

## **COACHING METHOD-BASED SUPERVISION MANAGEMENT TO IMPROVE TEACHERS' SOCIAL COMPETENCE IN ELEMENTARY SCHOOLS**

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### **Abstract**

This study examines the implementation of coaching-oriented supervision as a means to enhance the social competence of teachers at SD Negeri Tangkil and SD Negeri Cilongsong 1, situated in Cianjur Regency. Employing a qualitative methodology and a case study framework, data were obtained through in-depth interviews, direct observations, and document analysis. The data were processed through an iterative, interactive model, with triangulation applied to maintain research credibility. The findings reveal that supervision was planned through collaborative dialogue, executed in a reflective and egalitarian manner, and regularly evaluated to reinforce professional growth among teachers. The coaching-based supervision approach was shown to enhance teachers' interpersonal communication, collaboration, and adaptability within the school environment. It is concluded that this strategy offers a meaningful pathway for advancing teachers' social competence in a continuous and contextually grounded way. Accordingly, its broader application in the primary education context is highly recommended.

**Keywords:** Supervision, coaching, Principal, Social competence, teacher

### **Abstrak**

Penelitian ini mengkaji implementasi supervisi berorientasi coaching sebagai upaya untuk meningkatkan kompetensi sosial guru di SD Negeri Tangkil dan SD Negeri Cilongsong 1, yang berlokasi di Kabupaten Cianjur. Dengan menggunakan metodologi kualitatif dan kerangka studi kasus, data diperoleh melalui wawancara mendalam, observasi langsung, dan analisis dokumen. Data diolah melalui model iteratif dan interaktif, dengan triangulasi diterapkan untuk menjaga kredibilitas penelitian. Temuan menunjukkan bahwa supervisi direncanakan melalui dialog kolaboratif, dilaksanakan secara reflektif dan egaliter, serta dievaluasi secara rutin untuk memperkuat pertumbuhan profesional guru. Pendekatan supervisi berbasis coaching terbukti meningkatkan komunikasi interpersonal, kolaborasi, dan adaptabilitas guru dalam lingkungan sekolah. Disimpulkan bahwa strategi ini menawarkan jalur yang bermakna untuk meningkatkan kompetensi sosial guru secara berkelanjutan dan sesuai konteks. Oleh karena itu, penerapan yang lebih luas dalam konteks pendidikan dasar sangat direkomendasikan.

**Kata Kunci:** Pengawasan, pembimbingan, Kepala Sekolah, Kemampuan sosial, guru

## **INTRODUCTION**

Efforts to improve the quality of education in Indonesia have a strong legal foundation as stated in Law Number 20 of 2003 concerning the National Education System. In article

3, it is stated that education aims to develop the potential of students to become human beings of faith, piety, noble character, health, capability, creativity, and independence, as well as to become democratic and responsible citizens. To achieve this goal, the quality of educators' human resources, especially teachers, plays a key role. One of the important aspects of teacher competence that often goes unnoticed is social competence, namely the ability of teachers to build communication, interact, and adapt to the school environment and society. The regulation that regulates this matter is listed in the Regulation of the Minister of National Education Number 16 of 2007, which states that teachers must have social skills in establishing relationships with students, fellow teachers, parents, and the community. These skills include the ability to communicate effectively, demonstrate empathy, collaborate, and engage in the school and community environment with a spirit of openness and mutual respect. However, in a number of elementary schools, especially those in rural areas, there are still obstacles in this aspect. Lack of interaction between teachers, lack of collaboration with students' parents, and limited involvement of teachers in community social activities are indicators of low social competence. These conditions not only hinder the learning process but also disrupt the social fabric of the educational environment, thereby affecting student development.

The challenges faced by elementary school teachers in rural areas are not merely technical but are closely related to the managerial system and the leadership model adopted by school principals. In this regard, there is a growing need for coaching-based supervision models that are oriented towards teacher empowerment and the development of social competence. Educational supervision, as one of the managerial instruments of school principals, if implemented with an empowering approach, can have a significant impact on improving teacher professionalism. One of the approaches that is developing and relevant to these needs is coaching. Abulhul, (2021) explained that coaching is a collaborative process that aims to help individuals develop through constructive reflection and direction. Coaching is not only limited to technical guidance but also includes efforts to build relationships based on trust, recognition of strengths, and support for self-improvement. In educational supervision, this method allows for a more equal interaction between supervisors and teachers, thus fostering mutual trust and openness. Furthermore, Lee & Lemberger-Truelove, (2024) emphasise the importance of supervision that not only assesses performance, but is also able to develop teachers' personal and professional capacity. Coaching is a means to realise this, because it emphasises two-way communication, empowerment, and orientation to self-development. Support for this approach is also expressed by Abubakari et al., (2021), who assess that coaching can create a positive learning environment and encourage the development of a school culture that supports sustainable professional growth.

