Implementation of the Coaching Model in Academic Supervision to Improve Teacher Performance: The Perspective of Principals and Teachers

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Article Info	Abstract

This study aims to analyze the implementation of the Tirta Coaching Model in academic supervision and its impact on improving teacher performance from the perspective of principals and teachers. This study uses a qualitative approach with a case study design. Data was collected through in-depth interviews, observations, and analysis of supporting documents that included teacher performance evaluation reports, notes on coaching session results, and teacher professional development plans. The results of the study show that the implementation of the Tirta Coaching Model has a positive impact on various aspects of teacher performance, including learning planning, variety of teaching methods, communication with students, classroom management, the use of learning technology, as well as the practice of reflection and professional collaboration. Principals act as mentors who encourage reflective dialogue and teacher empowerment, while teachers feel increased motivation, creativity, and confidence in teaching. However, time constraints are the main obstacle in the implementation of coaching. Overall, the Tirta Coaching Model has proven to be effective as a collaborative and sustainable approach to academic supervision, as well as contributing to improving teacher professionalism and the quality of learning in schools.

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Introduction

Quality education is the main key in creating superior human resources and being able to compete at the global level (Kulsum et al., 2019). In an effort to improve the quality of education, teacher performance plays an important role, because teachers are at the forefront of the learning process (Sudarmin, et al., 2023). However, there are many challenges faced by teachers in improving their competence and performance, such as limitations in professional development, lack of support, and obstacles in the learning process itself.

One approach that can be applied to improve teacher performance is through academic supervision (Nawas & Suanto, 2024). In this study, the Tirta Coaching Model can be an effective choice to provide support to teachers. This model focuses not only on supervision, but also on coaching that can motivate and develop the potential of teachers (Ministry of Education and Culture, 2021). Through the perspective of principals and teachers, the implementation of the Tirta Coaching Model in academic supervision is expected to make a positive contribution to improving the quality of teacher performance in schools.

The Importance of Teacher Performance in the Learning Process

Teacher performance is one of the main factors that determine the quality of education in schools. A high-performing teacher is able to manage learning well (Bastian et al., 2022), inspire students to learn, and create a learning environment that supports the development of students' competencies (Kasanah et al., 2025). Therefore, improving teacher performance must be a top priority in efforts to improve the quality of education in Indonesia.

However, improving teacher performance is not an easy task. Teachers face various challenges in their duties, such as high administrative burdens, lack of support in terms of professional development, as well as challenges in managing different characteristics of students (Anggini et al., 2024). Optimal teacher performance is determined not only by teaching ability, but also by the psychological, social, and professional aspects possessed by teachers (Sari et al., 2022).

For this reason, a system is needed that can support and assist teachers in improving their performance. One approach that can be used is academic supervision that is supportive, namely the coaching model. Coaching aims to guide teachers to develop their potential to the maximum, through a more collaborative approach and based on the needs of the teachers themselves.

Academic Supervision and Its Role in Teacher Performance Development

Academic supervision is a coaching process carried out by the principal or education supervisor to teachers with the aim of improving the quality of learning (Hulu et al., 2024; Muhsin et al., 2023). In practice, academic supervision not only aims to evaluate teacher performance, but also provides constructive feedback as well as the necessary support for teacher self-development (Qouta, 2021). This supervision focuses on improving the quality of teaching and teaching and learning processes, so as to encourage students to achieve better achievements

(Dautel, 2020).

However, many supervision models focus more on control and supervision, which sometimes leaves teachers feeling pressured and not having room to grow (Rahabav, 2016). This can reduce teachers' motivation and work morale. Therefore, there needs to be a change in the supervision approach that encourages collaboration and self-development, one of which is by implementing the Tirta Coaching Model.

Tirta Coaching Model is a model based on the principles of coaching, which emphasizes open communication between the principal and the teacher (Ministry of Education and Culture, 2021). In this model, the principal plays the role of a coach who provides direction and support to teachers to improve their performance through in-depth conversations, constructive feedback, and self-reflection (Safikin, et al., 2024; Soro et al., 2024). This model prioritizes aspects of trust and collaboration, so teachers feel more empowered to take the necessary improvement steps.

