

## Academic Supervision Based on Coaching Clinic to Improve Teachers Pedagogic Competence

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**Abstract.** This study aims to analyze the implementation of academic supervision based on a coaching clinic approach in improving elementary school teachers' pedagogical competence. A qualitative case study design was employed at SD Negeri Kalideres 04 Petang (Afternoon Public Elementary School) and SDS Muslimat Kalideres (Muslimat Kalideres Private Elementary School) in West Jakarta. Participants included principals, teachers, and school supervisors selected through purposive sampling. Data were collected through in-depth interviews, participatory observations, and document analysis, and analyzed using Miles, Huberman, and Saldana's interactive model. The findings reveal that applying the POAC management functions (Planning, Organizing, Actuating, Controlling) within academic supervision enhanced teachers' reflection, strengthened lesson planning, and encouraged more innovative and contextual teaching practices. Academic supervision was no longer perceived as one-sided control but as a collaborative and professional mentoring process. This study is expected to provide practical contributions to developing a participatory supervision culture and enrich educational management literature on sustainable teacher development, thereby improving the overall quality of elementary education in the future.

**Keywords:** academic supervision, pedagogical competence, coaching clinic

### 1 Introduction

Academic supervision is a crucial instrument in improving the quality of education [1]. In practice, supervision is not merely a control tool but a means of professional development aimed at continuously developing teacher competence. Teacher competence, particularly pedagogical competence, is a fundamental factor in determining the quality of learning. Teachers with good pedagogical competence can understand student characteristics, design innovative learning, manage the class effectively, and conduct authentic learning outcomes evaluation [2], [3]. Without this competence, efforts to create meaningful and relevant learning are difficult to achieve [4].

In reality, many teachers still face obstacles in mastering pedagogy. In various educational units, teachers find it difficult to prepare appropriate instructional designs, are limited in their mastery of active learning strategies, and are not optimal in

conducting evaluation. These conditions directly impact the low quality of the teaching-learning process and students' academic results. Research by Benu [5] confirms that the principal's role through supervision is highly determinant in enhancing teacher competence. However, supervision practices implemented so far tend to be perceived as a one-sided evaluative activity that focuses more on finding faults rather than collaborative coaching.

In this context, the principal, as manager and academic supervisor, is required to present a supervision pattern that is more humanistic, participatory, and empowering. One relevant approach is academic supervision based on a coaching clinic. This approach emphasizes reflective dialogue, constructive feedback, and continuous mentoring that positions the teacher as an equal partner. The process includes three main stages—pre-observation, observation, and post-observation—with an emphasis on teacher self-reflection. Through this mechanism, teachers are expected to be able to find the strengths and weaknesses of their teaching practice, as well as formulate more contextual improvement strategies [6].

Furthermore, coaching clinic-based supervision aligns with the four management functions (POAC): Planning, Organizing, Actuating, and Controlling [7]. In the planning stage, the principal and teacher formulate competence development goals and activity steps. The organizing stage includes resource arrangement and role division. Actuating is realized in dialogic and reflective coaching clinic activities. Meanwhile, controlling ensures that the supervision results are followed up through continuous evaluation. The integration of these managerial functions ensures that supervision is no longer viewed as one-sided control but as a partnership oriented towards teacher professional development [8].

Initial findings at SD Negeri Kalideres 04 Petang and SDS Muslimat Kalideres in West Jakarta show that some teachers still face obstacles in designing creative learning, managing the class, and conducting authentic evaluation. The academic supervision implemented by the principal has also not been fully perceived as constructive coaching. This is where the coaching clinic approach becomes relevant to be applied, as it can present academic supervision that is more adaptive to teacher needs, both in public schools facing resource constraints and in private schools demanding high competitiveness.

This research focuses on the question: How can the implementation of coaching clinic-based academic supervision improve teachers' pedagogical competence at SD Negeri Kalideres 04 Petang and SDS Muslimat Kalideres, West Jakarta? The objective is to analyze the strategies, practices, and results of coaching clinic-based supervision by reviewing the involvement of the principal and teachers in the cycle of planning, implementation, and evaluation.

The novelty of this research lies in the integration of the coaching clinic-based academic supervision management concept with the POAC management functions as an analytical framework. Theoretically, this research is expected to enrich educational management literature by presenting a more humanistic and participatory academic supervision model. Practically, the research results can serve as recommendations for supervision strategies for principals and teachers, so that supervision truly becomes a means of continuous pedagogical competence improvement that impacts the overall quality of elementary education.

