

Implementing Academic Supervision through Grow-directed Peer Coaching at Junior High School in Indonesia

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Abstract

This study aimed to describe the implementation of GROW-Directed Peer (Terarah Sejawat) coaching at Junior High School [Sekolah Menengah Pertama(SMP)], the coaches' role in improving the performance of SMP teachers, and the factors that support and hinder GROW-TS coaching in enhancing teacher performance. This study used a descriptive qualitative approach, with data collection techniques including semi-structured interviews and document analysis. Data analysis was conducted through data condensation, data presentation, and conclusion drawing.

The findings of the study indicate that: implementation of GROW-TS coaching in SMP is carried out through the stages of academic supervision, which are planning, organising, implementing, monitoring, and evaluation; strategies used by coaches to improve coachees performance includes forming collaborative teams, facilitating communication and collaboration, monitoring teacher performance through classroom visits, providing motivation, and evaluating teacher performance. Supporting factors include harmonious relationships, needs analysis, strategies and media used by coaches, revisions based on previous study findings, and coach skills. Meanwhile, the inhibiting factors include conflict among coachees, coaches lecturing coachees, time constraints, and coachees' lack of open-mindedness.

Keywords: *academic supervision, GROW-TS Coaching, peer coaching, teacher development, teacher performance*

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1. Introduction

Teacher quality is a primary determinant of student learning outcomes, yet many education systems struggle to translate supervision into sustained improvements in classroom practice. Conventional supervisory models, often hierarchical or compliance-oriented, tend to frame teachers as objects of assessment rather than as active agents of professional learning, thereby constraining opportunities for iterative reflection and collaborative problem solving (Glickman, 1981; Knight, 2007). Various national and international assessments in Indonesia have consistently shown weaknesses in teacher competencies. This confirms the need for models of supervision that directly support instructional improvement (Utami, 2017; Muslim & Wekke, 2018; Wardani & Budiadnya, 2023).

The literature has identified a broad range of determinants that influence teacher performance, including intrinsic factors such as motivation and job satisfaction and extrinsic factors such as leadership, working conditions, and the nature of supervision (Sancoko et al., 2022). Formative, job-embedded approaches such as coaching and peer-based arrangements have been proposed

as promising alternatives as they foreground practice-centered evidence, collegial learning, and teacher agency (Corey et al., 2020; Yee, 2016). The GROW coaching framework (Goal-Reality-Options-Will) provides a concise structure for coaching conversations that guide goal setting, diagnostic inquiry, solution generation, and commitment to action (Modrzewska & Śliwiński, 2025). When combined with a directed peer stance and structured school routines, the hybrid has the potential to align supervision with realities of classroom practice.

GROW-TS model is an example of such a localised adaptation: it fuses the GROW sequence with a peer-coaching orientation and formalised in-school practices intended to mobilise stakeholders around classroom evidence (Supini, 2024; Kristiani, 2024). Practitioner accounts suggest that GROW-TS may facilitate more contextual and measurable changes in instructional behaviour than macro-level consensus methods. However, systematic empirical examinations of how GROW-TS operates in situ are lacking. It is about how it organises participation, translates diagnostic data into concrete instructional moves, and is mediated by institutional constraints,

such as limited workload and time.

This study addresses the gap by examining the implementation of GROW-TS at SMP Negeri 1 Turi.

Drawing on interviews, classroom observations, and document analysis, the research documents the model's operational stages and explicates conditions that shape outcomes. By focusing on the micro-processes that connect classroom evidence to instructional change, the study aims to contribute both practical lessons for school practitioners and evidence to inform policy decisions about school-based professional development.

2. Literature review

Studies examining academic supervision in Indonesia have consistently documented a disconnect between its stated objectives and its actual implementation in school settings. Supervision that is intended as a real vehicle for professional development is often reduced to a procedural obligation, oriented towards administrative documentation and regulatory compliance (Azizah & Roesminingsih, 2021; Muspawi, 2021).

This situation reflects a deeper systemic tension: existing policies nominally create structures for professional

learning, but implementation rarely yields practices that are substantively reflective or developmentally oriented.

In light of the failures, academic focus has shifted towards the promise of peer-based collaborative methods. Jocyce and Showers were pioneers in defining peer coaching as a reciprocal relationship where teachers form formalised, collegial bonds aimed at mutual professional development.