The application of the coaching model in academic supervision has a positive impact on the development of teacher performance. Teachers are not only given direction regarding their shortcomings, but also encouraged to formulate goals and solutions in their self-development (Setianingsih & Hanif, 2024). Thus, supervision is not only a means of evaluation, but also a more comprehensive means of coaching.

Implementation of the Tirta Coaching Model in Academic Supervision in Schools

The Tirta Coaching Model is a coaching-based supervision framework designed to support teacher professional development through reflective and collaborative processes. The model consists of four interconnected stages: Tujuan (goal setting), where teachers and supervisors collaboratively determine developmental goals; Identifikasi (identification), which involves exploring teaching challenges and contextual needs; Rencana Aksi (action planning), focusing on practical strategies for instructional improvement; and Tanggung Jawab (responsibility), emphasizing commitment, reflection, and follow-up actions.

Unlike conventional academic supervision that primarily emphasizes evaluation and compliance, the Tirta Coaching Model adopts a non-evaluative and dialogic approach, positioning principals as coaches and teachers as active agents in their professional growth. This reflective and empowerment-oriented orientation distinguishes the model from traditional supervision practices and provides a conceptual basis for examining its implementation and impact on teacher performance.

The application of the Tirta Coaching Model in academic supervision requires a structured and planned approach. This model integrates various coaching elements that aim to improve the quality of interaction between principals and teachers (Setianingsih & Hanif, 2024). As a coaching model, Tirta not only focuses on improving aspects of learning in the classroom, but also on the personal development of teachers, including communication, leadership, and time management skills (Media et al., 2025).

The implementation of the Tirta Coaching Model in academic supervision begins with the understanding that the principal plays the role of a facilitator who supports the teacher in the learning process (Ningsih, 2023). The coaching process carried out by the principal aims to explore the potential that exists in teachers, so that teachers feel more prepared to face learning challenges and more confident in developing effective teaching methods (Sadewo et al., 2025). In this case, the principal must have adequate coaching skills in order to direct the teacher in a more thoughtful and in-depth way.

In addition, it is also important to pay attention to the perspective of the teacher himself. In the implementation of the Tirta Coaching Model, teachers are not only objects that are supervised, but also active subjects in the coaching process (Tanggulungan & Sihotang, 2023). Teachers are given space to share ideas, challenges they face in learning, and their expectations for support from the principal (Salmia et al., 2023). In this perspective, coaching is a form of collaboration that supports each other between school principals and teachers.

The perspective of school principals in the implementation of this model is very important because they are the ones who have the authority to plan and implement academic supervision (Salmia et al., 2020). Principals who understand the importance of coaching can create an environment that supports an effective learning process (Jung & Sheldon, 2020; Karim et al., 2025). On the other hand, the teacher's perspective also needs to be considered because they are the parties directly involved in learning in the classroom (Roesminingsih & Windasari, 2025). Thus, the success of the implementation of the Tirta Coaching Model in academic supervision does not only depend on the principal, but also on the active involvement of the teachers themselves.

Although previous studies have widely acknowledged the potential of coaching-based academic supervision in enhancing teacher performance, existing research on the Tirta Coaching Model has predominantly focused on either conceptual discussions, descriptive qualitative accounts, or instrument development within specific local contexts. For instance, prior investigations have emphasized the development and validation of supervision instruments based on the Tirta Coaching Model, demonstrating their effectiveness in improving teacher performance through structured coaching stages (Tujuan, Identifikasi, Rencana Aksi, dan Tanggung Jawab). However, these studies mainly concentrate on product development, psychometric validation, and outcome measurement, with limited attention to how the model is enacted as a supervisory practice and experienced by key educational actors.