Academic supervision is a planned, systematic, and goal-oriented coaching process focused on improving the quality of teaching and teacher professionalism. Rosa et al. [8] explain that academic supervision is not just administrative oversight but includes planning, mentoring, evaluation, and follow-up on the learning process. Supervision plays a strategic role in enhancing teacher competence, especially pedagogical competence [9], which relates to the ability to understand student characteristics, design learning, and conduct authentic learning outcomes evaluation. Rosa et al. [8] show that consistent academic supervision can significantly improve teachers' teaching skills, both in terms of method, class interaction, and the use of learning media.

Academic supervision in the managerial context aligns with the POAC functions: planning, organizing, actuating, and controlling. Planning becomes the starting point for formulating supervision goals, organizing arranges roles and resources, actuating is realized in observation and reflective dialogue, while controlling ensures evaluation and follow-up are implemented [10]. Such a supervision model enables the creation of a teacher coaching mechanism that is more effective, participatory, and sustainable [11].

The new paradigm in educational supervision demands an approach that is more humanistic, collaborative, and empowering for teachers. One relevant approach is the coaching clinic. Coaching clinic is rooted in coaching practices in management, adapted in academic supervision to help teachers find solutions to learning challenges through reflection and dialogue [12], [13]. This approach differs from traditional supervision, which tends to emphasize one-sided evaluation, by prioritizing the involvement of the teacher as an equal partner.

The coaching clinic process includes three main stages: pre-observation, observation, and post-observation. In the pre-observation stage, the teacher and supervisor agree on the learning objectives to be observed. Observation focuses on recording factual data related to class interaction and teaching strategies, while post-observation is a reflective forum to discuss the teacher's strengths and weaknesses and formulate improvement strategies. Iwan [14] found that coaching clinic-based supervision increases teacher motivation because the interaction created is dialogic and supportive, not instructive.

The advantage of the coaching clinic lies in its participatory and contextual nature. Teachers are given space to analyze their own practice, find solutions, and internalize changes based on self-awareness. However, this approach demands the supervisor's skill in asking reflective questions and building healthy communication. Without this, the process potentially reverts to resembling traditional supervision emphasizing one-way instruction [6].

Pedagogical competence is one of the core competencies of teachers as stipulated in Law No. 14 of 2005 concerning Teachers and Lecturers. This competence includes understanding student characteristics, mastering learning theories, the ability to design and implement learning, utilizing technology, and authentic evaluation of learning outcomes. Martiana et al. [15] added that pedagogical competence is also closely related to developing student potential to face the challenges of the 21st century, including critical thinking, collaboration, creativity, and communication skills.

Putra's research [16] proved that coaching clinic-based supervision has a significant influence on the improvement of teachers' pedagogical competence. Teachers mentored through this approach are more open to evaluating their teaching

practice, more creative in designing learning, and more reflective in conducting learning outcomes evaluation. This aligns with Benu's findings [4] that coaching clinic helps teachers improve instructional planning as well as adjust teaching strategies to student characteristics.

The integration of academic supervision with the coaching clinic approach offers innovation in educational management. Rosa et al. [9] emphasize that improving the quality of Islamic educational institutions, as well as schools in general, requires a supervision system that is measurable, transparent, and oriented toward developing educator capacity. Coaching clinic-based supervision addresses this need by presenting teacher coaching that is not only evaluative but also transformative.

Sehartian study [17] shows that modern academic supervision, including ICT-based and coaching-based, encourages teachers to be more adaptive to learning technology. Likewise, Martiana [15] confirms the importance of follow-up in coaching clinic-based supervision so that pedagogical competence improvement does not stop at one cycle but is continuous. Thus, coaching clinic-based academic supervision can be viewed as an innovative management strategy oriented toward sustainable teacher professional development.

## 2 Method

This research uses a qualitative case study design to explore the implementation of coaching clinic-based academic supervision in improving teachers' pedagogical competence. The research location is at SD Negeri Kalideres 04 Petang and SDS Muslimat Kalideres, West Jakarta, which were chosen because both face real challenges related to teacher pedagogical competence while implementing academic supervision with different approaches.