Later empirical studies have shown that peer coaching improves instructional quality and builds sustainable school cultures of collective accountability and continuous collaboration (Yee, 2016). International evidence also shows that this collegiality is maximised when embedded into the routine of professional practices that systematically promote reflection and constructive feedback

Building on these developments, Indonesian researchers have begun exploring GROW-TS (GROW Terarah Sejawat), a culturally sensitive adaptation of the globally developed GROW framework (Supini, 2024; Kritsiani, 2024).

GROW-TS combines goal-oriented reflection and peer supervision, contextualised within teacher learning communities. Initial work suggests that

this approach provides a useful link between evidence-based classroom diagnosis and actual improvements in teaching. Its signature feature is its ability to balance systematic guidance with collegial participation, providing teachers with a structured way to reflect that is embedded in the realities of working with colleagues.

Despite the above-mentioned promising developments, the empirical investigation of GROW-TS remains remarkably limited. The existing literature generally emphasises its theoretical foundations or practitioner testimonials, with very few studies systematically analysing how the model operates in routine school settings. By contrast, approaches such as the Delphi method (Hsu & Sandford, 2007) are more oriented toward broad consensus formation. In contrast, GROW-TS seems more directly suited to instructional problem-solving in the classroom. However, strong evidence of its tangible impact within Indonesian school contexts remains wanting. Basic questions about how coaching roles are operationalised, the role of contextual variables such as time availability and workload in participation, and whether reflective dialogue consistently translates into demonstrable improvements in teaching practice remain unexplored.

To fill these gaps, there is a need for empirical inquiry that moves beyond normative description and engages with the lived dynamics of GROW-TS implementation. Situated within the broader scholarly conversation about supervision reform and peer-based professional development, this study aims to provide an empirical foundation for a model that is increasingly endorsed yet rarely subjected to rigorous examination. Such an investigation is significant not only for validating GROW-TS as a supervisory instrument but also for advancing wider efforts to reconceptualise supervision as a collaborative, practice-grounded mode of professional development within Indonesian educational institutions.

3. Methodology

This study applied a descriptive qualitative approach, grounded in post-positivist philosophy. This methodology was used to investigate the research subject in its natural context, wherein the researcher serves as the primary instrument. The main focus of this study is on meaning, rather than generalisation (Sugiyono, 2013).

The research subjects (informants) included the principal, assessors (coaches), coachees, students, and parents at SMP 1 Turi. The data collection techniques applied in this

study comprised semi-structured interviews and document analysis. To ensure the validity of the data, the study applied triangulation of techniques and sources. Technique triangulation was carried out by verifying information obtained from the same source using different methods, namely interviews and documentation. Meanwhile, source triangulation was performed by directing the same set of questions to the school principal, assessors, teachers, students, and parents. The data analysis in this research followed the interactive model proposed by Miles et al. (2014), which involves three interconnected stages: data condensation, data display, and conclusion drawing and verification.

4. Findings

Implementation of coaching GROW-TS at SMP 1 Turi

This study aimed to explore academic supervision practices by implementing the Coaching GROW-TS method at SMP 1 Turi. The results revealed that the implementation of the GROW-TS coaching model was carried out in a gradual, systematic manner. This process reflects the implementation of academic supervision oriented toward professional development through a peer-coaching approach.

Throughout the implementation

process, the school principal, coaches, and coachees assumed interdependent, supportive roles in fostering a reflective, collaborative learning environment. The implementation of Coaching GROW-TS at SMP 1 Turi consists of several stages: planning, organising, implementing, monitoring, and evaluating.

Planning

The implementation began with a systematic, context-specific planning stage. During this phase, the principal and coaches select the approach, schedule coaching sessions, assign teachers as coaches and coachees, and prepare coaching instruments.

The principal adopted a coaching approach, appointing experienced teachers as coaches and allowing coachees to share their classroom challenges. Coaches function as facilitators, helping teachers identify solutions independently. This indicates the relevance of the coaching approach to teachers' needs in the field. Scheduling was designed in two formats: formally, through classroom supervision conducted once a semester, and flexibly, based on the coachees' needs. This flexibility allows coaching to occur naturally through informal conversations and in-depth discussions beyond formal settings. An important strategic element within the planning

framework is the school's Learning Community (Komunitas Belajar or Kombel) held weekly every Tuesday, which provides institutionalized spaces for structured professional collaboration among teachers.

