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Implementation of Coaching and Mentoring in Clinical Academic Supervision to Improve Teaching Quality in Secondary Schools

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ABSTRACT

Academic supervision plays an important role in improving the quality of classroom learning; however, it is often implemented as an administrative activity rather than as a developmental process. This study aims to investigate the implementation of coaching and mentoring within academic supervision to enhance teaching quality. The study employed a qualitative descriptive approach using the clinical supervision framework proposed by Cogan and Goldhammer. Six key informants participated in this study, consisting of two school principals as supervisors and four teachers who had experienced the supervision process. Data were collected through in-depth interviews, classroom observations, and documentation, and were analyzed using the interactive model of data analysis. The findings indicate that coaching and mentoring are systematically integrated across five stages of clinical supervision: pre-observation, classroom observation, analysis and interpretation, reflective feedback, and follow-up mentoring. The results show that collaborative planning, objective observation, reflective dialogue, and continuous mentoring support teachers in improving instructional practices. It can be concluded that the integration of coaching and mentoring within academic supervision creates a supportive professional learning environment that contributes to sustainable improvement in teaching quality and classroom learning.

1. Introduction

Academic supervision plays a crucial role in improving the quality of teaching and learning processes in educational institutions. In the context of school management, teachers are expected to continuously develop their professional competence in order to create effective learning environments and achieve educational goals. One of the important strategies to support teacher professional development is academic

supervision conducted by school principals or supervisors. Academic supervision is not merely an administrative activity but a professional process aimed at assisting teachers in improving instructional practices and pedagogical competence. Effective supervision has been shown to support teacher professional growth, improve instructional planning, and enhance classroom learning quality (Zepeda, 2017; Glickman et al., 2018). Recent studies have emphasized that academic supervision should no longer be viewed merely as an evaluative mechanism, but rather as a reflective and developmental process that promotes teacher professionalism through continuous guidance and collaborative feedback (Ridiyawati et al., 2025).

In recent years, educational research has emphasized the importance of supervision that focuses on professional development rather than merely evaluating teacher performance. Contemporary supervision practices highlight collaborative dialogue, reflective practice, and continuous feedback between supervisors and teachers. Through systematic supervision processes, teachers can receive constructive feedback and guidance to improve their teaching practices. Studies indicate that supervision that emphasizes professional learning communities and collaborative reflection can significantly improve teachers' instructional competence and student learning outcomes (Darling-Hammond et al., 2017; Kraft et al., 2018).

Clinical supervision is widely recognized as one of the most effective approaches in academic supervision because it emphasizes systematic observation and reflective feedback related to classroom instruction. Clinical supervision involves several structured stages, including pre-observation conferences, classroom observation, analysis and interpretation of teaching practices, feedback conferences, and follow-up activities. These stages enable supervisors and teachers to engage in reflective dialogue aimed at improving teaching effectiveness and learning quality. Research shows that structured supervision processes supported by reflective dialogue can improve teacher instructional practices and promote professional learning (Sergiovanni & Starratt, 2013; Zepeda, 2017).

Coaching is an important component in academic supervision that focuses on guiding teachers through reflective dialogue and collaborative problem-solving. Through coaching, teachers are encouraged to identify their strengths and areas for improvement, allowing them to develop more effective instructional strategies. Coaching-based supervision has been shown to strengthen teachers' reflective practice, instructional innovation, and self-awareness by fostering collaborative dialogue between supervisors and teachers (Solowati et al., 2026; Astuti et al., 2026).

In addition to supervision, teacher professional development can also be supported through coaching and mentoring approaches. Coaching in education focuses on reflective dialogue, collaborative goal setting, and continuous professional learning between teachers and supervisors. Instructional coaching has been widely recognized as an effective professional development strategy because it provides ongoing support that helps teachers improve classroom instruction and student learning outcomes (Knight, 2017; Kraft et al., 2018). This structured process

enables supervisors and teachers to engage in meaningful professional conversations that are grounded in real classroom practices. Consequently, clinical supervision not only improves teaching effectiveness but also strengthens teachers' ability to reflect critically on their own instructional decisions.

