

Coaching-Based Academic Supervision as A Means of Strengthening Citizenship Values for Elementary School Teachers

Mulyati Bangi¹

¹Universitas Negeri Gorontalo

Zulaecha Ngiu²

²Universitas Negeri Gorontalo

Muchtar Ahmad³

³Universitas Negeri Gorontalo

Corresponding author : mulyatibangi481@gmail.com

Abstract

The objectives of this study are 1. To analyze the implementation of coaching-based academic supervision for elementary school teachers in Telaga District, including strategies, methods, and challenges faced in its implementation, 2. To identify the impact of coaching-based academic supervision on strengthening elementary school teachers' citizenship attitudes, such as attitudes of understanding rights and obligations, responsibility, and empathy, 3. To explore the experiences and perceptions of teachers and principals regarding the effectiveness of coaching-based academic supervision in improving professionalism and internalization of citizenship values. 4. To prepare strategic recommendations for optimizing coaching-based academic supervision as a sustainable coaching model in order to strengthen teachers' citizenship attitudes in elementary school environments. This study uses a qualitative method. Data collection was carried out through interviews, observations and documentation. The subjects of this study were principals and teachers. The results of the study indicate that the implementation of coaching-based academic supervision in Telaga District has been running effectively with a collaborative and participatory approach. The principal acts as a mentor who encourages teachers to develop through constructive reflection and feedback. This supervision is integrated with the learning community (CUSTOM) which strengthens the culture of professionalism and mutual learning. Between teachers. In addition, coaching-based supervision has a positive impact on teachers' citizenship attitudes. Teachers become more reflective in their role as character educators, and more aware of

270



integrating citizenship values such as tolerance, mutual cooperation, and responsibility in learning. This strengthens the role of teachers as agents of instilling Pancasila values in elementary schools

Keywords: Supervise, Coaching, Citizenship Values, Principals, Teachers

INTRODUCTION

Education plays an important role in shaping the character and skills of citizens, as stated in Law No. 20 of 2003 Article 3. Teachers are the main actors in achieving this goal, not only teaching but also shaping the character of students. Therefore, improving teacher competence, as mandated by Law No. 14 of 2005 Article 10, is very important. Diana (in Wulandari, et al., 2022) emphasized that teachers are the center of the learning process. However, there are still many teachers who do not have adequate pedagogical competence. Academic supervision should be a means of coaching, but is often only considered as an annual formal assessment. This makes efforts to improve teacher quality less than optimal.

Academic supervision plays an important role in improving the quality of learning, but the quality of education in Indonesia is still relatively low. One of the causes is the low human resources due to the uneven quality of education. Permendikbud No. 6 of 2018 Article 15 states that school principals are required to carry out academic supervision. Iwan Syahril (Moving Teacher Module, 2022) emphasized that school leaders play a major role in the success of education. A qualified principal is able to synergize all elements of the school. Collaboration between principals and teachers is important to create innovative and student-centered learning.

The principal must function as a manager in improving learning and supervising classes through coaching and constructive criticism. Coaching is an effective teacher human resource development technique to improve performance, although there is still minimal empirical evidence regarding its impact. Coaching also acts as a career learning tool and empowerment of school employees. Although popular, its effectiveness still needs further research. Meanwhile, Winataputra (2011) emphasized that failure to instill citizenship values can lead to social conflict and loss of direction for the younger generation in building national character.

The implementation of coaching-based academic supervision in elementary schools in Telaga District is interesting to study because of the strategic role of teachers in shaping students' character from an early age. The coaching approach is believed to be able to improve teacher professionalism and strengthen citizenship values in learning. Telaga District has 12



public elementary schools spread across 9 villages, with data obtained from the Ministry of Education and Culture's Dapodik as a picture of the condition of education. The main problem is that academic supervision is not yet effective, tends to be one-way and is only a formality at the end of the year. This has an impact on the low competence of teachers, as evidenced by only 10 elementary school teachers who have passed the Teacher Mover Program since 2020 out of a total of 127 teachers. Even though most of the teachers have been certified as professional teachers.

