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Principal's Academic Supervision Strategy Based on Coaching Techniques to Improve Teacher Teaching Quality

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ABSTRACT

This study aims to explore the academic supervision strategies implemented by school principals to improve the teaching quality of teachers at SMP Negeri Kecamatan Siak, focusing on three main aspects: planning strategy, implementation strategy, and evaluation and follow-up strategy of academic supervision. Using a qualitative approach with a phenomenological method, this study involved in-depth interviews, observations, and document analysis at SMPN 2 and SMPN 4 Siak from August to October 2025. The results showed that the academic supervision carried out by the principals in SMP Negeri Kecamatan Siak emphasized professional development of teachers rather than just administrative evaluation. In the planning stage, principals involved teachers from the outset to build mutual understanding. During the implementation phase, different challenges were found in each school: at SMPN 2, psychological barriers emerged as some teachers felt awkward and tense during the supervision process, limiting openness to feedback, while at SMPN 4, administrative barriers occurred due to the focus of supervision being more on checking teaching materials rather than substantive pedagogical support. However, SMPN 4 had implemented an effective monitoring and follow-up system, although the adoption of positive practices had not yet been widespread among teachers.

1. Introduction

Teachers play a central role in shaping students' character and development, and their competence and professionalism are key determinants of learning quality in schools. Learning quality, in turn, is a crucial factor in the overall success of the teaching and learning process. Sanjaya (2016) states that the quality of learning can be assessed from the extent to which the process provides meaningful learning experiences for students, both in terms of conceptual understanding, mastery of skills, and internalization of life values. Similarly, Uno (2018) emphasizes that the effectiveness of methods and strategies used by teachers strongly influences learning quality, particularly in supporting students to achieve optimal learning outcomes.

In practice, problems related to teacher quality remain a challenge, including low quality of teaching practices, limited innovation in learning methods, and weak mastery of technology in the learning process (Aulia, Asbari, & Wulandari, 2023). These issues also appear in public junior high schools in Siak District, such as SMP Negeri 2 Siak and SMP Negeri 4 Siak. The 2025 Education Report of SMP Negeri 2 Siak shows that teaching quality is categorized as good, with learning quality at 64 and teacher reflection and improvement at 64.69. Teacher competence (76.3) and participation in non-PMM training are relatively high, yet the variation of teaching methods and integration of digital platforms in learning remain limited. Meanwhile, the 2025 Education Report of SMP Negeri 4 Siak indicates that learning quality (61) is in the medium to good category and teacher reflection and improvement (65.52) is fairly strong, but interactive, student-centered methods and the use of the Independent Teaching Platform (56) are still suboptimal. These conditions suggest that, although classroom management, reflection, and training participation are positive, innovation in learning and systematic technology use have not reached the expected level.

One important indicator of teaching quality is teacher certification, namely the process of granting educator certificates to teachers who meet professional competency standards (Hasmiah, 2020). The educator certificate, issued by universities implementing the certification program, functions as formal recognition of teacher professionalism. Certified teachers are expected to meet pedagogical, professional, social, and personal competency standards and to have passed competency tests and training aimed at improving their teaching quality. However, certification alone is not sufficient if it is not followed by continuous professional development and systematic academic supervision at the school level, particularly in contexts where learning innovation and technology integration remain weak despite relatively good certification and training indicators.

In this context, the role of the school principal as academic supervisor becomes crucial. Supervision in education is a planned and systematic effort to improve the quality of the learning process and outcomes. Sahertian (2018) views supervision as a service to teachers in the form of guidance and direction to improve the effectiveness of learning implementation. Mulyasa (2018) stresses that educational supervision aims to help teachers develop their professionalism so that they can carry out their duties optimally. Purwanto and M. Ngalim (2018) add that supervision is not merely control, but rather emphasizes guidance and improvement through democratic and collaborative approaches. Lauma and Pido (2019) underline that professional teachers are formed not only through training and workshops, but also through discipline, motivation, and continuous guidance embedded in daily school life.

Empirical studies further show that academic supervision is effective in improving teacher teaching quality. Wahyudi (2020) finds that systematic and continuous academic supervision can enhance pedagogical skills and increase teacher motivation in carrying out teaching duties. Suryana and Handayani (2021) show that the use of various supervision techniques, such as individual supervision, group supervision, and classroom observation, helps teachers recognize their weaknesses

and improve learning quality. Nevertheless, in many schools, including those in Siak District, supervision is still often perceived as administrative control and formality rather than a professional coaching process that empowers teachers to reflect, experiment, and innovate in their classroom practices.

