

PRINCIPALS' COACHING MANAGEMENT IN IMPROVING THE PERSONALITY COMPETENCE OF TEACHERS AT MEKARSARI PUBLIC ELEMENTARY SCHOOL

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Abstract

This study aims to describe and analyze in depth the coaching management carried out by the principal in an effort to improve the personality competence of teachers in elementary schools. Teacher personality competence, which includes aspects such as integrity, emotional stability, responsibility, and the ability to collaborate, is an important foundation in creating a conducive and effective learning environment for students. This study uses a qualitative approach with a case study design, which allows researchers to explore the phenomenon contextually and in depth. Data were collected through a combination of methods, including in-depth interviews with principals and teachers, direct observation of coaching interactions and school activities, and analysis of relevant documents such as teacher development plans and supervision notes. The results of the study indicate that effective principals implement coaching management with various strategies, including: (1) setting clear and measurable goals, (2) providing specific and ongoing constructive feedback, (3) personal emotional and motivational support, (4) facilitating self-reflection and developing action plans, and (5) creating a collaborative culture that supports peer learning. These strategies are significant in increasing teacher self-confidence, motivation, and professionalism, as well as having a positive impact on the quality of teacher-student interactions in the classroom. In addition, this study also identified challenges and barriers faced in implementing coaching, such as time constraints, lack of formal coaching training, and teacher resistance to change. Based on these findings, the study provides practical recommendations for principals, supervisors, and other education stakeholders to strengthen coaching management and ensure the sustainability of teacher personality competency development.

Keywords: Coaching Management, Teacher Personality Competency, Elementary School, Principal, Teacher Professional Development

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis secara mendalam manajemen pembinaan yang dilakukan oleh kepala sekolah dalam upaya meningkatkan kompetensi kepribadian guru di sekolah dasar. Kompetensi kepribadian guru, yang mencakup aspek-aspek seperti integritas, kestabilan emosional, tanggung jawab, dan kemampuan berkolaborasi, merupakan landasan penting dalam menciptakan lingkungan belajar yang kondusif dan efektif bagi siswa. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus, yang memungkinkan peneliti untuk mengeksplorasi fenomena secara kontekstual dan mendalam. Data dikumpulkan melalui kombinasi metode, termasuk wawancara mendalam dengan kepala sekolah dan guru, pengamatan

langsung interaksi pembimbingan dan aktivitas sekolah, serta analisis dokumen relevan seperti rencana pengembangan guru dan catatan supervisi. Hasil penelitian menunjukkan bahwa kepala sekolah yang efektif menerapkan manajemen coaching dengan berbagai strategi, termasuk: (1) menetapkan tujuan yang jelas dan dapat diukur, (2) memberikan umpan balik konstruktif yang spesifik dan berkelanjutan, (3) dukungan emosional dan motivasional secara pribadi, (4) memfasilitasi refleksi diri dan pengembangan rencana aksi, serta (5) menciptakan budaya kolaboratif yang mendukung pembelajaran antar sesama. Strategi-strategi ini penting dalam meningkatkan kepercayaan diri, motivasi, dan profesionalisme guru, serta memiliki dampak positif pada kualitas interaksi guru-siswa di kelas. Selain itu, penelitian ini juga mengidentifikasi tantangan dan hambatan yang dihadapi dalam menerapkan pembimbingan, seperti keterbatasan waktu, kurangnya pelatihan pembimbingan formal, dan resistensi guru terhadap perubahan. Berdasarkan temuan ini, penelitian ini memberikan rekomendasi praktis bagi kepala sekolah, pengawas, dan pemangku kepentingan pendidikan lainnya untuk memperkuat manajemen pembimbingan dan memastikan keberlanjutan pengembangan kompetensi kepribadian guru.

Kata kunci: *Manajemen Pembimbingan, Kompetensi Kepribadian Guru, Sekolah Dasar, Kepala Sekolah, Pengembangan Profesional Guru*

INTRODUCTION

The education community demands a quality process as the main foundation for the progress of a nation. Teachers, who are at the forefront of the learning process, play a crucial role in shaping the character and intellectuality of students. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers clearly mandates that teachers must have pedagogical, personal, social, and professional competencies. These four competencies are interrelated and influence the effectiveness of teachers in carrying out their duties. One important issue in education, namely personal competence, is a particularly important foundation for teachers in building positive relationships with students, colleagues, and the surrounding community. Teachers with mature, stable personalities, noble character, and who are role models for students are believed to be able to create a conducive and inspiring learning environment. Conversely, teachers who lack adequate personality competencies can cause various problems, such as low learning motivation, low discipline, difficulty in adapting to change, and ineffective communication with students and parents.