The implementation of Coaching-Based Academic Supervision varies greatly between principals, depending on their vision and coaching experience (Juhadiraet al., 2024). This supervision functions to monitor and evaluate teacher performance, especially in classroom management and teaching style. However, the practice is still rarely done, because teachers tend to feel supervised if the principal enters the classroom. In fact, coaching can improve the competence of teachers and principals. Sapriya emphasized the importance of civic education in forming awareness of rights, obligations, and preservation of national culture. Coaching-Based Supervision has the potential to encourage the quality of learning and form more reflective and professional teachers.

RESEARCH METHODS

This study was conducted in Telaga District, Gorontalo Regency with a sample of six Public Elementary Schools, using a qualitative approach and case study method to understand the implementation of coaching-based academic supervision and its impact on strengthening teachers' citizenship values (Creswell, 2018; Bogdan & Biklen, 1992; Yin, 2011). Data were collected through questionnaires, observations, interviews, and documentation from principals, teachers, and education experts to obtain a comprehensive perspective, with researchers as the main instrument actively collecting data in the field.

Data analysis was conducted thematically with stages of reduction, presentation, and grouping of themes according to the patterns found (Braun & Clarke, 2006; Miles & Huberman, 1994). Data validity was strengthened through triangulation of methods and sources, comparing the results of questionnaires, observations, interviews, and documentation from various participants such as principals, teachers, and supervisors (Denzin, 1978). This approach ensures valid and credible research results related to the implementation of coaching-based academic supervision in strengthening citizenship values in elementary schools.



RESULTS AND DISCUSSION

Implementation of Coaching-Based Academic Supervision for Elementary School Teachers in Telaga District

The implementation of coaching-based academic supervision in Telaga District shows a healthy and collaborative relationship pattern between the principal and teachers. Based on the opinions of the informants, the coaching carried out by the principal has succeeded in positioning teachers as equal partners, not as subordinates. The principal is considered capable of creating an atmosphere of interaction that is not patronizing, but rather provides space for teachers to speak, reflect, and develop themselves. Even teachers who initially felt uncomfortable, were finally able to see the positive side of the coaching process because of its humanistic and participatory approach. This strengthens the evidence that the effectiveness of coaching is highly dependent on how the principal builds a partnership relationship that is mutually respectful and supportive.

This finding is in line with the research of Farida et al. (2024) in *Consilium: Education and Counseling Journal*, which emphasizes the importance of a coaching approach based on the needs and potential of individual teachers. Coaching that is not authoritative but dialogical and supportive makes teachers feel more appreciated and actively involved in the process of reflection and self-development. In this context, the principal does not only act as a supervisor, but also as a facilitator and companion in the teacher's professional journey. By building partnerships, the coaching process becomes more effective in improving teacher competence as a whole.

Furthermore, the use of reflective questions and creative conversation approaches in coaching by the principal also had a positive impact on academic supervision. All three informants stated that this method encouraged them to evaluate and recognize the strengths and weaknesses in their learning practices. Reflective questions help teachers' direct attention to the core of the problem independently, while creative and non-judgmental conversations create a comfortable atmosphere for discussion. This approach strengthens the psychological climate that is conducive to adult learning, where teachers as professionals feel safe to reflect and change.

The findings are supported by the research results of Soro et al. (2024), which highlighted the importance of a reflective approach and creative communication in coaching to improve teachers' pedagogical competence. This study shows that principals who use open-ended questions and a humanistic approach can build deep trust relationships with teachers. As a result, teachers become more motivated to develop themselves and are more ready to receive feedback. This confirms that the success of coaching is largely determined by the quality of communication between the principal and teachers, as well as the principal's ability to facilitate meaningful and



productive dialogue.

Finally, the impact of coaching on the development of teachers' personal and professional abilities is also an important aspect of the implementation of academic supervision in Telaga District. The resource person said that coaching carried out by the principal provided clear direction, constructive enthusiasm, and strong moral support. This not only helps teachers improve technical skills, but also in shaping character and self-confidence as educators. The principal plays an important role in exploring the potential of each teacher through supportive communication and constructive feedback.

This opinion is supported by research by Wahyudi and Said (2024) in the journal *Didaktik*, which states that coaching can strengthen collaborative relationships and encourage teachers to be more reflective about their performance. Coaching is not just an evaluation tool, but a medium for ongoing coaching. In this context, the principal becomes an instructional leader who is active in forming a reflective and collaborative culture in schools. Therefore, the implementation of coaching-based academic supervision that is carried out consistently and with the right approach has the potential to improve the quality of education as a whole at the elementary school level.

