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English Teacher's Perception Towards Coaching Paradigm Implementation in Enhancing Learning Quality at SMP Negeri 2 Gunungsitoli Barat

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ABSTRACT
This study investigates the English teacher's perception towards the coaching paradigm implementation in enhancing learning quality at SMP Negeri 2 Gunungsitoli Barat. Teacher perception is very important for making supervision work, and coaching is a new way for principals to guide teacher. The research employs a qualitative method with an English teacher and the school principal as the main sources of information. Data were collected using interviews, focusing on the English teacher's views and the steps taken by the principal as an effort to improve performance in order to enhance the quality of learning during the coaching, as well as observations of the coaching process. Results indicate that the teacher's feelings about the coaching changed from negative at the start to more positive over time. The results suggest that the coaching paradigm can be an effective way to guide English teacher if principal are patient and provide consistent support. Relevant implications for principal and teacher on how to create a more supportive and collaborative relationship to improve the quality of learning.

Keywords: English teacher's, perception, coaching paradigm, learning quality**.**

INTRODUCTION
Quality education is determined not only by the curriculum in place, but also by how human resources especially teachers are continuously developed. In the Indonesian context, the introduction of the Merdeka Curriculum has brought a new paradigm to school management, in which school principals are expected to be more than just administrators. Ministry of Education and Culture Regulation No. 6 of 2018 states that a school principal is a teacher entrusted with the task of leading and managing an educational institution, while also being responsible for ensuring the delivery of quality learning (Ministry of Education and Culture Regulation, 2018). This mandate has far-reaching implications: school principals must act as leaders of learning, not as intimidating evaluators.

Within the framework of academic supervision, there has been a significant shift from conventional, hierarchical, and evaluative approaches toward a more collaborative model. The coaching approach has emerged as a response to the limitations of traditional supervision, which teachers often perceive as a mechanism for finding faults rather than a tool for professional development. Suchyadi et al. (2023) note that national education policy now encourages a shift from supervision based on the principal's authority toward coaching-based supervision that promotes active teacher participation. This shift is not merely a technical change but a paradigmatic transformation regarding how the relationship between principals and teachers should be built.

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In reality, however, the implementation of this approach is not without obstacles. Various studies indicate that quite a few teachers view supervision—including coaching-based supervision—with suspicion and resistance. Chiwamba and Kigobe (2022) found that some teachers refused to be present in the classroom during observations because they believed that supervisors were there to find their shortcomings. Such negative perceptions pose a real barrier to realizing the benefits of coaching, as openness and trust are key prerequisites for the success of the process.

A similar situation was observed at SMP Negeri 2 Gunungsitoli Barat. Based on the researcher's initial communication with the principal, it was found that during the early stages of coaching implementation, English teachers tended to view the coaching process negatively. Teachers perceived the principal's presence in the classroom as a form of supervision aimed at evaluating their weaknesses, rather than as a partner supporting their professional growth. This situation runs counter to the spirit of the Merdeka Curriculum, which emphasizes the autonomous and collaborative development of potential.

It is this gap between theoretical expectations and on-the-ground reality that prompted this study. Specifically, this study aims to fill a gap in the literature regarding the dynamics of teachers' shifting perceptions from negative to positive in the context of the implementation of the coaching paradigm by school principals, as well as to examine the concrete steps taken by school principals to facilitate this change. Nawas (2023) points out that although coaching-based supervision has been shown to improve teacher performance, adaptation challenges persist due to a lack of understanding of coaching, discomfort with the shift in the supervision paradigm, and insufficient support from school principals.

Based on this background, this study establishes two main focuses: first, to analyze English teachers' perspectives on the coaching implemented by the principal at SMP Negeri 2 Gunungsitoli Barat; and second, to analyze the steps taken by the principal to support English teachers in maximizing their potential as a means of improving performance to enhance the quality of learning.

Perception is a complex process involving the reception, interpretation, and understanding of information obtained through the senses, which ultimately shapes an individual's subjective understanding of their environment. Amin et al. (2022) explain that perception is the experience of objects and events that can be seen and felt, which are then synthesized into a conclusion. In line with this, Syaifullah (2022) defines perception as an experience of objects, events, or relationships obtained through the collection and interpretation of information, thereby enabling individuals to understand and make sense of their experiences subjectively.

In the context of educational supervision, teachers' perceptions play a crucial role. How teachers interpret the principal's presence in their classroom—whether as a partner or as an evaluator—will significantly influence their attitudes and behaviors during the coaching process. Noviska et al. (2021, as cited in Lailatul, 2023) categorize perceptions into two types: positive perceptions, which are views that align with the perceived object in terms of both knowledge and actions, thereby fostering acceptance and support; and negative perceptions, which are views that do not align with the perceived object, leading to rejection or avoidance.