Moreover, existing empirical studies on coaching-oriented supervision tend to privilege the supervisor's or system's perspective, while the lived experiences and perceptions of both principals and teachers during the implementation process remain underexplored. In particular, there is a lack of qualitative case-based evidence that captures how principals negotiate their dual roles as instructional leaders and coaches, as well as how teachers interpret coaching interactions as empowering—or constraining—within real supervisory settings. The current journal manuscript addresses this gap by shifting the analytical focus from instrument development to implementation practices and stakeholder perspectives, offering an in-depth examination of how the Tirta Coaching Model operates in academic supervision from the viewpoints of principals and teachers. By foregrounding experiential perspectives and contextualized implementation rather than instrument validation

alone, this study extends prior research on the Tirta Coaching Model and contributes nuanced insights into coaching-based academic supervision as a collaborative, reflective, and practice-oriented approach to improving teacher performance.

Method

This study uses a qualitative approach with case studies to analyze the implementation of the Tirta Coaching Model in academic supervision to improve teacher performance. The qualitative approach was chosen because it allowed the researcher to dig deep (Kumar, 1996) about how the coaching process is applied and perceived by school principals and teachers in schools. In addition, this study aims to understand the phenomenon contextually, by considering the perspectives of both parties involved (Yusanto, 2020) in the process of academic supervision.

Types of Research

This type of research is qualitative descriptive research, which aims to describe and provide understanding (Husda, 2023) about how the Tirta Coaching Model is implemented in academic supervision and its impact on teacher performance. In this study, the data obtained will be processed to provide a clear picture of the factors that affect the implementation of the coaching model, as well as how principals and teachers respond and assess the model. This qualitative descriptive research aims to compile a comprehensive picture of the dynamics of coaching-based academic supervision in schools.

Participant and Research Context

This qualitative case study involved participants who were directly engaged in the implementation of academic supervision using the Tirta Coaching Model. The participants consisted of one school principal (n = 1) and three teachers (n = 3) from a public primary school (elementary level) in Indonesia. The school is located in an urban–semi-urban educational context and was selected because it had implemented coaching-oriented academic supervision as part of its professional development practices.

The principal served as the academic supervisor and coach, responsible for planning, conducting, and following up supervision activities using the Tirta Coaching Model. The teachers participated as coachees who were actively involved in pre-observation discussions, classroom practices, reflective coaching conversations, and follow-up action planning. To ensure confidentiality, the identity of the school and participants is not disclosed. This contextual description allows readers to assess the relevance and transferability of the findings to similar primary school settings implementing coaching-based academic supervision.

Data Collection Techniques

Data collection was carried out through in-depth interviews and participatory observations. In-depth interviews were conducted with the principal and several teachers who were directly involved in the academic supervision

process based on the Tirta Coaching Model. This interview aims to explore their views and experiences related to the application of the coaching model, as well as its impact on improving teacher performance. In addition, participatory observation is also carried out to see firsthand how the coaching process takes place in the field, both in the classroom and in meetings involving principals and teachers.

Table 1. Data Collection Instruments

Instrument Type	Assessment Instruments
In-Depth Interviews	**Interview Guide for** Principals: 1. How do you understand the Tirta Coaching Model in the context of academic supervision in your school? 2. What is your reason for choosing the Tirta Coaching Model as an approach in academic supervision? 3. What impact do you feel on teacher performance after implementing this model? **Interview Guide for Teachers**: 1. How do you understand the application of the Tirta Coaching Model in academic supervision? 2. What changes have you felt in the way you teach after coaching? 3. What obstacles do you face in this coaching process?
Supporting Documents	**Teacher Performance Evaluation Report**: Teacher performance assessment report before and after the implementation of the Tirta Coaching Model. **Coaching Session Results Notes**: Coaching session notes, feedback, and follow-up plans.

Data Analysis

Thematic Analysis

The data obtained from interviews and observations will be analyzed using thematic analysis. The analysis process begins with interview transcriptions and observation notes, which are then filtered to find relevant themes (Sukmawati, et al., 2023) with the implementation of the Tirta Coaching Model and its influence on teacher performance. After that, the relevant data will be grouped into specific categories, such as the obstacles faced, the support provided, and the results achieved. The findings obtained will be analyzed qualitatively to understand how the coaching model is accepted and applied in the context of academic supervision, as well as its impact on teacher performance.