The Impact of Coaching-Based Academic Supervision on the Citizenship Attitudes of Elementary School Teachers in Telaga District

The implementation of coaching-based academic supervision in Telaga District has proven to have a significant influence on strengthening the citizenship attitudes of elementary school teachers. One of the main impacts is seen in the understanding and application of the values of rights and obligations as citizens in their profession. The three speakers showed a high awareness that the task of teaching is not only a professional obligation, but also a form of devotion as citizens in educating the nation's life. They realized that the position as State Civil Apparatus (ASN) requires integrity and moral responsibility in educating the nation's children. Through a dialogic and reflective coaching process, the principal succeeded in fostering this awareness more deeply, encouraging teachers to carry out their profession with full responsibility as part of implementing the constitutional mandate.

Coaching-based supervision also plays an important role in fostering teachers' social sensitivity to the school environment. The three speakers described how coaching encouraged them to be more responsive to the needs of students, colleagues, and the school community. In the coaching process, principals often use a reflective approach that helps teachers see their social roles more broadly, not limited to the classroom. This is in line with the spirit of inclusive education



which emphasizes concern for diversity and the special needs of students. Through coaching, teachers are invited to evaluate their social involvement and are encouraged to actively participate in school social activities, such as mutual cooperation, empathy visits, and mentoring underprivileged students. This social sensitivity reflects the real practice of citizenship values in teachers' professional lives.

Other impacts are seen in the form of responsibility prioritized by teachers as part of professional ethics and good citizenship attitudes. Through a continuous coaching process, teachers realize the importance of moral responsibility in understanding student character, maintaining student health and safety, and maintaining work discipline and professionalism. Coaching carried out with a reflective approach encourages teachers to conduct in-depth introspection of their teaching practices and to continuously improve the quality of educational services. Teachers do not only see their responsibilities as technical obligations, but also as a mandate to shape character and protect children's rights in education. This shows that coaching can be an effective medium in internalizing the values of responsibility and dedication as a form of actualizing citizenship attitudes.

This finding is in line with a number of previous studies. For example, Bawole, Mawuntu, and Voges (2025) emphasize the role of teachers in protecting children through the implementation of fair and professional rights and obligations. Likewise, research by Pertiwi et al. (2025) emphasizes the importance of social sensitivity, discipline, and moral responsibility in the context of inclusive education and the Independent Curriculum. Coaching-based academic supervision has proven itself as an effective approach to building teachers' civic awareness in concrete forms, namely through an active role in shaping students' character, strengthening national values, and increasing teachers' social and professional responsibility. Therefore, this coaching approach is very relevant to continue to be developed in order to create teachers who are not only competent, but also have a national spirit and are oriented towards public welfare.

Exploring the Experiences and Perceptions of Teachers and Principals Regarding the Effectiveness of Coaching-Based Academic Supervision in Increasing Professionalism and Internalization of Civic Values

The implementation of coaching-based academic supervision in Telaga District has proven to be an approach that is not only effective in improving the quality of learning, but also has a profound impact on improving teacher professionalism and internalizing citizenship values. Based on the principal's experience, instilling the values of citizen rights and obligations to teachers is



done through role models, reflective communication, and habituation in daily activities at school. The principal acts as a leader who not only instructs, but also provides real examples in carrying out responsibilities, such as time discipline and moral responsibility towards students. This creates a positive leadership climate and encourages teachers to follow suit in carrying out their duties as responsible citizens.

On the teacher side, the results of the study show that their understanding of their rights and obligations as citizens has been well established. They do not only teach as a professional routine, but also realize that their role is part of the contribution to national development. Teachers see the task of educating as a state mandate, which must be carried out professionally and with integrity. Coaching-based supervision, which is reflective and collaborative, helps teachers realize the importance of balancing between fulfilling teaching obligations and utilizing their professional rights, such as the right to conduct fair and constructive learning evaluations. This coaching process is an effective means of deepening teachers' awareness of their national role in the world of education.