Building on these developments, this study focuses on an academic supervision strategy implemented by school principals using a coaching-based approach. Coaching-based supervision emphasizes mentoring, reflection, and professional development through collaborative dialogue, in which teachers are encouraged to identify their own problems, formulate solutions, and develop innovative teaching strategies, thereby promoting professional autonomy and sustainable learning (Mardiyatun, 2021). In schools that adopt the TIRTA flow model, coaching-based supervision is structured through stages of Goal–Identification–Action Plan–Responsibility–Goal, enabling teachers to set SMART goals, identify obstacles, design concrete strategies, and implement action plans with continuous monitoring and evaluation. Setianingsih and Hanif (2024) note that such coaching practices create a dialogical and reflective climate in which teachers feel safe to express difficulties and creative ideas, fostering self-confidence, responsibility, and openness to change.

Based on the above description, there is a clear gap between the relatively good formal indicators of teacher quality (certification, training participation, reflection scores) and the still limited innovation in learning practices and technology integration in public junior high schools in Siak District. At the same time, academic supervision by principals has not been fully optimized as a coaching-based professional learning process that systematically links supervision activities with concrete improvements in classroom teaching. This gap indicates the need for an in-depth empirical study of how coaching-based academic supervision is actually designed, implemented, and experienced in schools, and how it contributes to improving specific dimensions of teachers' teaching quality.

Therefore, this study, entitled “Principal’s Academic Supervision Strategy Based on Coaching Techniques in Improving Teachers’ Teaching Quality at Public Junior High Schools in Siak District,” aims to: (1) describe and analyze the implementation of principal’s academic supervision based on coaching techniques in public junior high schools in Siak District; (2) examine how coaching-based academic supervision influences key dimensions of teachers’ teaching quality, including learning planning, implementation, use of learning media and technology, classroom management, and teacher reflection; and (3) identify the supporting and inhibiting factors that affect the effectiveness of coaching-based academic supervision carried out by principals in improving teachers’ teaching quality.

2. Methodology

This study employed a phenomenological approach within a qualitative research design. This approach was selected to understand the subjective experiences of school principals and teachers in implementing coaching-based academic

supervision. The research was conducted by identifying the phenomenon under investigation, namely the application of coaching techniques by school principals in academic supervision, collecting data through in-depth interviews and observations of principals and teachers, and analyzing the data descriptively. The findings are presented in a narrative form that provides a comprehensive description of the effectiveness of coaching techniques in improving teachers' instructional quality.

The study was conducted at SMP Negeri 2 Siak and SMP Negeri 4 Siak during the period from August to October 2025. The research sites were selected based on their relevance to the implementation of coaching-based academic supervision carried out by school principals to improve the quality of instruction in both schools. These schools were considered to provide adequate insights into the implementation of coaching techniques in the context of academic supervision, which is expected to enrich the understanding of coaching-based supervision in enhancing teaching quality.

In this study, data were collected from two main sources. Primary data were obtained directly through in-depth interviews with school principals, teachers, and staff at public junior high schools in Siak District. These interviews aimed to explore information related to the implementation of coaching-based academic supervision, including principals' strategies in guiding and empowering teachers, the effectiveness of communication in coaching, and the impact of coaching techniques on teachers' instructional methods. Meanwhile, secondary data were obtained through direct observation and analysis of relevant documents, such as academic supervision reports, coaching results, supervision schedules, teachers' instructional instruments, and school policies that support the improvement of teaching quality. Observations were conducted to examine the interactions between principals and teachers, as well as how the results of coaching were applied in classroom learning activities.

The data collection techniques in this study involved three main methods: observation, interviews, and documentation. Observations were conducted to directly observe the implementation of coaching in academic supervision and its influence on the quality of learning. In-depth interviews with principals and teachers were carried out to explore their experiences during coaching sessions, the changes perceived in their teaching methods, and the challenges encountered in applying the results of supervision. Documentation techniques were used to strengthen the data obtained from interviews and observations. The documents analyzed included academic supervision records, coaching reports, principals' supervision schedules, and teachers' instructional tools before and after coaching.

Data trustworthiness in this study was ensured through four main criteria, namely credibility, transferability, dependability, and confirmability. Credibility was maintained through data triangulation, which included interviews with principals and teachers as well as observations of the implementation of coaching techniques. Member checking was also conducted to ensure that the researcher's interpretations were consistent with the participants' experiences. Transferability ensures that the

research findings can be applied to other contexts, although this study focused on public junior high schools in Siak District. Dependability was ensured by documenting the entire research process in detail so that the findings could be audited by other parties. Confirmability ensures that the research results are free from personal subjectivity and bias, with findings based on clear evidence from field data.