The pairing of coaches and coachees was determined by congruence of subject matter rather than by random assignment, in accordance with the organisational structure of pre-existing Kombel clusters. Each cluster comprises teachers with closely related disciplinary backgrounds, such as Languages, Science, or Social Studies. Matching coaches and coachees by subject affiliation was intended to enhance the communicative quality and contextual relevance of coaching interactions, thereby enabling more substantive and discipline-specific professional discourse.

In addition, the coaching instruments were developed by modifying the Department of Education's formal guidelines to incorporate observational indicators of classroom practice and instructional reflection. These instruments were used to enhance the procedural integrity of the coaching process and maintain objectivity and consistency in evaluating teacher performance.

This planning configuration is consistent

with Azizah and Roeminingsih (2021), who state that academic supervision planning requires specifying goals, schedules, targets, time frames, and applicable instruments. This is consistent with Santosa and Syahid (2019), who point out that selecting appropriate methods and tools is a fundamental dimension of effective planning.

Organising in academic supervision is the role assignment and distribution of work among school personnel. As stated by Wijayanto (2013). Organising in educational institutions primarily involves the construction of systematic work arrangements in which each member is assigned clearly defined roles and responsibilities. In the specific context of the GROW-TS implementation at SMP 1 Turi, the organising process was carried out systematically and deliberately, covering considerations of the implementation architecture, collaborative strategies, and the optimal use of available human resources. One of the most consequential organising mechanisms was the routinely scheduled Tuesday Kombel sessions, which served as a double-function platform sustaining both formal coaching structures and informal professional exchanges. The Kombel itself operated through two distinct configurations: whole-staff assemblies convened to deliberate on

broader institutional concerns, and discipline-based small groups convened to address classroom-specific challenges and student learning outcomes. Through participation in these collaborative forums, teachers engaged collectively in lesson planning, the construction of assessment instruments, and the preparation of student progress documentation (Sopandi, 2019).

This reflects Knight's (2007) view of coaching as a collaborative approach in which coaches and teachers work together to meet pressing needs by leveraging teachers' existing strengths. Coaches act as facilitators, guiding coaches toward reflective growth.

Organising in SMP 1, Turi also emphasises assigning capable teachers as coachees. Four appointed coaches, each guiding 4-5 coaches, were selected based on certification and the principal's observations of their communication and mentoring abilities. Coachees are viewed not just as senior teachers but as peer facilitators. This is consistent with Glickman et al.(2018), who describe peer coaching as a practice in which teachers serve as experts and support one another as problem solvers. This is also in line with Kristiani (2024), who states that in the GROW-TS model, teachers with specific expertise assist their colleagues. The implementation of

the Coaching GROW-TS model at SMP 1 Turi reflects effective role distribution in the structure and high-quality human resource support.

The selection of competent coaches, along with a culture of collaboration in Kombel, supports a smooth, meaningful coaching process. Implementation Data from interviews showed that the coaching GROW-TS model in SMP 1 Turi is implemented in accordance with the systematic GROW framework, which is adapted to be peer-directed. The process takes place in four sequential stages:

G (Goal)

Coaches guide coachees in formulating explicit instructional goals through purposeful and directed questioning. This stage aligns with Supini (2024) and Zam (2022), who state that the goal stage allows coachees to offer specific support for their professional goals.

R (Reality)

After goal articulation, the coach and coachees collaborate to uncover present classroom realities, including present strengths and challenges. The coaches used various methods, with some coaches using reflective questioning and others using hypothetical scenarios for consideration. Both orientations still conform to the GROW principles,

provided the coach does not dominate the coachees' reasoning. This is consistent with the work of Supini (2024) and Zam (2022), who emphasise the need to conduct an objective, specific exploration of current realities.

O (Options)

Coaches at this stage either gave coachees free rein to explore potential courses of action or offered considered suggestions without prescribing a pre-determined course of action. This approach allows room for coachee agency to explore instructional options while leaving room for coach input where appropriate, in line with Supini (2024) and Zam (2022), who describe this stage as identifying and evaluating alternative strategies.

W (Will)

Coaches then created specific action plans, with coaches supporting them through guiding questions or sharing professional experience. There was variation in coaches' levels of active engagement, with some in a more facilitative role and others in a more active role in co-constructing action plans.