Research subjects were determined through purposive sampling, including the principal as the academic supervisor, teachers as the supervised parties, and school supervisors as additional informants. The selection of informants was based on their direct involvement in the academic supervision process and relevance to the research focus.

Data was collected using three main techniques. First, in-depth interviews with the principal, teachers, and school supervisors to explore their experiences, strategies, and perceptions of coaching clinic-based academic supervision. Second, participatory observation of the academic supervision process in the classroom, including the pre-observation, observation, and post-observation stages accompanied by reflective dialogue. Third, document analysis in the form of supervision plans, observation instruments, supervision result notes, and learning evaluation documents.

Data analysis was conducted through four stages: data collection, data condensation, data display, and conclusion drawing/verification, as outlined by Miles, Huberman, & Saldana [18]. Research validity was maintained through triangulation of sources, methods, and time to ensure the reliability of the findings. Credibility testing was also strengthened by member checking with informants and continuous researcher involvement in the field to avoid interpretation bias.

With this approach, the research is expected to provide an in-depth picture of how coaching clinic-based academic supervision is planned, implemented, and evaluated in improving teachers' pedagogical competence in elementary schools.

### **3 Result**

The research findings are presented and discussed based on the implementation of George R. Terry's four management functions (POAC) within the framework of coaching clinic-based academic supervision at SD Negeri Kalideres 04 Petang and SDS Muslimat Kalideres, followed by an analysis of the implications for teachers' pedagogical competence.

#### **3.1 Implementation of the POAC Management Functions**

The study reveals that the application of coaching clinic-based academic supervision in both observed schools, although varying significantly in maturity and execution, adhered to the core management functions, effectively transforming supervision from a traditional, punitive control mechanism into a structured professional development vehicle. This transformation is best understood by tracing the continuous cycle of Planning, Organizing, Actuating, and Controlling (POAC) as it manifests in these distinct institutional contexts.

The foundational direction for all subsequent supervision activities is established during the planning phase, where findings show a stark contrast in depth and participatory engagement between the two schools. At SD Negeri Kalideres 04 Petang, planning was largely a top-down, administrative exercise tightly aligned with the annual academic calendar set by the school principal and external supervisors. The primary focus remained on fulfilling basic mandates and achieving minimum administrative compliance, such as ensuring lesson plans (RPPs) were complete. While this approach provided a clear, albeit rigid, schedule and satisfied the fundamental management requirement of defining basic goals [11] it critically lacked teacher involvement in identifying specific developmental needs. Consequently, the resulting supervision goals were often generic, failing to target the nuanced pedagogical challenges faced by individual educators and missing the core coaching clinic principle of co-creating objectives based on genuine teacher self-assessment. In stark contrast, SDS Muslimat Kalideres implemented a systematic and highly participatory planning model. Here, the principal initiated the process with a comprehensive needs analysis drawn from annual teacher self-assessments and a preliminary review of student performance data. This data actively informed a preliminary collaborative meeting where teachers helped formulate specific, measurable, achievable, relevant, and time-bound (SMART) goals for pedagogical improvement—such as targeting a 20% increase in the effective use of digital media in mathematics. The resulting supervision agenda, complete with coaching schedules and specific pedagogical indicators, was inherently co-owned by the teachers. This participatory approach fostered a profound sense of agency and relevance, ensuring the supervision was precisely targeted toward actual needs, which aligns perfectly with both the advanced management function of setting strategy [7] and the underlying philosophy of the coaching clinic approach.

This strategic divergence in planning profoundly influenced how each school structured its resources and personnel to support these goals. SD Negeri Kalideres 04 Petang exhibited an informal and fluid organizing structure where roles were loosely defined. The principal acted as the sole official supervisor, and while senior teachers occasionally offered informal advice, they lacked a clear mandate or documented role as formal peer coaches. This lack of formal organization led to an unsustainable over-reliance on the principal, increasing administrative workload and potentially leading to inconsistent supervision quality across different classrooms. Resource allocation for coaching sessions, including time and instructional materials, was sporadic and reactive. Conversely, SDS Muslimat Kalideres demonstrated a highly structured organizing model by establishing a dedicated Academic Supervision Team. They clearly documented the specific roles of the principal, the curriculum deputy, and designated senior teachers who were formally trained as peer coaches. Standardized observation instruments, explicitly aligned with the school's agreed-upon pedagogical indicators, were consistently prepared and distributed. The formal designation of senior teachers as peer coaches was a critical structural step; it distributed the supervision burden and promoted a robust culture of shared professional responsibility. This organized structure not only streamlined the logistical execution of the supervision schedule but also optimally leveraged internal expertise, making the coaching process a continuous, accessible resource rather than an isolated event.