Data analysis in this study followed the interactive data analysis model proposed by Miles, Huberman, and Saldaña (2019), which consists of three stages: data reduction, data display, and conclusion drawing. At the data reduction stage, information obtained from interviews, observations, and documentation was selected and organized to facilitate analysis. Data display was carried out by presenting information in the form of narratives, tables, or diagrams to illustrate the relationship between principals' academic supervision and its influence on the quality of learning. Conclusion drawing was conducted gradually, with preliminary conclusions that could be revised based on new field findings, and final conclusions were drawn based on the research questions and objectives. This process enabled the researcher to explore in depth the dynamics of academic supervision and to provide a foundation for the development of a more effective coaching-based supervision theory.

3. Results and Discussion

SMP Negeri 2 Siak and SMPN 4 Siak are public junior high schools located in Siak Subdistrict, Siak Regency, Riau Province, both situated in strategic locations that support effective coordination and school operations. SMP Negeri 2 Siak is positioned in the center of Siak Sri Indrapura City, precisely on Sultan Syarif Ali Street No. 52, Kampung Dalam, bordered by the Arwines Forest to the north, the Salma Midwifery Academy to the west, the Siak Scout Branch Office to the east, and the Siak General Hospital to the south. The school has undergone several name changes since its founding in 2004, reflecting its institutional development and increasing community demand for junior secondary education. The school has continuously improved its academic services and implemented the KTSP curriculum (2006–2012) before applying the 2013 Curriculum from 2012 to the present. Over the years, the school has been led by principals who contributed to the school's growth, including Hj. Nuraini Pane, S.Pd; Drs. Khairul Anuar, M.Pd; Dra. Syafraini; and currently Drs. Amrin, M.Pd.

Likewise, SMPN 4 Siak is located on a main road near the local government center, providing ease of access and smooth communication channels with various stakeholders. The school stands on a 5,568 m² area with essential facilities such as six classrooms, teachers' office, administrative office, principal's office, counseling room, health room (UKS), scout room, and a prayer room (musholla). Despite limitations such as the absence of a science laboratory, standard sports field, and dedicated arts room, the school remains a preferred choice among parents due to its supportive learning environment, diverse student demographics, and strong community engagement. The school promotes creativity and entrepreneurship

through locally rooted programs, including palm-based crafts, local culinary projects, and school gardens. Learning is structured around eight graduate profile dimensions, integrating literacy, numeracy, deep learning practices, and inclusive education services for all students, including those with special needs. Both schools maintain a positive culture through routine activities such as ceremonies, morning literacy, religious events, physical exercise, cleanliness programs, and exemplary teacher conduct.

This study employed a qualitative approach supported by semi-structured interviews conducted with principals, teachers, and school staff at SMPN 2 Siak and SMPN 4 Siak. The interview process began with scheduling appointments, preparing interview instruments aligned with the TIRTA supervision model, and conducting in-depth conversations to obtain detailed explanations about supervision practices. The indicators and structure of the interview instrument used in this study are presented in Table 1, which outlines the stages, sub-focus areas, and guiding questions based on the TIRTA model. Interviews were carried out face-to-face in school offices and classrooms, recorded with permission, and supported by field notes to capture contextual information. Data were analyzed through coding, categorization, and theme formulation to ensure that findings accurately represent participants' experiences regarding coaching-based academic supervision.

Table 1. Interview Guideline Based on the TIRTA Supervision Model

No	Supervision Stage (TIRTA)	Sub-Focus / Indicator	Interview Questions	Respondents
1	Academic Supervision Planning (Initial Stage → T & I: Target & Identification)	Purpose of supervision	In your view, what is the main purpose of academic supervision implemented in this school?	Principal, Teachers
		Delivery of purpose	How does the principal communicate the purpose of academic supervision to teachers?	Principal, Teachers
		Teacher involvement	Are teachers involved in formulating the goals or focus of supervision? If yes, how are they involved?	Principal, Teachers
		Identification of teacher needs	How does the principal identify teacher needs or problems before supervision is conducted?	Principal
		Planning instruments	What instruments are used in the planning stage of supervision? Do these instruments help identify areas that need improvement?	Principal
2	Implementation of Academic Supervision (Observation Stage → R: Action Plan)	Observation process	How is academic supervision carried out in the classroom?	Principal, Teachers
		Observed aspects	What aspects are typically observed by the principal (for example, classroom management,	Principal, Teachers

