

## ABSTRAK

**Indra Lesmana. (2026).** Pendekatan *Coaching* Model *GROW* untuk Supervisi Peningkatan Kompetensi Pedagogik Guru (Studi Kasus di Sekolah Dasar Kecamatan Pataruman, Kota Banjar). Tesis. Program Studi Magister Administrasi Pendidikan, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Galuh.

Kompetensi pedagogik guru di Indonesia masih memerlukan peningkatan yang signifikan, sementara supervisi konvensional yang bersifat inspektif terbukti kurang efektif dalam memberdayakan guru secara profesional. Penelitian ini bertujuan untuk: (1) menganalisis implementasi pendekatan *Coaching* model *GROW* dalam supervisi peningkatan kompetensi pedagogik guru, (2) mendeskripsikan pengalaman dan perubahan yang dirasakan guru, (3) mengidentifikasi faktor pendukung dan penghambatnya. Penelitian menggunakan pendekatan kualitatif dengan desain *multi-site case study* di sekolah dasar Kecamatan Pataruman, Kota Banjar. Data dikumpulkan melalui wawancara mendalam, observasi, *focus group discussion*, dan studi dokumentasi terhadap pengawas, kepala sekolah, dan delapan guru. Analisis data menggunakan model interaktif Miles, Huberman & Saldaña. Hasil penelitian menunjukkan bahwa : (1) implementasi *Coaching* model *GROW* berjalan secara terstruktur melalui empat tahapan—*Goal*, *Reality*, *Options*, dan *Will* mampu menciptakan proses supervisi yang bersifat kolaboratif, reflektif, dan memberdayakan (2) berdampak positif pada peningkatan kompetensi pedagogik guru dalam perencanaan, pelaksanaan, dan evaluasi pembelajaran, serta penguatan *self-efficacy* (3) faktor pendukung utama meliputi komitmen kepemimpinan dan hubungan *trust* yang setara, sedangkan faktor penghambat mencakup keterbatasan waktu dan resistensi awal guru senior.

**Kata Kunci:** *Coaching* model *GROW*, supervisi pendidikan, kompetensi pedagogik, sekolah dasar.

## ABSTRACT

**Indra Lesmana. (2026).** *The GROW Model Coaching Approach for Supervision in Improving Teachers' Pedagogical Competence (A Case Study at Elementary Schools in Pataruman District, Banjar City).* Thesis. Master of Educational Administration Study Program, Faculty of Teacher Training and Education, Galuh University.

*Teacher pedagogical competence in Indonesia still requires significant improvement, while conventional inspection-based supervision has proven to be less effective in professionally empowering teachers. This study aims to: (1) analyze the implementation of the GROW coaching model approach in supervision to improve teacher pedagogical competence, (2) describe the experiences and perceived changes of teachers, and (3) identify the supporting and inhibiting factors. A qualitative approach with a multi-site case study design was employed in elementary schools within Pataruman District, Banjar City. Data were collected through in-depth interviews, observations, focus group discussions, and documentation studies involving supervisors, principals, and eight teachers. Data analysis utilized the interactive model by Miles, Huberman & Saldaña. The results indicate that: (1) the implementation of the GROW coaching model operates structurally through four stages—Goal, Reality, Options, and Will—and is capable of creating a collaborative, reflective, and empowering supervisory process, (2) it has a positive impact on enhancing teachers' pedagogical competence in lesson planning, implementation, and evaluation, as well as strengthening their self-efficacy, (3) the primary supporting factors include leadership commitment and an egalitarian relationship built on trust, whereas the inhibiting factors comprise time constraints and initial resistance from senior teachers.*

**Keywords:** *GROW coaching model, educational supervision, pedagogical competence, elementary school.*