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Strategic Management of Coaching-Based Academic Supervision to Improve Elementary School Teacher Performance in Remote Areas

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Abstract. Academic supervision in Indonesian elementary schools is often experienced by teachers as administrative inspection rather than professional support, particularly in remote areas with few supervisors. This study analyzes the strategic management of coaching-based academic supervision for improving teacher performance at SDN Agrabinta in Cianjur Regency and SDN Rancaerang in Sukabumi Regency through the functions of planning, organizing, actuating, and evaluating. A qualitative multi-site case study drew on twelve informants, with data analyzed through the interactive model of data condensation, data display, and conclusion drawing and checked through triangulation, prolonged observation, member checking, and an audit trail. Planning was participatory, based on teachers' actual pedagogical needs, and integrated into the School Activity and Budget Plan. Organizing empowered *Guru Penggerak* and senior teachers as peer-coaches to offset the shortage of supervisors. Implementation shifted from inspection to coaching through the TIRTA flow, repositioning teachers as subjects of their own development, and evaluation used the GROW model to produce self-reflection and commitment. Limited principal time in remote terrain and a seniority mindset were mitigated through flexible scheduling, delegation, reverse role modeling, and kindness-based approaches. The managerial logic was consistent across sites, while the diagnostic instrument and the organization of coaching varied with staffing, and neither school had documented succession for the peer-coach role. The study concludes that combining administrative order with humanistic coaching changes teachers' perception of supervision and supports better classroom practice, as indicated by observation and informant accounts rather than by student attainment.

Keywords: Academic Supervision, Coaching, Educational Leadership, *Guru Penggerak*, Strategic Management, Teacher Performance.

1 Introduction

Education is a fundamental instrument in the development of a nation. Law Number 20 of 2003 concerning the National Education System [1] mandates that education be organized democratically and equitably, with regard for human rights, religious values, cultural norms, and national pluralism, in order to develop the potential of learners. To

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achieve learning outcomes capable of meeting contemporary challenges, the quality of teachers is a determining factor. Teachers are not merely transmitters of information but designers of meaningful learning experiences, and as professionals they are obliged to engage in continuing professional development to enhance their pedagogical, social, personal, and professional competencies, as regulated by Law Number 14 of 2005 concerning Teachers and Lecturers [2]. Teacher performance is therefore the foundation on which curriculum implementation rests, and its development must be managed in a structured and sustainable manner.

One of the principal quality assurance mechanisms at the level of the educational unit is academic supervision. Conducted by principals or supervisory inspectors, academic supervision comprises a series of professional assistance processes aimed at improving the quality of the learning process. Ideally it involves a cycle beginning with planning, proceeding through clinical classroom observation, and concluding with constructive feedback that supports the growth of a teacher's capacity [3]. The scholarship on instructional leadership holds that effective supervision must move from a directive paradigm toward collaborative and non-directive approaches, and that the appropriate approach varies with the teacher's level of expertise and commitment rather than one approach being generally superior [4]. Its purpose is to help teachers improve their practice reflectively rather than to serve as an administrative instrument for personnel appraisal.

Field conditions nevertheless reveal a distortion between the ideal concept of supervision and its implementation. Academic supervision is frequently perceived by teachers as an administrative burden, a form of sudden inspection, and a top-down evaluation. Many teachers regard the process as an occasion for identifying faults and completing report instruments to satisfy accreditation or district office requirements, without producing any coaching effect on their pedagogical quality. Regulatory frameworks state that supervision should operate as an internal quality assurance mechanism that empowers teachers systematically, yet the conventional paradigm constrains teacher initiative and induces professional anxiety, resulting in performance stagnation and reluctance to innovate.

In the current educational period, marked by technological change and curriculum reform, teacher performance remains a multidimensional challenge. The transition to the *Kurikulum Merdeka* requires that teachers be treated not as passive executors of instructions but as autonomous professionals committed to learning quality and transformative education [5]. Gaps in technological adaptation, high administrative burdens, and professional isolation, which occur frequently in remote areas, further reduce teachers' motivation. Leadership innovation grounded in empathy and a kindness-based leadership strategy is therefore necessary [6], since humanistic leadership can reduce the hierarchical distance between supervisors and those supervised and create a psychologically safe working climate.

