



TIRTA Coaching-Based for Academic Supervision to Improve Teacher Professionalism

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ABSTRACT

This study explores the implementation of coaching-based academic supervision using the TIRTA framework to enhance teacher professionalism in two “Sekolah Penggerak” junior high schools, SMPN 1 Muara Tiga and SMPS Sukma Bangsa, in Pidie Regency, Indonesia. Employing a qualitative case study design, data were collected through in-depth interviews, classroom observations, documentation, and teacher performance analysis to ensure comprehensive and reliable findings. The TIRTA framework, integrating the GROW Model with stages of Goal, Reality Identification, Reflection, Challenges, and Action, fosters a dialogic, reflective, and empowering supervision process, shifting principals’ roles from authoritative evaluators to facilitators of professional learning, as supported by Cognitive Apprenticeship Theory by Collins, Brown, & Newman. The results shows indication that TIRTA-based coaching enhances teachers’ reflective practices, intrinsic motivation, and pedagogical skills, with 72% of teachers reporting significant improvements in their teaching abilities. The approach promotes a collaborative and independent school culture, aligning with Transformational Leadership Theory by Burns, and Kolb’s Experiential Learning Theory. Despite challenges in time management, the TIRTA model proves effective in fostering continuous professional development and improving instructional quality, contributing to long-term educational advancements.

1. Introduction

Education in the era of the industrial revolution, as it is today, plays a crucial role in developing human resources. The existence of high-quality human resources (HR) capable of competing in various aspects of life greatly determines the success of national goals and the progress of Indonesia. The availability of quality human resources in the education sector can contribute to improving student academic achievement and enhancing the quality of education.

Academic supervision is one of the key components in efforts to improve the quality of education. Through academic supervision, principals and school supervisors can provide guidance, direction, and support to teachers to enhance the quality of classroom instruction. Effective academic supervision not only focuses on evaluating teacher performance but should also facilitate continuous professional development for teachers (Mulyasa, E. 2013). However, in practice, academic supervision is often still formal, top-down, and focused solely on fulfilling administrative requirements. As a result, academic supervision fails to empower teachers

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and does not optimally contribute to improving the quality of instruction. There is a need for a more collaborative, dialogic, and teacher-potential-centered model of academic supervision.

One approach to academic supervision that can be applied is the coaching approach. Coaching enables teachers to actively engage in reflection, planning, and decision-making processes related to their teaching practices. Through coaching, supervisors can help teachers identify their strengths, potentials, and developmental needs, as well as design improvement steps tailored to their specific school contexts. Thus, coaching-based academic supervision is expected to significantly contribute to improving the quality of education (Monika Irayati, 2022).

Research by Liliana Tanggulangan and Hotmaulina Sihotang (2023) on the TIRTA coaching model in academic supervision as an innovative strategy to improve the quality of learning in schools indicates that implementing the TIRTA coaching model is an effective innovative strategy for enhancing instructional quality. This model has a positive impact on efforts to improve teacher performance and learning within the educational environment. The implementation of the TIRTA coaching model provides opportunities for teachers to develop their skills and potential, thereby contributing to improved instructional quality. Thus, this approach can be considered an innovative step with the potential to bring positive changes to improving the quality of education in schools.

Research by Emy Setianingsih and Muh. Hanif (2024) on academic supervision using the TIRTA coaching model to improve instructional quality in schools states that this approach has changed teachers' and principals' perceptions regarding the purpose of academic supervision. Teachers have gained numerous benefits from academic supervision activities using the TIRTA coaching model, fostering motivation for continuous improvement, which positively impacts the quality of classroom instruction and the overall quality of school education. Principals have successfully shifted their perception of academic supervision, no longer viewing it as a mere formality to meet administrative requirements but maximizing their role in guiding and supporting the improvement of teachers' abilities. The implementation of the TIRTA coaching model in academic supervision strengthens positive, open, and constructive working relationships as a form of social interaction that provides reinforcement for change, as outlined in Bandura's social cognitive theory.