The role of school principals in the world of education is very central, especially in improving the quality and professionalism of teachers in the elementary school environment. The principal is not only in charge of managing the administration, but is also expected to be able to become an instructional leader who has a real influence on the

performance and professional development of teachers. In line with the view of Arar & Nasra, (2020) Successful leadership in the world of education is leadership that is able to shape organisational cultural values and provide moral and technical direction for the progress of schools. Teacher professionalism is an issue that is inseparable from the quality of education. This has been regulated in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, which states that teachers are required to have four main competencies: pedagogical, personality, social, and professional.

The principal, as the person who leads the educational institution, has a great responsibility to ensure that the four aspects of the competencies are always developed through a systematic and continuous coaching process. According to Akhmadi, (2022) The development of teacher professionalism is part of the managerial role of the principal, which includes main functions such as activity planning, resource organisation, program implementation, and evaluation of results. Therefore, school principals must be able to design teacher development programs that are not only formal but also in accordance with real needs in the field. In this regard, the involvement of teachers in the planning, evaluation, and reflection process is very important so that coaching really has an impact on improving the quality of teaching. A similar idea was put forward by Bandur, (2012), who explained that education management includes a series of systematic actions that are interrelated, starting from setting goals, setting work structures, implementing strategies, to monitoring results. In the context of schools, the principal is a key figure who drives the entire managerial cycle, especially in terms of improving teacher competence as a whole. Meanwhile, Berhanu, (2023) underlined that the ideal principal is a transformational leader who can be a source of inspiration, build a spirit of teamwork, and foster innovation in the school environment. On the other hand, Rusdiah & Sholiha, (2024) emphasised that successful leadership is not only a matter of authority, but the ability to build effective communication and create participation from all elements of the school to achieve common goals. The quality of education, according to Aina, (2002), is highly determined by the quality of educators. Therefore, the responsibility of school principals in developing teacher resources is vital.

School principals not only play a role as determinants of policy direction, but also as coaches who provide examples and motivation for teachers to continue to develop. In elementary school, this role becomes increasingly crucial because teachers at this level have a direct influence on the formation of students' character and basic competencies. Therefore, a coaching approach that emphasises openness, appreciation of individual potential, and lifelong learning is an approach that needs to be put forward. School principals who are able to build healthy interpersonal relationships, set an example, and be consistent with the vision of quality education will find it easier to foster complete and sustainable teacher professionalism.

The novelty of this research lies in its effort to integrate coaching as an approach that is not only methodological but also cultural in the supervision practices of elementary

schools in rural contexts. While coaching has been widely discussed in the fields of business and leadership, its practical application in educational supervision, especially aimed at enhancing the social competence of teachers in schools with limited resources, is still underexplored. This research offers a unique contribution by combining theoretical frameworks of coaching, transformational leadership, and participatory supervision into a holistic model of educational leadership in elementary schools.

Additionally, the research applies the coaching-based supervision model in two schools with contrasting profiles, SD Negeri Tangkil and SD Negeri Cilongsong 1, thereby enriching the empirical understanding of how the same approach can be adapted and implemented in different contexts. SD Negeri Tangkil represents a school that is starting to develop with the challenge of updating the supervision system, while SD Negeri Cilongsong 1 is in a more traditional context with various resource limitations. These two schools are a real representation of the conditions of basic education in rural areas, as well as illustrating opportunities for the application of coaching methods in a more humane and relevant supervision context. The title "Coaching Method-Based Supervision Management to Improve Teachers' Social Competence in Elementary Schools" was chosen because it explicitly reflects the main focus of the study, namely the importance of supervision that is systematically and adaptively designed to improve the social aspects of teacher competence. This title also emphasises that the principal not only plays the role of administrator, but also as a coach who accompanies teachers in the professional development process.

