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Tirta Coaching Model for Teachers' Socio-Emotional Competencies Development

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Abstract

The challenges of contemporary education in Indonesia present a compelling case for transforming traditional supervision approaches, particularly in addressing the socio-emotional dimensions of teacher competence. This qualitative case study explores the implementation of TIRTA (Tujuan, Identifikasi, Rencana Aksi, Tanggung Jawab= Objectives, Identification, Plan Action, Responsibility) coaching techniques in academic supervision to enhance teachers' personal and social competencies at SMA Negeri 5 Bengkulu Selatan. The study employed semi-structured interviews with 23 participants comprising three supervisors, 15 teachers, and five students, alongside participant observations and document analysis conducted over eight months. Data were analyzed using thematic analysis and the Miles-Huberman interactive model. Findings reveal a significant paradigmatic transformation from hierarchical control to collaborative empowerment. The result indicated a 63.5% average increase in teachers' personal and social competencies. The TIRTA model proved effective as a structured yet flexible framework, with collaboration and interpersonal communication demonstrating the highest improvements of 1.9 and 1.8 points respectively. The study demonstrates that coaching-based supervision creates sustainable learning ecosystems responsive to contextual needs, transforming organizational culture beyond individual teacher development. These findings contribute to academic supervision literature by providing evidence-based strategies for implementing culturally responsive coaching models in semi-urban educational contexts, addressing the critical gap between policy aspirations and implementation realities in Indonesian education.

Keywords: Academic Supervision, Tirta Coaching Model, Socio Emotional Competences

1. Introduction

Academic supervision constitutes a central pillar of educational administration, playing a vital role in enhancing the quality of learning through systematic teacher professional development. Within the Indonesian educational context, academic supervision has experienced a significant paradigmatic shift from a traditional, inspectorial orientation to a more humanistic and collaborative model that emphasizes teacher empowerment and professional growth. This transformation is consistent with contemporary educational paradigms that recognize the multidimensional nature of teacher com-

petencies and the complex socio-emotional dynamics underpinning effective teaching and learning [1] complex socio-emotional dynamics underpinning effective teaching and learning [1].

The theoretical foundation of academic supervision has been substantially enriched by contributions from educational scholars who conceptualized supervision from administrative oversight to developmental partnerships. Supervision as a developmental process focused on enhancing teachers' capacity to manage the learning process effectively, shifting the discourse from evaluation-centric to growth-oriented supervision ([2]; [3]; [4]; [5]; [6]; [7]; [3]). This paradigmatic transition has also gained international recognition, with meta-analytic evidence demonstrating that coaching-based supervision produces significant positive effects on both instructional practices and student achievement. A comprehensive meta-analysis revealed notable effect sizes for coaching interventions, improving teachers' instructional practices (0.49 SD) and student achievement (0.18 SD), thus providing robust empirical support for collaborative supervision models. More recent studies further reinforce this evidence base, with updated meta-analyses confirming the sustained effectiveness of coaching in enhancing teacher outcomes, while three-level meta-analyses underscore significant associations between early childhood educators' social-emotional competencies and a range of positive outcome ([8], [9]).

Contemporary educational challenges underscore the need to transform traditional supervisory approaches, particularly in relation to the socio-emotional dimensions of teacher competency. Recent systematic reviews highlight that initiatives aimed at enhancing teachers' personal competencies exert positive effects on job satisfaction, professional commitment, emotional regulation, and stress reduction, all of which directly contribute to improved student outcomes. Within this context, coaching-based supervision has emerged as a promising response, offering a more humanistic and empowering alternative to conventional hierarchical models. Grounded in principles of collaborative partnership, reflective dialogue, and the cultivation of intrinsic motivation, coaching-based supervision aligns closely with contemporary theories of effective adult learning and professional development ([10], [11]).

The 2018 Program for International Student Assessment (PISA) reported that 41% of Indonesian students had experienced bullying, highlighting a critical deficiency in socio-emotional competencies within the national education system. This finding emphasizes the necessity of strengthening teachers' personal and social competencies as essential foundations for fostering learning environments that support students' holistic development. According to Law No. 14 of 2005 on Teachers and Lecturers, professional teachers are required to demonstrate four core competencies: pedagogical, professional, personal, and social. Nevertheless, empirical studies consistently indicate that the personal and social dimensions receive insufficient attention in conventional supervision practices, thereby revealing a substantial gap between policy expectations and actual implementation ([12]).