Positive perceptions, as described by Syafei (2003, in Nurjanah, 2022), are characterized by a sense of joy that encourages a tendency to act. Conversely, negative perceptions are characterized by a sense of frustration that triggers avoidance and withdrawal. In the context of coaching implementation, teachers with negative perceptions tend to reject or withdraw from the process, which ultimately hinders the realization of coaching's benefits for their professional development.

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The factors that give rise to both positive and negative perceptions stem from three main dimensions: individual factors, social factors, and environmental factors (Tveit et al., 2019, as cited in Assadpour et al., 2023). Widiati et al. (2020) add that individual satisfaction, knowledge, and experience regarding the perceived object are key factors in the formation of positive perceptions; conversely, dissatisfaction, lack of knowledge, and limited experience are the main triggers of negative perceptions. Understanding these factors is essential for designing coaching strategies capable of proactively managing and changing teachers' perceptions.

The quality of learning refers to an educator's ability to effectively convey knowledge to students (Muhsin et al., 2020). This ability is not limited to mastery of the subject matter but also encompasses pedagogical competencies that enable teachers to adapt teaching methods to students' characteristics and needs. Noortsani (2019, in Ariarta et al., 2024) expands on this understanding by emphasizing that the quality of learning is realized when teachers are able to position themselves appropriately in accordance with the demands of standards, thereby enhancing students' creativity and participation.

Academic supervision plays a vital role as a mechanism for monitoring and improving the quality of teaching. Yamin (2018, in Yuli et al., 2025) asserts that academic supervision functions as a process of monitoring and evaluating teaching methods to improve teacher performance and the overall quality of education. One of the most significant innovations in the implementation of contemporary academic supervision is the integration of a coaching approach, which shifts the focus from criticizing weaknesses to seeking solutions based on strengths (Prastania & Sanoto, 2021).

Mok and Staub (2021) found that a coaching-based approach to academic supervision is more effective than traditional supervision in improving teachers' lesson planning skills and instructional clarity. This effectiveness stems from the fact that coaching extends beyond supporting academic progress and addressing instructional challenges; it also enables coachees to develop greater self-confidence, creativity, and problem-solving abilities that transcend immediate classroom concerns (Petrus, 2022). Therefore, integrating coaching into academic supervision represents a strategic approach to fostering a culture of reflective practice and continuous improvement within schools.

Definitions of coaching in various academic literature emphasize its collaborative dimension and empowerment orientation. Grant (in Irayati et al., 2022) defines coaching as a collaborative, solution-focused, results-oriented, and systematic process in which the coach facilitates the coachee's performance improvement, life experiences, self-directed learning, and personal growth. Whitmore (in Irayati et al., 2022) expands on this by viewing coaching as the key to unlocking an individual's potential to maximize their performance. Maamari et al. (2022) add that coaching has been proven effective in modifying behaviors that encourage the workforce to work more efficiently and achieve better performance.

Irayati et al. (2022) identify four coaching paradigms that form the foundation of its implementation: (1) Focus on the coachee, where attention is directed toward the person being developed, rather than the situation brought up in the conversation; (2) Openness and curiosity, which encourage accepting others' perspectives without judgment and foster a deep sense of curiosity; (3) Strong self-awareness, which enables individuals to recognize and respond to shifts in emotions and energy during interactions; and (4) The ability to see opportunities and the future, which encourages a focus on solutions rather than problems, thereby boosting motivation and development potential.

The principles of coaching according to the ICF (as cited in Irayati et al., 2022) center on three key concepts: partnership, the creative process, and maximizing potential. Partnership places the coach and coachee on an equal footing, without hierarchy. The creative process is

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realized through a two-way conversation that stimulates thinking and helps the coachee map out their situation to generate new ideas. Meanwhile, maximizing potential is achieved when the conversation concludes with a follow-up plan determined by the coachee themselves, not by the coach.

The implementation of the coaching paradigm in academic supervision follows a structure consisting of three main stages (Irayati et al., 2022): (1) Pre-observation, which is an initial dialogue to build trust, agree on coaching goals, and identify the areas for development to be observed; (2) Observation, which involves classroom visits to collect objective data on teaching practices based on the agreed-upon aspects; and (3) Post-observation, which is a reflective conversation between the supervisor and the teacher to analyze the observation data, provide feedback, and jointly develop a competency development plan.

Salim (2015, in Latifah & Muksin, 2021) details the steps for implementing coaching into five stages: building trust, active listening, seeking clarification, asking the right questions, and providing constructive feedback. These five steps are interrelated and form a cycle that enables an effective and sustainable coaching relationship.