The principal's coaching management in improving the personality competencies of primary school teachers is important in determining the success of education (Sari et al., 2022). Teachers have a central role as leaders in the classroom, so their competencies are very important (Sari et al., 2022). Among the four competencies that professional teachers must have, personality competency plays a very large role in shaping the personality of students (Sari et al., 2022) (Marlina, 2018) (Septiana & Hidayati, 2022). In this case, the headteacher, as the leader of the school, has the responsibility to improve the personal competence of teachers through teacher training and development activities, one of which is by implementing headteacher coaching management. Effective school leadership is essential in efforts to improve teacher competencies, especially teachers' personal

competencies, which influence the success of education in schools (Marlina, 2018) (Jujuniarti et al., 2021) (Sari et al., 2022).

The theories underlying the application of principal coaching management in improving teachers' personal competencies include leadership theory, human resource development theory, and coaching theory. The reality in the field shows that there are still teachers who do not fully possess the expected personal competencies. This can be caused by various factors, including a lack of guidance and self-development, high workloads, personal problems, and an unsupportive work environment. This has implications for the quality of learning and the image of the school, which can be negatively affected. Teacher competence still needs to be improved, especially in terms of personal competence (Septiana & Hidayati, 2022). In this context, the headteacher has a very strategic role in improving teachers' personal competencies. As the leader of the school, the headteacher is responsible for creating a positive work climate, providing support and motivation to teachers, and facilitating the continuous self-development of teachers. One effective approach to achieving this goal is through coaching.

Coaching is a collaborative process between the coach (in this case, the headteacher) and the coachee (teacher) to help the coachee reach their full potential. Through coaching, headteachers can help teachers identify their strengths and weaknesses, set personal development goals, develop concrete action plans, and monitor and evaluate the progress that has been made. Coaching can also help teachers overcome obstacles and challenges they face in improving their personal competencies. Many teachers are still unable to set an example for their students, unable to behave maturely and wisely, and unable to demonstrate a good work ethic. Therefore, there needs to be a systematic and planned effort from the headteacher to improve teachers' personal competencies through headteacher coaching management.

With the development of the times and technological advances, teachers are also required to be adaptable and have good skills in managing learning, especially in using digital technology to support the learning process. Government policies related to teacher competence also reinforce the importance of improving teachers' personal competence. In the Teacher and Lecturer Law No. 14 of 2005 article 8 and the Minister of National Education Regulation No. 13 of 2007 concerning Teacher Performance Standards, it is stated that teachers must have four competencies, one of which is personal competence (Aswanrahman et al., 2022). Thus, principal coaching management in improving teachers' personal competencies is very important and strategic to implement. The problem formulation in this study is how principal coaching management can improve the personal competence of primary school teachers. Furthermore, this study will examine how principal coaching management can improve the personal competence of primary school teachers, with reference to several relevant sources related to teacher leadership, teacher personal competence, and management of teacher professionalism improvement.

METHODS

This study utilised a qualitative approach with a case study method. Data collection was conducted through interviews, observations, and documentation. The research subjects were the headmaster and teachers at Mekarsari Public Primary School in Sindangbarang Subdistrict, Cianjur Regency, West Java. This school has an excellent reputation for implementing a coaching programme conducted periodically by the headmaster in an effort to improve the personal competence of teachers at the primary school. Data analysis was conducted using the Miles and Huberman interactive model, which consists of data collection, data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

This research was conducted at Mekarsari State Primary School in Sindangbarang Subdistrict, Cianjur Regency, West Java. Established on 1 July 1982, this school has made a significant contribution to education by providing quality learning services. As an institution under the Ministry of Education and Culture, Mekarsari State Primary School is committed to creating a conducive, innovative and inspiring learning environment. In an effort to improve the quality of education, Mekarsari State Elementary School carries the vision of ‘Realising students who are religious, accomplished, skilled, independent, and have good character and morals’. This vision serves as a guideline in every learning activity and character development of students, with the aim of producing a superior generation in various aspects of life. The leadership at SD Negeri Mekarsari is headed by a principal who is a graduate of Guru Penggerak (Teacher Activator). The principal actively implements student-centred learning strategies to improve learning effectiveness and foster the character of students to be independent, creative, and critical thinkers.

