

# Coaching Clinic Through Learning Community to Enhance Teacher Competence in Designing Literacy-Based Learning at SMAN 1 Tempuling

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**Abstract:** This school action research (SAR), conducted by the principal at SMAN 1 Tempuling, Indragiri Hilir Regency in 2023, aimed to enhance teacher competence in designing literacy-based learning through coaching clinics and learning communities. The study utilized direct observation, interviews, documentation, field notes, questionnaires, and literacy question reviews, with quantitative data analyzed using percentage analysis and qualitative data using coding, data grouping, theme creation, and interpretation. Conducted in two cycles, Cycle 1 involved structuring, implementation facilitation, data grouping, and reflection, while Cycle 2 included action organization, focused mentoring, data structuring, and checking. Findings indicated a significant improvement in educators' capacity to plan and implement learning, with teacher competence increasing from 64.3% in Cycle 1 to 78.6% in Cycle 2. The knowledge and skills gained were applied in creating final assessment test questions for the 2023-2024 academic year. Key factors enhancing teacher competence included a collaborative culture, motivational culture, psychological well-being, reflective culture, and a sustainable work culture.

**Keywords:** *Coaching clinic; Learning community; Literacy-based learning*

## 1. INTRODUCTION

According to the Merdeka Mengajar Platform (Kemendikbudristek, 2023), there are four indicators that signify progress for educational institutions. First, there are informative units that support student advancement and improvement. Second, there are preparedness units that foster a data-driven reflective culture. Third, the focus is on student learning outcomes, particularly on core competencies such as literacy, numeracy, and character. Fourth, there are performance units that create a safe, enjoyable, and inclusive learning environment.

Based on the scores and recommendations in the school education report cards from the 2023 Computer-Based National Assessment (Asesmen Nasional Berbasis Komputer, ANBK), the data shows that the literacy competency of students at SMAN 1 Tempuling still requires improvement efforts. In the data-driven planning philosophy, student literacy competency is considered a key learning outcome quality that is influenced by the quality of teaching and learning provided by teachers as the human resources (input) in the educational institution. This implies a causal relationship between the quality of teacher instruction and the quality of student learning outcomes.

If connected to the data presented above, it can be concluded that the low literacy competence of students is also caused by the low competence of teachers in implementing learning that can strengthen the literacy competence of their students. Pasongli et al. (2023) stated that the lack of improvement in students' literacy competence is due to the lack of integration of literacy into learning. Furthermore, Meliantina (2019) also stated that the lack of educator attention, learning guidance, and preparation to improve education have caused efforts to integrate and improve skills in schools to not yet yield ideal results.

To overcome this problem, a comprehensive intervention is needed, starting from planning to implementing teacher competency improvement programs. This improvement can be done through continuous training, workshops, and professional development programs. Teachers also need to be encouraged to continue learning and adapting to curriculum changes and new teaching methods. Support from the school and the education office is very important to provide the necessary resources and facilities. Thus, it is hoped that the literacy competence of students can be improved along with the improvement of teacher competence in implementing literacy-based learning.

Based on the facts and data presented, the researcher, who is the principal of SMAN 1 Tempuling, feels motivated to conduct this school action research (SAR). In this research, the researcher provides mentoring in the form of a coaching clinic for the teachers at SMAN 1 Tempuling. The coaching clinic is delivered by utilizing the active participation and collaboration among peers within the "Era Kompak" learning community of SMAN 1

Tempuling teachers. Therefore, the researcher has titled this school action research as "Coaching Clinic to Improve Teachers' Competence in Designing Literacy-Strengthening Learning for Students through the Learning Community at SMAN 1 Tempuling." In schools, coaching can be an alternative and innovation that can be developed to help improve teachers' abilities. Currently, coaching has become a trend in efforts to improve teacher performance (Khomsatun, 2023). There are two important issues that are the main focus of this action research, namely: 1) whether coaching clinics through learning communities can improve teachers' competence in designing literacy-based learning; and 2) what factors of coaching clinics through learning communities can truly improve teachers' competence in designing literacy-based learning.

## 2. METHODS

The School Action Research (SAR) uses direct observation or observation methods using questionnaires in the form of Google forms, interviews, documentation, field notes, and instruments or questionnaires. Data collection is also carried out by analyzing school report card grades and reviewing the summative assessment test question sheets made by the teachers. The data analysis in this research uses a comparative analysis. This is done by comparing the initial data obtained in the conditions before the coaching clinic action with the data after the coaching clinic action.