No	Supervision Stage (TIRTA)	Sub-Focus / Indicator	Interview Questions	Respondents
3	Evaluation and Reflection of Academic Supervision (Discussion Stage → T & A: Target & Accountability)	Coaching techniques	instructional media, teacher–student interaction)?	Principal, Teachers
			Does the principal use active listening and reflective questioning during conversations with teachers? Can you provide an example?	
			What form of feedback does the principal provide after the classroom observation?	
		Feedback	How do teachers respond to the supervision strategies used by the principal?	Principal, Teachers
		Teacher response	After the observation, how do the principal and teachers evaluate the results of the supervision?	Teachers
		Evaluation of results	Is there a special forum or meeting to discuss the supervision results?	Principal, Teachers
		Evaluation forum	How do the principal and teachers discuss strengths and areas for improvement based on the supervision?	Principal, Teachers
		Reflective feedback	How do the principal and teachers maintain commitment to continuous improvement in the learning process?	Principal, Teachers
4	Follow-Up of Academic Supervision (Sustainability → Continuous Accountability)	Improvement commitment	What follow-up actions are agreed upon between the principal and teachers after the evaluation?	Principal, Teachers
		Follow-up action plan	Are there adjustments in lesson planning or instructional practices after supervision? What are those adjustments?	Teachers
		Changes in learning practices	How are good practices obtained from supervision maintained so they remain consistently implemented?	Principal, Teachers
		Sustainability of innovations		

Result

The findings of this study reveal that the coaching-based academic supervision planning strategy implemented by principals in public junior high schools (SMPN) in Siak District using the TIRTA model (Goal, Identification, Action Plan, Follow-up, and Appreciation) has been designed by considering teachers' needs in the field. Principals involve teachers in the planning process to ensure that supervision is developmental in nature and provides space for teachers to express their challenges. Various methods are used to communicate supervision objectives, including annual work meetings, small forums such as subject teacher working groups (MGMP), and

informal communication. Nevertheless, several teachers feel that information delivered in large forums lacks detail, while they feel more comfortable receiving explanations in smaller and more informal settings. Although mechanisms for teacher involvement exist, participation remains limited, and a more inclusive approach and deeper discussion are needed to make supervision more effective in improving instructional quality.

Planning Strategy of Coaching-Based Academic Supervision Using the TIRTA Model in Improving Teachers' Teaching Quality in SMPN in Siak District

Principals in SMPN in Siak District plan academic supervision by considering teachers' needs in the field. Using the TIRTA model, principals prepare supervision schedules adjusted to the academic calendar and focus on aspects such as mastery of subject matter, teaching methods, and classroom management. Teachers are involved in the planning stage so that supervision becomes more formative and provides space for teachers to express their challenges. Principals use various methods to convey the objectives of academic supervision, such as annual work meetings, small forums like MGMP, and informal communication, so that supervision goals are clearly understood by all teachers. However, some teachers feel that information delivered in large forums is often insufficiently detailed, and they feel more comfortable receiving explanations in smaller and informal forums. Principals also attempt to involve teachers in formulating supervision objectives and focus through open discussions, both in formal and informal forums, although not all teachers feel comfortable speaking, resulting in limited participation.

To support this process, school staff provide supervision needs forms that allow teachers to express their challenges in writing. Before conducting supervision, principals identify teachers' needs using academic data and classroom observations, as well as informal discussions to explore problems not recorded in reports. However, some teachers feel that technical issues, such as limited facilities, are not always accommodated in this identification process. In supervision planning, principals use instruments such as observation sheets and teacher reflection forms to analyze teachers' strengths and weaknesses. Although these instruments help principals, some teachers feel that the instruments are too rigid and formal. School staff play an important role in documenting supervision results to ensure the consistency and continuity of supervision programs. Overall, although mechanisms exist for teacher involvement in academic supervision, participation remains limited, and a more inclusive approach and deeper discussion are needed so that supervision can be more effective in improving instructional quality.

