goal: The coach needs to understand the goal the coachee wants to achieve from this coaching session. Reality: The process of exploring everything that happens to the coachee. Options: The coach helps the coachee sort through and select the ideas during the session, which will later be used as an action plan. Will: The coachee's commitment to creating and implementing an action plan (Irayati et al., 2022).

Previous research of this kind is the Strategy to Increase Work Motivation and Performance of Educators Through Coaching-Based Academic Supervision (Aini & Citriadin, 2025). There is also the Principal's Managerial Competence in Improving Teacher Competency Tests Through Coaching Techniques at Vocational High School Pelayaran Jakarta (Laila & Victorynie, 2025). A study by Perkins (2022) showed that coaching or leadership coaching can have a positive impact on improving leadership practices and school climate. A study by Rindarti (2021) suggested that madrasah principals' ability to evaluate the learning process can be enhanced through the implementation of coaching techniques by madrasah supervisors. Ningsih (2023) found that implementing coaching techniques can improve principal competence.

This article will thoroughly examine how coaching mentoring programs not only for teachers and students but can be the key to improving the Principal's leadership competency in a sustainable manner. We will explore various aspects of coaching, from its basic principles to its impact in creating a positive, innovative, and results-oriented school environment. The basic principles of coaching include (Kristiawan et al., 2022): 1) Coachee-centered: focusing on the individual's needs, goals, and potential; 2) Partnership approach: equality; 3) Building trust: feeling comfortable sharing and exploring without fear; 4) Active listening: the coach's ability to listen and understand the coachee's message; 5) The art of asking questions: the ability to ask questions that stimulate the coachee to think, organize ideas, and become aware; 6) Encouraging self-reflection: helping the coachee identify themselves, analyze problems, and summarize the results of the conversation with the coach; 7) Goal-oriented: specific goals are set in advance; 8) Encouraging accountability: the coachee is accountable for their actions and decisions, and is committed to following through; 9) Providing constructive feedback: providing honest, objective, and constructive feedback; 10) Maintaining confidentiality: respecting and maintaining the confidentiality of the information conveyed.

Impact of coaching for school principals in creating an effective learning climate includes developing a leadership mindset that focuses on teachers, creating two-way communication, providing space for creativity for teachers, and improving teacher competency through in-depth reflection, all of which lead to a more positive, collaborative, and dynamic learning environment.

Research problem is formulated as how the competency of the Head of Educational Unit after receiving intervention in the form of coaching-based assistance. Purpose of this study is to explore and describe the competency profile of the Head of Educational Unit after receiving intervention in the form of coaching-based assistance.

METHOD

This study used a mixed methods approach, a research approach that combines quantitative and qualitative methods in a single study. The goal is to provide a more comprehensive, valid, and objective understanding of a phenomenon (Adrias & Ruswandi, 2025). The research implementation procedures include: (1) Preliminary Study: the initial stage to identify and analyze field conditions through observation, interviews, documentation, and questionnaires. This stage is used to measure and identify principal leadership competencies and the learning climate; (2) Group Formation: this stage is used to determine the treatment and control groups based on the results of the preliminary study; (3) Mentoring: GROW-based coaching is conducted for each treatment group. The coaching is carried out directly by the researcher with each group of principals receiving the treatment; (3) Data Collection (Post-test): this stage is carried out through observation, interviews, documentation, and questionnaires. Data obtained is then analyzed descriptively and compared with the group that did not receive mentoring.

Research subjects are heads of educational units. Research was conducted in April–May 2024. It took place at a public elementary school within the Kartini Cluster in Sambirejo District, Sragen Regency.

Data collection techniques used were: 1) Observation: used to assess the principal's leadership and the learning climate created in the school; 2) In-depth interviews: interviews played a role in in-depth assessments of the principal, teachers, and students to obtain qualitative data to support the assessment results; 3) Documentation: used to supplement data related to mentoring and field research implementation; 4) Questionnaires: used to measure the principal's leadership competency and the learning climate created in the school before and after mentoring as quantitative data and to test the feasibility of the coaching module used (Sugiyono, 2021).