Translating these organizational structures into practice occurs during the actuating phase—encompassing the pre-observation, observation, and post-observation dialogues—where the humanistic and reflective nature of the coaching approach is truly tested. At SD Negeri Kalideres 04 Petang, this stage was primarily characterized by one-sided observation and limited reflective interaction. The principal's observation focused heavily on procedural compliance and was frequently perceived by teachers as a top-down inspection [19]. The post-observation phase generally consisted of a brief, informal discussion that lacked the structured, deeply reflective dialogue central to the coaching model. While this abbreviated process might have identified surface-level instructional issues, it fundamentally failed to elicit teacher self-discovery or ignite intrinsic motivation for profound pedagogical change, leaving teachers as passive recipients of feedback and severely limiting deep pedagogical internalization.

SDS Muslimat Kalideres, however, implemented the full, rigorous coaching clinic cycle. Their actuating phase began with a pre-observation dialogue to establish a specific, agreed-upon focus, such as analyzing student engagement during group work. The subsequent observation was participatory; the supervisor utilized factual recording techniques, deliberately shifting the paradigm from "judging performance" to "gathering objective evidence." Crucially, the post-observation session was a highly structured reflective dialogue where the supervisor utilized powerful, open-ended questions—asking, for instance, what the teacher noticed was most effective and why, or what specific segment they would alter if given the chance to re-teach the lesson. This deliberate reflective process empowered teachers to independently identify their own strengths, pinpoint areas for growth, and formulate highly contextualized improvement strategies [11], directly linking the success of this actuating stage to the enhanced pedagogical competence observed in the classroom.

Ultimately, the sustainability of this entire developmental cycle relies on systematic evaluation and feedback. Control at SD Negeri Kalideres 04 Petang was

unsystematic and limited, predominantly based on the principal's narrative report submitted to external supervisors without the use of standardized, measurable instruments or continuous feedback mechanisms. The minimal structured follow-up meant that any pedagogical improvements often stalled shortly after the initial observation, risking the perception of supervision as a mere ceremonial event rather than a driver of continuous growth. In contrast, the control mechanism at SDS Muslimat Kalideres was highly systematic and data-driven. The school maintained meticulous documentation of supervision results using the measurable indicators established during the planning stage. Most importantly, they conducted structured follow-up meetings—termed coaching maintenance—several weeks after the initial session to review the teacher's progress on their self-identified improvement plans. The data gathered during this controlling stage, including concrete evidence of refined lesson plans, enhanced classroom management, or increased digital media integration, was systematically fed back into the subsequent year's planning process. This created a true, closed-loop managerial cycle, ensuring that improvements in pedagogical competence are both sustained over time and seamlessly integrated into the school's broader quality assurance and organizational learning strategies.

### **3.2 Analysis of Pedagogical Competence Internalization**

The core objective of the implemented academic supervision was to fundamentally improve teachers' pedagogical competence, specifically targeting their ability to deeply understand student needs, design innovative lesson plans, and conduct authentic evaluations [20]. The research findings demonstrate a clear, positive correlation between the maturity of the POAC-based coaching clinic implementation and the degree to which these critical competencies are internalized by the teaching staff. For instance, teachers at SDS Muslimat Kalideres, who were consistently exposed to the highly systematic POAC cycle, exhibited significant and measurable improvements in their lesson planning (RPP or Modul Ajar). The collaborative nature of the planning phase, combined with the reflective dialogue characteristic of the actuating phase, empowered these educators to produce much more detailed, student-centered, and innovative instructional designs. Specifically, they demonstrated a markedly higher capacity to seamlessly integrate digital media and active learning strategies, effectively moving beyond the limitations of the traditional lecture format. This outcome strongly aligns with existing research indicating that the coaching clinic approach effectively helps teachers identify and rectify planning flaws while strategically adjusting their instructional methods to better meet diverse student needs [20]. Conversely, while teachers at SD Negeri Kalideres 04 Petang demonstrated an initial increase in pedagogical awareness, their resulting lesson plans frequently remained procedural and lacked genuine instructional innovation, a reality that directly reflects the less systemic and more administrative nature of their planning and actuating stages.