Recent research demonstrates the critical importance of scalable and effective teacher professional development models, emphasizing that traditional "one-size-fits-all" approaches have limited effectiveness and minimal influence on teachers' openness to altering their practices. Contemporary studies highlight the necessity of collaborative supervision models that engage multiple stakeholders and create supportive networks conducive to professional growth, with evidence showing that such approaches significantly improve both teacher effectiveness and student outcomes ([13]; [14]).

The TIRTA (Tujuan, Identifikasi, Rencana Aksi, Tanggung Jawab= Objectives, Identification, Plan Action, Responsibility) model, adopted by the Indonesian Directorate General of Teachers and Education Personnel since 2022, provides a structured yet flexible framework for implementing coaching principles in the context of academic supervision. This model represents an indigenous adaptation of international coaching frameworks, specifically designed to accommodate the socio-cultural characteristics of Indonesian educational settings while maintaining the core principles of collaborative

professional development ([15]; [16]; [17]; [18]; [19]; [17]).

The effectiveness of coaching-based approaches in developing teachers' social-emotional competencies is increasingly validated by contemporary empirical evidence. Recent pilot studies have identified specific impacts of coaching interventions on educator social-emotional competence, well-being, and student-educator relationships. These findings are particularly relevant to the context of academic supervision, where the development of teachers' social-emotional competencies directly influences classroom management effectiveness and student outcomes. Recent longitudinal studies demonstrate that coaching interventions incorporating comprehensive frameworks significantly improve teachers' implementation of social-emotional teaching practices, leading to sustained improvements in classroom climate and student engagement ([20]; [21]).

Cross-cultural research has provided additional insights into the contextual adaptation of coaching models. Recent examinations of cross-cultural adaptation of coaching-based supervision models in Asia-Pacific education systems demonstrate that successful implementation requires careful consideration of local cultural values while maintaining core coaching principles. Similarly, exploration of culturally responsive coaching supervision in developing country contexts emphasizes the importance of indigenous approaches that honor local educational traditions while incorporating evidence-based practices ([22]; [23]).

The relationship between teacher social-emotional competence, classroom management effectiveness, and student outcomes has received substantial attention in recent literature. Teachers' perceived social-emotional competence has been identified as a crucial personal resource linked with well-being and reduced turnover intentions. The development and validation of comprehensive assessment tools for measuring teacher social-emotional competence in East Asian contexts provides robust instruments for evaluating coaching effectiveness. These developments are corroborated by systematic reviews emphasizing the positive impacts of teacher social-emotional competence on teacher-student interactions, school climate, and classroom ([24]; [25]). Emerging technologies are transforming coaching supervision practices. Recent explorations of digital coaching platforms for teacher professional development demonstrate improved accessibility and scalability while maintaining effectiveness. Additionally, examinations of AI-enhanced coaching supervision identify both opportunities and challenges in integrating artificial intelligence into teacher development programs ([2]; [26]).

The complexity of implementing coaching-based supervision requires careful consideration of organizational and systemic factors. Recent investigations of distributed leadership through coaching supervision show how such approaches can build sustainable professional learning communities. Longitudinal studies demonstrate that transforming school culture through coaching-based supervision requires sustained commitment and systematic implementation strategies ([27]; [28]). Despite theoretical and policy support for coaching-based supervision, significant research gaps persist in understanding its implementation and effectiveness, particularly in developing teachers' personal and social competencies in semi-urban contexts. Recent comprehensive reviews indicate that while coaching interventions show promise, their effectiveness varies significantly based on implementation quality, contextual factors, and sustained support systems ([15]; [8]; [16]; [17]; [23]; [29]; [28]; [30]; [31]; [32]; [33]).

Based on the identified research gaps and contemporary evidence, this study aims to explore the application of TIRTA-based coaching techniques in academic supervision to improve the personal and social competencies of teachers at SMA Negeri 5 Bengkulu Selatan. This research addresses critical gaps in the literature by examining coaching implementation in Indonesian semi-urban educational contexts, focusing specifically on personal and social competency development, and providing evidence for culturally responsive coaching models that can inform policy and practice in

similar settings. The study seeks to answer four primary research questions: How is the development of a specific and measurable coaching plan in academic supervision designed to improve teachers' personal and social competencies? How is the implementation of coaching techniques in academic supervision carried out to improve teachers' personal and social competencies? How are the evaluation and reflection of coaching techniques in academic supervision conducted to improve teachers' personal and social competencies? How is the follow-up to coaching techniques in academic supervision structured to improve teachers' personal and social competencies?