By looking at the urgency and context that have been presented, this research aims to contribute to the development of more grounded and contextual supervision practices. It is hoped that the findings of this research can enrich the treasures of educational literature and become a reference in strengthening teachers' social capacity through a more humane and constructive approach. The coaching-based supervision model being developed will also be equipped with measurable indicators and practical implementation strategies, which will provide concrete guidance for principals in rural areas who wish to implement a similar model. In the broader context of Indonesian education reform, this research seeks to strengthen the paradigm that effective supervision is not just about control and evaluation, but about guidance, empowerment, and transformation. The shift from traditional, top-down supervision to a coaching-based approach that emphasises dialogue, mutual learning, and contextual relevance is expected to be one of the innovations that can drive long-term changes in the education system. Therefore, this study is not only academically relevant but also practically significant in supporting national efforts to improve the quality of human resources through education.

## **METHODS**

This study employs a qualitative approach with a case study design to explore the managerial process of school principals in fostering teachers' professional competence in a contextual and in-depth manner (Pahleviannur et al., 2022). This method enables

researchers to understand the meaning behind experiences, actions, and policies related to teacher development in elementary schools. The research was conducted in two public elementary schools in Cianjur Regency: Cilongsong 1 State Elementary School in Tanggeung District and Tangkil State Elementary School in Cibinong District. These schools were purposively selected for their potential to provide rich and representative data on school leadership practices in enhancing teacher professionalism. The main research subjects include school principals, teachers, and education personnel directly involved in coaching activities.

Data collection was carried out through in-depth semi-structured interviews with key informants to gather insights into strategies and the implementation of teacher development. Field observations were conducted to capture the interactions between principals and teachers during coaching activities. Additionally, a documentation study was used to analyse relevant materials such as principal work programs, supervision records, and documents on teacher competency development. The data analysis followed the interactive model by Miles and Huberman, comprising data reduction, data display, and conclusion drawing. Important data relevant to the research focus were selected, then organised into a coherent narrative to aid interpretation. Conclusions were drawn based on recurring patterns identified throughout the research process. To ensure data validity, triangulation was applied to both sources and techniques. Findings from interviews, observations, and document analyses were cross-checked, while member checks were conducted to confirm interpretations with informants. From Bogdan and Biklen's perspective, this qualitative approach provides a holistic understanding of real conditions in the natural setting, highlighting how school principals fulfil their supervisory role in professional and contextual teacher development.

## **RESULTS AND DISCUSSION**

### **A. Tangkil Public Elementary School, Cibinong District**

The findings of the research at SD Negeri Tangkil illustrate that the leadership of the principal greatly determines the direction and quality of coaching for teachers. The principal at this school applies an open, initiative-filled leadership style and prioritises collaboration between school residents. The coaching programs are designed to lead to the development of teachers' abilities as a whole, both in terms of learning methodology, strengthening character values, and adaptation to educational technology. The first step of this coaching starts from the planning process carried out together with the teachers. The principal does not prepare the program unilaterally, but involves input from various parties in the school through formal and informal communication forums. This approach provides space for teachers to participate in designing a training and self-development agenda that is truly in line with their needs.

In the implementation of duties, the arrangement of teachers' roles and responsibilities is carried out in a structured manner and adjusted to their potential. Coaching activities are carried out in various forms, such as small workshops, educational supervision, and joint

reflection after the implementation of learning. In supervision, the principal acts as a supervisor and companion, not as a supervisor who assesses unilaterally. This approach makes the work atmosphere more conducive and fosters the spirit of teachers to continue to improve. The evaluation process is carried out routinely and is arranged qualitatively and quantitatively. The principal and the teacher discussed the results of the evaluation in periodic meetings to formulate a more appropriate follow-up strategy. As a result, there has been a positive change in teachers' work cultures, where their enthusiasm, creativity, and openness to innovation have increased significantly.

From the results of the SWOT analysis, it can be concluded that the main strength of this school lies in the leadership of the principal, who is able to knit cooperation with all school residents. In addition, the collective spirit possessed by teachers is an important social capital in building a productive learning atmosphere. However, there are still shortcomings in terms of the use of learning technology due to the limitations of digital facilities. Even so, there are opportunities for schools to establish external cooperation with teacher professional development institutions. Potential threats that may be faced are the emergence of policy changes that are too rapid and the increasing demands of society on educational services.

#### **B. Cilongsong 1 Public Elementary School, Tanggeung District**

A different situation was encountered at SD Negeri Cilongsong 1, where the principal carried out his role with a careful and inclusive approach. In this school, teacher development is not only focused on improving teaching techniques, but is also directed at the formation of adaptive and resilient teacher character in facing today's educational challenges. The principal realises that improving the professionalism of teachers must start from building a work atmosphere that trusts and supports each other. Teacher development program planning is carried out based on an open dialogue between the principal and the teachers. The voice of teachers is respected and used as the main consideration in designing training and development activities. This approach fosters a sense of ownership of the school program, so that teachers are more enthusiastic in carrying out each activity designed.