In addition to the values of rights and obligations, the dimension of social sensitivity is also strengthened through the coaching process carried out by the principal. Principals in Telaga District actively encourage the growth of empathy and solidarity among teachers towards fellow co-workers, students, and the school community. They encourage teacher participation in social activities such as helping underprivileged students, participating in mutual cooperation activities, and providing support when a student or school community experiences a disaster. This strengthens the culture of caring which is part of citizenship values in the context of education. Teachers' experiences also reflect high social sensitivity, where they are actively involved in building positive relationships with students and the school community, so that an inclusive and humane learning atmosphere is formed.

The strategy in building teachers' sense of responsibility is also a major concern in this coaching-based supervision. The principal applies a continuous coaching approach, fair evaluation, and structured task division as part of a managerial system that supports the growth of teachers' professional responsibility. On the other hand, teachers stated that consistent coaching has helped them to be more aware of the importance of their role as role models for students. Discipline, concern for student development, and commitment to professional tasks are the main responsibilities that are continuously honed in the coaching process. In other words, coaching is not only a tool for improving teaching techniques, but also a medium for forming teachers' character and work ethics.



Finally, based on the overall experience and perceptions explored from the principal and teachers, it can be concluded that coaching-based academic supervision in Telaga District has significantly contributed to forming a collaborative, reflective, and civic-based educational ecosystem. Teachers not only develop in terms of pedagogical competence, but also in terms of personality and social responsibility. The principal who acts as a coach is able to build a partnership relationship that is mutually respectful and supportive, which ultimately strengthens a democratic and professional school climate. This process reflects that the success of academic supervision is not only measured by the improvement of student learning outcomes, but also by the transformation of attitudes and noble values embedded in educators. Therefore, this approach is worthy of being replicated more widely in efforts to develop character-based and national-minded education.

Developing Strategic Recommendations for Optimizing Coaching-Based Academic Supervision as a Sustainable Coaching Model in Order to Strengthen Teachers' Citizenship Attitudes in Elementary Schools

The results of the study indicate that the coaching approach in academic supervision in Telaga District has a positive impact on the development of teacher professionalism and strengthening citizenship attitudes in elementary school environments. This finding is in line with the results of the study Sitaasih (2020) which shows that the implementation of academic supervision can significantly increase teachers' pedagogical competence, from 65.19% in the pre-cycle to 78.06% in cycle II. In the field, principals who apply the coaching approach have succeeded in creating a reflective supervision atmosphere and supporting teachers to grow professionally without feeling rigidly supervised. This approach also becomes medium effective in encouraging teachers to internalize citizenship values such as social responsibility, tolerance, and mutual cooperation in learning practices.

Furthermore, the strategic recommendations formulated from the results of this study include three main aspects: (1) collaborative and flexible supervision scheduling, (2) integration of supervision results with the teacher learning community (KOMBEL), and (3) use of supervision instruments that include indicators of citizenship values. This strategy is based on the findings of Pangestuti & Mustofa (2024), which emphasize that collaborative supervision can improve teacher teaching performance through open discussions and reflective feedback. In Telaga District, the coaching approach has been proven to be able to build healthy two-way communication between the principal and teachers, strengthen self-confidence, and encourage



behavioural changes that support strengthening student character in the classroom.

In terms of sustainability, Hanik et al.'s (2024) research supports that coaching models such as TIRTA (Objectives, Identification, Action Plan, Responsibilities) create collaborative supervision relationships and are able to foster teacher professional awareness. At the research location, this practice is evident in the involvement of the principal who actively accompanies teachers, not only in evaluating learning tools such as lesson plans and assessments, but also in guiding teachers to understand the relevance of Pancasila values in every teaching process. This strategic recommendation strengthens the position of coaching as a sustainable coaching model that not only improves the quality of learning but also forms an educational ecosystem that is character-based and has a national perspective

CONCLUSION

The implementation of Coaching-Based Academic Supervision in Telaga District has shown a collaborative, humanistic, and participatory approach. The principal not only acts as a supervisor, but also as a guide and facilitator. The supervision process is carried out in structured stages, starting from planning, observation, to joint reflection. Coaching techniques encourage teachers to be more open to feedback, increase self-confidence, and raise awareness to continue developing themselves professionally. Supervision activities are also linked to learning communities (CUSTOM) which strengthens a collaborative culture between teachers.