The significance of this research extends beyond its immediate empirical contributions to encompass broader implications for educational policy and practice in Indonesia and similar contexts. As education systems worldwide grapple with the challenge of preparing students for an increasingly complex and interconnected world, the development of teachers' social-emotional competencies becomes increasingly critical. Teachers with well-developed personal and social competencies are better equipped to create inclusive learning environments, effectively manage diverse classrooms, and foster students' social-emotional development alongside academic achievement.

2. Methods

This research utilizes a qualitative approach with a case study design to explore the implementation of academic supervision in improving teachers' social competence. A qualitative approach was selected because it allows researchers to understand the phenomenon in its natural context and explore the perspectives of various stakeholders. The case study design, adopted following Caupayan (2025) framework, focuses on a complex contemporary phenomenon where the boundaries between phenomenon and context cannot be clearly distinguished ([34]).

The research's conceptual framework demonstrates a systematic relationship between academic supervision, coaching techniques, and teachers' social competence, which impacts learning quality (Figure 1).

The research was conducted in a school that had systematically implemented academic supervision. The research flow was designed in stages, from preparation to final report preparation (Figure 2). Participants were selected using purposive sampling technique, with criteria including a principal actively implementing academic supervision, teachers with at least two years of service, and willingness to participate. The number of participants followed the principle of data saturation, involving three supervisors, fifteen teachers, and five students as supporting informants.

The 23 participants consisted of three supervisors (13%), fifteen teachers (65.2%), and five students (21.8%). Teachers had an average age of 37.3 years with 11.8 years of teaching experience, while supervisors had an average age of 48.3 years with 23 years of work experience. Data were collected using three primary techniques. First, in-depth semi-structured interviews were conducted based on the theoretical framework of teacher social competence and academic supervision. Each interview lasted between 60 and 90 minutes, with key informants interviewed two to three times. Second, structured participant observation was carried out, encompassing academic supervision sessions, teacher-student interactions, and reflection forums. Third, document analysis was conducted on supervision program guidelines, assessment instruments, supervision reports, and teacher reflection journals.

The research instrument was developed through an extensive literature review, validated by three experts in educational administration, and piloted with five participants. The instrument included interview guides, observation protocols, and document analysis frameworks.

Data analysis employed the thematic analysis approach of Hamiltan et al. (2019), consisting of data familiarization, initial coding, theme identification, theme refinement, and the development of an

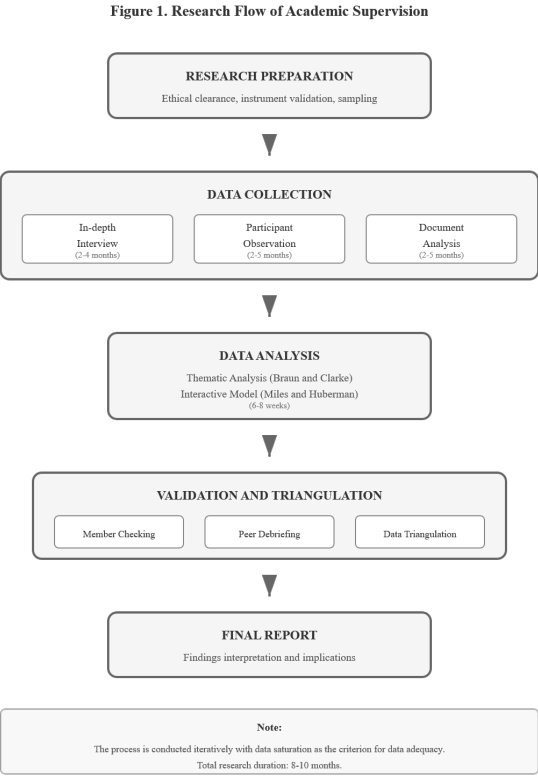


Figure 1. Conceptual Framework diagram

Table 1. Characteristics of Research Participants.