Within educational strategic management, the coaching approach offers a response to the limitations of traditional supervision. Unlike mentoring or training, coaching proceeds from the principles of partnership, creative process, and open dialogue in order to develop professional potential through reflection. Instructional coaching understood as a partnership rather than a corrective intervention has been shown to

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change classroom practice where directive approaches do not, because the teacher retains ownership of the problem and its solution [7]. Integrating coaching techniques within academic supervision has been found to improve the quality of classroom teaching while raising teachers' motivation and commitment [8]. This repositions the principal from an evaluator to a thinking partner who helps teachers identify solutions to their own problems.

Two coaching models are particularly relevant in the Indonesian context. The TIRTA flow (*Tujuan*, *Identifikasi*, *Rencana aksi*, *Tanggung jawab*) was developed within national teacher development programs and is articulated in the ministry's supervision and performance appraisal module [3]. The GROW model (Goal, Reality, Options, Will) is the internationally established coaching framework in which the coach advances through a defined sequence of questions rather than offering advice, on the premise that awareness and responsibility are the conditions of performance improvement [9]. Both models share the assumption that the coachee, not the coach, generates the solution, which is precisely the assumption that conventional supervision violates.

Although theoretically promising, coaching-based supervision is often constrained by the capacity of supervisors themselves. Many principals have not mastered the techniques of assistance, empathetic communication, and effective questioning. Without systematic and institutionalized strategic management, such initiatives tend to revert to traditional patterns. A managerial framework capable of managing the supervision cycle from planning to evaluation is therefore essential, adopting the classical management functions of planning, organizing, actuating, and controlling while retaining the orientation of coaching [10]. Teacher performance reflects the effectiveness and organizational resilience of the institution [11], and well-managed supervision functions as formative feedback that supports productivity and the implementation of differentiated learning [12].

This research was conducted at two state elementary schools (*Sekolah Dasar Negeri*, SDN), SDN Agrabinta (Cianjur Regency) and SDN Rancaerang (Sukabumi Regency). These locations were selected deliberately because both schools face geographical challenges, limited infrastructure, and distance from training centers, yet the principals of both have practical experience in applying coaching techniques at each stage of academic supervision. The study is guided by five questions: how is coaching-based academic supervision planned; how is it organized; how is it implemented; how is it evaluated; and which constraints arise and how are they mitigated, together with a sixth concerning which elements of the practice are consistent across sites and which are contingent on local conditions. The novelty of the research lies in integrating strategic management based on George R. Terry's managerial functions [13] with coaching techniques within the elementary school ecosystem of underdeveloped areas, offering a model of instructional leadership embedded in the school's managerial system rather than treating coaching as a technique applied in isolation [14].

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2 Methods

2.1 Research Design and Sites

This research was designed using a qualitative approach with a multi-site case study method. The qualitative approach was chosen because the aim is to explore and interpret the managerial practices and meanings that emerge in the implementation of coaching-based academic supervision in its own setting. This approach allows the phenomenon to be captured holistically in a natural setting without intervening in or isolating the variables involved [15]. Through the comparative case study method, each site was first analyzed as a complete case before a cross-case synthesis was developed, so that the comparison rests on two independently grounded analyzes [16]. The design is summarized in Fig. 1.