Currently, SD Negeri Mekarsari has 160 students, consisting of 74 boys and 86 girls. Learning activities are supported by seven professional teachers, who not only serve as educators but also as mentors in the development of students' character and social skills. As a school that has obtained B accreditation based on Accreditation Decree Number: 087/BAN-PDM/SK/2024 issued on 30 April 2024, SD Negeri Mekarsari continues to innovate by presenting interesting learning methods that are in line with the times. The curriculum implemented not only focuses on academic aspects but also emphasises strengthening students' character, social skills, and creativity. The principal's coaching management in improving the personality competencies of teachers at Mekarsari State Elementary School in Sindangbarang District is as follows:

2. Planning

The planning aspect of the principal's coaching in improving the personal competence of teachers involves the following stages: identifying teachers' needs, setting coaching objectives, developing coaching materials and methods, arranging the implementation schedule, and preparing facilities and infrastructure. (Suleha et al., 2021) (Sabrina & Aslam, 2022) (Mulyati et al., 2024)

In the planning stage, the principal first identifies the needs and problems faced by teachers in relation to their personal competencies. Then, the principal sets the coaching goals and objectives to be achieved and determines the coaching materials and methods that suit the teachers' needs. The coaching schedule is also arranged so as not to interfere with the learning process in the classroom. In addition, the principal also prepares the facilities and infrastructure needed to support coaching activities.

The principal develops a coaching programme with the aim of improving teachers' personal competencies. Planning is carried out by identifying teachers' needs, determining coaching methods and materials, and developing an implementation schedule. Indicators of effective planning include clear objectives, appropriate method selection, and material suitability for teachers' needs (Sabrina & Aslam, 2022). The principal develops a coaching activity plan through a series of steps: identifying teachers' problems and needs, setting objectives, identifying resources, preparing materials, and scheduling implementation.   (Mulyati et al., 2024) (Sabrina & Aslam, 2022) (Jujuniarti et al., 2021) (Nurrohman et al., 2024) (Jujuniarti et al., 2021). Involving all elements in the Mekarsari Public Elementary School environment in Sindangbarang District, Cianjur Regency, to ensure alignment of objectives and support the smooth running of the coaching process (Sabrina & Aslam, 2022). Well-planned coaching for the headmaster will be the key to its successful implementation (Jujuniarti et al., 2021) (Mulyati et al., 2024).

2. Organisation

The principal's organisation stage is carried out by establishing the structure of coaching activities, division of tasks and responsibilities, and scheduling. The principal forms a coaching implementation team consisting of the vice principal, field coordinators, and senior teachers. The formation of this team aims to ensure that the coaching runs efficiently and effectively. The principal also coordinates with relevant parties such as school supervisors and the school committee to align perceptions and gain support.

The organisational stage includes determining the organisational structure, division of tasks, authorities, and responsibilities of each personnel involved in coaching activities. (Jujuniarti et al., 2021) The principal of Mekarsari Public Elementary School in Sindangbarang District, Cianjur Regency, has established an organisational structure for the coaching team consisting of the principal as coordinator, senior teachers as facilitators, and other teachers as participants. The principal assigns clear tasks, authorities, and responsibilities to each member of the coaching team so that the coaching process runs effectively. The effectiveness of the headmaster's coaching organisation will determine the success of the implementation and achievement of the expected coaching objectives.

3. Implementation

The process of implementing headmaster coaching to improve the personal competence of primary school teachers is carried out by identifying teachers' needs, selecting

appropriate coaching methods, preparing relevant coaching materials, and providing continuous guidance and direction. (Tombokan & Sumilat, 2021) (Ayu et al., 2023) (Harahap et al., 2023) (Sabrina & Aslam, 2022). The headteacher socialises the coaching programme to all teachers. The aim is to build a common understanding of the benefits of coaching in teacher self-development and professionalism. The principal conducts an initial assessment to identify the personal competency development needs of each teacher. This assessment can be done through observation, interviews, or questionnaires. The principal holds regular individual coaching sessions with teachers. These sessions are conducted in a comfortable and supportive atmosphere, where teachers feel safe to share their challenges and goals.