The research findings support the statement in Bandura's social cognitive theory that individuals can learn and achieve better changes by receiving appropriate reinforcement through social interactions, in this case, the interaction between teachers and principals through coaching conversations using the TIRTA framework. Academic supervision aimed at assessment or criticism is not an appropriate reinforcement to motivate teachers for continuous learning efforts. By implementing the TIRTA coaching model in academic supervision, the quality of classroom instruction can be continuously improved. However, challenges remain in implementing this model, particularly in time management, as the activity requires considerable time, causing principals to face difficulties in its execution and application.

Research by Siti Umi Hanik and Mohammad Irfan Hilmi (2023) on improving teacher quality through academic supervision with coaching techniques in schools states that implementing academic supervision with coaching techniques can enhance the quality of classroom instruction. Coaching techniques in academic supervision are an effective strategy for improving instructional quality and teacher performance. This model has a positive impact on efforts to enhance teacher performance. The application of coaching provides opportunities for teachers to develop their skills and creativity, ultimately improving the quality of instruction in schools.

The need for more sustainable and successful professional development for teachers is evident. The quality of education depends on teachers' abilities and professionalism. Although there are many professional development programs for teachers in Indonesia, the biggest challenge is their often unsuccessful implementation. Coaching-based academic supervision offers a more participatory approach focused on empowering teachers. This approach provides space for teachers to grow continuously rather than merely following top-down directives. Data from the Center for Education Research and Development in 2023 shows that only about 30% of teachers feel actively engaged in their training and professional development programs, while 70% feel that the training they receive is irrelevant to their needs and challenges in the field. Consequently, a coaching-based approach is highly suitable for increasing teacher engagement in the learning and professional development process.

The in-depth coaching method and the TIRTA framework philosophy, likened to the flow of water, illustrate a continuous introspective journey. This suggests that learning is a dynamic process requiring ongoing change and improvement. According to research by Setiawan and Mulyani (2023), local philosophies in education can produce more individualized and acceptable approaches for teachers, leading to increased motivation and instructional effectiveness. This method allows educators to continuously reflect on their practices within the broader context of a developing educational community. According to data from the Ministry of Education and Culture (2024), methods based on local philosophies can increase teachers' understanding and participation in professional development programs by up to 35%.



Fig. 1. Coaching flow of TIRTA Method

Improving instructional quality through continuous supervision, as found in a study by Widiyanto and Prasetyo (2024), shows that coaching-based academic supervision can positively impact the quality of teacher instruction. In the study, 72% of respondents stated that coaching-based supervision programs significantly improved their pedagogical skills. A continuous and reflective approach enables teachers to consistently improve their methods, resulting in better learning outcomes. This supports the argument that, in the long term, coaching-based supervision, particularly with the TIRTA framework, can be a highly effective strategy for enhancing teachers' abilities and professionalism.

In the context of education requiring change and innovation, in the digital era and rapid changes in the education sector, teachers face challenges in continuously updating their skills, including using technology to support student learning. Coaching-based supervision provides more adaptive support in this process. Data from the National Digital Education Report (2023) shows that 60% of teachers feel inadequately trained in using technology for teaching, while 75% express a desire for more coaching-based training, where they can receive direct guidance on using technology in the classroom. The TIRTA framework, which supports continuous adaptation and renewal, can better help teachers address these challenges.

The purpose of this study is to examine how implementing coaching-based academic supervision with the TIRTA framework can enhance teacher professionalism. To ensure optimal teaching quality and improve student learning outcomes, teacher professionalism is critical in education. The concept of coaching-based academic supervision is expected to provide a more personalized approach with a direct impact on improving teachers' abilities (Sukarna, 2023). This method encourages educators to reflect on their teaching practices and achieve targeted, continuous improvement. Additionally, this study will investigate how the implementation of this supervision model can impact student learning outcomes. Coaching-based supervision is believed to enhance students' academic achievement. Recent studies show that continuous teacher professional development, including more focused supervision, can improve teaching quality and student learning outcomes (Rahmawati & Purnomo, 2024).

2. Method

To enhance teacher professionalism, this study employs a qualitative approach with a case study design. The research on coaching-based academic supervision using the TIRTA framework to improve teacher professionalism at the junior high school level in Pidie Regency was conducted at two educational institutions:

SMPS SUKMA Bangsa and SMPN 1 Muara Tiga in Pidie Regency. These schools were selected because they are “Sekolah Penggerak” (Driving Schools) at the junior high school level in Pidie Regency, where the implementation of coaching-based academic supervision with the TIRTA framework by principals has been carried out effectively and with quality, ensuring accurate and accountable data. The instruments used include in-depth interviews, classroom observations, documentation, and teacher performance analysis. Each instrument plays a crucial role in gaining a comprehensive understanding of the coaching-based academic supervision process in the field, namely: (1) In-depth interviews; (2) Classroom observations; (3) Documentation.