Data analysis techniques were as follows: 1) Qualitative analysis: included analysis of coaching experiences, changes, obstacles, and recommendations. Furthermore, a cross-section of qualitative and quantitative data was used to enrich interpretations (Moleong, 2022); 2) Quantitative Analysis: Quantitative data were tested for normality and homogeneity to meet the data testing assumptions. The data were then tested using a T-test by comparing the results between the mentored and unmentored groups (Sugiyono, 2021). In addition, a correlation analysis was conducted to examine the relationship between competency improvement and changes in the learning climate.

RESULTS AND DISCUSSION

This research was conducted on 28 elementary school principals in Sambirejo District, Sragen Regency. Of these 28, 14 were selected as experimental subjects (receiving GROW coaching) and 14 as a control group (without coaching). The coaching process for elementary school principals in Sambirejo District, Sragen, is a strategic step to improve principal competence. In this process, the school supervisor acts as a mentor who provides direction and supervision. Based on field observations, the coaching process is implemented systematically and in stages, consisting of planning, implementation, and performance reporting.

First stage: Mentoring Planning Stage. This stage is implemented through regular meetings between the school supervisor and the principal. The goal is to map teacher development needs and targets for the academic year. Then, they analyze the root causes of problems in the school, such as a lack of teacher literacy and creativity.

Second stage: Mentoring Implementation Stage: In this stage, madrasah supervisors apply various mentoring methods. The coaching method in particular is designed with a systematic flow, starting with an introduction aimed at building comfort and trust, followed by core activities using the GROW approach. The steps in GROW coaching are as follows: 1) Goal (Formulating goals), goals are long-term and short-term targets that must be achieved by an organization or institution. Formulating short-term and long-term goals well means identifying and classifying the types of goals through understanding the main goals, performance goals, and progress throughout the achievement of these goals. goals will have good quality. Goals must be clear and unambiguous, goals must be measurable so they can be monitored, goals can be achieved with available resources, goals must be in accordance with the priority needs of individuals or organizations, goals must have a clear time limit; 2) Reality (Adjusting to reality): This step involves understanding the current situation by observing the current situation in relation to the actions to be taken, understanding the causes and effects of previous actions, and finally, developing an understanding of internal constraints; 3) Options (Choosing): The third step is exploring options and solutions. In this case, the coach plays a crucial role in helping the coachee generate several options to explore moving forward; 3) Will (Executing Action): The final step of the

GROW coaching method is about what will be done or what commitments will be made. The goal is to ensure that the coachee has a final choice that they are ready to detail in specific actions.

Third stage: performance reporting: School Program Planning Assistance: Supervisors also specifically assist principals in developing program plans focused on improving the quality of learning. This process is collaborative and involves the entire school community, encouraging shared reflection on the educational report card to ensure the program is relevant and aligned with current conditions. School Program Implementation Assistance: After the program is developed, mentoring continues to the implementation phase. Supervisors monitor and provide ongoing feedback, and support principals in supervising teachers. Activities such as developing differentiated learning modules provide concrete evidence of this collaboration, encouraging teachers to implement more innovative teaching methods. Performance Reporting: The mentoring cycle concludes with performance evaluation and reporting. Supervisors analyze principal competencies (for example, through the Principal Performance Assessment) and develop recommendations for future improvement.

After approximately two months of mentoring, competency assessments were conducted using questionnaires administered to school principals. Based on the questionnaires, the GROW coaching program successfully improved principal competency, with the following findings from the pretest and posttest measurements:

Table 1 Description of Principal Competency Scores

Kompetensi Kepala Sekolah	Pretest	Post test	Increase	%	Averg
Personality (Kontrol)	13,286	21,500	8,214	61,8	57,2
Managerial (Kontrol)	13,929	21,357	7,426	53,3	
Supervision (Kontrol)	14,143	22,071	7,929	56,1	
Entrepreneurship (Kontrol)	13,857	21,857	8,000	57,7	
Personality (Eksperimen)	13,929	23,786	9,857	70,8	73,9
Managerial (Eksperimen)	13,786	24,071	10,286	74,6	
Supervision (Eksperimen)	13,571	24,000	10,429	76,8	
Enterprenuership (Eksp)	13,786	23,929	10,143	73,6	