Each collected data will be analyzed in two ways: 1) quantitative descriptive, using percentage techniques; and 2) qualitative descriptive, using data from observations and field notes. The instruments used include questionnaires to obtain data on whether teachers are willing to participate in coaching clinic activities, observation sheets to measure the level of teacher creativity, interview guidelines to determine the important points related to teachers' reflections on the positive things they get from coaching clinic activities through the learning community, assignments, and tests to determine the percentage increase in teacher competence. The quantitative data analysis technique uses percentage analysis, while the qualitative data analysis technique is carried out using coding techniques, grouping the coded data, creating themes, and interpreting those themes in the form of descriptions.

## 3. FINDINGS AND DISCUSSION

The results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part.

### 3.1. *Coaching clinics through Learning Communities can enhance teachers' competence in designing literacy-based instruction*

#### 1. Pre-Cycle

In this pre-cycle, the researcher conducted several initial assessment activities with the following objectives: 1) to convey the researcher's intentions and objectives related to the planned implementation of the Coaching Clinic to 3 collaborating teachers and to reach an agreement on developing various instruments and assessment rubrics to monitor the progress of the Coaching Clinic activities through a learning community; 2) to ensure whether the teachers are indeed experiencing problems in their teaching, particularly in designing literacy-based learning; and 3) to ensure whether the Coaching Clinic intervention is indeed highly needed and agreed to be followed by the teachers.

Through a questionnaire in this cycle, the researcher obtained several data points, including: 1) 18 teachers acknowledged having problems in designing literacy-based learning, 9 teachers acknowledged having problems in creating AKM (Minimum Competency Assessment) questions, and 1 teacher acknowledged having problems with the availability of open textbooks.

**Table 1.** LiterasiAreas of Issues Faced by Teachers in Literacy-Based Instruction

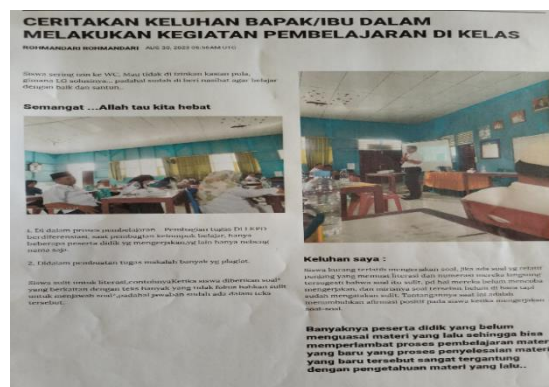
| No | Issues Faced by Teachers           | Number (%)          |
|----|------------------------------------|---------------------|
| 1  | Availability of Teaching Materials | 1 person (3.57%)    |
| 2  | Literacy Instruction               | 18 persons (64.28%) |
| 3  | Creating AKM Questions             | 9 persons (32.14%)  |
| 4  | Total                              | 100%                |

Table 1 presents the challenges faced by teachers in literacy-based instruction. The table categorizes these challenges into three main areas: availability of teaching materials, literacy instruction, and creation of AKM

(Minimum Competency Assessment) questions. According to the data, 1 person (3.57%) acknowledges issues related to the availability of teaching materials, while 18 persons (64.28%) identify challenges in literacy instruction itself. Additionally, 9 persons (32.14%) express difficulties in creating AKM questions. This comprehensive overview underscores the specific areas where teachers perceive obstacles in effectively implementing literacy-focused teaching practices.



(a)



(b)

**Figure 1.** Pre-cycle Phase Activities with Collaborative Teachers, Socialization, and Google Drive Teacher Survey.

## 2. The first cycle

In the first cycle of action research, it was found that there was an improvement in teachers' understanding and ability to design literacy-based lesson plans after implementing coaching clinics through learning communities. Although the improvement was already significant, reaching an average score of 68.75% or rounded to 70%, it was deemed necessary to further enhance it through a second cycle. The data on the improvement of literacy-based lesson planning competencies among teachers at SMAN 1 Tempuling can be seen in the following table:

**Table 1.** Improvement of Literacy-Based Lesson Planning Competencies Among Teachers

| Category            | Score Range per Respondent | %     | Respondent Names (Initials)                                                                                              |
|---------------------|----------------------------|-------|--------------------------------------------------------------------------------------------------------------------------|
| <b>Excellent</b>    | -                          | 64.3% | Teachers 1: Asf, Asn, Azw, Dewi, Eny, Eva, Her, Ida, Jum, Maski, Solihin, Nova, Fera, Relin, Rohm, Rosa, Rosdiana, Titin |
| <b>Good</b>         | -                          | -     | -                                                                                                                        |
| <b>Adequate</b>     | -                          | -     | -                                                                                                                        |
| <b>Insufficient</b> | -                          | 35.7% | Teachers 2: Asm, Diana, Endang, Husin, Indra, Irh, Rizal, Dame, Susi, Zrn.                                               |