Thematic Analysis Procedure

The thematic analysis was conducted through several systematic stages. First, interview transcripts and observation notes were read repeatedly to gain familiarity with the data. Initial coding was then applied to identify meaningful units related to the implementation of coaching-based academic supervision. These codes were

subsequently grouped into broader categories and refined into key themes that captured recurring patterns across data sources. The final themes reflected central aspects of the implementation process, including reflective practice, professional autonomy, collaborative supervision, and perceived challenges. Throughout the analysis, data from principals and teachers, as well as observational and documentary evidence, were compared to ensure consistency and analytical coherence.

Data Triangulation

To enhance the credibility and trustworthiness of the findings, this study employed data triangulation involving sources and methods. Source triangulation was conducted by comparing perspectives obtained from the school principal and teachers who were directly involved in the implementation of the Tirta Coaching Model. The principal's accounts regarding supervision planning, coaching processes, and perceived impacts were cross-checked against teachers' experiences of coaching interactions, classroom practices, and reflective activities.

In addition, method triangulation was implemented by integrating data from in-depth interviews, participatory observations, and document analysis. Interview data were compared with observational notes on classroom practices and coaching sessions, as well as supporting documents such as teacher performance evaluation reports and coaching session records. The consistency of emerging themes across data sources was examined to confirm key findings, while discrepancies were further reviewed to obtain a more comprehensive understanding of the implementation process. This triangulation process strengthened the methodological rigor and ensured that the findings reflected multiple perspectives on coaching-based academic supervision.

Results

This study aims to evaluate the application of the "Tirta Coaching Model" in academic supervision and its impact on improving teacher performance. Using in-depth interviews as a data collection method, this study explores the views and experiences of school principals and teachers regarding the implementation of the coaching model. Tirta Coaching Model was chosen because of its approach based on teacher coaching and empowerment, with the aim of improving the quality of teaching as a whole, not just focusing on the evaluation aspect.

The results of this interview describe how both parties, principals and teachers, view and feel changes in the learning process and classroom management after the implementation of the Tirta Coaching Model. Through interviews with principals, we were able to gain insight into the policies and reasons for choosing this model, as well as its impact on overall teacher performance. Meanwhile, interviews with teachers provide perspectives on their first-hand experiences of participating in coaching sessions, the changes they feel in the way they teach, and the challenges they face during the coaching process.

Interview for Principals

The principal interview aims to explore the understanding, reasons, and impacts felt related to the implementation

of the Tirta Coaching Model in academic supervision. This interview is important to gain the perspective of the principal as a leader who directs the policy and implementation of the coaching model in schools. Here are the results of the interview.

Table 2. Results of In-depth Interview with Principal

Questions	Principal's Answer (Core)
1. How do you understand the Tirta Coaching Model in the context of academic supervision in your school?	Tirta Coaching model emphasizes more on coaching and empowering teachers, with a two-way communication approach that supports each other.
2. What is your reason for choosing the Tirta Coaching Model as an approach in academic supervision?	Coaching is more effective to improve teacher motivation and performance, as well as allow development according to the individual needs of teachers.
3. What impact do you feel on teacher performance after implementing this model?	Increased teacher involvement in planning, openness to feedback, and a more conducive classroom atmosphere.

The results of the interview with the principal showed a deep understanding of the Tirta Coaching Model and its application in academic supervision in schools. The principal considers that this model focuses more on coaching and empowering teachers than just supervision. The two-way communication approach carried out by the Tirta Coaching Model allows school principals to be closer and involved in supporting the professional development of teachers. The principal emphasized the importance of a supportive relationship between teachers and principals, where teachers are not only given direction but also given the opportunity to develop their abilities through constructive feedback.

The reason why the principal chose the Tirta Coaching Model as an approach in academic supervision is because coaching is considered more effective in improving teacher motivation and performance. In contrast to traditional supervision methods that focus more on evaluation and assessment, coaching provides space for teachers to explore their strengths and weaknesses, as well as plan self-development that is more tailored to their individual needs. This model allows teachers to grow professionally with more personalized support and in accordance with their teaching context.