The average pretest score for the personality competency indicator in the experimental group reached 13.929, then after the implementation of GROW model coaching assistance (post-test) it increased to 23.786 or an increase of 70.8%. Meanwhile, personality competency in the control group only increased by 61.8%. The average pretest score for the managerial competency indicator in the experimental group reached 13.786, then after the implementation of GROW model coaching assistance (post-test) it increased to 24.071 or an increase of 74.6%. Managerial competency in the control group only increased by 53.3%. The average pretest score for the supervisory competency indicator in the experimental group reached 13.571, then after the implementation of GROW model coaching assistance (post-test) it increased to 24.000 or an increase of 76.8%. Supervisory competency in the control group only increased by 56.1%. The average pretest score for the entrepreneurial competency indicator in the experimental group reached 13.786, then after the GROW coaching model (posttest) implementation, it increased to 23.929, or an increase of 73.6%. Entrepreneurial competency in the control group only increased by 57.7%. Overall, there was an increase of 73.9% in the experimental group and 57.2% in the control group.

The next step a normality test was performed to determine whether the data came from a normally distributed population. The Kolmogorov-Smirnov test was used to test data normality in this study.

Tabel.2 Normaly test

Indicator	Z	Sig. (p)	Dicision	Information
Personality Competence	0,138	0,181	p>0,05	Normal
Managerial Competence	0,191	0,101	p>0,05	Normal
Supervision Competence	0,187	0,132	p>0,05	Normal
Entrepreneurship Competence	0,209	0,103	p>0,05	Normal

The results of the normality test calculation obtained a p-value for all indicators greater than $\alpha = 5\%$ ($p > 0.05$), so it can be stated that the four data have a normal distribution. The next prerequisite test is the homogeneity test to determine whether the two treatment groups come from populations with the same variance.

Tabel.3 Homogeneity Test

Indicator	Levene	Sig. (p)	Dicision	Information
Personality Competence	0,308	0,584	p>0,05	Homogen
Managerial Competence	3,108	0,090	p>0,05	Homogen
Supervision Competence	0,890	0,354	p>0,05	Homogen
Entrepreneurship Competence	1,393	0,249	p>0,05	Homogen

The results of the homogeneity test calculation obtained a p value for all indicators greater than $\alpha = 5\%$ ($p > 0.05$), so it can be stated that the variance of the two groups is relatively the same, so it can be said that both treatment groups were in a homogeneous state before the experiment was carried out. The next stage is the initial ability balance test (matching test). The equivalence test or initial ability balance test uses pretest data and is carried out with a t-test.

Tabel. 4 Initial ability balance test

Indikator	t	Sig. (p)	Dicision	Information
Personality Competence	1,255	0,221	p>0,05	Not different
Managerial Competence	-0,293	0,772	p>0,05	Not different
Supervision Competence	-0,889	0,382	p>0,05	Not different
Entrepreneurship Competence	-0,122	0,904	p>0,05	Not different

The results of the initial ability balance test obtained p-values for all indicators greater than $\alpha = 5\%$ ($p > 0.05$), indicating no difference in pre-test scores between the experimental and control groups. This means that both groups had similar initial abilities before the experiment.

Hypothesis testing was conducted using an Independent Sample t-test to determine differences in competency between principals who adopted the GROW coaching model (the experimental group) and principals who did not adopt coaching (the control group).

Tabel 5 Hypothesis Testing

Indicator	Group	Mean	t	Sig.	Dicision	Information
Personality	Experiment	23,786	4,554	0,000	p<0,05	Significant
	Control	21,500				
Managerial	Experiment	24,071	6,091	0,000	p<0,05	Significant
	Control	21,357				
Supervision	Experiment	24,000	5,211	0,000	p<0,05	Significant
	Control	22,071				
Entrepreneurship	Experiment	23,929	5,629	0,000	p<0,05	Significant
	Control	21,857				

The t-test results for the personality competency indicator obtained a t-count of 4.554 with a p-value (sig.) = 0.000. Because $p < 0.05$, it can be stated that the hypothesis is accepted, meaning there is a difference in personality competency between the group of principals who were given GROW model coaching assistance and principals who were not given assistance. The average personality competency of

principals who were given GROW model coaching assistance (23.786) was higher than that of principals who were not given assistance (21.500).