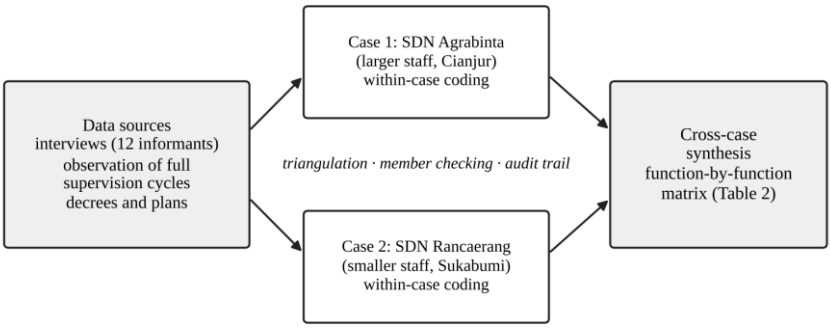


Fig. 1. Multi-site case study design: within-case analysis of each school followed by a function-by-function cross-case synthesis.

The two locations in the rural and remote areas of Cianjur and Sukabumi were determined purposively. The aim was to examine the resilience of supervision management under geographical constraint and with limited administrative facilities. The schools were selected on the basis of their principals' record of integrating coaching techniques into regular academic supervision. The two sites also differ in staffing profile: SDN Agrabinta has a larger teaching staff that permits division into coaching clusters, whereas SDN Rancaerang has a smaller staff in which the principal remains more directly involved. Holding the regulatory framework constant while varying these conditions constitutes the comparative logic of the study.

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2.2 Informants

Informants were selected purposively on the basis of their involvement in and knowledge of the supervision process, as presented in Table 1. In this qualitative design the researcher functioned as the key instrument, interacting directly with subjects in order to capture behavioral nuance, emotional constraint, and shifts in working culture. The inclusion criterion required that teachers had experienced at least two full supervision cycles, so that they could describe the change in approach rather than a single encounter.

Table 1. Distribution of research informants

No.	Informant	SDN Agrabinta	SDN Rancaerang	Data Focus
1	School principal	1	1	Planning, organizing, and evaluation policy
2	Peer-coach (*Guru Penggerak*/senior teacher)	2	1	Delegated coaching practice
3	Class teacher (coachee)	3	3	Experience of the supervision cycle
4	Administrative staff	1	0	Decrees, schedules, and budget records
	Total	7	5	12 informants

2.3 Data Collection

Data collection techniques were triangulated. First, passive participatory observation was conducted in order to observe the dynamics of pre-observation sessions, classroom learning processes, and post-observation dialogue. Observation covered complete supervision cycles rather than isolated classroom visits, since the coaching character of the practice resides in the conversations that precede and follow observation. Second, in-depth interviews explored perceptions, psychological barriers, and the perceived effectiveness of the strategies as reported by principals, peer-coaches, and teachers. Third, documentation study served to verify the alignment between written institutional policy and field implementation, covering supervision schedules, observation instruments, pre-observation agreements, principal decrees appointing peer-coaches, the Annual Work Plan, and the School Activity and Budget Plan.

The three techniques were combined so that claims made in interviews could be tested against observed practice and written records. This mattered particularly for the organizing and controlling functions, where accounts of delegated authority and of follow-up funding could only be assessed by examining whether the corresponding decrees and budget allocations existed. Interviews were recorded with permission and transcribed, and field notes were written immediately after each visit.

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2.4 Data Analysis and Trustworthiness

Data analysis was conducted inductively and interactively, guided by the model of Miles, Huberman, and Saldaña [17]. The process comprised data condensation, filtering and focusing transcript material relevant to the management functions and the coaching models; data display, presenting data as thick descriptive narratives and comparative matrices; and conclusion drawing with verification. Coding proceeded deductively from the four management functions and the stages of the TIRTA and GROW sequences, with sub-codes emerging inductively for themes such as seniority resistance, time constraint, and teacher metacognition.

Trustworthiness was established through the criteria of credibility, transferability, dependability, and confirmability [18]. Credibility was pursued through prolonged observation and member checks with informants, together with source triangulation among principals, peer-coaches, and teachers, and technique triangulation across observation, interview, and documentation. Transferability was addressed by describing the context of each school in detail so that the supervision management model can be assessed for applicability by institutions with comparable characteristics. Dependability was supported by an audit trail of instruments, transcripts, and coding decisions, and confirmability through peer debriefing with colleagues in educational management not involved in the fieldwork.

