

ACADEMIC SUPERVISION BASED ON COACHING AND MENTORING AS AN EFFORT TO IMPROVE TEACHER COMPETENCE IN ELEMENTARY SCHOOLS 1 KARANGROWO

Hidayatun Nur¹, Mamik Norsetiani², Yunita Damayanti³, Siti Aniqoh Shofwani⁴

^{1,2,3}Muria Kudus University

⁴STIE Semarang

Corresponding Author: setianimamik@gmail.com

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Abstract

Improving teacher competence is an urgent and important need to support the quality of learning in schools and the quality of education in Indonesia in the current era of globalization. The purpose of this study is to explore how academic supervision based on coaching and mentoring can contribute to improving teacher competence at SD Negeri 1 Karangrowo Undaan Kudus. The research method applied is qualitative descriptive research with the Elementary School Action Research (PTS) approach. Data collection techniques applied include observation, interviews and documentation. The data that has been collected is then analyzed using the Miles and Huberman interactive model, namely: (1) Data Reduction; (2) Data Verification; (3) Data Display and (4) Drawing Conclusions. The data validity test in this study uses triangulation, where researchers collect data while testing its credibility. Research Results Coaching and mentoring based on academic supervision can improve teacher competence at SD Negeri 1 Karangrowo Undaan Kudus. The application of academic supervision based on coaching and mentoring is effective in building a strong partnership between the principal and teachers. This program has a positive impact on the overall education ecosystem which ultimately encourages the growth of intrinsic teacher motivation such as increasing teacher competence, teacher self-confidence, and contributing to improvements in the quality of learning.

Keywords: *Academic Supervision; Coaching and Mentoring; Teacher Competence*

INTRODUCTION

Improving teacher competence is an urgent and important need to support the quality of learning in schools and the quality of education in Indonesia in the current era of globalization. Education plays an important role in human life, because through the education process, a person can improve intellectual abilities and skills, optimize their potential, and be fostered into a responsible, innovative and competitive individual in their social environment. (Hariyadi et al., 2022). In the education process, teachers are the most important part for improving the quality of continuous learning. The quality of learning is the ability of teachers to design, implement, evaluate, provide flashbacks and direct an effective learning process. (Cynthia et al., 2015). Teachers are the most decisive component in the overall education system, which must receive central, first and foremost attention (Mulyasa, 2013). In order to carry out their responsibilities well, each teacher needs to have various competencies that are in accordance with the roles and tasks they carry out. These teacher competencies

consist of pre-professional competencies, pedagogical competencies, personality competencies and social competencies (Hariyadi, 2018).

SD Negeri 1 Karangrowo Undaan Kudus faces challenges in developing teacher professionalism, especially in the application of creative and innovative learning strategies so that techniques and guidance are needed in academic supervision. Traditional academic supervision, the principal acts as an evaluator who assesses teacher competence based on certain standards. An approach that does not empower teachers because it focuses more on what is wrong than how to fix it, resulting in teachers feeling intimidated so that they are not motivated to improve their performance.(Berliani et al., 2023).

The reality in the field shows that there are still gaps in teacher competency, especially in SD Negeri 1 Karangrowo Undaan Kudus. Based on the results of initial observations, several problems were found such as: limitations in the use of varied learning methods, lack of utilization of learning media, and the implementation of learning assessments is not optimal and teachers have not been able to maximize the use of educational applications that support learning in schools.

Teacher competence can increase if their personal security needs are met. The principal is a leader where a leader is required to be able to provide a positive influence to his team in order to achieve common goals. In the organizational structure, leaders occupy strategic positions and have a great influence on their surroundings, so that their presence is respected and revered(Haryadi, 2020). The principal can carry out academic supervision by implementing guidance activities through coaching and mentoring. Integration of academic supervision with a coaching and academic approach can be a very strategic approach to improving teacher competence. The main mission of supervision is to provide services to teachers to develop the quality of learning, facilitate teachers to be able to teach effectively, collaborate with teachers or other education personnel to provide input to teachers in order to improve the quality of learning(Kodariah et al., 2017). Academic supervision is a process of coaching and supervision carried out by the principal towards teachers with the aim of improving the quality of learning.(Fatmariyanti et al., 2024).