The arrangement of duties and roles of teachers is carried out by taking into account the capacity and experience of each one. The principal encourages the formation of a teacher working group that is tasked with designing teaching strategies and evaluating learning outcomes. In addition, the principal also facilitates teachers to take part in training outside of school and provides administrative support so that teachers are not overburdened. The implementation of the coaching program is running consistently. Evaluation of the process and results is carried out through weekly reflection mechanisms, informal discussions, and direct monitoring in the classroom. The supervision process runs with a partnership feel, where teachers are given space to express their ideas and constraints. Feedback is provided on a personal basis and tailored to each individual's needs.



School principals also use technology in a simple but effective way to document teacher development achievements and needs. The results of all these activities showed an increase in teachers' readiness in designing active and contextual learning, as well as an increase in teachers' confidence in interacting with students and parents. When analysed from a SWOT perspective, the advantage of SD Negeri Cilongsong 1 lies in the planned coaching system and the active involvement of teachers in every stage of activities. In addition, the principal managed to build a healthy relationship with the teacher, so that the work atmosphere felt harmonious. The challenge faced is time constraints due to the high administrative burden of teachers, which has the potential to interfere with the focus on self-development. Future opportunities are open through various online training platforms and government policies that support teacher competency improvement. However, factors that need to be watched out for are the emergence of boredom due to routine and dependence on old work patterns that are less responsive to changing times.

The main findings in this study show that the implementation of supervision using a coaching approach in SD Negeri Tangkil and SD Negeri Cilongsong 1 has a real positive impact on strengthening the social competence of teachers. This is in line with the view of Aliwardi, (2023), who affirm that effective supervision activities not only aim to improve the professional aspects of teachers but also contribute to fostering social and emotional skills that are important in learning interactions and interpersonal relationships in the school environment. The coaching approach in supervision is based on the theory of adult learning as proposed by Alsaleh, (2022), which emphasises that the learning process will run more effectively when it involves real experience, opportunities to reflect on practice, and joint problem-solving. In this context, teachers get the opportunity to have an equal dialogue with the principal or their peers, in order to discuss learning strategies and improve communication patterns with students and the school community.

Answering the question about how coaching-based supervision planning is implemented, the results of the study indicate that the principal has prepared a teacher development program systematically and per the school context. This is in line with Khurniawan et al., (2021) thinking about the planning function in management, which is the main basis in directing all organisational activities, including education. The planning process in these schools involves teachers as active parties to provide input through discussions and reflective forums, so that the programs prepared become more relevant to the needs in the field. Regarding the implementation of supervision, it was found that the practice that took place was collaborative, where the relationship between the principal and the teacher was more like a partnership relationship than a hierarchical one. As Habsy et al., (2024) explain, in coaching, leaders play the role of facilitators of professional growth, not just as judges. The principal in this study not only observes the performance of teachers but also encourages reflection and exploration of the personal potential possessed by the teacher.

In the aspect of evaluating the implementation of coaching-based supervision, it was found that the reflective process is an inseparable part of coaching activities. Evaluation

is carried out not only based on the final results, but rather emphasises the learning process and individual development. This reinforces the concept of Basaran et al., (2021), who states that good evaluation should be based on human values and aims to build long-term positive behavioural change. Improving teachers' social competence is one of the real achievements of the implementation of coaching in the two schools. Teachers are seen to be more able to establish effective communication, both with fellow teachers, students, and parents. These findings affirm the thinking of Lu et al., (2021) that the development of social skills is an integral part of character education and that these skills can grow through a communicative and supportive environment.

The study also found reinforcement on findings from previous studies. For example, Firmansyah et al., (2024) show that the coaching approach in supervision has been proven to be able to improve the quality of teachers' social interaction in a number of elementary schools in West Java. Meanwhile, Ganeswara & Karmila, (2021) concluded that supervision carried out collaboratively and participatively has a positive impact on the creation of a healthy and productive school climate. The social conditions of the community around SD Negeri Tangkil require teachers to be more adaptive and have high social sensitivity. The principal responds to this need by providing a continuous coaching space and encouraging constructive dialogue between teachers. In contrast to SD Negeri Cilongsong 1, which is located in a remote area and has limited access, but can utilise the coaching approach as a tool to strengthen togetherness and cooperation between teachers in facing various geographical challenges.