The t-test results for the managerial competency indicator obtained a t-count of 6.091 with a p-value (sig.) = 0.000. Because $p < 0.05$, it can be stated that the hypothesis is accepted, meaning there is a difference in managerial competency between the group of principals who were given GROW model coaching assistance and principals who were not given assistance. The average managerial competency of principals who were given GROW model coaching assistance (24.071) was higher than that of principals who were not given assistance (21.357).

The t-test results for the supervisory competency indicator obtained a t-count of 5.211 with a p-value (sig.) = 0.000. Because $p < 0.05$, it can be stated that the hypothesis is accepted, meaning there is a difference in supervisory competency between the group of principals who were given GROW model coaching assistance and principals who were not given assistance. The average supervisory competency of principals who were given GROW model coaching assistance (24.000) was higher than that of principals who were not given assistance (22.071).

The t-test results for the entrepreneurial competency indicator obtained a t-count of 5.629 with a p-value (sig.) = 0.000. Because $p < 0.05$, it can be stated that the hypothesis is accepted, meaning there is a difference in entrepreneurial competency between the group of school principals who were given GROW model coaching assistance and principals who were not given assistance. The average entrepreneurial competency of principals who were given GROW model coaching assistance (23.929) was higher than that of principals who were not given assistance (21.857).

Based on the results of the t-test on the four indicators of principal competency, it can be seen that all of them were accepted significantly, meaning that there is a difference in principal competency between principals who were given GROW model coaching assistance and principals who were not given assistance. This shows that the implementation of GROW model coaching assistance is effective in improving principal competency. GROW model coaching assistance significantly strengthens the principal competency profile in four main aspects: (1) Personality Competence, namely the ability to identify internal challenges independently; (2) Managerial Competence, in formulating creative solutions for schools; and (3) Supervisory Competence, especially in building a collaborative culture with teachers, and (4) Entrepreneurial Competence, being able to manage resources efficiently and create opportunities for cooperation or funding from external parties.

GROW coaching helps principals transform from an authoritative leadership style to an empowering one. The coaching process for principals in implementing the GROW coaching model consists of four key stages: Goal (goal setting), Reality (evaluation of actual conditions), Options (exploration of solution options), and Will (commitment to action). This coaching process focuses on exploring potential, encouraging reflection, and facilitating continuous, independent teacher growth (Mukarromah et al., 2025).

After implementing coaching, school principals experienced increased competency. This aligns with the provisions stipulated in Article 12, paragraph 1 of the Minister of Education, Culture, Research, and Technology Regulation Number 40 of 2021, which states that the principal's primary workload includes personality development, managerial skills, and entrepreneurship, as well as supervision of educators and education staff.

The mentoring program was successfully implemented, improving principal competency. These results reinforce the findings of various previous studies that emphasize the importance of transformative leadership and coaching in education. The GROW Coaching model has proven effective in shifting the principal's approach from one of administrative control to one of learning facilitator who builds partnerships with

teachers. Coaching enables educational leaders to help individuals find their own solutions through reflective questions and meaningful dialogue (Slamet et al, 2025).

Results of this study support previous research by Aini & Citriadin (2025), which stated that coaching-based academic supervision can increase teachers' intrinsic motivation by fulfilling three basic psychological needs: autonomy, competence, and social connectedness. This is in line with the findings of previous research by Laila & Victorynie (2025), which revealed that through the application of coaching techniques, principals are able to provide guidance and support to teachers in developing pedagogical and professional skills.

CONCLUSION

This study formulates the following conclusions: GROW model coaching assistance is effective in improving principal competency. The results of the t-test on the four principal competency indicators were all significantly accepted. There is a difference in principal competency between principals who were given GROW model coaching assistance and principals who were not given assistance. This shows that GROW model coaching assistance significantly strengthens the principal competency profile in four main aspects: (1) Personality Competence, namely the ability to identify internal challenges independently; (2) Managerial Competence, in formulating creative solutions for schools; and (3) Supervisory Competence, especially in building a collaborative culture with teachers, and (4) Entrepreneurial Competence, being able to manage resources efficiently and create opportunities for cooperation or funding from external parties.

The recommendation is: the GROW coaching model for improving principal competency can serve as input or a reference for educational development in other educational institutions. This mentoring requires commitment from all relevant parties, including school supervisors, principals, and teachers, to support the implementation of the mentoring.

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