Nawas (2023) investigated the implementation of coaching-based academic supervision to improve teacher performance in differentiated instruction at SDN 014 Kempas Jaya. The findings showed tangible progress but also highlighted the challenges teachers faced in adapting to the coaching model, primarily due to a lack of understanding of the concept of coaching itself.

Mubinan et al. (2024) found that coaching techniques implemented by school principals through a coaching-oriented mindset helped principals understand data on teachers' conditions and competencies in real time, thereby enabling them to design follow-up programs that were more precisely targeted. Meanwhile, Atiah et al. (2020), through quantitative research, demonstrated a significant influence of the coaching mindset paradigm implemented by school principals on teacher performance; a significant influence of principal supervision on teacher performance; and a significant combined influence of coaching and principal supervision on teacher performance.

RESEARCH METHODS

The research method used in this study was a qualitative method with a descriptive approach. This approach was chosen because the study aimed to describe and analyze in depth English teachers' perceptions of the implementation of the coaching paradigm in improving the quality of learning. This study was conducted at SMP Negeri 2 Gunungsitoli Barat, with one English teacher and the principal serving as the primary data sources. This aligns with the study's focus on the teachers' perspectives and the steps taken by the principal in the coaching process.

Data collection techniques included observation and in-depth interviews. Observation was used to directly observe the coaching process as it unfolded, while interviews were used to elicit information regarding the teacher's perceptions and the coaching steps implemented by the principal. The research instruments consisted of an observation guide and an interview guide developed based on the research indicators.

The data analysis technique used the interactive analysis model developed by Miles and Huberman, which includes the stages of data collection, data reduction, data presentation, and drawing conclusions. The data obtained were analyzed continuously until a clear picture emerged regarding English teachers' perceptions of the implementation of the coaching paradigm and the steps taken by school principals to improve the quality of learning. Thus, the research results are expected to provide a comprehensive and in-depth understanding in

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line with the actual conditions in the field.

RESULTS AND DISCUSSION

Building Trust Through an Equal Partnership During the Pre-Observation Stage

The thematic analysis of in-depth interviews with the principal and the English teacher revealed that the implementation of coaching-based academic supervision successfully transformed the conventional, hierarchical supervision paradigm into a collaborative model of professional development. Data reduction identified five major themes describing the dynamics of coaching-based educational supervision.

The findings indicate that the success of coaching-based supervision largely depends on establishing a psychologically safe environment through an equal partnership between the principal, acting as the coach, and the teacher, serving as the coachee, from the initial stage of communication. During the pre-observation phase, the principal deliberately avoided intimidating practices by fostering flexible two-way communication to mutually determine the observation schedule and the focus of professional development. The principal emphasized that mutual trust serves as the foundation for effective supervision:

"When becoming a leader, I must be able to trust teachers. Because if there is no trust... communication will not be good and of course work will not run smoothly because we will be suspicious of each other... So, I do not directly conduct observations in the classroom suddenly." (Principal, Response 1)

This atmosphere of equal partnership was also perceived positively by the English teacher. The teacher reported having sufficient autonomy to identify and explore personal pedagogical challenges, while the principal positioned himself as an active listener who facilitated reflection through probing questions rather than acting as an authority who dictated solutions or provided direct instructions:

"At this stage, as the coachee, I was most actively involved in speaking up to propose solutions to the problems I was facing in the classroom. Meanwhile, the principal only asked questions related to the coaching... This is because, in the context of coaching, the coach and the coachee are equal partners." (English Teacher, Response 1)

Reconstructing the Purpose of Supervision: From Administrative Compliance to Teacher Potential Development

The findings demonstrate a fundamental shift in the orientation of academic supervision. Rather than functioning as the primary administrative instrument for evaluating teachers, the Lesson Plan (RPP) was treated merely as a reference for understanding the instructional context. The supervision process instead focused on dynamic classroom interactions and strategies for addressing students' passive participation. The principal emphasized the flexible and developmental nature of coaching:

"The purpose of coaching is not to find a teacher's weaknesses, but rather to optimize their potential... The aspects shared by the coachee are flexible, meaning they are based on what they experience in the classroom and are not always tied to teaching tools such as lesson plans." (Principal, Response 6)

Similarly, the teacher perceived this approach as providing meaningful support for

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authentic professional growth rather than merely ensuring compliance with administrative documentation:

"A lesson plan is a document designed to plan classroom instruction, whereas professional development supervision focuses on teachers' professional growth through interaction and reflection. The main focus... is to provide support to teachers so they can teach more effectively and solve their own problems." (English Teacher, Response 2)