Category	Code	Gender	Age	Experience	Education	Field
Supervisor	S1	Male	52	28 years	Master's in Educational Administration	Principal
	S2	Female	48	22 years	Master's in Educational Management	Vice Principal
	S3	Male	45	19 years	Master's in Educational Administration	Curriculum Coordinator
Teacher	G1-G15	8F/7M	29-46	5-20 years	Bachelor's Degree	Various Fields
Student	Si1-Si5	2F/3M	15-17	-	-	Grades X-XII

Note:
F=Female;
M=Male

analytical narrative ([35]). In addition, the interactive model of Miles, Huberman, and Saldaña (2014) was applied, involving data condensation, data display, and conclusion drawing and verification,

Figure 2. Conceptual Framework of the Research

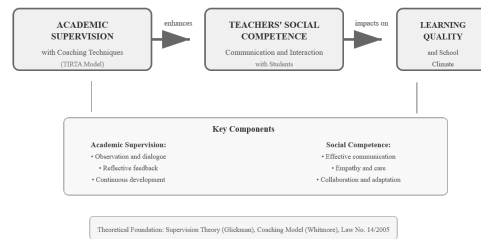


Figure 2. Research Flow diagram

supported by NVivo software ([36]).

Data validity is ensured through credibility via member checking, peer debriefing, and triangulation of sources, methods, and investigators. Transferability is ensured through rich context descriptions, while dependability is ensured through audit trails and method consistency. Confirmability is ensured through researcher reflexivity and analytical decision tracking. Ethical aspects included obtaining ethical clearance, informed consent from participants, identity protection, and secure data storage. The study was conducted over an eight-month period based on the principles of beneficence, non-maleficence, and justice.

3. Results And Discussion

3.1 Results

3.1.1 Developing a Coaching Plan in Academic Supervision

The development of coaching technique plans in academic supervision at SMA Negeri 5 South Bengkulu demonstrates a systematic and contextual approach, with primary focus on improving teachers' personal and social competencies. This development process begins with identifying needs based on empirical data obtained from previous academic supervision results. The principal (S1) stated, "We developed a coaching technique plan in academic supervision systematically and contextually, especially for teachers whose academic supervision results indicated obstacles in personal and social competencies."

Analysis of previous supervision data identified several crucial issues, including lack of positive teacher-student interactions, inappropriate use of gadgets during teaching, and limitations in managing complex classroom dynamics. These findings provide an empirical basis for designing a coaching program that is not only responsive to current needs but also proactive in anticipating future challenges.

Stakeholder involvement in the planning process demonstrated strong participatory characteristics. Although teachers were not formally involved in developing planning documents, they actively participated through various discussion forums, informal communication, and completing needs questionnaires. Teacher G1 stated, "I have never been formally involved directly in developing the coaching technique plan for academic supervision. However, I was involved in providing opinions and input, primarily through informal communication with the principal or vice principal."

This participatory approach creates a strong sense of ownership among teachers toward the coaching program. The vice principal (S2) emphasized the importance of early teacher involvement: "The development of the coaching plan must be truly based on teachers' real needs, not just assumptions."

Teachers are involved from the beginning, so they become more open and feel safe."

The implementation of the TIRTA (Tujuan, Identifikasi, Rencana Aksi, Tanggung Jawab) flow-based coaching model provides a structural framework that offers direction and consistency in program implementation. This model is contextually adapted to accommodate the characteristics of semi-urban schools with limited resources but strong commitment to educational innovation. Scheduling flexibility is key to overcoming time constraints faced by teachers due to high administrative burdens.

The innovative aspect of developing a coaching plan lies in its integration with the overall school management system. The coaching program does not stand alone as a separate initiative but is integrated into the academic calendar, teacher performance appraisal system, and ongoing professional development program. This integration ensures the sustainability and consistency of program implementation, creating a learning ecosystem that supports ongoing transformation.

3.1.2 Implementation of Coaching Techniques in Academic Supervision

The implementation of coaching techniques in academic supervision demonstrates a significant paradigm shift from a traditional supervisory approach to a professional empowerment model. This shift is evident in the principal's statement, which asserts that "coaching techniques in academic supervision are not about the principal finding fault with the teacher, but about how to improve and enhance the quality of learning, which is already good, to become excellent."

This paradigm shift manifests in the transition from hierarchical relationships to equal partnerships. Teachers are no longer treated as passive objects of supervision but rather as active partners in the professional learning process. Teacher G2 reflected on her experience: "For me personally, coaching is not just technical guidance, but a form of dialogue that humanizes teachers. I feel more valued, more aware of my role as an educator, rather than just an object."