Description of assessment rubric categories for the task of creating Literacy-Based Student Worksheets (LKP) by teachers:

- Excellent : 4 elements fulfilled = 87.5 – 100
- Good : 3 elements fulfilled = 75.0 – 87.0
- Adequate : 2 elements fulfilled = 50.0 – 74.5
- Insufficient : ≤ 1 element fulfilled = 0.00 – 49.5

The data obtained indicates that the majority of respondents, comprising 18 individuals or 64.3% of the total, have achieved the "Excellent" category in designing literacy-based learning. Meanwhile, 10 individuals or 35.7% of respondents still fall into the "Insufficient" category. This highlights the need for additional support and further learning to assist teachers who require improvement in their competencies in designing effective literacy-based learning.

The assessment rubric description for creating Literacy-Based Student Worksheets (LKP) also provides clear guidelines on the criteria to be met for each assessment category. This establishes a strong foundation for

evaluating teachers' achievements in developing learning materials that enhance student literacy. Thus, the results of Cycle I not only underscore the positive accomplishments attained but also identify areas that need improvement in efforts to achieve better literacy-based learning goals at SMAN 1 Tempuling.



**Figure 2.** (a) Activity of task presentation by several teachers facing challenges in the first cycle; (b) Activity of Collaborative Teachers in analyzing teachers' tasks

### 3. Cycle II

The results of the coaching clinics in the second cycle represent refinements from the outcomes achieved in the first cycle. Cycle II yielded a more significant improvement compared to the achievements in Cycle I. Data revealed an enhancement in teachers' competencies in creating literacy-based Student Worksheets (LKPD), increasing from an average score of 68.75% to 94.64%. Based on the scores obtained by teachers in creating LKPD, there were two categories: 1) 6 teachers scored 75 (good); and 2) 22 teachers scored 100 (excellent). The data can be seen in the table below:

**Table 1.** Improvement in Teachers' Competencies in Creating Literacy-Based Student Worksheets (LKPD) in Cycle II

| Category            | Score Range<br>per Respondent | %     | Respondent Names (Initials)                                                                                                                     |
|---------------------|-------------------------------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Excellent</b>    | -                             | 78.6% | Asf, Asn, Dewi, Diana, Endang, Eva, Hermeni, Ida, Irhm, Juma, Maski, Solihin, Nova, Dame, Rahma, Relin, Rohmandari, Rosa, Rosdiana, Susi, Titin |
| <b>Good</b>         | 6 teachers                    | 21.4% | Asminah, Eny U, Indrawalti, M. Rizal W, and Zurainah                                                                                            |
| <b>Adequate</b>     | -                             | -     | -                                                                                                                                               |
| <b>Insufficient</b> | -                             | -     | -                                                                                                                                               |

In Cycle II, there was a significant improvement in teachers' competencies in designing literacy-based Student Worksheets (LKPD) following participation in coaching clinics. The average competency score increased notably from 68.75% in Cycle I to 94.64% in Cycle II, indicating a positive response to the improvement efforts. Data reveals that 22 teachers achieved the 'Excellent' category with a score of 100, while six other teachers reached the 'Good' category with a score of 75. These results reflect the success of the coaching clinic program in enhancing teachers' abilities to develop literacy-based learning at SMAN 1 Tempuling, reinforcing the school's commitment to continually improving educational quality.



**Figure 3.** (a) Coaching clinic activities conducted by the researcher acting as the school principal; (b) Sharing of best practices among teachers in designing literacy-based learning

### 3.2 Factors of Coaching Clinic Through Learning Community Enhancing Teachers' Competence in Designing Literacy-Based Learning

Based on observational notes and interview results between researchers and several teachers in each cycle, several factors contributing to the effectiveness of coaching clinics through learning communities in enhancing teachers' competence in literacy-based learning can be identified, including:

#### 1. Culture of Collaboration

Coaching clinics through learning communities can foster a collaborative culture. In addition to sharing empowering practices among peers as sources, these activities promote more collaborative approaches. Thus, camaraderie and chemistry among fellow teachers in schools are enhanced. Values against bullying can also be instilled among teachers, as stated by researcher interviews with participant 27 (Titin S), who mentioned that "through these activities, the culture of bullying among colleagues is better managed." Each assignment session begins with group worksheet assignments. As a principal, the researcher always reminds the implied meanings in teamwork task assignments regarding the danger of bullying performance in an educational unit (school).

#### 2. Culture of Motivation

Coaching clinic activities through learning communities can motivate and empower internal human resources. Moreover, activities that empower colleagues who have competencies to share good practices with their peers can also be a reward from a school principal. This is consistent with the researcher's interviews with participant number 15 (Jumawati), who said that "with the practice-sharing activities in this learning community, we feel very called upon and highly valued, especially for what we have tried and learned so far."