2.5 Research Ethics

Research ethics were observed throughout. Permission was obtained from the relevant education offices and from both schools before fieldwork; informants were informed of the purpose of the research and of their right to withdraw; and consent was secured. Because the data concern individual teachers' performance and their responses to supervision, the identities of individual teachers and peer-coaches are not disclosed, and observation records of specific lessons were discussed with the teacher concerned before being used in the analysis.

3 Results

3.1 Participatory Planning of Academic Supervision

Investigation at SDN Agrabinta and SDN Rancaerang indicates that the planning stage plays a decisive role in altering teachers' perceptions of supervision. Conventionally, supervision planning is conducted by the principal alone and announced shortly before implementation, which produces resistance and anxiety. The findings of this study show that planning at both schools has moved from a top-down approach to a participatory one in which teachers take part in determining the focus of their own supervision.

At SDN Agrabinta, planning begins before the academic year commences. The principal facilitates a working meeting dedicated to reflecting on the previous year's

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National Education Report Card. In this forum a deep learning-based planning approach is applied [19], in which the principal and the teachers' council analyze the causes of low literacy and numeracy attainment and relate them to teachers' pedagogical competencies. On the basis of this gap analysis the school formulates individualized supervision schedules and foci: where a teacher shows weakness in using environment-based instructional media, the supervision focus is agreed on that aspect. The agreement is then integrated into the Annual Work Plan and the School Activity and Budget Plan. This integration is consequential because it secures institutional legitimacy and the funds required for follow-up such as In-House Training or the procurement of learning media.

A comparable pattern was observed at SDN Rancaerang, where the principal uses a non-cognitive pre-assessment instrument to map teachers' readiness and development needs. Involving teachers from the outset established a sense of ownership and displaced the assumption that supervision is an occasion for identifying faults; teachers described the program as customized to assist rather than to judge them. The two diagnostic instruments differ in a way that corresponds to each school's staffing: Agrabinta's larger staff made aggregate attainment data the efficient starting point, whereas Rancaerang's smaller staff permitted an individual readiness assessment for each teacher.

3.2 Organizing: Peer-Coaches and Distributed Authority

In the organizing function both schools confront limited human resources and a severe imbalance between the number of supervisors, in practice a single principal, and the number of teachers to be supervised across a wide area. To address this constraint, management at both schools shifted toward a partnership model. The principal managerial innovation in this phase is a professional delegation strategy that empowers *Guru Penggerak* and qualified senior teachers to act as peer-coaches [20].

The supervision team at SDN Agrabinta is organized not as a vertical hierarchy but as collaboration clusters. The principal divides teachers into small groups, each led by a peer-coach, and the division deliberately combines senior teachers holding practical tacit knowledge with junior teachers who are more adaptive technologically. This arrangement created a more egalitarian space for dialogue: teachers who were reticent when observed directly by the principal were reported, and observed, to be more open when accompanied by peers.

The delegation is supported by a principal's decree granting the peer-coach authority to conduct the pre-observation and clinical observation stages, while ultimate responsibility for the supervision cycle remains with the principal. This pattern corresponds to leadership practice distributed across multiple actors and situations rather than to simple delegation from a single leader, which is the condition under which a program can continue without the continuous presence of its initiator [21]. It addresses the constraint on the principal's time and develops teacher leadership, and it produces an adaptive organizational structure capable of absorbing changes in national policy [11]. The comparison nevertheless identifies a limitation: at Rancaerang, where the

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staff is smaller, fewer teachers were eligible to serve as peer-coaches, and neither school had documented how the arrangement would continue if a peer-coach were transferred.

3.3 Implementation: The TIRTA Coaching Flow

The actuating phase is where planning is tested in practice. The findings record a change in mentoring practice at both schools: implementation no longer relies on conventional inspection but adopts a coaching-based model using the TIRTA flow. The cycle retains the three pillars of clinical supervision, namely pre-observation, classroom observation, and post-observation [22], but each stage is conducted through coaching communication (Fig. 2).