The implementation of the TIRTA flow in practice demonstrates a flexible yet systematic structure as shown in Figure 3. In the "Tujuan" stage, supervisors and teachers collaboratively set specific and measurable development targets, such as improving emotional management skills or developing empathetic communication skills. The "Identifikasi" stage involves in-depth exploration of the challenges teachers face, both technical-pedagogical and social-emotional.

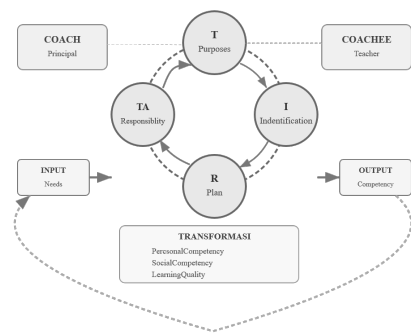


Figure 3. Position: Insert Tirta Flow-Based Coaching Implementation Model

In the "Rencana Aksi (Plan Action)" stage, teachers are encouraged to formulate concrete steps that can be directly implemented in the learning context. Teacher G3 explained: "We were asked to make plans for several simple things, based on the coaching results. For example, changes to teaching

methods, the media we use, or the tools we need." This approach ensures that coaching is not merely theoretical but produces practical, implementable changes.

The "Tanggung Jawab" stage serves as a binding commitment between supervisors and teachers to implement the action plan and consistently evaluate its results periodically. The vice principal (S2) explained: "So, we really emphasize to our colleagues that we implement coaching techniques in academic supervision, not to judge, not to say this is wrong, this is right, but we are for development and mutual success."

The humanistic aspect of coaching is reflected in the creation of safe spaces that allow teachers to express their concerns, challenges, and professional aspirations openly. This supportive psychological environment is a fundamental prerequisite for achieving sustainable personal transformation. Teacher G4 said, "My experience was quite enjoyable and different from regular supervision. During coaching, I felt more heard and freer to express my opinions and the challenges I was experiencing."

Strong institutional support from all levels of school leadership strengthens the effectiveness of coaching implementation. Vice principals' active involvement in planning and direct implementation demonstrates strong institutional commitment. Vice principals often act as co-coaches or facilitators in coaching sessions, creating collaborative dynamics that enrich the professional learning process.

Flexibility in implementation is a key characteristic that distinguishes this coaching from traditional supervision. Coaching sessions can take various formats, from formal meetings in the principal's office to informal discussions in the teachers' lounge, tailored to teachers' preferences and comfort levels. Session lengths also vary, from 30 minutes for brief check-ins to 90 minutes for in-depth sessions, depending on the complexity of issues being discussed. This personalized approach ensures that each teacher receives support tailored to their individual learning style and development needs.

3.1.3 Evaluation and Reflection of Coaching Techniques in Academic Supervision

The processes of evaluation and reflection within coaching practices illustrate a comprehensive and integrative approach that extends beyond conventional performance appraisals. Evaluation is conducted through a multi-perspective framework, engaging supervisors, teachers, and students as central stakeholders in the educational process. As articulated by the school principal (S1), the evaluative procedure incorporates diverse sources of evidence: "We review reflection notes, teacher feedback, and observable modifications in instructional practice. Furthermore, we compare classroom conditions prior to and following coaching through systematic observations."

The use of continuous formative evaluation facilitates adaptive adjustments to coaching strategies in response to ongoing developments. Unlike traditional summative evaluation, which is predominantly judgment-oriented and retrospective, formative evaluation in coaching is inherently developmental and forward-looking, emphasizing the identification of areas for growth and the formulation of subsequent improvement strategies.

The reflective dimension of the coaching process demonstrates a distinctly participatory orientation, positioning teachers as reflective practitioners who critically engage with their own professional practices. Teacher G5 elaborated on this reflective engagement: "The coaching process at SMA Negeri 5 entailed structured dialogue in which we were asked to articulate the objectives of the coaching activity, the challenges encountered, the instructional plans for the subsequent week, and the actions we would commit to implementing. This experience was highly meaningful, as I felt respected, provided with space to express emotions, acknowledge shortcomings, and collaboratively develop solutions for future practice."