Beyond initial lesson preparation, the observation data revealed that the reflective feedback mechanism intrinsic to the coaching clinic model significantly and positively impacted overall classroom management and the quality of teacher-student interactions. Teachers who underwent the comprehensive coaching cycle at SDS Muslimat demonstrated highly effective techniques for actively engaging the entire classroom. By employing varied questioning strategies and deliberate, purposeful

student grouping, they successfully shifted the instructional dynamic from merely answering questions themselves to actively facilitating robust, student-led dialogue. Furthermore, these teachers exhibited highly efficient time management skills, particularly when orchestrating complex active learning methodologies that typically require rigorous pacing. This instructional success is largely attributed to the factual, non-judgmental observation data utilized during the post-observation dialogue of the actuating phase. By presenting teachers at SDS Muslimat with objective, concrete evidence of their specific classroom behaviors, the supervisor enabled them to critically self-correct and actively internalize much more effective interaction patterns, thereby strengthening a vital pillar of their overall pedagogical competence.

Furthermore, the systematic nature of the controlling function at SDS Muslimat directly contributed to a significantly improved understanding and practical implementation of authentic evaluation among the teaching staff. Teachers transitioned toward utilizing formative assessment not merely as a static end-of-unit test, but as a dynamic, real-time diagnostic tool carefully designed to guide and adjust ongoing instruction. The institutional requirement for teachers to thoroughly document and follow up on specific learning outcomes data forced a pedagogical paradigm shift, compelling them to be substantially more critical, reflective, and authentic in their evaluation methods. Even within the less structured environment of SD Negeri Kalideres 04 Petang, the informal discussions that characterized their actuating phase began building a crucial foundational awareness regarding the inherent limitations of relying solely on single-point summative testing.

In essence, this research robustly validates the notion that academic supervision, when meticulously managed through the POAC framework and empathetically delivered via the coaching clinic method, fundamentally transforms from a mere administrative accountability check into a powerful, sustainable engine for intrinsic teacher motivation and continuous professional growth [14]. Ultimately, the participatory and systematic nature of the POAC cycle, particularly as exemplified by the robust implementation at SDS Muslimat Kalideres, provides the essential organizational structure required for teachers to permanently evolve into deeply reflective practitioners who proactively and continuously seek to elevate their pedagogical competence.

#### **4 Discussion**

This section delves into a comprehensive analysis of the POAC-based academic supervision process, exploring its profound influence on the internalization of teachers' pedagogical competence and the resulting implications for educational policy and practice within the elementary school landscape. The research findings emphatically underscore that the institutional context acts as the primary determinant for the quality, depth, and sustainability of academic supervision. By contrasting SD Negeri Kalideres 04 Petang, a public institution, with SDS Muslimat Kalideres, a private school, the study illustrates a nuanced spectrum of implementation rather than a simplistic binary. This comparison reveals the practical challenges inherent in integrating a sophisticated coaching model within environments characterized by varying resource levels and organizational cultures.

SD Negeri Kalideres 04 Petang currently occupies the initial stages of coaching clinic adoption, where supervision practices remain fundamentally simple and largely informal. While the implementation of the Planning, Organizing, Actuating, and Controlling (POAC) functions is functionally present, it is structurally fragile. Planning often devolves into routine compliance, organizing is highly person-dependent—relying almost exclusively on the principal—and actuating lacks the structured, deliberate dialogue essential for deep professional reflection. Although this informality might offer a degree of flexibility, it severely struggles to build the institutional memory required for continuous, systemic improvement. The inherent nature of a public institution, which frequently grapples with rigid budgetary constraints and limited personnel flexibility, naturally necessitates a slower, more cautious integration of resource-intensive developmental models. Consequently, supervision here is primarily experienced as an administrative checklist, with genuine coaching elements manifesting only sporadically during casual post-observation discussions [21], [22].