Similarly, mentoring plays an important role in supporting teacher professional development, particularly by providing professional guidance and practical assistance from experienced educators. Mentoring programs allow teachers to share knowledge, discuss teaching challenges, and develop effective instructional strategies through collaborative learning processes. Previous studies indicate that mentoring can increase teachers' confidence, professional competence, and commitment to continuous professional development (Hobson et al., 2015; Richter et al., 2019). Despite the growing recognition of academic supervision, many schools still implement supervision primarily as an administrative activity rather than as a collaborative professional development process. In many cases, supervision focuses on evaluating teacher performance without providing sufficient reflective dialogue or follow-up support for instructional improvement. As a result, the impact of supervision on teacher professional growth and classroom learning quality remains limited (Darling-Hammond et al., 2017; Zepeda, 2017).

Although previous studies have examined academic supervision, coaching, and mentoring separately, limited research has explored how these three approaches can be integrated within a clinical supervision framework in school contexts. Most existing studies focus on supervision or coaching individually, while the integration of coaching and mentoring strategies within the clinical supervision process remains relatively underexplored. Therefore, research that investigates how coaching and mentoring can be systematically integrated into academic supervision is necessary to provide a more comprehensive understanding of effective teacher professional development practices in schools (Knight, 2017; Kraft et al., 2018).

Therefore, this study addresses the following research question: How are coaching and mentoring strategies implemented within the stages of clinical supervision to improve the quality of classroom learning in secondary schools? Based on these considerations, this study aims to analyze the implementation of coaching and mentoring within the framework of clinical supervision in order to improve the quality of classroom learning. The study seeks to explore how coaching and mentoring strategies are applied during the stages of clinical supervision and how these approaches contribute to supporting teachers' professional development and instructional improvement.

2. Methodology

Research Design

This study employed a qualitative descriptive research design to examine the implementation of coaching and mentoring within the academic supervision process in improving the quality of classroom learning. A qualitative approach was

considered appropriate because it enables researchers to explore participants' experiences, perceptions, and interactions in natural educational settings. Qualitative research focuses on understanding social phenomena from the perspectives of the participants and allows researchers to obtain in-depth information regarding educational practices. Through this approach, the study aims to describe how coaching and mentoring are implemented during the stages of clinical supervision in schools (Merriam & Tisdell, 2016; Creswell & Creswell, 2018).

Research Site and Participants

This research was conducted at two secondary schools in Tanjung Jabung Timur Regency, namely SMPN 22 Tanjung Jabung Timur and SMAN 9 Tanjung Jabung Timur. These schools were selected because they actively implement academic supervision programs conducted by school principals as part of teacher professional development activities. Participants in this study were selected using purposive sampling, which allows researchers to choose participants who possess relevant experiences related to the research topic. A total of six key informants participated in this study, consisting of two school principals who acted as supervisors and four teachers who had experienced the academic supervision process involving coaching and mentoring practices. These participants were considered to have sufficient knowledge and experience to provide detailed information regarding the implementation of supervision activities in the school context (Palinkas et al., 2015; Creswell & Creswell, 2018).

Data Collection Techniques

Data in this study were collected through several qualitative data collection techniques, including classroom observation, in-depth interviews, and documentation. The use of multiple data collection techniques allows the researcher to obtain comprehensive and reliable information related to the research focus. Classroom observations were conducted to examine the teaching and learning process as well as the implementation of clinical supervision practices in the classroom. During the observation process, the researcher recorded various aspects of teaching activities, including instructional strategies, classroom interaction, and student engagement. Observations also allowed the researcher to identify how supervisors conducted observation activities during the supervision process.

In-depth interviews were conducted with school principals and teachers to explore their experiences and perceptions regarding the implementation of coaching and mentoring within academic supervision. Interviews enabled the researcher to obtain detailed explanations related to supervision practices, reflective feedback sessions, and follow-up mentoring activities. To ensure the consistency and depth of the interview process, a semi-structured interview guide was developed. The interview questions were designed to explore participants' experiences regarding academic supervision, as well as the implementation of coaching and mentoring practices. The interview guide is presented in Table 1.

Table 1. Interview Guide

No Interview Questions	
1	How is academic supervision planned and implemented in your school?
2	What activities are conducted during the pre-observation stage?
3	How does the supervisor prepare teachers before classroom observation?
4	How is classroom observation carried out during supervision?
5	What aspects are usually observed by the supervisor during teaching?
6	How is feedback provided after classroom observation?
7	How does the supervisor apply coaching strategies during feedback sessions?
8	In what ways does mentoring support teachers' professional development?
9	What challenges do teachers face during supervision, coaching, and mentoring processes?
10	What follow-up actions are taken after supervision to improve teaching quality?