The impact felt by school principals after implementing the Tirta Coaching Model is a significant increase in teacher involvement in learning planning. Teachers are more open to the feedback given, which in turn has an impact on a more conducive classroom atmosphere. This increase in engagement shows that teachers feel more empowered and valued in the learning process, which contributes to better quality learning and a more positive atmosphere in the school. Overall, the principal feels that the Tirta Coaching Model has succeeded in supporting the development of teacher performance and creating a more productive learning environment.

Interview for Principals

The interview with the teacher aims to understand the teacher's perspective regarding the application of the Tirta

Coaching Model in academic supervision. This interview will explore the teacher's experience in participating in coaching, the changes felt in teaching methods, and the obstacles faced during the coaching process. Here are the results of the interview with the teacher.

Table 3. Results of Interviews with Teachers

Questions	Informant Answers (Core)
1. How do you understand the application of the Tirta Coaching Model in academic supervision?	Tirta Coaching model is more of a collaborative approach, the principal plays the role of a mentor, not just a supervisor.
2. What changes have you felt in the way you teach after coaching?	I became more creative in choosing teaching methods and more confident in giving feedback.
3. What are the obstacles you face in this coaching process?	The main obstacles are limited time for coaching sessions, difficulty balancing teaching tasks and reflection time.

The results of the interviews with teachers show a positive view of the application of the "Tirta Coaching Model" in academic supervision. Teachers understand this model as a more collaborative approach, where the principal not only acts as a supervisor, but also as an active mentor in helping teachers overcome challenges in the teaching process. This coaching model provides a space for teachers to discuss and obtain constructive direction, which in turn improves the quality of teaching.

The changes felt by teachers after participating in coaching are very significant, especially in creativity and confidence in teaching. Teachers feel freer to explore a variety of teaching methods that are more varied and effective. In addition, the feedback given to students becomes more constructive and directed, helping them to understand the material better. This shows that coaching does not only focus on developing teaching skills but also on developing the teacher's self as a more confident educator.

However, although the benefits obtained from coaching are enormous, teachers also face some obstacles, especially related to time. Teachers revealed that coaching sessions are often hampered by time constraints, as they have to balance between teaching tasks, administration, and time for reflection and discussion with the principal. This time barrier is a challenge that needs to be overcome so that the coaching process can be carried out more optimally and sustainably. Overall, interviews with teachers showed that Tirta Coaching Model had a positive impact on increasing creativity, confidence, and teaching quality, despite the obstacles related to time management.

Teacher Performance Assessment Before and After the Implementation of the Tirta Coaching Model

A comparative overview of teacher performance before and after the implementation of the Tirta Coaching Model in academic supervision. This assessment is used to see changes in teachers' teaching practices on various key performance indicators. The comparison provides an empirical basis for assessing the effectiveness of coaching in encouraging improvement in teacher professionalism and the quality of the learning process in the classroom.

Table 4. Teacher Performance Assessment Before and After the Implementation of the Tirta Coaching Model

Performance Indicator	Before Implementation	After Implementation
Learning Planning	Lesson planning was less structured and not consistently aligned with students' needs	Lesson planning became more systematic, detailed, and responsive to students' characteristics
Instructional Methods	Teaching methods were predominantly monotonous and teacher-centered	Teaching methods became more varied, interactive, and student-centered
Communication with Students	Communication focused mainly on instructions and content delivery	Communication became more dialogic, interactive, and feedback-oriented
Classroom Management	Classroom dynamics were inconsistently managed, with limited student engagement	Classroom management improved, fostering greater focus, discipline, and engagement
Use of Learning Technology	Technology use was limited to basic presentation tools	Technology was used more innovatively to support learning and collaboration
Learning Time Management	Time allocation between instruction and interaction was often ineffective	Learning time was managed more efficiently, allowing space for discussion and reflection
Reflection and Learning Evaluation	Reflection and evaluation were infrequent and unsystematic	Reflection and evaluation were conducted more regularly and systematically
Leadership and Professional Collaboration	Teachers tended to work individually with limited collaboration	Teachers demonstrated stronger leadership and increased professional collaboration

Teacher performance assessments before and after the implementation of the Tirta Coaching Model showed significant changes in various aspects of teaching and classroom management. The implementation of this coaching model has had a positive impact on teacher performance, which is reflected in improving learning planning, the use of teaching methods, communication with students, classroom management, and several other indicators.