Conversely, SDS Muslimat Kalideres exemplifies a modern, highly systematic supervision paradigm. In this setting, the POAC cycle transcends mere execution; it is deeply internalized as a core organizational ethos. Planning is a collaborative, data-driven endeavor; organizing is meticulously structured, featuring a dedicated supervision team and designated peer coaches; actuating is formalized through a rigorous three-phase coaching dialogue; and controlling ensures that follow-up actions and documentation are consistently measured and reviewed. This robust systematic structure provides the critical scaffolding necessary to cultivate the non-judgmental, highly reflective environment demanded by the coaching clinic philosophy. The school's private status, which often affords greater resource flexibility and operates within a high-stakes competitive educational market, likely fosters an organizational culture that more readily embraces intensive, continuous professional development systems. In this comparative landscape, the POAC framework acts as a vital conceptual bridge. Where the institutional context supports systematic management, as seen at SDS Muslimat, the coaching clinic thrives, actively transforming all four managerial functions into tangible developmental opportunities. Conversely, in resource-limited contexts like SD Negeri Kalideres 04 Petang, the POAC framework remains highly valuable by serving as a diagnostic tool. It helps identify precisely which elements of the coaching clinic—whether it be participatory planning or rigorous follow-up control—are absent, thereby providing a clear, actionable roadmap for future institutional development. Ultimately, the systemic divergence lies in the fact that the modern model treats supervision as an organized, institutionalized system, whereas the initial model relies on it merely as a personal, ad-hoc activity of the principal [14], [23].

Beyond organizational mechanics, the research strongly confirms the hypothesis that coaching clinic-based academic supervision effectively catalyzes the internalization of teachers' pedagogical competence through the power of reflective practice. The fundamental shift from top-down external evaluation to guided internal self-discovery serves as the primary mechanism driving genuine, lasting transformation in teaching methodologies. Teachers at SDS Muslimat Kalideres, who fully immersed themselves in the structured reflective dialogues characteristic of the actuating phase, demonstrated measurable, significant growth across critical pedagogical dimensions. Notably, their capacity for designing creative learning experiences expanded dramatically. They exhibited an increased ability to move beyond static textbook

lessons, crafting contextually relevant and highly varied instructional activities. This growth prominently includes a more pronounced, sophisticated skill in utilizing digital media effectively—not merely as a passive presentation tool, but as an interactive, engaging component, thereby actively preparing students for the demands of 21st-century learning [15]. Furthermore, this paradigm shift in perspective naturally led to the development and application of more authentic evaluation tools. Teachers moved past simple, rote-memorization tests to evaluate higher-order thinking and practical skills, reflecting a much deeper, more nuanced understanding of individual student characteristics and learning trajectories.

Crucially, this remarkable growth in competence is inextricably fueled by intrinsic motivation. When the actuating phase of the supervision process genuinely positions the teacher as the foremost expert in their own classroom, empowering them to discover their own solutions, the teacher's ownership of the resulting improvement plan becomes absolute. They are driven not by the anxiety of an impending administrative inspection, but by a profound professional desire for pedagogical mastery. The systematic implementation of the POAC framework is precisely what sustains this vital motivation: clearly defined goals during planning provide unmistakable direction, structured support during organizing allocates necessary resources, and verifiable results during controlling positively reinforce the sustained effort. In stark contrast, teachers at SD Negeri Kalideres 04 Petang are only just beginning to cultivate this level of reflective awareness. Their limited exposure to formalized coaching clinics means that pedagogical improvement is demonstrably slower and remains heavily reliant on external prompting and encouragement. While the informal discussion spaces available to them are certainly valuable, they lack the rigorous, predictable structure necessary to transition from a simple, fleeting awareness of an instructional problem to the systematic formulation and execution of a concrete, sustainable solution. This dichotomy profoundly emphasizes that while the underlying spirit of coaching is universally beneficial, the deliberate, systematic implementation enabled by the POAC framework is an absolute prerequisite to consistently foster intrinsic motivation and translate theoretical awareness into tangible, elevated pedagogical skills. The paramount takeaway is that the systematic execution of supervision transcends administrative box-checking; it fundamentally scaffolds teacher cognition, providing the essential structure for critical reflection that turns vague feelings of instructional inadequacy into specific, highly actionable steps for professional refinement [15], [24].