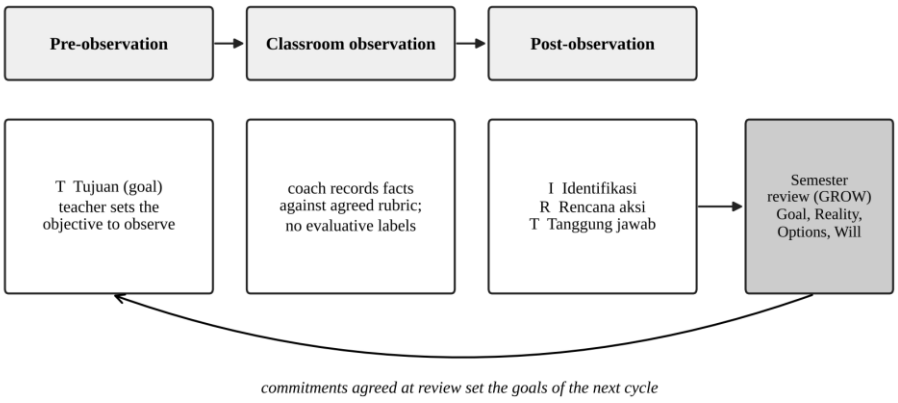


Fig. 2. The TIRTA coaching flow within the three stages of clinical supervision, followed by GROW-based review at the end of the semester.

During pre-observation the TIRTA flow begins with *Tujuan*, the goal. The principal or peer-coach does not prescribe what the teacher must achieve; through questioning, the coach helps the teacher formulate the specific learning objectives they wish to reach and identify which aspects of competence they want observed. At SDN Rancaerang this discussion is often held in an informal setting, a deliberate strategy to reduce hierarchical anxiety consistent with kindness-based leadership [6]. Teachers reported that being heard at this stage established their commitment before the lesson began.

At the classroom observation stage, the principal or peer-coach positions themselves as a recorder of fact who does not intervene in the lesson. They use an instrument based on descriptive rubrics agreed in advance, recording events, transition times, and teacher-student interaction, including the integration of technological, pedagogical, and content knowledge. The Technological Pedagogical Content Knowledge (TPACK) framework is relevant here, since it holds that effective instructional use of technology

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rests on the interaction of these three forms of knowledge rather than on technological knowledge alone [23], which gives the observer a criterion more substantive than whether a device was used. No evaluative labeling appears in these notes; the record is intended as material for reflection rather than as judgment, which teachers identified as the reason they did not respond defensively during feedback.

The post-observation session continues through *Identifikasi*, *Rencana aksi*, and *Tanggung jawab*. Rather than delivering advice and criticism, the principal at SDN Agrabinta uses reflective questions that prompt the teacher to assess their own performance, asking how the lesson felt and in which areas, measured against the agreed targets, the teacher considered their potential realized or obstructed. These questions require the teacher to engage their own metacognition. Once the teacher has identified an area of weakness, such as time management or non-inclusive media, the coach guides them to the action plan stage, in which the teacher is encouraged to generate solutions and the coach facilitates collaborative brainstorming only where the teacher is unable to proceed. Because the solution originates with the teacher, commitment to implementing it is higher than where it is prescribed. In the final stage a timeline and indicators of success are agreed and monitored at the next visit.

The effect of this implementation is to shift the teacher's position from an object of evaluation to the subject directing their own professional development, and it indicates that the principals have adopted a facilitative instructional leadership style. The observable consequence reported at both sites was greater willingness to experiment with innovative methods, including ecopedagogy based on local wisdom [24], which teachers attributed to the psychological safety the coaching approach provided.

3.4 Evaluation through the GROW Model

Evaluation at both schools does not stand alone at the end of the year as a punitive instrument but operates as a cycle of continuous improvement, and it is conducted using the GROW model [9]. Evaluation takes place at both the managerial and individual level during mid-semester and end-of-semester review meetings. In these forums the principal assesses the extent to which the professional development goals declared at the beginning of the year have been achieved, and presents aggregate observation data to establish the present reality of collective pedagogical competence.