This is in line with Supini (2024) and Zam (2022), who describe the will stage as one that specifies planned actions and related timelines.

One of the most prominent features of

the implementation was the individual coaching provided to teachers facing specific professional challenges. The sessions were conducted either face-to-face or via digital channels such as WhatsApp, providing flexible and personalised support. The flexibility was said to have contributed to greater comfort and psychological safety among the coachees, which in turn increased the quality and effectiveness of coaching interactions. This is in line with the ideas of Glickman et al. (2018), who describe peer coaching as a process in which expert practitioners help colleagues work through challenges individually and in groups, and of Kritsiani (2024), who underscores the need to provide constructive and developmental feedback. Feedback at SMP 1 Turi was always expressed in affirming terms aimed at fostering self-improvement and delivered within a supportive interpersonal context that reinforced its developmental impact.

Results of GROW-TS coaching extended beyond individual professional growth to tangible changes in instructional practice and student learning. Coachees demonstrated increased motivation, capacity for reflection, and a willingness to use pedagogical strategies that met their students' needs. Students reported observable improvements, including

increased instructional clarity and a more productive classroom climate.

Teacher performance appraisals reflected these gains, with several coachees moving from meeting to exceeding performance expectations over the course of a semester, directly contributing to measurable improvements in student achievement.

Monitoring: In this phase, coaches make direct observations of coachees' performance through classroom visits, the primary means of obtaining authentic information about teaching activities. This monitoring is not designed as a formal evaluation but a kind of professional observation that is reflective and constructive. The coach is a peer mentor who not only observes teaching techniques but also seeks to understand instructional challenges and coachees' personal contexts. Through classroom visits, the coach can identify the strengths and weaknesses of the coachees' teaching practice firsthand, which is the basis for subsequent evaluation. This monitoring activity reflects the coaching process, which, according to Mopangga (2021), is an effort to improve the quality of learning by focusing on developing individual potential through dialogue and direct classroom observation. Similarly, Muspawi (2021) emphasises that direct classroom supervision is an

effective coaching strategy because it encompasses the assessment of both instructional aspects and the teacher's personality.

Therefore, it can be concluded that the monitoring stage in the implementation of GROW-TS Coaching at SMP 1 Turi is a crucial process that emphasises direct observation through classroom visits as a form of professional guidance. Monitoring functions not only as a supervisory mechanism but also as a developmental strategy that encourages improvements in teacher performance.

Evaluation

The evaluation stage is the final part of the academic supervision cycle and plays a pivotal role in ensuring the success of GROW-TS Coaching. Based on the research findings, following the monitoring process, coaches at SMP 1 Turi systematically evaluate teachers' performance after conducting classroom visits. This evaluation is not merely for assessment but also to help coachees identify areas for improvement. Coachees reported that teacher performance evaluations motivated them to improve, as they offered valuable insights for self-improvement and enhancing the quality of teaching.

The post-visit evaluation is intended to provide constructive feedback that not only helps the coachee identify his

strengths but also offers clear guidance on overcoming his weaknesses. This is in line with Santosa & Syahid (2019), who explain that the final stage of supervision is to analyse the results to identify feedback and follow-up actions needed to improve learning quality. Moreover, Muspawi (2021) also argues that teacher performance evaluation by the coach is intended to increase teaching effectiveness and improve instructional activities. Thus, the evaluation stage in implementing GROW-TS Coaching at SMP 1 Turi serves not only as a form of oversight but also as a reflective and collaborative development strategy. This stage strengthens coaching as a professional mentoring process that supports the continuous improvement of teaching quality and teacher competence.

Coach strategy to improve teacher performance at SMP 1 Turi

Based on the research findings, coaches play a crucial role in the coaching process. Coaches at SMP 1 Turi are not evaluators or correctors of the coachees but facilitators who help and encourage coachees to explore their potential and develop creative ideas. Coaches in this process share effective teaching strategies and act as discussion partners of the coachees. Coaches provide teaching modules, contextual learning materials, and classroom methods.

Coaches also accompany, support, and motivate coachees to improve instructional quality.