Documentation was also used as supporting data in this research. The documents analyzed included supervision reports, observation sheets, lesson plans, and other administrative records related to academic supervision activities. Documentation helps strengthen the credibility of research findings by providing additional evidence that supports the data obtained from observations and interviews (Creswell & Creswell, 2018; Yin, 2018).

Data Analysis

The data collected in this study were analyzed using the interactive qualitative data analysis model proposed by Miles, Huberman, and Saldaña. This analytical model consists of three main stages: data condensation, data display, and conclusion drawing or verification. Data condensation refers to the process of selecting, focusing, and simplifying the data obtained from interviews, observations, and documentation. The second stage involves organizing and presenting the data in a structured form so that patterns and relationships among the data can be identified more easily.

Data presentation may include narrative descriptions, thematic categorizations, or tables that help illustrate the findings of the study. The final stage is conclusion drawing and verification, in which the researcher interprets the data to identify themes and draw meaningful conclusions related to the implementation of coaching and mentoring in academic supervision. This process is conducted continuously throughout the research in order to ensure the validity and consistency of the findings (Miles et al., 2014).

Trustworthiness of Data

To ensure the credibility and trustworthiness of the research findings, this study applied several validation techniques commonly used in qualitative research. First, source triangulation was employed by comparing information obtained from different participants, including school principals and teachers. Second, member checking was conducted by confirming the interview results with participants to

ensure the accuracy of the information provided. These strategies help enhance the credibility and reliability of qualitative research findings (Lincoln & Guba, 1985; Creswell & Creswell, 2018).

Ethical Considerations

Ethical considerations were also taken into account during the research process. Prior to data collection, the researcher obtained permission from the school authorities and informed the participants about the purpose of the research. All participants voluntarily agreed to participate in the study and were assured that their identities and personal information would remain confidential. Informed consent was obtained from all participants to ensure that the research was conducted ethically and responsibly (Creswell & Creswell, 2018).

3. Results and Discussion

Implementation of Coaching and Mentoring in Academic Supervision

The findings of this study reveal that the implementation of coaching and mentoring in academic supervision is conducted systematically through the stages of clinical supervision proposed by Cogan and Goldhammer, namely pre-observation, classroom observation, analysis and interpretation, reflective feedback conference, and follow-up mentoring. The integration of coaching and mentoring strategies across these stages aims to support teachers' professional growth and improve the quality of classroom learning. Previous findings also indicate that effective academic supervision significantly contributes to improving teacher performance and instructional quality when supported by strong school leadership and systematic follow-up mechanisms (Afwanudin et al., 2026).

Academic supervision in the observed schools is not merely administrative monitoring but rather a developmental process that encourages teachers' reflective practices and continuous professional learning. This finding indicates a shift from traditional supervision approaches toward a more collaborative and professional learning-oriented model of supervision. These findings suggest that the integration of coaching and mentoring within supervision creates a more holistic professional development model.

It allows teachers to not only receive feedback but also actively participate in the process of improving their instructional practices through reflection and collaboration. Previous studies have shown that coaching and mentoring can enhance teachers' reflective thinking, instructional competence, and professional collaboration within schools (Van Nieuwerburgh, 2017; Kraft et al., 2018). The results of this study confirm that when coaching and mentoring are integrated into the supervision process, supervision becomes more supportive and development-oriented, rather than evaluative.

Pre-Observation Stage (Pre-Conference)

The pre-observation stage plays an important role in establishing the foundation for effective supervision. Based on the interview results, supervisors and teachers collaboratively discuss the learning objectives, teaching strategies, and aspects that will be observed during classroom instruction. This collaborative approach indicates that supervision is conducted in a participatory manner, where teachers are not treated as passive recipients but as active contributors in the professional development process. Such involvement enhances teachers' sense of ownership toward the supervision outcomes. One school principal explained that supervision begins with a collaborative discussion in which teachers and supervisors determine the focus of observation and identify areas for professional improvement. Teachers also confirmed that they were involved in determining the supervision focus during the pre-observation meeting, which helped them feel more comfortable and prepared for the supervision process. A teacher stated that:

“We were involved in the pre-observation discussion to determine the focus of supervision so that the process becomes more supportive and directed toward improving teaching practice.”