Prior to the implementation of the Tirta Coaching Model, learning planning tended to be less structured and did not always pay attention to the needs and abilities of students. This causes the learning process to not fully suit the individual needs of students. However, after the implementation of the coaching model, learning planning becomes more structured and detailed, with better adjustments to students' needs based on previous analysis. Teachers focus more on developing planning that supports the achievement of optimal student learning outcomes.

In the early stages, the teaching methods used by teachers tend to be monotonous and less varied. This causes students to often be passive in the learning process. After participating in coaching, the use of teaching methods

becomes more varied and interactive. Teachers begin using a variety of methods, such as discussions, case studies, and project-based learning, which allow students to participate more actively. This approach encourages students to be more involved in learning and develop their critical thinking skills.

Communication with students was previously limited to assignment instructions and one-way explanations of material. After coaching, communication becomes more open and interactive, where students are involved in discussion, reflection, and evaluation together. Teachers are starting to provide more constructive feedback more frequently, both verbally and in writing, to help students understand their progress. This improves the relationship between teachers and students and creates a more positive learning environment.

Prior to the implementation of coaching, teachers often had difficulty managing class dynamics, especially in overcoming discipline issues and ensuring that all students remained focused. After participating in coaching, class management becomes more effective with the application of more organized and proactive management techniques. Teachers can keep students' focus better, and the classroom atmosphere becomes more conducive to learning. Students are more disciplined and engaged in learning thanks to a more personalized approach from the teacher.

Prior to the implementation of the Tirta Coaching Model, the use of technology in learning was limited to presentation tools such as PowerPoint. This reduces the potential of technology in increasing student engagement. However, after coaching, the use of technology became more innovative, with teachers utilizing digital learning applications and online collaboration tools to support the learning process. The use of relevant digital media also increases student interaction and engagement in the material being taught.

Previous teachers often had difficulty managing time between material and interaction with students, so learning did not always go according to schedule and was sometimes rushed. After the implementation of the Tirta Coaching Model, time management becomes more efficient. Teachers can better allocate time between learning and discussion, as well as provide time for reflection and Q&A at the end of class. This ensures that the learning process is more structured and not rushed.

Prior to the implementation of coaching, reflection on teaching was rarely carried out, and learning evaluation was not systematic. After coaching, teachers more routinely reflect both individually and with colleagues to improve the quality of teaching. Learning evaluations are also carried out periodically to determine the effectiveness of teaching and student progress. It allows teachers to improve and adjust the teaching methods used to be more effective.

Before coaching, teachers tended to work individually without much collaboration with peers and did not show much leadership in classrooms or school activities. After the implementation of coaching, teachers collaborate more with their peers in lesson planning and other school activities. Teachers also show stronger leadership in managing the classroom and inspire students to actively participate in learning. This shows that teachers are not only focused on their role in teaching, but also on their role in guiding and motivating students to grow.

Overall, the results of teacher performance assessment showed significant improvements after the implementation of the Tirta Coaching Model. Important aspects such as learning planning, teaching methods, communication with students, classroom management, use of technology, and reflection on learning all show positive improvements. Teachers become more structured in planning, more creative in using teaching methods, and more confident in giving feedback and managing the class. The application of coaching also encourages stronger collaboration between teachers, improves their leadership, and creates a more productive learning environment.

Coaching Session Results Record

Before discussing the record of the results of the coaching session, it is important to understand that each coaching session aims to improve the teacher's competence through constructive guidance. The following is a description of the results of the coaching sessions conducted to support the professional development of teachers.