The principal applies various coaching methods, such as individual counselling, group guidance, workshops, and mentoring. Coaching is provided in a structured and scheduled manner, taking into account the needs and characteristics of the teachers. The principal also provides opportunities for teachers to practise the knowledge and skills acquired from coaching activities. Active participation by teachers is key to the success of the coaching process. Monitoring and evaluation of the coaching implementation are carried out periodically to assess its effectiveness and impact on improving teachers' personal competencies. At the implementation stage, the principal applies coaching management, which includes problem analysis and definition, action plan preparation, plan implementation, and evaluation and reflection. The coaching methods applied by the principal are directing, guiding, and facilitating teachers in developing their personal competencies. The headteacher provides guidance and motivation to teachers so that they are willing to actively participate in coaching activities. In the coaching process, the headteacher creates a conducive atmosphere, establishes effective communication, and provides constructive support and feedback. The implementation of coaching management by the headteacher includes the stages of problem analysis, action plan preparation, plan implementation, and evaluation and reflection.

The headteacher acts as a coach who directs, guides, and facilitates teachers in developing their personal competencies. In this process, the headteacher creates a conducive atmosphere so that teachers feel comfortable, establishes open and effective communication to understand teachers' needs, and provides support and constructive feedback to encourage the development of teachers' competencies. (Muhammad, 2017) (Ayu et al., 2023) (Sabrina & Aslam, 2022) (Kurniawan & Sabandi, 2023). The effectiveness of coaching can be seen from the increased enthusiasm and involvement of teachers in the programme and the achievement of the expected goals. The challenge faced by the headmaster is to ensure that all teachers can actively participate in coaching activities. (Ayu et al., 2023) (Kurniawan & Sabandi, 2023) (Sabrina & Aslam, 2022) Principal coaching activities are carried out by providing direct guidance and direction to teachers to improve their personal competence, both through individual and group sessions. (Sabrina & Aslam, 2022) (Kurniawan & Sabandi, 2023).

4. Evaluation

The headteacher evaluates to measure the success of the coaching management that has been implemented. The evaluation includes an assessment of the planning, implementation process, and results achieved. The data obtained from the evaluation is used to provide feedback, improve plans, and enhance the sustainability of the coaching programme in the future. The aspects evaluated include the achievement of objectives, the suitability of the implementation with the plan, and the impact of coaching on improving teachers' personal competencies. Evaluations are conducted periodically to determine the progress made by teachers and the obstacles encountered.

Good evaluation results form the basis for improvements and planning for future coaching programmes. The evaluation instruments used by the headteacher include observation, interviews, and document analysis. The objects of observation include the coaching implementation process, teacher participation, and changes in teacher behaviour. In addition, the headteacher also conducts interviews with teachers to find out their responses, obstacles, and suggestions regarding the coaching activities that have been carried out. Document analysis was conducted on coaching records, programme plans, and other relevant documents. Based on the evaluation results, the headteacher concluded that the coaching management that had been implemented had a positive impact on improving teachers' personal competence. This can be seen from the changes in teachers' attitudes and behaviour, which have become more professional, disciplined, and able to manage the classroom well (Sabrina & Aslam, 2022). The principal provided feedback to teachers based on the evaluation results to improve and enhance the quality of coaching in the future (Sari et al., 2022) (Sabrina & Aslam, 2022) (Kurniawan & Sabandi, 2023) (Jujuniarti et al., 2021).

CONCLUSION

The management of headteacher coaching in improving the personal competence of primary school teachers is carried out through the stages of planning, implementation, and evaluation. In the planning stage, the headteacher analyses the teachers' needs, sets coaching goals, and develops a coaching programme. In the implementation stage, the headteacher applies various coaching methods such as individual counselling, group guidance, workshops, and mentoring. The headteacher creates a conducive atmosphere, establishes effective communication, and provides support and constructive feedback. In the evaluation stage, the headteacher assesses the planning, implementation process, and coaching results.

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