Implementation Strategy of Coaching-Based Academic Supervision Through the TIRTA Stages in Assisting Teachers in SMPN in Siak District

The implementation of academic supervision by principals at SMPN 2 and SMPN 4 Siak is carried out using an approach that supports teachers' professional development. Supervision is conducted according to schedule with observations focusing on classroom management, teaching strategies, and teacher-student interactions. Principals apply a coaching approach through reflective conversations

to encourage teachers to reflect on their teaching practices and identify improvement steps. Although supervision is structured, limited time often restricts the depth of observation, and some teachers feel anxious when supervision is conducted suddenly. Teachers appreciate the immediate feedback provided, but they expect more specific and applicable guidance. School staff play an important role in ensuring the administrative smoothness of supervision, including scheduling and documentation. In the observation aspect, principals focus on classroom management, the use of learning media, and interaction with students. Teachers who creatively use learning media receive appreciation, while teachers who still rely on conventional methods are advised to be more varied. Principals also use active listening and reflective questioning to encourage teachers to think critically and discover solutions independently. Overall, supervision in both schools is considered effective in improving instructional quality. Teachers feel accompanied and given space to grow, although some still require more specific guidance. Structured documentation ensures that supervision follow-up is carried out systematically, making supervision a continuous process that supports teachers' professional development and improves classroom teaching quality.

Evaluation and Follow-Up Strategy of Coaching-Based Academic Supervision in Improving Teachers' Professionalism and Teaching Innovation in SMPN in Siak District

At SMPN 2 Siak, after conducting observations, principals provide brief evaluations to teachers as feedback. Discussions focus on classroom improvement and appreciation of positive practices, although limited time becomes an obstacle. Some teachers wish to have more time to discuss technical issues in depth. Forums for discussing supervision results are held inconsistently, although teachers acknowledge their benefits. Irregular schedules reduce the effectiveness of these forums, but school staff support the process through systematic documentation. Follow-up to supervision evaluation is carried out by setting concrete improvement steps, including post-supervision monitoring and mentoring. Some teachers find it difficult to maintain changes without reminders or further support, and documentation is crucial to ensure that follow-up runs properly. Teachers are asked to adjust lesson plans (RPP) to make them more practical, although classroom implementation sometimes does not fully match documents due to time limitations and classroom conditions. Principals and teachers show commitment to improving instruction, although challenges such as teachers' workload hinder consistency. Staff support improvement processes through follow-up documentation.

At SMPN 4 Siak, supervision evaluation is conducted immediately after observation, focusing on classroom management and teacher–student interaction. However, limited time reduces the depth of discussion. Routine discussion forums are held monthly, but teacher participation is uneven. These forums serve as important spaces for sharing experiences and increasing teacher motivation. Supervision follow-up is carried out by providing direction to gradually try new strategies, focusing on reflection and implementation of new methods in the classroom. Follow-up documentation supports monitoring of the sustainability of improvements. Teachers are asked to adjust lesson plans to include more varied

strategies and more engaging media. However, time constraints and classroom conditions make implementation inconsistent. Principals and teachers show commitment to continuous improvement, although challenges such as workload and time limitations remain obstacles. Staff support the process through documentation that facilitates follow-up monitoring.

Discussion

The discussion of the research findings shows that the coaching-based academic supervision planning strategy implemented by principals in SMPN in Siak District using the TIRTA model (Goal, Identification, Action Plan, Follow-up, and Appreciation) has been implemented in a procedural manner; however, its impact on teacher competence is strongly mediated by the way coaching techniques are practiced in each stage. At the planning stage, principals attempt to collaboratively formulate supervision goals with teachers, identify needs, and design focus areas. When this planning is accompanied by coaching-oriented dialogue, in which teachers are invited to articulate their challenges and aspirations, teachers begin to perceive supervision not as inspection, but as a developmental support. This perception shift is crucial because it reduces defensive attitudes and opens space for honest reflection about classroom weaknesses, which is the first step in improving teaching quality.

At the identification stage, principals use academic data, classroom observations, and informal conversations to map teachers' strengths and weaknesses. Coaching techniques, particularly active listening and probing questions, play a central role at this point. When principals genuinely listen to teachers' experiences, acknowledge their constraints, and ask reflective questions (for example, about why certain strategies are used or how students respond), teachers are guided to re-examine their own instructional decisions. This process strengthens teachers' self-awareness and metacognition, which in turn influences how they plan lessons, choose instructional methods, and manage their classrooms. However, when identification is carried out in a more technical and one-way manner, teachers tend to remain passive, producing weaker causal links between supervision and actual changes in teaching practice.

