Coaching-Based Academic Supervision in Improving the Quality of Elementary School Teachers' Learning: Systematic Literature Review

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Abstract

This study aims to explore coaching-based academic supervision in improving the quality of elementary school teacher learning through the Systematic Literature Review (SLR) approach. Teachers have an important role in implementing quality learning by creating a conducive, interesting, effective and enjoyable learning environment so that students can achieve maximum learning outcomes and coaching-based academic supervision is believed to be able to create a supportive, visionary work climate, and motivate teachers to innovate and commit to the quality of learning in the classroom. This study collected and analyzed 10 national journal articles published between 2020 and 2024, using databases such as Google Scholar. The results of the review show that coaching-based academic supervision is significantly positively correlated with the quality of elementary school teacher learning, especially in designing, implementing, and evaluating learning. Thus, coaching-based academic supervision can be an option in improving the quality of teachers in learning in elementary schools. Therefore, academic supervision should be seen as a means of building good and collaborative relationships between supervisors and supervised teachers, not just coaching or assessment, with the aim of creating a mutually supportive partnership between the principal and teachers to improve the quality of elementary school teacher learning.

INTRODUCTION

Basic education plays a fundamental role in shaping students' competencies, character, and mindset from an early age. In this context, the quality of learning in elementary schools becomes a key determinant of long-term educational success. According to Law No. 14 of 2005 on Teachers and Lecturers, Article 10 states that teacher competencies include pedagogical, professional, social, and personal aspects, acquired through professional education. Furthermore, Law No. 20 of 2003 on the National Education System emphasizes that learning should optimally develop students' potential.

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Therefore, teachers must be capable of delivering quality instruction by creating a conducive, engaging, effective, and enjoyable learning environment so that students can achieve optimal learning outcomes.

In the Indonesian Dictionary (KBBI), quality is defined as the measure of goodness or badness, standard, level, or degree of intelligence, skill, and so forth. According to Sudjana (2009), quality is generally understood as a description that explains the level of success students achieve in the educational process (Sudjana, 2009). Learning, in turn, can be defined as an effort to influence someone's emotions, intellect, and spirituality to encourage independent learning. The term "quality" was originally used to express the essence of an object or thing—its distinguishing attributes. Hamalik (1993) explains that quality can be viewed from two aspects: normative and descriptive. Normatively, quality is determined by intrinsic and extrinsic criteria. Intrinsically, learning quality refers to the outcome—"educated individuals" aligned with ideal standards (Hamalik, 1993). Extrinsically, it is a means to educate "the workforce." Descriptively, quality is defined based on actual conditions, such as test results. Hanafiah (2010) argues that, in general, quality represents the overall characteristics of goods or services that demonstrate the ability to satisfy expected or implicit needs (Hanafiah, 2012). In education, quality encompasses input, process, and output. Since learning is the central activity in the educational process, the success of education largely depends on how effectively learning is conducted.

Improving teachers' pedagogical and professional competencies must become a priority in education development, especially through academic supervision. According to Hariyati et al. (2023), school principals often believe that no problem is unsolvable (Hariyati et al., 2023). This belief is accompanied by efforts to minimize issues through regular supervision and reflection. Academic supervision is a process of evaluating and guiding teachers to improve the quality of learning processes, enabling students to achieve optimal learning outcomes (Kemendikbud, 2019). Kristiawan (2019) states that academic supervision aims to help teachers understand educational goals, train their ability to prepare students as effective community members, assist in diagnosing problems, enhance democratic work ethics, boost their ambition to improve work quality, promote schools in the community, help teachers make better use of their experience, foster unity among teachers, and support self-evaluation in light of students' developmental goals (Hasanah & Kristiawan, 2019).

Izhar (2017) explains that academic supervision consists of tasks designed to help educators optimize their skills and knowledge to steer the educational process toward intended goals (Izhar et al., 2017). However, existing supervision practices often remain administrative, top-down, and fail to empower teachers as learning agents. Although academic supervision has long been recognized as a strategic instrument for teacher development, its implementation frequently faces obstacles. Many practices are formalistic and evaluative, lacking depth in fostering teachers' reflection and professional growth. This is worsened by supervision models that emphasize administrative compliance rather than substantive learning improvement.

Sergiovanni (2017) highlights the importance of collaboration between supervisors and teachers, advocating for supervision strategies focused on learning and teacher development, such as instructional observation, mentoring, coaching, and evaluation data use (Sergiovanni, 1991). Muhimmah et al. (2022) point out that humanistic leadership is a marker of inspirational leaders—those who treat everyone equally and involve others in collaborative activities (Muhimmah et al., 2022). Effective supervision must support teachers in developing their skills and knowledge while promoting both professional and academic growth. To address these challenges, coaching has gained attention as an alternative approach to academic supervision—one that is more collaborative, reflective, and transformative.