#### 3. Psychological Well-being

Coaching clinic activities through learning communities can provide psychological freedom. Based on interviews with participant number 22 (Relin), it was found that coaching clinic activities through learning communities can enhance teachers' psychological independence. According to participant 22, this is due to the following factors: 1) the sources are peers and only involve sharing good practices, and 2) there is a task assignment system that is the continuity of work/tasks for the next learning purposes. So the assignment is not a solo exam.

#### 4. Development of Reflective Culture

Coaching clinic activities through learning communities can develop a culture of reflection. Each coaching clinic session always ends with a reflection activity by the researcher with the participating teachers. This can prompt teachers to review and share their learning achievement experiences with others. This is consistent with the interviews conducted by the researcher with participant number 23 (Rohmandari), stating that "the habit of reflecting in coaching clinic activities through learning communities inspires us about the importance of reflection."

#### 5. Development of Sustainable Work Culture

Coaching clinic activities through learning communities can establish a culture of sustainable programs as well as monitoring and evaluation cultures. After reflection, the researcher and collaborating team engage in the following activities: a) Inviting coaching clinic participants to list progress experiences and things they have not yet mastered, as well as efforts they will make to overcome these issues. The descriptions of efforts to be made by the teachers are included in the form of teachers' follow-up action plans (RTL). b) As a follow-up to the coaching clinic results, the researcher and teachers agree that all teachers have prepared literacy-based test questions for the Final Semester Summative Assessment for the Academic Year 2023-2024. c) The researcher, together with the collaborating team and teachers, conducts monitoring and evaluation related to the

implementation of each teacher's RTL, assessing whether the coaching clinic program positively impacts the enhancement of teachers' competence in designing literacy-based learning. In this evaluation, the researcher and teachers review the questions from the Final Semester Summative Assessment for the Academic Year 2023-2024.

In previous studies, coaching clinics have been successfully applied in various contexts. Some researchers have used coaching clinics to provide support to communities, while others have focused on enhancing students' competencies. Additionally, coaching clinics have been implemented across diverse fields such as policing, community engagement, religion, and education. Generally, these studies have shown that coaching clinics contribute positively to the advancement of participants' competencies. This is consistent with findings from Zakaria (2021), where participants responded positively to coaching clinics for providing new knowledge and guidance in scientific article writing. Similarly, Rizky (2022) utilized coaching clinics to support prospective driving license applicants in theoretical and practical exams, also reporting success in their application.

In the academic context, this study applies coaching clinics through learning communities to enhance teachers' competence in designing literacy-based learning. Subsequently, this research will proceed in the form of a school action research (PTS) involving teachers from SMAN 1 Tempuling, Indragiri Hilir district. Apriyanto (2020) demonstrated that coaching clinics offer insights, knowledge, and direct drills for physical education teachers in theory and practice of volleyball, equipping them to engage students positively through volleyball activities. Meanwhile, Indra Jaya et al. (2023) highlighted that coaching clinics empower teachers to observe how students solve problems independently, benefiting both teacher and student performance, enhancing learning motivation, communication, and school environment comfort.

In this study, several factors of coaching clinics were identified to enhance teachers' competence in designing literacy-based learning: 1) Collaborative culture; 2) Motivational culture; 3) Psychological well-being; 4) Reflective culture; and 5) Sustainable work culture. Indra Jaya (2023) further conducted coaching clinics as community service in partnership with the Institute of Informatics and Business Darmajaya to improve teachers' competencies in creating independent learning environments for their students. Conversely, in this study, coaching clinics are led by school principals to enhance teachers' competence in literacy-based learning design.

#### 4. CONCLUSION

The school action research conducted at SMAN 1 Tempuling illustrates the significant impact of coaching clinics through learning communities on enhancing teachers' competence in designing literacy-based learning. Across successive cycles, the clinics led to notable improvements in teachers' abilities to create effective literacy-focused instructional materials, evidenced by increased scores in literacy-based student worksheets (LKPD) from Cycle I to Cycle II. Key contributing factors to this success include fostering a collaborative culture where teachers share and support each other's practices, motivating educators by making them feel valued and empowered, enhancing psychological well-being to improve engagement and performance, promoting reflection to refine instructional strategies, and establishing sustainable work practices through structured follow-up and evaluation. These findings emphasize the crucial role of continuous professional development through coaching clinics in improving teaching quality and ultimately enhancing student outcomes. It suggests that educational institutions should prioritize similar initiatives to foster collaborative learning communities and reflective teaching practices for sustained professional growth among educators.

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