At the action plan stage, the TIRTA model directs principals and teachers to jointly determine concrete improvement steps. In a coaching-based approach, principals do not simply prescribe what teachers should do, but facilitate teachers to set their own realistic goals, select strategies aligned with student needs, and formulate specific indicators of success. Goal setting combined with coaching conversation strengthens teachers' sense of ownership over the change process. This sense of ownership is a key causal mechanism: teachers are more likely to implement new strategies, experiment with varied media, and adjust classroom management when they feel that the improvement plan is the result of their own reflection rather than external pressure. However, heavy workloads and time constraints sometimes weaken the translation of action plans into consistent classroom practices, indicating that contextual factors can moderate the effect of coaching-based planning on teaching quality.

Follow-up and reflection stages reveal more clearly how coaching techniques contribute to sustained improvements in teaching. After classroom observations, principals provide feedback focusing on specific classroom events, invite teachers to interpret what happened, and encourage them to think about alternative strategies. When feedback is combined with reflective questioning (for example, “What made students more engaged at that moment?” or “What would you change next time?”), teachers are pushed to analyze cause–effect relationships in their own teaching. This reflective loop is a critical mechanism that links coaching to improved instructional quality. Teachers not only receive suggestions, but also learn to diagnose their own instructional problems and design solutions. This gradually develops teachers’ professional judgment and autonomy in managing learning.

The implementation of coaching-based academic supervision using the TIRTA model at SMPN 2 and SMPN 4 Siak is thus not only procedural, but also transformative when coaching techniques are applied consistently. Active listening builds psychological safety, which makes teachers more willing to admit weaknesses and share real classroom problems. Reflective questioning strengthens teachers’ analytical and problem-solving abilities regarding teaching. Specific and constructive feedback provides clear direction for improvement. Appreciation and recognition of progress increase teachers’ motivation and sense of competence. These four elements interact as a causal chain that moves from psychological effects (feeling supported, valued, and trusted) to cognitive effects (increased reflection, clearer understanding of effective strategies) and finally to behavioral effects (changes in planning, implementation, and evaluation of instruction), which are reflected in better classroom management, more varied use of learning media, and greater student engagement.

The evaluation and follow-up of coaching-based supervision at SMPN 2 and SMPN 4 Siak further reinforce this mechanism, although their effectiveness is still limited by time, workload, and participation. Direct feedback after observations, discussion forums, and documentation of follow-up actions create a structured cycle of improvement. When principals use these moments not merely to deliver judgments but to facilitate teacher reflection, evaluation becomes a learning process rather than a formality. Teachers then use evaluation results as input to redesign lesson plans and try new strategies in class. However, inconsistent forum schedules, uneven teacher participation, and limited time reduce the intensity of reflective dialogue that is needed to fully activate the potential of coaching. As a result, although there are visible improvements in instructional quality and a stronger culture of reflection, the impact on collaboration and broader professional development has not yet reached its optimal level.

Overall, the findings confirm that the effectiveness of the TIRTA model in improving teaching quality does not lie solely in the presence of formal supervision stages, but in the quality of coaching interactions embedded in each stage. Where coaching techniques are applied consistently and deeply, academic supervision functions as a catalyst for sustained changes in teachers’ thinking and behavior.

Conversely, where coaching remains partial, rushed, or overly formal, the causal chain from supervision to improved teaching quality becomes weaker, and changes tend to be short-term or superficial. This implies that strengthening principals' coaching competence, providing adequate time for reflective dialogue, and ensuring consistent follow-up are crucial prerequisites for maximizing the impact of coaching-based academic supervision on teachers' professional growth and instructional innovation.

4. Conclusion

The findings indicate that the academic supervision strategies at SMP Negeri 2 Siak and SMP Negeri 4 Siak are grounded in a strong philosophical foundation, where supervision is viewed as a process of professional guidance and development rather than merely a formal evaluation. At SMP Negeri 2 Siak, the main obstacles are psychological in nature, as teachers tend to feel awkward and reluctant to be open during supervision. Meanwhile, at SMP Negeri 4 Siak, the obstacles are more administrative, marked by an excessive focus on the completeness of lesson plan (RPP) documents that tends to overshadow substantive mentoring in actual teaching practice. Nevertheless, SMP Negeri 4 Siak demonstrates a strong commitment to continuous improvement through systematic monitoring and well-organized documentation, although implementation has not been consistent across all teachers.

To enhance supervision strategies, it is recommended that principals and supervisors adopt a more humanistic, coaching-based adaptive supervision strategy by shifting the focus from administrative formalities to the observation of pedagogical performance and by reducing teachers' psychological tension. Teachers are also expected to become more active in professional reflection and to commit to implementing instructional innovations. Meanwhile, administrative staff are encouraged to optimize the follow-up documentation system that records teachers' performance development in order to support principals' monitoring through real performance-based data.

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