Coaching, a dialogical and collaborative approach focused on individual potential development, is being introduced into academic supervision as a more humanistic and empowering alternative. Coaching is a 21st-century leadership competency that must continually be developed. Through sharpened communication skills, teachers and students alike can be empowered to maximize their learning and creativity (Kemendikbud, 2020). According to Lolowang (2024), coaching-based supervision aims to help teachers find direction in their teaching tasks and solve problems in the learning process to create active, innovative, creative, effective, and enjoyable learning environments that boost students' motivation (Lolowang et al., 2024). Wahyudi (2024) defines coaching in education as a collaborative, solution-oriented, results-driven, and systematic process that enhances work efficiency, teaching experience, and personal competence (Wahyudi & Said, 2024). Yusnidar (2025) states that coaching emphasizes nurturing and developing individuals' potential through reflection and deep learning. In academic supervision, coaching is seen as a way to strengthen teacher capacity through open dialogue, constructive feedback, and continuous self-development (Yusnidar et al., 2025).

Amid curriculum changes and increasing professional demands on teachers, it is essential to evaluate the effectiveness of this approach more systematically, especially in elementary education, which is often underrepresented in coaching-related supervision research. However, the effectiveness of coaching in enhancing teaching quality at the elementary level has yet to be systematically studied. A lack of comprehensive understanding of how this approach is implemented and its impact on classroom instruction presents an urgent need for a critical and thorough literature review on this topic.

This study aims to systematically review various studies discussing the effectiveness of coaching-based academic supervision in improving elementary school teachers' instructional quality. Using a Systematic Literature Review (SLR) approach, this article collects, critically evaluates, and synthesizes empirical and conceptual findings from reputable academic sources. The study focuses on identifying coaching models used in academic supervision, their implementation strategies in elementary schools, and their impact on teachers' instructional practices. Additionally, the review explores consistencies and variations in findings, identifies research trends and knowledge gaps, and offers practical implications for future policy and teacher development.

Most existing research on coaching in teacher supervision focuses on secondary or general education contexts, with relatively few studies examining its application in elementary schools. Furthermore, available articles tend to be descriptive, lacking critical evaluation of the approach's effectiveness in improving learning quality. To date, no comprehensive systematic review maps out the models, strategies, and impacts of coaching in academic supervision applied to elementary school teachers. This reveals a significant gap in the literature that needs to be addressed through systematic analysis, providing a more holistic, evidence-based understanding of coaching-based supervision effectiveness in primary education.

This study offers a significant contribution by presenting a systematic review that explicitly focuses on the effectiveness of coaching-based academic supervision in elementary education. Unlike previous studies, which are often partial or practice-based, this article integrates empirical and conceptual evidence from various scholarly sources to provide a comprehensive mapping of coaching in elementary teacher supervision. The Systematic Literature Review approach enables critical analysis of research methodologies, contexts, and outcomes, producing a synthesis that can inform theory development, educational policy, and more contextual and evidence-based teacher development practices. Therefore, this review not only fills a gap in the literature but also offers strategic direction for developing supervision models relevant to 21st-century learning needs.

METHOD

This study uses the Systematic Literature Review (SLR) approach which in Indonesian is translated as systematic literature/library observation. The research process is carried out with the stages of identification, analyzing data from relevant research, interviewing, and interpreting all the results of previous research with a focus on the topic of coaching-based academic supervision in improving the quality of elementary school teacher learning. The SLR research method consists of 5 stages, including: (1) formulating the problem, namely the process of identifying or finding problems why the research was conducted; (2) searching for literature on relevant journals, for example through Google Scholar; (3) selecting appropriate articles; (4) qualification stage, data presentation and processing; (5) making conclusions according to the results of the interpretation, (Habibi & Manurung, 2023). This research was conducted in early March 2025 by searching for articles related to academic supervision of Christian religious education teachers from national journals through the Google Scholar academic database published in the last 5 years, from 2020 to 2024. The data collection technique in this study is a literature study, namely collecting data through journal articles according to variables related to the research. After being collected, the data is analyzed by creating a table, then the data is reviewed and conclusions are drawn.

RESULT AND DISCUSSION

The results of the study using the SLR method obtained 10 relevant journals. The following is a tabulation of the ten journals sorted by year of publication.

Table 1. Literature Review

No	Author	Title	Research Focus
1	Mardalena, Yasir Arafat, Happy Fitria (2020)	The Influence of Academic Supervision and Teacher Professional Competence on Teacher Performance in Public Senior High Schools in Tanjung Raja District	There is a significant influence of academic supervision on the performance and professional competence of teachers at State Senior High Schools in Tanjung Raja District
2	Ali Wahyudi, Imamuddin Said, Soedjono (2024)	The Effectiveness of Coaching-Based Academic Supervision in Improving Teacher Performance in Tlogomojo Public Elementary School, Rembang	Coaching techniques in academic supervision have a positive impact on improving teacher performance and the quality of learning in the classroom
3	Nuraini, Ummil Makarim, Sudjono (2024)	The Effectiveness of Coaching-Based Academic Supervision in Improving Teacher Professionalism in SMP 1 Rembang	The implementation of academic supervision is very important in order to improve teachers' professional abilities and improve the quality of learning
4	Antonius Da Silva, dkk. (2025)	The Implementation of Coaching and Mentoring in Academic Supervision as an Effort to Improve the Quality of Teacher Learning	Coaching and mentoring-based academic supervision contributes effectively to improving the quality of learning, especially in areas with limited resources.
5	Yetty Lolowang, Wolter Weol, Meyke M.	The Implementation of Coaching-Based Academic Supervision on PAK Teachers in SMP Negeri 1	The implementation of coaching-based supervision has not been fully carried out based on regulatory norms, the tendency is still lacking in