Table 5. Perceived Impact and Implementation Dynamics of the Tirta Coaching Model

Aspect	Key Findings
Teacher Motivation and Confidence	Teachers reported increased motivation and confidence to experiment with new instructional strategies
Professional Autonomy	Coaching encouraged teachers to identify challenges and formulate self-directed improvement plans
Principal–Teacher Relationship	The supervisory relationship shifted from an evaluative to a collaborative orientation
Reflective Practice	Regular coaching conversations fostered reflective dialogue and continuous professional learning
Professional Collaboration	Teachers became more open to peer discussion and collaborative problem-solving
Implementation Challenges	Time constraints were identified as the primary obstacle to sustained coaching activities

The results of the coaching sessions conducted on teachers in this school show that there is a different focus in each session, which aims to improve the quality of teaching and overall classroom management. Each coaching session is carried out by providing constructive feedback and strategies that can be directly applied by teachers to improve teacher performance. The coaching session was focused on classroom management. Teachers face difficulties in maintaining class dynamics and ensuring students stay focused. Principals provide more organized and proactive classroom management techniques, such as the use of open-ended questions to encourage discussion and manage time more efficiently. The principal's feedback praised the teacher's efforts in managing the classroom but suggested a more structured approach to learning time. A suggested follow-up plan is to try more structured time management techniques and increase the use of classroom discussions. The principal is committed to monitoring the implementation of this technique and providing further feedback.

The coaching session focused on monotonous teaching methods. Teachers feel that the teaching carried out tends to be unvaried, so students become less involved. The principal suggests using project-based methods and group discussions that are more engaging and motivating to students. The principal's feedback directs teachers to involve students more in the learning process, as well as provide examples of problem-based methods. Teachers are then advised to integrate technology in the learning process, such as the use of digital applications. The follow-up plan includes the application of project-based methods and case studies as well as the use of more technology to support learning.

Coaching sessions focus on the use of technology in learning, as teachers are limited in utilizing technology only for presentation aids. Principals encourage teachers to use more innovative digital learning apps, such as Kahoot! and Google Classroom, to increase student engagement. The follow-up plan is to start using this digital app and integrate it with the learning materials. The principal will monitor the use of this technology and provide feedback in the next session.

The coaching session was focused on feedback and reflection on learning, the teacher revealed that the feedback given so far was not constructive. The principal provides guidance on how to provide more balanced feedback, as well as the importance of reflecting after each learning session to improve the quality of teaching. A suggested follow-up plan is to start giving more balanced feedback and do more regular reflection after each session. Teachers will also create a schedule for regular reflection to increase teaching effectiveness. Overall, the results of the coaching sessions showed a strong commitment from teachers to improve various aspects of their teaching, ranging from classroom management, teaching methods, the use of technology, to providing feedback and reflection. This coaching has a positive impact on the professional development of teachers, with the principal acting as a mentor who helps facilitate improvements in each area needed.

Discussion

This study examines the implementation of the Tirta Coaching Model in academic supervision and its impact on teacher performance from the perspectives of principals and teachers. The findings indicate that coaching-based supervision contributes to positive changes in several aspects of teaching practice, including instructional planning, teaching methods, communication with students, reflective practice, and professional collaboration. These improvements are not merely technical but reflect deeper shifts in how teachers engage with supervision and professional learning, which can be better understood through relevant learning theories and prior empirical studies.

The improvement in feedback practices observed in this study reflects a social constructivist perspective, which views learning and professional development as socially mediated processes (Vygotsky, 1978). Within the Tirta Coaching Model, coaching conversations function as dialogic spaces where principals and teachers jointly construct meaning through reflective dialogue rather than unilateral evaluation. This finding supports the view that supervision grounded in interaction and shared reflection enables teachers to reinterpret their instructional practices in more meaningful ways (Rini, 2024).

In addition, the increased emphasis on reflective practice aligns with reflective learning theory (Schön, 1983). Teachers in this study were encouraged to engage in both reflection-in-action and reflection-on-action during and after coaching sessions. The findings suggest that the Tirta Coaching Model facilitates reflective habits as an integral part of professional development, moving supervision beyond compliance-oriented routines toward continuous improvement.