This finding demonstrates that collaborative planning in the pre-observation stage contributes to building trust between supervisors and teachers. Such collaboration aligns with the principles of clinical supervision, which emphasize partnership and mutual agreement in identifying instructional goals. This result is consistent with previous research showing that collaborative supervision planning enhances teacher engagement and increases the effectiveness of professional learning processes (Glickman et al., 2018; Zepeda, 2017). When teachers actively participate in the supervision planning process, they are more likely to perceive supervision as a professional development opportunity rather than as an evaluative activity. This implies that effective pre-observation activities play a crucial role in reducing teachers' anxiety and increasing their readiness to engage in the supervision process. As a result, supervision becomes more meaningful and impactful for improving instructional quality.

Classroom Observation

The classroom observation stage focuses on collecting objective information about the teaching and learning process. The interview results indicate that supervisors conduct observations using structured observation instruments to ensure systematic and evidence-based data collection. During the observation process, supervisors record various aspects of classroom instruction, including teaching strategies, classroom management, student participation, and the use of learning resources. Importantly, supervisors do not interrupt classroom activities but instead observe the teaching process objectively. One teacher explained that:

“The observation process runs smoothly and does not interfere with the learning process because the supervisor only observes and records important aspects for reflection.”

These findings indicate that classroom observation is conducted in a professional and non-threatening manner. Objective observation allows supervisors to collect accurate data that can later be used for reflective dialogue and instructional improvement. This finding supports previous studies suggesting that evidence-based classroom observation is essential for effective instructional supervision. According to instructional coaching research, structured observation provides valuable feedback that helps teachers identify strengths and areas for improvement in their instructional practices (Knight, 2018; Kraft et al., 2018). These findings suggest that objective and structured observation is essential in providing accurate data that can be used as the basis for reflective discussion and instructional improvement. Without such data, feedback provided during supervision may lack relevance and effectiveness.

Classroom Observation Findings

In addition to interview data, classroom observations provided direct evidence regarding the implementation of teaching practices and supervision activities. The observation results indicate that teachers generally applied interactive and student-centered instructional strategies during classroom learning. Teachers began the lesson by clearly communicating learning objectives and activating students' prior knowledge through questioning techniques. During the main learning activities, teachers employed various instructional methods such as group discussions, guided practice, and question-and-answer sessions. Students were observed to actively participate in the learning process, particularly during collaborative activities where they were encouraged to express their ideas and respond to their peers. Classroom interaction was dynamic, with teachers facilitating discussion and providing feedback to support student understanding.

In terms of classroom management, teachers demonstrated the ability to maintain a conducive learning environment. Students were generally attentive, and the teacher effectively managed time and transitions between activities. Learning media such as whiteboards, printed materials, and, in some cases, digital presentations were used to support instructional delivery. Furthermore, observations also revealed that supervisors conducted classroom observation in a non-intrusive manner.

Supervisors sat at the back of the classroom while recording key aspects of teaching and learning activities using structured observation instruments. This approach allowed the teaching process to proceed naturally without disruption, while still generating objective data for further analysis and reflection. These observation results indicate that teachers are increasingly adopting student-centered learning approaches that promote active participation and collaborative interaction. This reflects a positive shift toward more engaging and meaningful learning experiences in the classroom.

Analysis and Interpretation Stage

After classroom observation, supervisors and teachers collaboratively analyze and interpret the collected data. The analysis process focuses on identifying teachers'

instructional strengths as well as areas that require improvement. Interview results indicate that supervisors encourage teachers to reflect on their teaching practices before providing direct feedback. This reflective approach allows teachers to critically examine their instructional strategies and classroom management techniques. One teacher explained that:

“After the observation, we were encouraged to reflect on our teaching practices and discuss them collaboratively with the supervisor.”

The collaborative reflection process enables teachers to develop a deeper understanding of their teaching practices and promotes continuous professional learning. Reflection is widely recognized as an essential component of teacher professional development because it helps educators analyze their experiences and develop improved instructional strategies. This reflective process demonstrates that teachers are encouraged to become critical thinkers who are able to evaluate their own instructional practices. Such reflection is essential for continuous professional growth and instructional improvement.