The collective reflection forum functions as a professional learning space that fosters the exchange

of experiences and best practices among teachers. Beyond its role as an evaluative mechanism, the forum also serves as a community of practice that cultivates sustained professional growth. As the vice principal (S2) emphasized, the process is deliberately inclusive: “We conduct evaluation and reflection in coaching comprehensively, not from a single perspective, but through open discussion forums that engage all stakeholders.”

The evaluation framework employed within this context integrates both quantitative and qualitative dimensions to capture the multifaceted nature of teacher development. The quantitative dimension encompasses observable behavioral indicators, including the frequency of positive student interactions, the diversity of instructional strategies, and levels of participation in collaborative activities. In contrast, the qualitative dimension addresses more nuanced aspects such as the quality of reflection, depth of self-awareness, and emotional maturity in navigating professional challenges.

Systematic documentation of teachers’ reflective processes through journals provided valuable insights into internal transformations. Analysis of these journals revealed recurring patterns in how teachers reconceptualized their professional roles, interpreted instructional challenges, and devised adaptive strategies for improvement. Teacher G1 reflected on this process: “In these coaching evaluations and reflections, we are often asked to complete reflection sheets or discuss with the principal the results of classroom supervision. I found this technique in academic supervision highly beneficial, as it fostered greater self-awareness and a deeper appreciation of the importance of personality and effective communication in my role as a teacher.”

Evaluation of student perceptions further strengthens the assessment of coaching effectiveness, serving as an external indicator of impact. Student (S1) testified to observable changes: “I see that teachers here often participate in training, and they have indeed become friendlier. When I do not understand a lesson, my teacher explains it patiently without anger. Some teachers even ask us if their teaching methods are effective.”

Moreover, the initial resistance displayed by some teachers toward the coaching process gradually shifted toward recognition and active participation as their confidence and trust in the program increased. The vice principal described this attitudinal transformation: “At first, they were reluctant, feeling as though the process implied inadequacy in their teaching. However, the purpose was never to judge their competence, but to focus on how they might continue to improve in the future.”

3.1.4 Follow-up of Coaching Techniques in Academic Supervision

Coaching follow-up strategies represent a holistic and systematic approach that integrates both short-term and long-term dimensions of teacher professional development. Short-term follow-up emphasizes the immediate application of strategies introduced during coaching sessions, whereas long-term follow-up is oriented toward the sustainable transformation of school culture.

As the principal (S1) articulated, the follow-up framework consists of two key components: “There are two forms of follow-up, namely short-term, such as asking teachers to try new approaches to learning, and long-term through scheduled routine supervision. Monitoring is carried out periodically along with reflection to ensure the real impact of coaching.” This dual mechanism reflects a balance between immediate pedagogical experimentation and sustained institutional growth.

The implementation of individualized action plans highlights a strong degree of personalization, whereby each teacher designs a developmental trajectory aligned with their unique needs and classroom contexts. Teacher G2 elaborated on this process: “We were asked to create a simple follow-up plan based on the coaching results. For example, changes to teaching methods, the media we use, or the tools we need. Although not 100 percent, they were still supported.” This individualized approach underscores the adaptability of coaching in addressing diverse pedagogical challenges.

A structured yet flexible monitoring and evaluation system further ensures the sustainability of change. Monitoring is conducted through unstructured classroom observations, informal dialogues, and periodic reviews of teacher progress. This non-intrusive monitoring style preserves the atmosphere of trust cultivated during the coaching process, thereby encouraging teachers' openness to experimentation and reflection.

The emergence of peer-to-peer mentoring networks, which evolve organically from coaching processes, illustrates the multiplier effect of professional learning. Teachers who experience substantial transformation subsequently assume roles as informal mentors to their colleagues, fostering sustainable communities of practice. This dynamic demonstrates the internalization of coaching values within the broader school culture.

Recognition and appreciation of teacher achievements serve as essential reinforcement mechanisms, strengthening teachers' intrinsic motivation to pursue continuous development. The established recognition system encompasses formal acknowledgments in school meetings, certificates of achievement, and opportunities to disseminate best practices in wider professional forums. The principal further explained: "Appreciation for teachers who demonstrate positive changes is given in the form of open praise during evaluation meetings and symbolic awards such as certificates during National Teachers' Day." Such practices highlight the institution's commitment to cultivating a culture of encouragement and recognition.

Institutionalization of coaching outcomes into school policies and programs further demonstrates organizational commitment to sustainability. Insights derived from coaching are systematically integrated into curriculum development, teacher training initiatives, and broader organizational strategies. This alignment ensures that the benefits of coaching transcend individual participants and contribute to the long-term strengthening of institutional capacity.