Coaching is the key to unlocking a person's potential to maximize performance because coaching focuses more on helping someone learn than teaching them (Whitemore, 2018). Efforts to support an employee's performance in increasing work motivation can be facilitated in various ways, some of which are through Coaching and mentoring(Nazifah, 2023). Parsloe & Leedham stated that coaching and mentoring are strategic methods in supporting teachers, because they are able to build partnerships between principals and teachers, which ultimately contribute to improving teacher performance.(Dewi, 2021). Through academic supervision, teachers will receive guidance, direction and coaching from the principal regarding various obstacles experienced in carrying out their duties at school.

Thus, it can be concluded that coaching and mentoring are two terms that have different purposes in their application and of course will use and provide different treatments to stimulate employee performance so that they can improve teacher competence. The application of academic supervision with a coaching and mentoring approach was chosen because it is collaborative and constructive, provides ongoing guidance, builds professional awareness, and improves teacher competence systematically. The application of academic supervision based on coaching and mentoring at SD Negeri 1 Karangrowo Undaan Kudus is based on several considerations. First, this method offers intensive and personal assistance that is in accordance with teacher development needs. Second, this approach allows for constructive reflection and feedback to improve learning practices (Masaong, 2013). The success of coaching and mentoring in improving teacher competence has been proven through various studies. Academic supervision based on coaching and mentoring can contribute effectively to

improving the quality of learning (Hidayah, N., Maulana, M., & Fathoni, 2021). Through intensive conversations between the principal and teachers, teachers are encouraged to have the ability to direct themselves, increase self-confidence, and make positive contributions to the school which ultimately have an impact on improving the quality and effectiveness of teacher competence. Based on the description above, further research is needed on the implementation of coaching and mentoring-based academic supervision as a strategic effort to improve teacher competence at SD Negeri 1 Karangrowo Undaan Kudus.

The formulation of the problem in this study is: (1) How is the implementation and effectiveness of academic supervision based on coaching and mentoring in improving teacher competence at SD Negeri 1 Karangrowo Undaan Kudus?; (2) What are the impacts of the implementation of academic supervision based on coaching and mentoring on teacher competence at the school?

This study aims to explore how coaching and mentoring-based academic supervision can contribute to improving teacher competence. Amidst demands for improving the quality of education, teacher competence is a key factor in achieving successful learning.

RESEARCH METHODS

This study employs descriptive qualitative research with a School Action Research (SAR) approach, aiming to uncover facts related to the processes of academic supervision applied by the principal at SD Negeri 1 Karangrowo Undaan Kudus. Qualitative research is a method designed to understand phenomena experienced by subjects, such as behavior, perception, motivation, and actions, comprehensively through descriptions presented in words and language (Moleong, 2004). The qualitative method is applied to examine the condition of objects in a natural setting, with the researcher acting as the primary instrument. The results of this study emphasize the meanings contained rather than the generalization of findings (Darmalaksana, 2020).

School Action Research is a type of research conducted by principals or supervisors to address various issues within the school environment to improve the quality of education (Suhardjono, 2009). It is a form of research carried out within the school setting, primarily focusing on improving teaching processes and educational practices (Arikunto, 2010).

The research was conducted at one of the public elementary schools in Kudus Regency, namely SD Negeri 1 Karangrowo Undaan Kudus, during the 2024 academic year, from January to March 2025. The research subjects consisted of nine teachers from SD Negeri 1 Karangrowo Undaan Kudus. The research object involves the implementation of coaching and mentoring approaches in academic supervision and their impact on teacher performance at SD Negeri 1 Karangrowo Undaan Kudus.