The role of coaches as mentors, facilitators, and role models greatly affects the effectiveness of GROW-TS Coaching at SMP 1 Turi. SMP 1 Turi coaches utilize the school-facilitated Learning Community (Kombel) initiatives to form collaborative teams. These teams serve as platforms for teachers to share, discuss, and develop teaching practices. This form of collaboration is a medium for sharing ideas and is also an essential strategy for sustaining the continuity of coaching implementation. It provides a collaborative environment where teachers engage in mutual evaluation and develop contextual solutions to classroom challenges. This strategy aligns with Aisyah et al. (2024), who note that one strategy coaches can apply to help coachees realize their full potential and significantly improve their performance is establishing collaborative teams. In this framework, coaches and coachees work together in teaching teams to develop and implement lesson plans. In implementing GROW-TS Coaching at SMP 1 Turi, the coach deliberately emphasises communication and collaboration. This support is not limited to scheduled coaching sessions; it also includes creating opportunities

for informal interactions, engaging in active listening, refraining from making assumptions, and asking reflective questions. In addition, communication occurs beyond formal sessions, including via WhatsApp groups, ensuring coachees have ongoing access to support.

In addition, regular Kombel meetings, whether formal or informal and led by coaches, encourage a culture of open, collaborative communication, creating a safe space for conversation, sharing ideas, voicing concerns, and working together to solve problems. This is in line with the work of Aisyah et al. (2024), who emphasise the importance of fostering an open and collaborative culture of communication through discussions of instructional practices and outcome-based evaluations.

Mopangga (2021) also emphasises that ongoing interaction and collaborative communication in coaching contexts support teachers' ability to engage with and internalise the material actively. In comparison to the Delphi method, which is grounded in expert input through iterative survey rounds to establish consensus (Hsu & Sandford, 2007) and tends to operate at broader decision-making levels (Okoli & Pawloski, 2004), the GROW-TS approach yields more context-driven and quantifiable transformations in teacher behaviours

that directly influence learning quality. In addition, GROW-TS prioritizes direct stakeholder engagement, enabling a more precise reflection of classroom dynamics. Furthermore, the integration of GROW-TS principles helps overcome practical constraints associated with the Delphi method, particularly those related to the validity and timeliness of data used as a basis of decision-making. This ensures that the solutions can be developed in a more focused and responsive way to instructional needs (Whitmore, 2017). Supporting and Inhibiting Factors in GROW-TS coaching for improving teacher performance. The factors influencing the success of GROW-TS coaching implementation can be categorized into two main groups: supporting factors and inhibiting factors.

Supporting factors

Harmonious relationships

Harmonious working relationships among all stakeholders in the coaching process are one of the most important determinants of success, according to Hadi et al (2019). In the context of peer mentoring, harmonious relationships refer to the quality of interactions and positive connections among individuals engaged in the process, characterised by trust, respect, support, and mutual understanding. Based on research

findings, the principal, coaches, coachees, students, parents, and related parties at SMP 1 Turi work together as a team to advance the school. The presence of a harmonious environment conducive to the effective implementation of coaching and supervision is reflected in mutual trust, respect, and openness. This finding is consistent with Sari (2017), who states that a school atmosphere marked by trust, respect, appreciation, and collaboration can enhance the achievement of school goals.

Genuine needs analysis

Needs analysis serves as another key supporting factor. At SMP 1 Turi, program design is based on teachers' real professional development needs. Most programs refer to guidelines and regulations issued by the Education Office, making the process more systematic and goal-oriented.

Although this analysis does not specifically focus on each teacher's individual needs, it still considers actual conditions and the objectives of professional growth. This supports Hadi et al. (2019), who state that genuine needs analysis aims to identify the gap between expected and actual teacher competencies, ensuring that peer supervision programs are designed to address real professional development needs.

Strategies and media used by coaches

Hadi et al. (2019) state that the strategies and media employed to support peer supervision significantly influence its implementation. SMP 1 Turi's approach is through individual meetings, open communication, and workshops. Coaches also use media such as WhatsApp groups and questionnaires to support the process. Coaches have reported that these strategies are generally adequate in facilitating effectiveness. Communication and achieving coaching objectives, although certain areas could be optimised.