These findings are consistent with the literature on reflective practice in education. Data from principal interviews reveal a systematic approach to identifying both strengths and areas for improvement. School Principal 1 identified teacher strengths through strong content mastery, use of varied and appropriate instructional methods, effective classroom management, positive student interaction, use of thought-provoking questions to encourage critical thinking, and optimal use of learning media. Furthermore, Principal 1 stated that observation results are always analyzed together with the teacher in a collaborative manner. School Principal 2 used four main approaches to identify teacher strengths: direct observation (classroom visits), analysis of student responses and enthusiasm, reflective discussion, and peer feedback. To determine areas requiring improvement, Principal 2 employed objective data analysis, direct observation, reflective dialogue, impact prioritization, and external feedback from colleagues.

According to Schon’s reflective practice theory, professional learning occurs when practitioners critically examine their actions and adapt their strategies accordingly. In the context of supervision, reflective dialogue between supervisors and teachers supports the development of professional knowledge and instructional competence (Schon, 2017). These findings indicate that collaborative analysis and interpretation strengthen the quality of supervision by ensuring that feedback is not only provided but also understood and internalized by teachers.

Reflective Feedback Conference

The feedback conference represents the stage where coaching techniques are most prominently applied. Based on the interview findings, supervisors frequently use reflective questions to encourage teachers to analyze their teaching practices and generate their own solutions for instructional challenges. One school principal explained that reflective questions are used to stimulate teachers’ self-awareness and promote independent problem-solving. Teachers also reported that feedback

sessions typically begin with recognition of their instructional strengths, followed by constructive suggestions for improvement. A teacher stated that:

“The supervisor often uses reflective questions that help us analyze our teaching practices and find solutions to improve our learning strategies.”

This approach reflects the core principles of coaching, which emphasize facilitative dialogue, reflective questioning, and teacher autonomy in professional learning. Coaching techniques help teachers develop critical thinking and self-reflection, which are essential for improving teaching practices. This approach indicates that feedback is delivered in a supportive and non-judgmental manner, allowing teachers to feel comfortable in expressing their thoughts and challenges. As a result, feedback sessions become more effective in promoting professional learning. However, the supervision process does not rely solely on coaching techniques. In situations where teachers require specific guidance or instructional strategies, supervisors also provide mentoring support. Mentoring involves sharing practical experiences, providing direct advice, and guiding teachers in implementing effective teaching methods.

The combination of coaching and mentoring creates a balanced supervision approach that supports both reflective learning and practical skill development. Principal interview data further illustrate how reflective questioning and constructive feedback are applied in practice. School Principal 1 stated that during coaching sessions, open-ended questions are used to help teachers reflect on their practices, understand the causes of a situation, and formulate their own improvement steps. When delivering feedback, Principal 1 begins with appreciation, explains the aspect that needs improvement along with the reasoning, and then offers clear solution suggestions to keep the process constructive and motivating.

Regarding mentoring, Principal 1 explained that direct guidance is provided immediately after the observation is completed. School Principal 2 similarly emphasized the use of reflective questions as a core coaching technique, enabling teachers to independently analyze their instructional practices and develop solutions. The integration of coaching and mentoring in this stage ensures that teachers receive both reflective guidance and practical solutions. This balance is important in helping teachers translate feedback into concrete instructional improvements.

Mentoring and Follow-Up

The final stage of clinical supervision involves follow-up mentoring to ensure that teachers can implement the feedback and recommendations discussed during the feedback conference. Interview results indicate that supervisors often develop action plans and conduct follow-up monitoring to support teachers' professional development. This follow-up process indicates that supervision does not end with feedback but continues through structured support aimed at ensuring the implementation of improvement strategies. Such continuity is essential for

sustaining the impact of supervision. One school principal explained that follow-up activities include mentoring sessions, additional discussions, and monitoring the implementation of improved teaching strategies in subsequent lessons. A teacher explained that:

“After the supervision process, we usually prepare an action plan and receive further guidance to improve the quality of learning.”

Continuous mentoring plays a crucial role in sustaining the impact of supervision because it ensures that teachers receive ongoing support in implementing instructional improvements. This finding aligns with previous research indicating that ongoing mentoring significantly contributes to teacher professional development and instructional improvement. Sustained mentoring relationships allow teachers to receive continuous feedback, develop new teaching strategies, and refine their instructional practices over time (Hudson, 2018; Knight, 2018). Principal interview results confirm the existence of structured follow-up plans after each supervision cycle. School Principal 1 stated that after supervision is conducted, an improvement plan is developed that includes aspects to be enhanced, concrete steps to be taken, implementation timelines, and follow-up activities to monitor progress and outcomes.