In general, this discussion shows that the coaching method in supervision is not solely a technical approach, but more than that, a managerial strategy based on human values, collaboration, and strengthening the teacher's professional identity. This practice also emphasises the importance of principals to play the role of transformational leaders, who not only focus on the administrative aspect, but are also able to drive positive change through reflective and inspirational coaching. More deeply, the coaching approach found in practice in both schools is closely related to the instructional leadership model. This is in line with the idea of Chen & Guo, (2020), who stated that the principal as an instructional leader is not only in charge of carrying out managerial affairs, but also plays an active role in developing the professional capacity of teachers through guidance and mentoring. In the field, the principal carries out this function in real life through reflective meetings, constructive feedback, and the creation of a shared learning space for teachers.

This coaching approach also reflects the philosophy of transformative leadership as described by Ciulla, (2014), which emphasises the importance of leaders in building the spirit of change from within the individual, instilling a shared vision, and encouraging the growth of intrinsic motivation. The principal in this study provides room for teachers to grow, not only in teaching skills, but also in shaping their sense of social responsibility as educators. Thus, coaching is a strategic means in realizing a progressive school climate and sustainable learning, in line with the needs of the current world of education.



## DISCUSSION

This study reveals the dynamics of coaching-based supervision implemented by principals in two public elementary schools with different geographical and social characteristics. The coaching approach used is not only focused on technical aspects of teaching, but also aimed at strengthening teachers' social competencies, including communication skills, collaboration, and building healthy interpersonal relationships in the school environment. At Tangkil Public Elementary School, the principal's leadership is characterised by an open, initiative-driven, and collaborative style. The principal plays a central role in fostering a participatory learning culture. Teacher development programs are not implemented in a top-down manner but involve teachers through discussion forums and reflection sessions. This is in line with the principles of adult learning (andragogy) according to Cormack et al., (2020), which emphasises the importance of active participant involvement in the learning process based on their real experiences and contextual needs.

The implementation of coaching at SD Negeri Tangkil also shows a shift in the role of the principal from an evaluating supervisor to a reflective partner. In the supervision process, the principal encourages dialogue and reflection rather than giving one-sided instructions. This shows that the coaching approach has been internalised as part of the school's organisational culture. As stated by Puccio et al., (2020) The role of a leader as a coach is to guide professional growth by facilitating critical thinking and collaborative exploration of solutions. The coaching program is evaluated regularly through joint reflection and qualitative discussions. The principal and teachers discuss the effectiveness of the coaching that has been carried out and formulate more appropriate follow-up plans. This strategy creates a strong sense of ownership of the school program while increasing teachers' intrinsic motivation.

In this case, the role of the principal as a transformative leader becomes apparent, as explained by Kemal et al., (2023), namely, motivating members of the organisation through a shared vision and individual empowerment. From a SWOT perspective, the main strengths of SD Negeri Tangkil lie in the leadership of the principal, who is able to foster synergy among the school community, and the high collective spirit of the teachers. However, limitations in digital facilities pose a barrier to the development of learning technology. Nevertheless, the opportunity for external cooperation opens the way for improving teacher capacity in the future. The threat of rapidly changing education policies also needs to be anticipated by increasing flexibility and adaptability.

Unlike Tangkil State Elementary School, Cilongsong 1 State Elementary School is located in a remote area with significant geographical challenges. However, the principal here demonstrates an inclusive and cautious leadership approach. He emphasizes the importance of building a climate of mutual trust and support as the main foundation for teacher professionalism. The principal provides space for teachers to play a role in the planning process of development programs. This creates a sense of involvement and

shared responsibility for the success of the program. The coaching program at SD Negeri Cilongsong 1 focuses on shaping teachers who are adaptive and resilient. The principal encourages the formation of teacher working groups tasked with developing learning strategies and evaluating learning outcomes. In addition, facilitating external training and reducing administrative burdens are tangible forms of the principal's support for teacher self-development.

The evaluation process is carried out flexibly through weekly reflection, informal discussions, and direct classroom monitoring. The success of this approach is reflected in the increased readiness of teachers in designing active and contextual learning, as well as their increased confidence in interacting with students and parents. This shows that even in areas with limited access, a coaching-based supervision approach can still be implemented optimally when supported by reflective and supportive leadership. A SWOT analysis of SD Negeri Cilongsong 1 revealed that the school's main strengths are its well-planned and participatory coaching system and healthy working relationships between the principal and teachers. Time constraints due to administrative burdens are a major challenge, but this can be overcome through the optimisation of technology and effective time planning. Opportunities to participate in online training are also a potential solution for improving teacher quality.