	Mamahit (2024)	Lolak, Bolaang Mongondow Regency	understanding. Schools do not fully understand coaching-based academic supervision
6	Dewi Ainun Nafis, Asep Suryana, Yayah Rayahsih (2024)	The Influence of Collaborative Supervision on Teacher Teaching Performance: An Alternative to Accelerate the Improvement of Learning Quality	This study has succeeded in proving that collaborative supervision has a positive effect on teacher teaching performance in the quality of learning
7	Ikrima Mailani, M. Nazir, Mas'ud Zein (2023)	The Influence of Principal Academic Supervision and Teacher Professionalism on Learning Quality	There is a significant influence of Principal Academic Supervision and Teacher Professionalism on the Quality of Learning
8	Abu Nawas (2023)	Coaching-Based Academic Supervision to Improve Teacher Performance in Implementing Differentiated Learning at SDN 014 Kempas Jaya	The implementation of coaching-based academic supervision has been running well according to the steps (planning, implementation, and evaluation), but there are still shortcomings that really need to be considered, this is because the teachers being supervised are not yet accustomed to coaching.
9	Muhammad Arfin, Munirah, Nurlina (2024)	Implementation of Coaching-Based Academic Supervision on Teacher Performance at UPT SPF SD Negeri 3 Kasimpureng	The implementation of coaching-based academic supervision by the principal at UPT SPF SD Negeri 3 Kasimpureng can improve teacher performance.
10	Suharyanto H. Soro, Arif Rahman Hakim, dkk (2024)	Implementation of Coaching-Based Academic Supervision by the Principal in Improving Competence Pedagogy of Elementary School Teachers in Cicalengka 06, Bandung Regency	Academic supervision with coaching techniques is effective in improving teacher pedagogical competence and improving the quality of learning in schools through self-development and collaboration.

Based on the findings of the 10 journals above, it can be stated that academic supervision has a very effective and significant influence in improving teacher professional competence. The teacher professionalism in question includes pedagogical competence and teacher performance in implementing learning. Based on a study of ten previous studies, it can be seen that coaching-based academic supervision makes a significant contribution to improving the quality of learning and teacher performance in elementary schools. Research by Wahyudi et al. (2024) and Arfin et al. (2024) shows that the application of coaching techniques in academic supervision can encourage improved teacher performance in the learning process in the classroom (Arfin & Munirah, 2024; Wahyudi & Said, 2024). This is reinforced by the findings of Soro, H. et al. (2024), which states that coaching-based academic supervision is effective in improving teacher pedagogical competence through self-development and collaboration (Soro et al., 2024). However, research by Lolowang et al. (2024) revealed that the implementation of coaching-based supervision has not been fully optimal due to the low understanding of schools regarding this concept (Lolowang et al., 2024). In addition, a study by Silva, A. D., et al. (2025) emphasized the importance of a combination of coaching and mentoring in the context of academic supervision, especially in areas with limited educational resources (Da Silva et al., 2025). Nawas, Abu's (2023) research added that even though the supervision steps have

been followed properly, teachers still need to get used to the coaching model so that the results are more optimal (Nawas, 2023). In general, various studies show that academic supervision carried out collaboratively and in a targeted manner can improve the professionalism and quality of teacher teaching (Fibrianti, 2024; Mailani et al., 2023; Nafis et al., 2024). Therefore, the coaching-based academic supervision approach is not only relevant but also has the potential to be integrated systematically in efforts to improve the quality of basic education.

The main object of the supervisor in carrying out academic supervision activities is not administration but a partnership between the supervisor and the teacher so that a family atmosphere is created that makes the teacher's psyche not burdened with thoughts of being assessed. Thus, academic supervision that focuses on cooperation and development is not only an assessment but creates an atmosphere that supports improving teacher professionalism and improvements in learning, which ultimately has an impact on improving the quality of education as a whole.

CONCLUSION

Coaching-based academic supervision has an impact on improving the quality of elementary school teacher learning. Although there are a number of challenges in its implementation, such as the low understanding of schools regarding this concept. The coaching-based academic supervision approach that focuses on collaboration and empowering teachers is able to significantly improve competence. This improvement includes aspects of knowledge, teaching skills, ministerial, character and spirituality of teachers, which ultimately contribute to improving the quality of learning and the quality of education as a whole. Therefore, academic supervision should be seen as a means of building good and collaborative relationships between supervisors and supervised teachers, not just coaching or assessment, with the aim of creating a mutually supportive partnership between the principal and teachers to improve the quality of elementary school teacher learning.

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