Revisions based on previous evaluations

In implementing GROW-TS Coaching, revisions are made when learning objectives are not achieved, when teaching methods are deemed unsuitable, or at the coachees' request, based on joint reflections between the coach and the coachees. These revisions demonstrate that the coaching process is adaptive and responsive to actual classroom conditions. The importance of follow-up actions based on evaluation findings is also highlighted by Hadi et al. (2019). It includes reviewing assessment summaries, re-examining competency levels, revising future curricula, and improving the peer supervision mechanism in subsequent cycles.

Coach competence

The research findings suggest that coaches' competence is a pivotal factor in successful coaching. Effective coaches demonstrate attentive listening, have adequate subject knowledge, and employ reflective questions, while showing respect to coaches by avoiding dominance or a sense of superiority.

This method encourages a safe space where coachees can express their thoughts and explore their potential. These aspects align with Tanggulangan and Sihotang (2023), who highlight the significance of purposeful questioning in guiding coachees to set goals, explore alternative solutions, and identify specific actions. Zam (2022) also suggests that coaches should serve as guides rather than instructors, focusing on dialogue and positive feedback to improve mutual understanding. The quality of the coach-coachees relationship significantly influences the effectiveness of coaching. However, differences in views on teaching strategies can sometimes lead to tensions. For example, a coach may advocate for innovative techniques that coachees consider less relevant to their subject matter or student characteristics. While such conflicts are typically short-lived and resolved positively, they can negatively affect coaching effectiveness if not properly managed. Triyawan

(2021) notes that conflicts between coach and coachees can disrupt the coaching process and hinder the achievement of desired outcomes.

Overly Directive Approach: Several coachees reported that the coaching sessions felt less interactive and more like directive briefings. Such a pattern of one-way communication is inconsistent with the fundamental principles of coaching as a reflective and interactive process. When coaches are more directive and less open to discussion, coachees may be less inclined to reflect and more likely to feel that their ideas are not valued.

This, in turn, can diminish the overall impact of coaching. This finding is in accordance with Triyawan (2021), who notes the tendency to "falling into lecturing" as a recurring obstacle to effective coaching.

Time constraints

Time availability is identified as a major obstacle for the implementation of GROW-TS Coaching. The teachers of SMP 1 Turi have heavy workloads in teaching and administration. This leaves little time to conduct and participate in coaching sessions, leading to delays or sessions conducted under less-than-optimal conditions.

Similarly, Triyawan (2021) points out

that time scarcity can disrupt the focus on discussion or prevent the enhancement of action plans, thereby affecting the quality of coaching outcomes.

Lack of open-mindedness of coachees

Some coachees' reluctance to openly share their obstacles is noted as a challenge in implementing GROW-TS. In many cases, coaches must employ persistent probing to elicit honest responses, as some coachees remain reserved. This limit of openness demands that coaches identify their needs in detail and address them accurately. Nofitri et al. (2023) emphasise that a lack of disclosure by coaches can undermine the effectiveness and objectives of the coaching process.

5. Conclusion

Implementation of GROW-TS Coaching at SMP 1 Turi reflects the cycle of academic supervision, which includes planning, organising, implementing, monitoring, and evaluating. The process starts with planning, involves selecting the method, arranging the schedules, appointing the coach and coachees, and preparing the instrument. Organising is carried out by delegating roles and strengthening collaboration through Kombel. The implementation follows the GROW model and is conducted in a structured, individual, peer-to-peer

manner.

Monitoring is conducted through classroom visits, while evaluation is carried out through post-visit reflections to provide constructive feedback and arrange follow-up actions to assess performance. Overall, this implementation has been carried out effectively and is contributing positively to both teacher performance improvement and the quality of learning.

Coaching strategies aimed at enhancing coachees' performance constitute an integral component of the GROW-TS coaching model at SMP 1 Turi. Through their roles as mentors, facilitators, and role models, coaches not only share their knowledge and experience but also foster a collaborative culture by building a collaborative team, facilitating communication, and providing motivation.

Supporting factors in implementing Coach GROW-TS coaching at SMP 1 Turi include harmonious relationships, needs analysis, the strategies and media used by coaches, revisions based on prior evaluations, and coaches' competencies. Conversely, inhibiting factors include conflicts between coaches and coachees, coaches' tendency to lapse into lecturing, time constraints, and coachees' openness.

Transparency statement

The author confirms that this study has been conducted with honesty and in full adherence to ethical guidelines.

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Conflict of interest

The authors declare there are no conflicts of interest.

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