Where persistent collective weaknesses are identified, for instance a limited capacity to integrate higher-order thinking skills [25], the principal does not attribute them to individuals but invites the forum to examine alternative solutions, and the discussion concludes in a collective commitment to hold In-House Training or to reactivate the school-level Teacher Working Group so that practices can be disseminated. The significance of using GROW at the managerial level is that it applies the same sequence to the institution as to the individual teacher: the forum identifies its own options rather than receiving a directive, which is consistent with the coaching premise that commitment follows from ownership [9].

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3.5 Constraints and Mitigation Strategies

Field data identify two principal constraints, one technical and one psychological. The dominant technical constraint is the limited time available to the principal, who carries external administrative obligations such as operational funding reports and official meetings, compounded by the geography of remote areas, where scattered topography means that visits and monitoring across sites consume substantial time. The psychological constraint is a seniority mindset and resistance to change: several senior teachers were reluctant and defensive when coached by a *Guru Penggerak* considerably younger than themselves, tending toward passivity and retaining the expectation that a superior should supply the answer.

The principals responded with adaptive mitigation. To address time and topography they applied managerial flexibility and delegation: coaching is no longer confined to a formal schedule but may be conducted asynchronously or during informal moments in the school day, and delegation to peer-coaches allowed mentoring to continue when the principal was absent on official duty. To address the seniority constraint the principals pursued a transformation of working culture through shared authority and a personal approach: the principal periodically invited a senior teacher to observe and comment on the principal's own teaching. This reversal reduced hierarchical resistance and established reciprocity (Fig. 3). Younger coaches were additionally prepared in questioning techniques that frame inquiry as a request for advice and an exchange of experience rather than as interrogation.

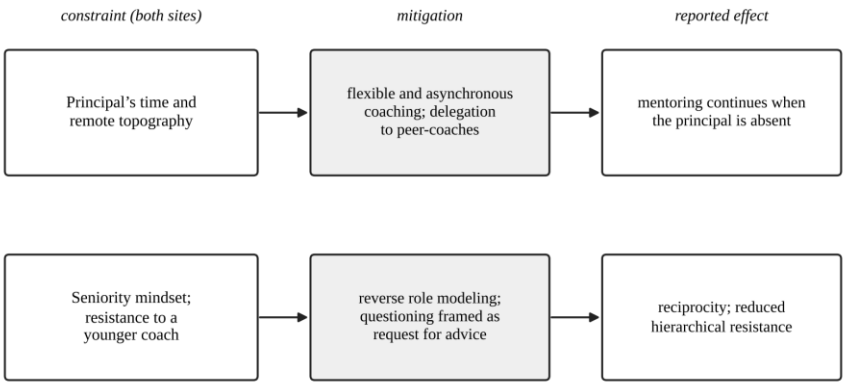


Fig. 3. The two constraints shared by both schools, the mitigation applied, and the effects reported.

The effectiveness of these responses indicates a degree of organizational resilience at both schools [11]. Schools in remote areas were able to convert constraints of geography and staffing into collective practice. The integration of administrative order, through budget allocation for follow-up programs, with a humanistic approach through

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the GROW model, was associated with increased intrinsic motivation among teachers, and with greater autonomy in managing classroom learning. These improvements were assessed through observation and informant accounts rather than measured against student attainment data, a limitation addressed in the discussion.

3.6 Cross-Site Comparison of Supervision Management

Compared across sites, the two schools converge on the substance of all four management functions, on the two constraints identified, and on the absence of documented continuity for the peer-coach role, while differing in diagnostic instrument and in the organization of coaching, as summarized in Table 2.