From the perspective of adult learning theory (andragogy), the findings further indicate that coaching-based supervision respects teachers' autonomy and professional experience as adult learners (Knowles, 1984). Teachers were positioned as active agents who identified their own challenges and formulated context-specific follow-up plans. This autonomy contributed to increased confidence and motivation, reinforcing the principle that adult learners benefit most from self-directed and experiential learning opportunities.

The findings of this study are consistent with previous research showing the effectiveness of instructional coaching in improving teaching practices. Matthew et al. (2018) found that sustained, feedback-oriented coaching has a stronger impact on classroom practice than traditional evaluation-based supervision. Similarly, Lans et al. (2017) demonstrated that professional dialogue and shared reflection enhance teachers' self-efficacy and willingness to innovate. The increased confidence and creativity in instructional strategies observed in this study reflect similar patterns.

Furthermore, the emphasis on feedback as a core component of the Tirta Coaching Model supports the findings of Soro et al. (2024), who identified feedback as a critical factor in improving instructional quality. In this study, teachers became more consistent in providing constructive feedback to students following coaching implementation, highlighting the reciprocal relationship between supervisory feedback and classroom feedback practices.

The findings also reinforce the role of principals as instructional leaders, as emphasized by Bush (2016). Rather than acting solely as administrative supervisors, principals in this study assumed coaching roles that supported teacher learning and development. This suggests that the Tirta Coaching Model offers a practical framework for enacting instructional leadership through collaborative supervision.

The novelty of this study lies in its application of the Tirta Coaching Model as a contextual and practice-oriented framework within academic supervision, as well as in its integration of both principal and teacher perspectives. By combining these viewpoints and supporting the analysis with documentary evidence, this study provides a more comprehensive understanding of coaching dynamics in school supervision. This dual-perspective approach remains relatively underexplored in the context of Indonesian school-based supervision.

Overall, the findings contribute both theoretically and practically. Theoretically, this study strengthens the alignment between coaching-based academic supervision and constructivist, reflective, and andragogic learning theories. Practically, the Tirta Coaching Model offers school leaders and policymakers an alternative supervision approach that is collaborative, reflective, and sustainable, supporting a shift from hierarchical supervision toward

a culture of professional learning.

Conclusion

This study demonstrates that the implementation of the Tirta Coaching Model in academic supervision has a positive impact on teacher professional performance. The model shifts supervision practices from an evaluative and control-oriented approach toward a more collaborative, reflective, and development-focused process, positioning principals not only as supervisors but also as mentors and facilitators of teacher learning. The findings indicate that both principals and teachers perceived the Tirta Coaching Model as beneficial for enhancing motivation, professional confidence, instructional creativity, classroom management, and communication with students. These perceptions are supported by documentary evidence showing improvements across key teacher performance indicators following the implementation of coaching-based supervision.

Moreover, the coaching process was found to be systematic and responsive to individual teacher needs, with constructive feedback followed by clear action plans that translated into observable changes in classroom practice. Despite these positive outcomes, time constraints emerged as a key challenge that may affect the sustainability of coaching implementation. Overall, this study suggests that the Tirta Coaching Model offers an effective and contextually relevant approach to academic supervision. By aligning supervision practices with constructivist, reflective, and andragogic learning principles, the model provides a viable alternative to traditional supervision and contributes to the development of a more collaborative and professional learning culture in schools.

Recommendations

Based on the findings of this study, school principals are encouraged to adopt the Tirta Coaching Model as a sustainable component of academic supervision, integrated into regular teacher professional development activities rather than implemented on an incidental basis. To support effective implementation, schools should consider allocating dedicated time for coaching sessions within official institutional schedules. In addition, professional development programs for school principals and supervisors should include structured training in coaching skills to strengthen their roles as mentors and instructional leaders. Future research may further examine the impact of the Tirta Coaching Model on student learning outcomes and explore its effectiveness using quantitative or mixed-method approaches across different school contexts.

Statements and Declarations

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