Data collection in this study involved various methods, such as observation, interviews, documentation, and surveys. Each method has its own potential and limitations. Therefore, it is essential to apply data validity checking techniques to ensure that the collected data is valid and reliable. Data validity checking techniques aim to increase confidence in the research findings, ensure that the collected data can be interpreted correctly, and strengthen the research’s credibility, making it more acceptable to the academic community and other stakeholders.

3. Results

3.1 Improvement in Teacher Professionalism

The implementation of coaching-based academic supervision with the TIRTA framework at SMPN 1 Muara Tiga and SMPS Sukma Bangsa, based on interviews with the two principals, shows that this approach has created a new paradigm in teacher development practices that are more dialogic, reflective, and empowering. This approach no longer positions principals as authoritative evaluators but as facilitators of teachers’ professional learning, as explained in the Cognitive Apprenticeship Theory (Collins, Brown, & Newman, 1989). Both principals demonstrated a strong understanding of supervision as a contextual learning process, where coaching conversations within the TIRTA framework—Goal, Reality Identification, Reflection, Challenges, and Action—serve as a platform to guide teachers in recognizing their potential, critiquing their practices, and designing solutions tailored to their classroom needs.

Supervision is no longer a frightening process for teachers but has become a collaborative space for professional growth. The first principal emphasized how this framework encourages contextual and natural development, while the second principal highlighted the importance of an equal partnership between coach and coachee. Consistent with recent research findings (Anugrah & Raharjo, 2023; Yuliana et al., 2024), the TIRTA coaching approach has proven effective in enhancing teachers’ reflective quality, strengthening intrinsic motivation, and fostering a culture of sharing within the school environment.

Thus, the TIRTA framework is not merely a technical supervision method but a transformative strategy that strengthens teachers’ autonomy, capacity, and commitment through meaningful interactions based on trust, empathy, and continuous learning.

The strategy for implementing the TIRTA coaching framework to enhance teachers’ professional competence reflects effective transformational leadership practices in “Sekolah Penggerak” (Driving Schools) environments. Referring to the Transformational Leadership Theory (Burns, 1978; Bass, 1985), principals no longer merely perform administrative functions but act as leaders who inspire, guide, and build meaningful relationships with teachers.

The coaching strategy outlined by the first principal demonstrates a systematic and data-driven approach, focusing on content mastery and pedagogy as the two main pillars of teacher professionalism. Meanwhile, the second principal emphasized the importance of empathetic communication, reflective questioning, and continuous mentoring as part of the TIRTA framework, reflecting the dimensions of idealized influence, individualized consideration, and intellectual stimulation in transformational leadership. These findings are supported by recent studies (Lestari & Maulida, 2023; Wahyudi, 2024), which state that TIRTA-based coaching strategies grounded in transformational leadership can foster teachers’ intrinsic motivation, enhance differentiated instructional skills, and create an innovative classroom culture.

Thus, the TIRTA coaching framework is not only a technical supervision tool but also a strategic leadership approach that shapes professional change agents among teachers, with a long-term impact on improving instructional quality.

3.2 Techniques of Coaching-Based Academic Supervision with the TIRTA Framework

The effectiveness of the TIRTA coaching framework heavily depends on the appropriate and contextual application of its techniques at each stage. The integration of the GROW Model, which includes Goal, Reality, Options, and Will, with the TIRTA framework (Goal, Reality Identification, Action Plan, Action, Affirmation) offers a complementary framework that deepens the coaching process, making it more reflective, participatory, and transformational. The formal PKG-based approach used by the principal of SMPN 1 Muara Tiga serves as a systematic initial step but requires strengthening reflective techniques to ensure coaching does not become merely an administrative activity. Meanwhile, the approach of the principal of SMPS Sukma Bangsa demonstrates a more exploratory coaching model through the use of powerful questioning, Socratic questioning, collaborative planning, lesson study, co-teaching, and strength-based feedback. These techniques not only facilitate the development of teacher competencies but also foster confidence, intrinsic motivation, and a sense of agency essential for sustainable change. Therefore, the application of coaching techniques aligned with teachers' needs and based on adult learning theory can make the TIRTA coaching process not only technical but also humanistic and transformative in enhancing teacher professionalism in "Sekolah Penggerak"