The data collection process was carried out using three techniques: observation, interviews, and documentation. The research instruments included:

1. Observation conducted at SD Negeri 1 Karangrowo Undaan Kudus during academic supervision;
2. Interviews with nine teachers from SD Negeri 1 Karangrowo Undaan Kudus;
3. Documentation related to academic supervision applying coaching and mentoring approaches, obtained from the teachers who were subjects of the study

The collected data were then analyzed using the Miles and Huberman interactive model which includes several stages as follows: (1) Data Reduction: This process includes activities to summarize, select relevant information, focus on important aspects, and identify patterns and themes from data obtained in the field; (2) Data Presentation: Data that has been processed is then displayed and interpreted, and compared with applicable theories and norms to obtain a deeper understanding; (3) Data Display: Information obtained from the reduction process is

then arranged in a systematic form so that it is easy to understand and presented in the final report; (4) Conclusion Drawing: Conclusions are made by summarizing information briefly but meaningfully, based on data that has been structured. To ensure the validity of the data in this study, the triangulation method was used, where researchers collected data while evaluating its credibility. This approach involves verifying the reliability of data through the collection of information from various sources (Sugiyono, 2017).

RESULTS AND DISCUSSION

Implementation and Effectiveness of Coaching and Mentoring Based Academic Supervision

Academic supervision based on coaching and mentoring is carried out as an effort to improve teacher competence at SD Negeri 1 Karangrowo Undaan Kudus. Coaching is known as an efficient strategy in improving teacher teaching skills, because this method acts as an effort for self-development that is directed at achieving specific targets. Its implementation is carried out through classroom conversation interactions and direct observation of learning practices.(Mopangga & others, 2021). Coaching is an activity that can develop teacher competency capacity, build work motivation, and evaluate teacher competency in carrying out educational tasks at school. Mastery of coaching techniques is also an important aspect in creating an academic supervision process carried out by the principal. The application of coaching techniques to teachers is expected to be able to reveal obstacles faced during ongoing learning, so that a discussion space can be created to find solutions together.

Mentoring is a process in which a more experienced individual (mentor) provides guidance, support, and knowledge sharing to a less experienced individual (mentee) to achieve specific professional goals. In the context of education, mentoring between teachers and principals is essential to improving the quality of learning and teacher competence. Mentoring-based academic supervision can be one form of effective academic supervision. While academic supervision is often formal and structured, mentoring is more personal and flexible.

The relationship between supervision and the coaching and mentoring approach is as follows: (1) Teacher professional development, namely improving teacher competency such as pedagogical, professional, social emotional competency through various experiences by providing feedback and compiling professional development plans, improving problem solving and increasing teacher motivation; (2) Teacher performance assessment, namely as constructive feedback, identifying teacher development needs, developing follow-up plans, improving the quality of learning, implementing innovation and reflection. The principal's leadership contributes significantly to the progress and management of the school, especially in the implementation of academic supervision based on the teacher coaching and mentoring process. The principal's role includes: (1) Building positive relationships with mutual trust and supporting teachers; (2) Being a role model by demonstrating professional behavior and attitudes that can be emulated by teachers; (3) Providing sufficient time and attention in the implementation of coaching and mentoring; (4) Providing the resources needed to support teacher professional development and competency such as training, books or technology workshops and others.

The use of coaching and mentoring-based academic supervision in this study is in line with previous research findings regarding the effectiveness of coaching and mentoring-based academic supervision on teacher competence and teacher professional development. This is in line with the opinion of(Hakim et al., 2021)which explains that through collaborative meetings, teachers can share ideas and experiences to develop more effective learning methods. Academic supervision that integrates coaching and mentoring approaches not only delivers constructive feedback, but also plays a role in building strong interpersonal relationships

between principals and teachers.(Juhadira & others, 2024). One of the advantages of academic supervision with a coaching approach in improving performance is the existence of two-way communication, which is a characteristic of coaching and distinguishes it from other supervision techniques (Wahyudi et.al, 2024).