The Impact of Coaching-Based Academic Supervision on Teachers' Civic Attitudes is very positive. The coaching approach allows teachers not only to improve pedagogical aspects, but also to reflect on their role in shaping students' characters. Through reflective dialogue, teachers are invited to integrate civic values such as mutual cooperation, tolerance, responsibility, and democracy into the learning process. With supervision that is oriented towards strengthening values, teachers are more aware of their role as agents of instilling Pancasila values in the school environment

REFERENCES

- Bawole, G. H., Mawuntu, J. R., & Voges, S. O. (2025). Tinjauan Hukum Pengaturan Usia Menurut Undang-Undang No. 35 Tahun 2014 Tentang Perlindungan Anak Berkaitan dengan Hak dan Kewajiban Anak. *Lex Administratum*, 13(2).
- Bogdan, R. C., & Biklen, S. K. (1992). *Qualitative Research for Education: An Introduction to Theory and Methods* (2nd ed.). Boston: Allyn & Bacon.



- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications.
- Denzin, N. K. (1978). *The Research Act: A Theoretical Introduction to Sociological Methods* (2nd ed.). New York: McGraw-Hill.
- Farida, N., Dwikurnianingsih, Y., & Sanoto, H. (2024). Peningkatan Kompetensi Guru SMP di Kabupaten Jayapura Melalui Supervisi Akademik Berbasis Coaching dan Metode Berdiferensiasi. *Consilium: Education and Counseling Journal*, 5(1), 189–200.
- Hanik, S. U., Hilmi, M. I., Rindriani, D., Meiyasinta, F., Arifin, M. R., & Antari, S. N. (2024). Peningkatan Kualitas Guru melalui Supervisi Akademik dengan Tehnik Coaching di Sekolah Dasar. *Jurnal Basicedu*, 8(5), 8088. <https://doi.org/10.31004/basicedu.v8i5.8088>
- Juhadira, J., Hasniati, H., Ririk, R., Lilianti, L., & Nasir, N. (2024). Implementasi Metode Coaching dalam Supervisi Akademik. *Jurnal Ilmu Manajemen Sosial Humaniora (JIMSH)*, 6(1), 1–11. <https://doi.org/10.51454/jimsh.v6i1.404>
- Pangestuti, R., & Mustofa, M. (2024). Pengaruh Supervisi Kolaboratif terhadap Kinerja Mengajar Guru di Sekolah Menengah. *Jurnal Didaktika*, 9(1), 45-58. Diakses dari <https://jurnaldidaktika.org/contents/article/download/1291/801/>
- Pertiwi, E. P., Ali, A. Z., & Sartinah, E. P. (2025). Filosofi dan Prinsip Dasar Pendidikan Inklusi: Implikasi terhadap Masalah Sosial Masyarakat. *Didaktika: Jurnal Kependidikan*, 14(1 Februari), 329-346.
- Sitaasih, I. G. A. A. P. (2020). Peningkatan Kompetensi Pedagogik Guru melalui Supervisi Akademik di Sekolah Dasar. *Jurnal Ilmiah Sekolah Dasar*, 4(2), 123-130. Diakses dari <https://ejournal.undiksha.ac.id/index.php/JISD/article/view/25461>
- Soro, S. H., Hakim, A. R., Rahayu, S., & Pangestuti, W. R. (2024). Implementasi Supervisi Akademik Berbasis Coaching oleh Kepala Sekolah dalam Meningkatkan Kompetensi Pedagogik Guru Sekolah Dasar Negeri Cicalengka 06 Kabupaten Bandung. *EDUKASIA: Jurnal Pendidikan dan Pembelajaran*, 5(1), 2235–2242.
- Wahab, A. (1996). *Pendidikan Kewarganegaraan: Teori dan Praktik*. Jakarta: PT RajaGrafindo Persada
- Wahyudi, A., & Said, I. (2024). Efektivitas Supervisi Akademik Berbasis Coaching pada Peningkatan Kinerja Guru di SD Negeri Tlogomojo Rembang. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 10(04), 321–331.
- Winataputra, Udin S (2011) *Pendidikan Kewarganegaraan sebagai Wahana Pembangunan Karakter Bangsa*. Jakarta: Universitas Terbuka