Non-Intrusive Classroom Observation and the Management of Teacher Anxiety

During the observation phase, classroom supervision was deliberately designed to be non-intrusive, allowing teaching and learning activities to proceed naturally without interruption. The principal assumed the role of a passive observer, maintaining confidentiality while demonstrating supportive and non-judgmental behavior throughout the observation. This consistent and reassuring presence gradually reduced the teacher's professional anxiety:

"My experience... was indeed a bit nerve-wracking at first, but over time, as these observations took place repeatedly, my nervousness gradually turned into something normal and even enjoyable. This happened because of the principal's consistent demeanor—always accompanied by a warm smile and calm gestures, rather than a judgmental expression..." (English Teacher, Response 3)

The principal intentionally refrained from providing comments or corrective feedback during classroom instruction to preserve the teacher's professional authority in front of students. Feedback was consistently postponed until the post-observation conference:

"During classroom observations, the principal never commented on—let alone provided feedback regarding—my supervision. Feedback was only provided after the observation." (English Teacher, Response 4)

Reflective Post-Observation Dialogue and Collaborative Action Planning

The analysis further revealed that post-observation feedback was constructed collaboratively through reflective dialogue using eliciting questions. Rather than offering immediate solutions, the principal guided the teacher to independently formulate practical, measurable, and achievable action plans for instructional improvement:

"The coach should not provide solutions directly but should encourage the coachee to come up with solutions that are more ideal in their opinion and that they can implement... The coach's job is to guide the coachee to the solutions to the problems they are facing." (Principal, Response 3)

This reflective process acknowledged teachers' accomplishments while encouraging continuous professional growth, thereby fostering intrinsic commitment rather than compliance driven by external authority:

"During the post-observation discussion, the principal asked me how I felt after the observation. Then, the principal began discussing the progress made, areas that still needed improvement, and plans for follow-up. At this stage, the principal acknowledged and reassured me..." (English Teacher, Response 5)

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Transforming Teachers' Perceptions and Integrating Digital Evaluation Systems

The final theme illustrates a significant transformation in teachers' perceptions of academic supervision. Initially, supervision was viewed as an evaluative mechanism intended to expose instructional weaknesses, creating anxiety and resistance among teachers. However, the consistent implementation of coaching gradually replaced these negative perceptions with intrinsic motivation and a stronger appreciation for collaborative professional learning:

"When developmental supervision first implemented, I found it very burdensome because I viewed it as an evaluation designed to highlight every teacher's shortcomings... However, after learning more... that negative perception slowly turned into a positive one." (English Teacher, Response 9)

Interestingly, although coaching emphasized face-to-face reflective dialogue, the principal simultaneously integrated the supervision cycle with Indonesia's formal digital teacher evaluation platform managed by the Directorate General of Teachers and Education Personnel (GTK). This integration successfully bridged the administrative requirements mandated by educational authorities with teachers' authentic professional development needs:

"For example, after coaching is complete, through the GTK application, the principal is usually asked to provide suggestions and recommendations. In this case, the principal acts as the evaluator... There are also recommendations from the application itself, such as participating in training or learning provided in the application..." (Principal, Response 10)

Overall, these findings demonstrate that coaching-based academic supervision not only transforms supervisory practices from hierarchical evaluation into collaborative professional learning but also reconciles teachers' developmental needs with institutional accountability through the integration of reflective coaching and digital evaluation systems.

CONCLUSION

This study confirms two interrelated key findings. First, English teachers' perceptions of the coaching provided by the principal at SMP Negeri 2 Gunungsitoli Barat have shifted significantly from negative to positive. This shift did not occur spontaneously but was the result of a process consciously and consistently built by the principal through open communication, the creation of a psychologically safe atmosphere, the upholding of the principle of equal partnership, and feedback based on appreciation and constructive criticism.

Second, the steps taken by the principal to support English teachers in maximizing their potential encompass a structured and planned cycle: building trust through pre-observation communication; conducting non-intrusive classroom observations based on mutually agreed-upon aspects; holding collaborative post-observation reflection sessions centered on the teachers' strengths; and ensuring the sustainability of the process through consistent monitoring and follow-up. This cycle as a whole embodies the principles of coaching-based academic supervision: partnership, constructiveness, planning, reflection, objectivity, sustainability, and comprehensiveness (Irayati et al., 2022).

Theoretically, this study reinforces the argument that the successful implementation of the coaching paradigm depends heavily on the principal's ability to build and maintain teachers' trust which is a form of social capital that cannot be replaced by even the most sophisticated coaching techniques. Without trust, coaching will merely become a new form of supervision with the same old dynamics: teachers will still feel as though they are being

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evaluated, rather than empowered.

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