Consequently, these findings carry profound and urgent implications for both local government educational policy and school-level operational practices, particularly concerning the long-term sustainability and ultimate efficacy of academic supervision. The stark disparity in implementation quality between the public and private spheres vividly highlights a major, systemic policy gap. Because the effectiveness of the coaching clinic is inherently personnel-intensive and demands a high degree of interpersonal and analytical skill from the supervisor, local governments must urgently prioritize affirmative, targeted capacity building for public school principals and senior teaching staff. Policymakers should seriously consider mandating specific, highly practical training and certification programs for principals, focusing intently on advanced coaching methodologies and the nuanced techniques of facilitating reflective dialogue. In the realm of policy, supervision must be fundamentally reframed as a non-negotiable developmental mandate rather than a perfunctory compliance check.

Furthermore, robust policies must actively support the formal establishment and adequate funding of peer coaching networks across school districts. Such initiatives would strategically decentralize the supervision process, directly addressing the chronic issue of over-reliance on a single principal, and effectively leverage the vast, often untapped pedagogical expertise already residing within the ranks of senior teachers—a strategy that is particularly crucial for resource-constrained public schools. By intentionally strengthening principal and peer capacity, local governments can ensure that the core actuating function of reflective dialogue is executed with high professional fidelity, transforming supervision into a genuinely effective, need-oriented developmental engine.

At the immediate school level, these implications translate into a decisive, urgent imperative to radically shift the prevailing organizational culture surrounding supervision. Schools must actively and purposefully dismantle the entrenched perception of supervision as a mechanism of one-sided, top-down control, transitioning instead toward a paradigm of professional partnership. This cultural shift requires the embedding of participatory planning and transparent, systematic documentation into the standard operational protocol. When teachers are invited to co-create their supervision goals and subsequently witness the documented, supportive follow-up, a foundation of professional trust is rapidly built. They begin to genuinely perceive supervision as a supportive vehicle for continuous professional development rather than a platform for punitive judgment. The demonstrable success of SDS Muslimat further underscores the critical power of organizing; schools should endeavor to formalize supervision teams, officially designating senior teachers as peer coaches with clearly defined roles and explicitly protected time allocated for coaching activities. This structural commitment ensures that the coaching clinic model remains viable and sustainable, resilient even in the face of high principal turnover. Finally, the controlling function must be significantly strengthened to incorporate regular, low-stakes follow-up sessions and collaborative data analysis. This guarantees that pedagogical improvement is not viewed as an isolated, annual event, but rather as a continuous, dynamic feedback loop that effectively closes the POAC cycle, rendering the entire supervision process highly adaptive to the constantly evolving needs of both the teacher and the dynamic classroom environment.

In conclusion, coaching clinic-based supervision, when firmly underpinned by a deliberate and robust POAC management framework, emerges as an innovative and highly effective strategic approach for elevating the quality of elementary education. Its ultimate success, however, is entirely contingent upon the institutional resolve to move beyond the comfort of administrative convenience and to invest deeply in the systematic, participatory, and reflective processes that genuinely empower teachers to evolve into professional practitioners of the highest caliber. Future scholarly inquiry should ideally focus on conducting comprehensive comparative effectiveness studies of this specific POAC model across diverse educational levels and geographic regions to thoroughly validate its broad, systemic applicability.

## 5 Conclusion

The process of coaching clinic-based academic supervision aimed at improving teachers' pedagogical competence is proven to be in alignment with the POAC management functions. This shows that supervision functions not only as an administrative control mechanism but also as a platform for professional learning that encourages teachers to be more reflective, collaborative, and adaptive to the demands of 21st-century learning. Thus, academic supervision has a strategic role as an educational management instrument capable of strengthening teacher capacity and improving the quality of learning in elementary schools.

More specifically, this research found that every management stage has been implemented in supervision practice. Planning serves as the foundation for coaching by setting teacher competence improvement goals; organizing arranges the roles of the principal, senior teachers, and supervision team for synergy; actuating through the coaching clinic mechanism enables critical reflection and peer learning; while controlling ensures the continuity of improvement through evaluation, follow-up, and documentation of supervision results. All these stages contribute to enhancing teachers' ability to understand student characteristics, design innovative learning, and conduct authentic evaluation.

The suggestions that can be put forward are the need for strengthening the capacity of principals and teachers through coaching clinic training so that supervision is more effective, responsive, and sustainable. Additionally, schools are expected to develop a participatory supervision culture so that teachers no longer view supervision as a burden but as a means of self-development. Future research is expected to explore the implementation of coaching clinic-based supervision at other educational levels or in regions with different institutional characteristics, thereby obtaining a comparative picture of the effectiveness of the POAC model in a broader context.

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