Finally, the establishment of ongoing forums for sharing and reflection institutionalizes continuous professional learning as part of school culture. These forums function not only as mechanisms for follow-up but also as incubators for pedagogical innovation. As Teacher G3 observed: "Discussions lead to better outcomes. Sometimes the principal or development team holds informal meetings or calls us for one-on-one discussions. This coaching technique is more focused and structured." Such platforms reinforce the cyclical nature of professional development by combining reflection, collaboration, and innovation in a sustainable manner.

3.1.5 Impact on Teachers' Personal and Social Competence

The analysis of coaching's impact on teachers' personal competencies indicated substantial transformations across the domains of self-awareness, emotional regulation, and professional identity. Enhanced self-awareness emerged through teachers' increased capacity for critical reflection on their professional practices and the identification of areas requiring further development. As Teacher G4 reflected: "This coaching technique opened my eyes, strengthened my personal and social competencies, and helped me discover previously unrealized potential. It made me feel like I have a greater role in decision-making and self-improvement." This reflection illustrates the role of coaching in fostering self-discovery and reinforcing teachers' agency in their professional growth.

Equally significant were the improvements in emotional regulation, particularly in relation to managing challenging classroom situations. Teachers reported an enhanced ability to remain composed and rational when responding to difficult student behaviors, coupled with more effective strategies for managing stress and workload pressures. Teacher G1 emphasized these changes: "From the coaching process, I learned to be more patient in dealing with various student characters, as well as to be more open in communicating with colleagues. In practice, I realized that teachers do need to have the ability to control their emotions and remain calm, especially when dealing with diffi-

cult students.” This indicates that coaching not only nurtures individual coping mechanisms but also contributes to the cultivation of emotional resilience within professional practice.

Improvements were also evident in the realm of social competence, particularly in interpersonal communication, collaborative engagement, and empathy within professional interactions. These enhanced social competencies translated into a more holistic understanding of the teacher’s role as both educator and role model. As Teacher G6 articulated: “I have become more aware of my responsibilities, not just teaching but also being a role model in attitudes and social interactions.” Such developments positively influenced the quality of teacher–student relationships, which were characterized by increased warmth, mutual support, and productivity.

Table 2. Transformation of Teachers’ Personal and Social Competencies Pre-Post Coaching.

Competency	Dimensions	Pre-Coaching	Post-Coaching Change
Personal Competencies			
Self-awareness	2.4	4.2	+1.8
Emotional regulation	2.6	4.3	+1.7
Professionalism	2.8	4.5	+1.7
Social Competencies			
Interpersonal communication	2.5	4.3	+1.8
Empathy and caring	2.9	4.5	+1.6
Collaboration	2.1	4.0	+1.9
Social adaptation	2.7	4.1	+1.4

Table 3. Summary of Competency Transformation.

Competency	Dimensions	Pre-Coaching	Post-Coaching Change
Category	Pre-Coaching	Post-Coaching	Improvement
Personal Competencies	2.6	4.3	+65.4%
Social Competencies	2.6	4.2	+61.5%
Overall Average	2.6	4.3	+63.5%

Note: Scale 1-5; N=15 teachers; Period 6 months; Data triangulation from supervisors, teachers, and students

The evaluation results indicate that coaching resulted in an average increase of 63.5% in teachers’ personal and social competencies, with the highest improvements in collaboration and emotional regulation. Teachers’ effective communication skills improved in contexts of communication with

students, colleagues, and parents. Teachers demonstrated improvements in active listening skills, providing constructive feedback, and facilitating productive dialogue. These changes were observed not only in formal learning settings but also in everyday informal interactions.

Teachers' capacity for empathy significantly deepened, as evidenced by their increased ability to understand students' perspectives, respond to individual needs, and create inclusive learning environments. Students felt these changes directly, as expressed by student (Si3): "The teacher seemed more patient and responsible. Even when the principal was absent the following week, the teacher's attitude remained consistent and showed increased responsibility toward the students."

Teachers' adaptability and flexibility in facing changes and new challenges also improved. Teachers demonstrated greater openness to feedback, willingness to experiment with new learning methods, and resilience in the face of failure or obstacles. This adaptability is a crucial asset in the ever-evolving educational context.