Table 2. Cross-site comparison of coaching-based supervision management

Management Function	SDN Agrabinta (Cianjur)	SDN Rancaerang (Sukabumi)
Planning	Diagnosis from aggregate Education Report Card data; individualized foci agreed in council	Diagnosis from a non-cognitive readiness pre-assessment for each teacher
Organizing	Collaboration clusters, each led by a peer-coach under principal's decree	Fewer eligible peer-coaches; principal retains direct coaching role
Implementation	TIRTA flow delivered largely by peer-coaches; observation by agreed descriptive rubric	TIRTA flow delivered by the principal, often in informal settings to reduce anxiety
Evaluation	GROW applied at managerial forums using aggregate observation data	GROW applied in individual review sessions with the principal
Shared constraints	Principal's time and topography; seniority mindset; no documented coach succession	Principal's time and topography; seniority mindset; no documented coach succession

The pattern in Table 2 indicates that staffing profile determines the managerial instrument rather than the managerial logic. At SDN Agrabinta, a larger staff made cluster organization and aggregate diagnostic data the efficient route, and the principal's role became that of coordinating coaches. At SDN Rancaerang, a smaller staff permitted individual readiness assessment and kept the principal directly involved in coaching. Both produced the same reported shift in teachers' perception of supervision, which is the principal benefit of comparing the sites rather than studying either alone.

4 Discussion

The findings from SDN Agrabinta and SDN Rancaerang provide a basis for discussing how supervision management may be operationalized at the level of basic education,

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particularly in regions with infrastructural limitations. Examined through George R. Terry's management functions [13], the effectiveness of improving teacher performance appears to depend less on the availability of facilities than on the managerial method adopted and the working culture established by the principal's leadership.

Theoretically, the study supports and extends the position that educational supervision must move beyond clerical activity and inspection, and that the supervisory approach should be matched to the teacher's developmental level rather than applied uniformly [4]. The individualized supervision foci observed at both sites constitute an applied instance of this proposition: a teacher weak in instructional media and a teacher weak in time management present different supervisory problems, and treating them identically would address neither. In the planning function, the application of a deep learning-based planning paradigm [19] indicates that where supervision programs derive from an analysis of teachers' actual needs rather than from the previous year's program, teacher acceptance increases. Integrating follow-up into official budget documents is the mechanism that converts coaching from an intention into funded activity.

The organizing and actuating phases yield the study's most consequential finding. The ideal ratio between supervisors and teachers is not attainable in remote schools, and both schools addressed this through distributed leadership, using *Guru Penggerak* as peer-coaches [21]. This transforms the school's structure from a pyramidal hierarchy into a collaborative network, and it corresponds to the conception of transformative education in which autonomy and 21st-century competence are practiced within the teaching ecosystem before being required of students [5]. The limitation identified is that distributed practice which is not documented remains vulnerable to staff movement, and neither school had recorded a continuity arrangement for the role.

The use of the TIRTA flow demonstrates an adaptation of coaching to the Indonesian educational context, and its communicative approach enacts the values of kindness-based leadership [6]. Where a principal or coach refrains from supplying a solution and instead uses questioning to prompt the teacher's own awareness, the teacher's professional standing is acknowledged. This mechanism is the one identified in the instructional coaching literature, in which the partnership relation rather than the expertise of the coach accounts for changes in practice [7]. The approach reduced the anxiety associated with surveillance and created conditions aligned with efforts to prevent harmful conduct within schools, whether vertical or horizontal.

In the controlling function, the GROW model provides a framework for reflecting on the results of supervision. Evaluation does not conclude with a rating on an instrument but proceeds to the establishment of commitment, which is the stage conventional appraisal omits [9]. The discussion of psychological challenges, namely seniority and resistance to change, reflects a condition widely found in Indonesian educational institutions. The strategy of personal persuasion and reverse role modeling, in which the principal invites observation of their own teaching, indicates a high level of emotional intelligence in leadership and proved effective in reducing resistance without open conflict, which is itself a form of conflict management supporting organizational resilience [11].