Direct observation strengthens these findings by describing interactions between principals and teachers that create a positive learning environment. Coaching in academic supervision is no longer one-way, but rather an open dialogue that provides space for teachers to express their ideas, challenges, and aspirations. Observation results show that teachers involved in coaching experience increased motivation and self-confidence. Interviews also revealed that this approach creates a positive and supportive learning environment. Therefore, coaching-based supervision encourages the formation of a learning culture that motivates and strengthens professional growth in the school environment (Tanggulungan and Sihotang, 2023).

In the implementation of academic supervision by the Principal on teachers of SD Negeri 1 Karangrowo Undaan Kudus, it has been carried out through several stages, including: (1) Planning: The Principal prepares a structured supervision schedule, selects a coaching approach for individual teacher coaching, and appoints senior teachers as mentors from fellow teachers. This planning is carried out collaboratively between the Principal and teachers. A coaching and mentoring-based approach is applied to ensure that the planning is relevant and can improve the teacher's pedagogical competence; (2) Implementation: Implementation is applied through systematic stages, namely pre-observation, observation, and post-observation. At each stage, the coaching and mentoring approach is applied through open dialogue between the Principal as supervisor and teachers as supervision participants. This process emphasizes partnership, reflection, and personal guidance so that teachers feel supported in developing their learning competence. Teachers are actively involved in the self-reflection process. In the coaching session, the Principal acts as a facilitator who helps teachers recognize their strengths and determine steps for improvement. While in mentoring, senior teachers guide other fellow teachers informally and in a structured manner. In the implementation of supervision, it is done through class visits, and direct observation is carried out then reflective discussions between the principal and teachers. This approach through coaching and mentoring creates a supportive and collaborative learning environment; (3) Evaluation: Evaluation of academic supervision is carried out periodically to assess the effectiveness of the supervision program. The evaluation process includes analysis of teacher competency improvements, changes in learning practices and the impact on student learning outcomes. The results of this evaluation will be used by teachers to design appropriate follow-up, such as additional training or adjustments to supervision strategies, to ensure the sustainability of improving the quality of learning; (4) Follow-up: Follow-up to academic supervision involves providing ongoing support to teachers such as professional training, individual coaching, and providing additional resources. The principal plays an active role in facilitating teacher professional development through reflection activities, group discussions and joint learning. The coaching and mentoring approach can strengthen teacher pedagogical competence and improve the quality of learning in schools.



Figure 1. Implementation of Academic Supervision by the Principal

In academic supervision using the coaching approach, it was found that this approach is an innovative strategy in improving teacher competence. The coaching approach emphasizes personal development, active involvement between the principal and teachers, and the formation of relationships based on trust. In addition, coaching encourages self-reflection that empowers teachers to develop their potential optimally and find solutions to problems faced independently.



Figure 2. Coaching and Mentoring Activities of School Principals and Colleagues

The effectiveness of implementing coaching and mentoring-based academic supervision can be seen from several aspects as follows: (1) Achievement of Teacher Competency Indicators: From teacher reflection notes and supervision results, it can be seen that many teachers show improvements in compiling teaching modules by implementing active learning methods and are more confident in teaching. Teachers show significant developments in lesson planning, classroom management, and the use of active and enjoyable learning strategies for students. The coaching process in academic supervision helps teachers to reflect on their teaching practices, while the mentoring process provides concrete or real assistance for improvement and follow-up of academic supervision; (2) More Humanistic and Collaborative Professional Relationships: The coaching and mentoring approach creates a supervision atmosphere that is not patronizing but builds trust and equality. Teachers feel more open to receiving input and are more motivated to develop further because they feel accompanied and not supervised in an authoritarian manner; (3) Changes in Teacher Attitudes towards Supervision: Before using the coaching and mentoring approach, many teachers considered supervision as merely an assessment process. However, after the implementation of the coaching and mentoring approach in academic supervision, teachers view academic supervision as a learning process in teaching and teacher self-development. So that teachers feel motivated and actively participate in every stage of supervision.