3.2 Discussion

This study reveals a significant paradigmatic transformation in the implementation of academic supervision through the application of TIRTA flow-based coaching techniques at SMA Negeri 5 Bengkulu Selatan. The main findings indicate that the coaching approach is able to transform academic supervision from a hierarchical control model to a humanistic collaborative empowerment process, consistent with the meta-analysis of Kraft, Blazar, and Hogan (2018), which showed that coaching programs have significant positive effects on teacher instructional practices (0.49 SD) and student academic achievement (0.18 SD). This transformation is reflected in an average increase of 63.5% in teachers' personal and social competencies, with the dimensions of collaboration (1.9 point increase) and interpersonal communication (1.8 point increase) showing the most substantial progress, reinforcing the effectiveness of coaching in developing teachers' social-emotional competencies ([22]; [37]). The implementation of the TIRTA (Tujuan, Identifikasi, Rencana Aksi, Tanggung Jawab) flow has proven effective as a structural framework that provides systematic yet flexible direction in the coaching process. Participatory stakeholder involvement, from the plan development stage to ongoing evaluation, creates a sustainable learning ecosystem that is responsive to contextual needs, consistent with the "grow me please" model found by Suherman et al. (2020) in the context of academic supervision in Indonesia ([1][1]; [10]; [38]; [39]).

The findings of this study strengthen and develop the theory of academic supervision regarding supervision as a developmental process focused on teacher empowerment. In contrast to previous studies that tend to emphasize the instructional aspect, this study shows that the coaching approach can simultaneously develop teachers' technical and socio-emotional competencies, consistent with the systematic review of Elek, Page, and Eadie (2024), which identified the theoretical foundations of coaching as a form of continuous professional development in early childhood education ([27]; [20]; [24]; [40]). Compared with international research on instructional coaching, this study demonstrates the contextual uniqueness of Indonesian educational settings, where relational and socio-cultural aspects play crucial roles in coaching success. Findings on the importance of collective reflection forums and organic peer mentoring add a communal dimension underexplored in individualistic coaching literature. Integrating coaching into a holistic school management system also provides a systemic perspective that complements the dominant individual approach in existing literature.

The theoretical implications of this research contribute to the development of academic supervision theory by integrating humanistic and transformational dimensions within a comprehensive framework. The proven effective TIRTA-based coaching model can be an alternative paradigm for academic supervision that is more responsive to the holistic development needs of teachers, consistent with the research of Phothong, Jamjuree, and Yamkasikorn (2023) on the evaluation of teacher devel-

opment projects in Northern Thailand that showed significant competency improvements through contextual training programs ([41]). Practical implications include recommendations for educational policies that support the implementation of coaching-based supervision as standard practice for academic supervision. Integrating coaching skills training into school leadership development programs is an urgent need to ensure quality implementation, consistent with the findings of Bian and Siththada (2024) on the development of competency models for higher vocational school teachers in Shandong Province, China ([42]).

4. Conclusion

The transformation of academic supervision through the implementation of TIRTA's flow-based coaching technique has proven effective in shifting the paradigm of teacher development from a traditional hierarchical model to a humanistic, collaborative approach. The success of the TIRTA model in the Indonesian educational context demonstrates the relevance of adapting international coaching frameworks to local socio-cultural characteristics, where values of collectivity and respect for hierarchy are harmoniously integrated with modern empowerment principles.

This research's main contribution lies in its understanding of the complexity of teacher competency development through a non-linear transformation involving phases of resistance, exploration, internalization, and application. The phenomenon of organic peer mentoring that developed from formal coaching processes indicates the potential of distributed leadership in creating sustainable communities of practice. The humanistic dimension of the coaching approach proves relevant in addressing contemporary educational challenges that demand holistic teacher development.

Practical implications include the need to reorient school leadership development programs to integrate coaching skills and develop supervision evaluation instruments that accommodate teachers' personal and social dimensions. Identified implementation challenges provide valuable lessons on change management, where transparent communication, consistent emotional support, and implementation flexibility have proven effective in overcoming obstacles.

This research opens avenues for further investigation through longitudinal studies to assess the sustainability of coaching's impact, comparative research on various coaching models, and exploration of technology integration in supervision. Overall, the TIRTA coaching technique has proven its potential as a responsive supervision model to the contemporary needs of Indonesian education, creating transformation not only at the individual teacher level but also across school culture as a whole.

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