3.3 Reflection and Impact of Coaching-Based Academic Supervision with the TIRTA Framework

The implementation of coaching-based academic supervision with the TIRTA framework at SMPN 1 Muara Tiga and SMPS Sukma Bangsa has had a significant reflective impact on teachers' professional growth. In line with Kolb's Experiential Learning Theory (1984), the coaching process within the TIRTA framework encourages teachers to learn meaningfully through a cycle of concrete experience, deep reflection, abstract conceptualization, and active experimentation. Teachers not only engage in classroom learning experiences but also process them through reflective dialogue with the coach to generate new insights and contextual improvement strategies. Findings from the principal of SMPN 1 Muara Tiga indicate immediate changes in teaching practices, such as increased student motivation and classroom management skills, evidencing the establishment of the initial phase of Kolb's learning cycle. Meanwhile, reflections from the principal of SMPS Sukma Bangsa demonstrate the maturity of the teachers' learning process up to the conceptualization and active experimentation stages, marked by their courage to innovate and design student-centered instructional strategies.

Recent research supports these findings, stating that empathetic, reflective, and experience-based coaching can foster teachers' confidence, independence, and leadership in learning. TIRTA-based academic supervision not only enhances technical competencies but also promotes a transformation in teachers' mindsets as active learners and agents of change. The affirmation process in coaching further strengthens teachers' intrinsic motivation for continuous growth and improvement. Therefore, coaching-based academic supervision with the TIRTA framework is proven to be an effective and transformative approach, not only in improving instructional quality but also in fostering a reflective, collaborative, and independent culture within the school environment.

4. Conclusions

The coaching-based academic supervision using the TIRTA framework at SMPN 1 Muara Tiga and SMPS Sukma Bangsa has created a new paradigm in teacher development that is dialogic, reflective, and empowering. This approach shifts the role of the principal from an authoritative evaluator to a facilitator of professional learning, as supported by the Cognitive Apprenticeship Theory (Collins, Brown, & Newman, 1989). The TIRTA framework (Goal, Reality Identification, Reflection, Challenges, Action) enables teachers to recognize their potential, critique their practices, and design contextual solutions through coaching conversations grounded in trust and empathy. This process is no longer intimidating but serves as a collaborative space that fosters teachers' professional growth.

The implementation of TIRTA coaching techniques, which integrate the GROW Model (Goal, Reality, Options, Will) with approaches such as powerful questioning, Socratic questioning, collaborative planning, lesson study, co-teaching, and strength-based feedback, makes supervision more reflective and participatory. The principal of SMPN 1 Muara Tiga employs a systematic PKG-based approach that requires enhanced

reflection, while the principal of SMPS Sukma Bangsa adopts an exploratory model that fosters teachers' confidence and intrinsic motivation. These techniques, aligned with adult learning theory, make TIRTA coaching not only technical but also humanistic and transformative in enhancing teachers' professional competencies.

The impact of TIRTA supervision on teachers' professional growth is significant, aligning with Kolb's Experiential Learning Theory (1984). The coaching process guides teachers through a cycle of concrete experience, deep reflection, abstract conceptualization, and active experimentation, resulting in immediate changes such as increased student motivation, improved classroom management skills, and innovative student-centered instructional strategies. Empathetic, guided reflection by the coach strengthens teachers' confidence, independence, and leadership in learning, positioning them as active agents of change.

Overall, coaching-based academic supervision with the TIRTA framework has proven effective as a transformative leadership strategy, consistent with the Transformational Leadership Theory (Burns, 1978; Bass, 1985). This approach not only enhances technical and pedagogical competencies but also builds a reflective, collaborative, and autonomous culture in "Sekolah Penggerak" (Driving Schools). By focusing on partnership relationships, empathetic communication, and continuous learning, TIRTA coaching strengthens teachers' intrinsic motivation and contributes to the long-term improvement of instructional quality.

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