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The findings also bear on the content of professional development. Both schools connected supervision results to subsequent In-House Training, which corresponds to evidence that development grounded in actual classroom problems and sustained by mentoring influences practice, whereas isolated workshops generally do not [26]. The observation instrument's attention to the integration of technology with pedagogy and content, rather than to the presence of devices, matters for the same reason [23]: it directs the subsequent coaching conversation toward instructional design rather than toward equipment. Teachers mentored in this way reported greater confidence in integrating local wisdom and ecopedagogy and in designing learning oriented toward higher-order thinking [12], [24].

Taken together, the discussion indicates that strategic management intervention through coaching-based supervision can restore the professional standing of teaching. The approach contests the assumption that quality control requires the threat of sanction, indicating instead that improvement follows from collegial dialogue, reflection, and facilitative leadership.

4.1 Limitations

Several limitations should be acknowledged. The study involved two elementary schools in two regencies, so its findings are analytically rather than statistically generalizable. Improvement in teacher performance was assessed through observation, informant accounts, and supervision records rather than measured against student attainment, so the relationship between coaching-based supervision and learning outcomes is described rather than demonstrated. Informants were drawn from schools whose principals had already adopted coaching, which means the study documents favorable cases rather than the average condition. Finally, the absence of longitudinal data leaves open whether the observed shift in perception persists under a change of principal.

5 Conclusion

This study concludes that the strategic management of coaching-based academic supervision at SDN Agrabinta and SDN Rancaerang is effective in supporting the improvement of teachers' professional performance. The managerial transformation was carried out through the contextual implementation of the four management functions. Participatory planning based on teachers' needs data and integrated into the school budget plan, together with organizing through the delegation of authority to *Guru Penggerak* as peer-coaches, addressed the limited supervisor ratio characteristic of remote areas.

In implementation, the integration of coaching through the TIRTA flow shifted the supervision paradigm from inspection toward an empowering partnership, and continuous evaluation using the GROW model established a culture of self-reflection among teachers. Geographical constraints and the psychological barrier of a seniority mindset were mitigated through flexible scheduling, delegation, careful questioning

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technique, and reverse role modeling in which the principal invited observation of their own teaching. The integration of administrative order with this humanistic approach was associated with a more resilient and autonomous school ecosystem and with improvement in the quality of classroom learning, assessed through observation and informant accounts.

The comparative dimension yields a further conclusion. The managerial logic was identical at both sites, while the instruments varied with staffing profile: a larger staff supported cluster organization and diagnosis from aggregate attainment data, whereas a smaller staff permitted individual readiness assessment and retained the principal as direct coach. Schools adopting this model should therefore replicate the structure of the cycle and select instruments proportionate to their own staffing, rather than reproducing another school's specific arrangements.

Two weaknesses were shared by both sites and warrant attention. Neither school had documented a continuity arrangement for the peer-coach role, which leaves the practice vulnerable to staff movement, and neither connected supervision records to student attainment data, which limits the evidence available for institutional decisions. It is accordingly recommended that regional governments and policymakers incorporate coaching technique training into capacity building for supervisors and principals; that schools institutionalize peer-coaching through documented appointment and succession arrangements; and that supervision records be designed so that they can be aggregated over time. Future research is encouraged to extend the locus of study and to employ mixed methods capable of examining the relationship between coaching-based supervision and students' attainment in literacy and numeracy.

DECLARATIONS

Author Contributions

Conceptualization, M. and M.S.; methodology, M. and M.S.; investigation and data curation, M.; formal analysis, M.; writing—original draft preparation, M.; writing—review and editing, M.S.; supervision, M.S. Both authors have read and agreed to the published version of the article.

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Conflict of Interest

The authors declare that there are no conflicts of interest regarding the publication of this article.

Research Ethics and Informed Consent

Permission was obtained from the relevant education offices and from both schools before fieldwork, informants were informed of the purpose of the research and of their right to withdraw, and consent was secured. Because the data concern individual teachers' performance, the identities of teachers and peer-coaches are not disclosed, and observation records were discussed with the teacher concerned before use.

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Data Availability Statement

Anonymized interview transcripts, field notes, and coding records are available from the corresponding author upon reasonable request. Individual supervision and performance records are not available because they contain personal data.

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