The impact of implementing coaching and mentoring-based academic supervision on teacher competence

Coaching and mentoring-based academic supervision has a significant positive impact both individually and collectively at SD Negeri 1 Karangrowo Undaan Kudus. Based on the researcher's findings regarding the implementation of coaching and mentoring-based academic supervision, including increasing the habit of self-reflection and independence in finding solutions, teachers' pedagogical competence that continues to be honed and the ability to reflect deeply, teachers are able to present high-quality learning consistently from time to time. Coaching and mentoring become part of the school culture where teachers can improve the variety of teaching methods, effective classroom management, and the use of technology. Collaboration between teachers will also be strengthened because teachers are accustomed to sharing ideas, best practices, and providing support to each other. In addition, the implementation of coaching and mentoring-based academic supervision can improve teacher competence continuously on the quality of students' learning experiences. Competent, highly motivated, and reflective teachers tend to create a more interesting, effective, and relevant learning environment, which can ultimately increase students' learning motivation and academic achievement in the long term. So that it will realize the formation of a strong professional learning community, where knowledge and skills are organically distributed among teachers. Teachers who have experienced the benefits of coaching and mentoring will be motivated to become coaches or mentors for their colleagues. In the long term, this will create a new layer of leadership in schools that can help drive innovation and quality improvement from within,

Reflective competence and independence instilled through coaching and mentoring in academic supervision will equip teachers with the ability to adapt quickly to changes in the world of education, such as curriculum changes, technological advances, or shifts in student needs. Teachers are not resistant to change, but rather see it as an opportunity to continue learning and improving themselves, from daily practice, not just a momentary effort after supervision. A supportive work environment, a sense of appreciation, and the opportunity to continue to develop through coaching and mentoring can increase teacher job satisfaction. In the long term, this contributes to the retention of quality teachers in schools, reduces turnover rates, and creates stable and experienced teachers. In addition, teachers no longer rely solely on external training, but become proactive in identifying their own areas of self-development. They continue to learn, experiment with new methods, and adapt to changes in the curriculum or student needs independently. the implementation of coaching and mentoring-based academic supervision in SD Negeri 1 Karangrowo Undaan Kudus can have a profound and transformative impact on teacher competence, which ultimately has a positive impact on the education ecosystem as a whole. Academic supervision with coaching and mentoring techniques can improve deep partnership relationships between principals and teachers, resulting in increased internal motivation in the form of self-confidence and improved learning quality.

CONCLUSION AND SUGGESTIONS

The implementation of coaching and mentoring-based academic supervision at SD Negeri 1 Karangrowo Undaan Kudus was carried out through several stages, including: (1) planning: the principal makes a structured schedule, which is carried out collaboratively between the principal and teachers by implementing a coaching and mentoring-based approach; (2) Implementation: Implementation is implemented through systematic stages, namely pre-observation, observation, and post-observation; (3) Evaluation: Evaluation of academic supervision is carried out periodically to assess the effectiveness of the supervision program; (4) Follow-up: Follow-up of academic supervision involves providing ongoing support to teachers. The effectiveness of the implementation of coaching and mentoring-based academic

supervision can be seen in the achievement of teacher competency indicators, more humanistic and collaborative professional relationships, and changes in teacher attitudes towards supervision, namely after the implementation of the coaching and mentoring approach, teachers view academic supervision as a learning process in teaching and teacher self-development. Coaching and mentoring-based academic supervision has a significant positive impact both individually and collectively at SD Negeri 1 Karangrowo Undaan Kudus. The impact of implementing coaching and mentoring-based academic supervision includes increasing self-reflection habits and independence in finding solutions, teachers' pedagogical competence that continues to be honed and deep reflection skills, teachers are able to present high-quality learning consistently over time. The implementation of coaching and mentoring-based academic supervision is effective in building a strong partnership between the principal and teachers, which ultimately encourages the growth of teachers' intrinsic motivation such as increased self-confidence, and contributes to improvements in the quality of learning.

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