The forms of follow-up mentoring provided include discussion of follow-up actions, provision of practical examples, accompaniment during classroom implementation, and collaborative reflection to track development. School Principal 1 also explained that improvement in teaching quality is assessed through re-observation in the classroom, comparison of results before and after improvement, increased student engagement, as well as reflection and feedback from both teachers and students. School Principal 2 similarly confirmed that mentoring after supervision takes the form of reflective discussions, practical guidance, and ongoing monitoring to ensure that instructional improvements are sustained over time. Continuous supervisory assistance, including mentoring and follow-up reflection, has been proven to support sustainable teacher competency development and instructional improvement (Effendi, 2023).

Documentation Analysis

Documentation analysis was conducted to support and validate the findings obtained from interviews and observations. The documents reviewed in this study included lesson plans, supervision reports, and classroom observation sheets. The analysis of lesson plans indicates that teachers had prepared instructional activities systematically, including clearly defined learning objectives, teaching strategies, and assessment methods. The lesson plans also reflected the integration of student-centered learning approaches, which were consistent with the practices observed during classroom instruction.

Supervision reports provided detailed records of the supervision process, including the focus of observation, strengths identified during teaching, and areas recommended for improvement. These reports also documented the feedback

provided by supervisors and the agreed follow-up actions to enhance teaching quality. In addition, observation sheets used by supervisors contained structured indicators for assessing various aspects of teaching, such as instructional delivery, classroom management, student engagement, and use of learning media. The documentation findings confirm that the supervision process was conducted systematically and aligned with the principles of clinical supervision.

Overall, the documentation data strengthen the credibility of the research findings by providing concrete evidence that supports the results obtained from interviews and classroom observations. This indicates that documentation serves not only as administrative evidence but also as an important source of data that supports reflective practice and instructional improvement. The availability of structured documents strengthens the overall supervision process.

Data Triangulation

Data triangulation was applied to ensure the credibility and validity of the research findings by comparing information obtained from interviews, classroom observations, and documentation. The results indicate a high level of consistency across these data sources. Findings from interviews regarding the implementation of coaching and mentoring were supported by classroom observation data, which showed the actual teaching practices and supervision processes in action. Furthermore, documentation analysis reinforced these findings by providing written evidence of supervision activities, including lesson planning, observation records, and feedback reports.

The alignment between participants' statements, observed classroom practices, and documented supervision processes confirms that coaching and mentoring were systematically integrated into academic supervision. This triangulation strengthens the trustworthiness of the study and ensures that the findings are well-supported by multiple sources of evidence. These findings are consistent with prior studies highlighting that supervision integrated with coaching and reflective mentoring creates a more supportive professional learning culture and improves teachers' pedagogical competence (Ridiyawati et al., 2025; Solowati et al., 2026). This consistency across multiple data sources indicates that the findings of this study are credible and well-supported. It also demonstrates that the integration of coaching and mentoring within academic supervision is implemented systematically and effectively in the observed schools.

4. Conclusion

This study concludes that the integration of coaching and mentoring within the framework of academic supervision, particularly through a clinical supervision approach, plays a significant role in improving the quality of classroom learning. The findings reveal that supervision conducted through structured stages, including pre-observation, classroom observation, analysis and interpretation, reflective feedback, and follow-up mentoring, provides a comprehensive and systematic

process for supporting teacher professional development. Coaching strategies encourage teachers to engage in reflective thinking, develop self-awareness, and independently identify solutions to instructional challenges. At the same time, mentoring provides practical guidance and direct support that helps teachers implement improvements in their teaching practices. The combination of these approaches creates a balanced supervision model that integrates reflective learning with practical skill development.

Furthermore, continuous follow-up and mentoring ensure that the supervision process has a sustained impact on instructional improvement. The findings also indicate that supervision integrated with coaching and mentoring contributes to the development of a collaborative and supportive professional learning environment. Therefore, academic supervision that is systematically implemented and supported by coaching and mentoring can effectively enhance teachers' pedagogical competence and improve the overall quality of teaching and learning processes in schools.

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