The findings of this study reinforce theories of supervision and educational leadership that emphasise the importance of a humanistic, reflective, and collaborative approach in teacher development. Terjesen & Del Vecchio, (2023) assert that effective supervision not only improves teachers' professionalism but also builds social and emotional skills that are important in learning interactions. The application of coaching as a supervisory approach has been proven to foster a healthy and productive school climate. Furthermore, the results of this study are also in line with Agustin, (2023) thoughts on instructional leadership models, in which principals not only act as administrators but also as active learning leaders who nurture teachers' professional capacities. The coaching approach in both schools shows how principals carry out this function in practice through reflection forums, constructive feedback, and the creation of shared learning spaces.

Additionally, the coaching approach reflects the philosophy of transformational leadership, as formulated by Anoum et al., (2022), which emphasises the importance of fostering a spirit of change from within individuals and cultivating motivation and social responsibility as educators. In this context, coaching is not merely a technical strategy but a strategic approach to building a progressive school climate and sustainable learning. From a social perspective, the implementation of coaching-based supervision has a direct impact on improving teachers' social competencies. Teachers become more open in communication, more adaptive to the dynamics of the school environment, and more capable of collaborating with students and colleagues. This is consistent with Bäumle & Dresel, (2023) view that social competencies are an important part of character education that can be developed through a communicative and supportive environment.

These findings are also reinforced by research by Simanjuntak & W, (2023), which shows that a coaching approach in supervision is effective in improving the quality of social interactions among teachers in elementary schools. Similarly, Lee & Lemberger-Truelove, (2024) highlights the importance of collaborative supervision in creating a healthy and productive school climate. The social conditions of the community around Tangkil State Elementary School, which require high social sensitivity, are addressed through open and dialogic coaching spaces. Meanwhile, at Cilongsong 1 State Elementary School, the coaching approach is utilised to strengthen cohesion and a spirit of cooperation amid geographical limitations.

Thus, the results of this study provide an important contribution to the development of educational supervision theory and practice, particularly in the context of elementary schools in Indonesia. Coaching-based supervision has proven to be an effective strategy in building teachers' professionalism as a whole, including social competence aspects that have been neglected in formal training programs. In the future, this approach needs to be further developed and integrated into policies for improving the quality of education. Training for school principals on coaching techniques, strengthening a culture of reflection in schools, and providing adequate time and resources are important factors in ensuring the sustainability of the program. Furthermore, this approach can serve as a model for the development of instructional leadership that is not only focused on academic outcomes but also on the quality of human relationships that support the creation of a healthy and inclusive learning ecosystem.

## **CONCLUSION**

Based on the results of research conducted in two elementary schools that implemented a coaching-based supervision approach, several important findings emerged that are relevant to the objectives and formulation of the research problem. Through an in-depth data analysis process, the following conclusions highlight the essence of the research results and provide a comprehensive understanding of the contribution of coaching supervision in enhancing teachers' social competence. The implementation of supervision with a coaching approach at SD Negeri Tangkil and SD Negeri Cilongsong 1 has shown promising results in fostering the development of teachers' social competence. Teachers have become more open in their interactions, are able to establish effective interpersonal communication, and demonstrate a stronger sense of collaboration within the school environment. The supervision programs are developed by taking into account the input from teachers and are tailored to the actual conditions in each school. This reflects a participatory leadership style that values the professionalism of educators and encourages their active involvement in school development initiatives.

Coaching is implemented in a dialogical and collaborative manner, where the principal positions herself as a learning partner rather than a judging superior. Teachers are given the space to reflect on their own performance and work alongside the principal to formulate improvement strategies, creating a sense of shared ownership in the supervision

process. Evaluation within the coaching-based supervision model goes beyond formal administrative assessments. It also involves reflective dialogue and consideration of teachers' personal experiences, which reinforces their professional self-awareness and supports continuous growth as lifelong learners. The principal plays a pivotal role, not only in managing school operations but also in facilitating change. This includes offering guidance, maintaining motivation among teachers, and cultivating a sustainable culture of learning throughout the school. The success of this coaching-based supervision is supported by a school environment that fosters openness, mutual trust, and consistent opportunities for reflection. Nevertheless, challenges remain, such as limited facilities and teachers' heavy workloads, which must be addressed strategically to ensure the continued effectiveness and sustainability of this approach.

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