

STRENGTHENING DATA-BASED OF INTERNAL QUALITY ASSURANCE SYSTEM THROUGH THE GROW COACHING APPROACH IN ELEMENTARY SCHOOLS

Desy Anita Karolina Sembiring*, Afnani Toyibah, Ahmad Matinul Haq, Amir Rifa'i, Putri Ellen Gracia Risamasu, Rahmania Sadek, Rida Rimadani, Raden Bambang Sumarsono, Sunarni

Malang State University, Malang, Indonesia

*Corresponding author, email: desy.anita.2501329@students.um.ac.id

Received: 06/05/2026

Revised: 26/05/2026

Accepted: 27/05/2026

Abstract. The implementation of the Internal Quality Assurance System (SPMI/SPMI) at the elementary school level in Indonesia still faces structural challenges, including limited capacity in data-based quality mapping using the Education Report. This community service activity aimed to strengthen elementary school principals' and operators' capacity in implementing data-based SPMI through a coaching workshop using the GROW (Goal-Reality-Option-Will) framework. The activity was conducted on 4 May 2026 at SD Negeri 4 Dampit, Malang Regency, attended by 105 participants from 50 elementary schools. Implementation methods included material presentation on the SPMI concept, education quality mapping based on the Rapor Mutu Pendidikan, and a Focus Group Discussion (FGD) divided into four problem categories: literacy, numeracy, character, and learning quality. Evaluation was conducted using pre-test/post-test and qualitative analysis of FGD outcomes. Results indicated a significant improvement in participants' understanding, with the average score increasing from 76.44 to 87.42 on matched pairs (paired t-test $t = 6.20$; $p < 0.001$), Cohen's $d = 0.73$ (medium-to-large effect), and N-Gain = 0.42 (medium category). The proportion of participants in the "Excellent" category nearly doubled (22.1% to 43.3%), while the "Very Poor" category decreased significantly (18.6% to 4.4%). The FGD produced a problem mapping document and follow-up plan applicable to school-level quality improvement programs.

Keywords: education report, GROW coaching, internal quality assurance system

Abstrak. Implementasi Sistem Penjaminan Mutu Internal (SPMI) pada jenjang sekolah dasar di Indonesia masih menghadapi tantangan struktural, termasuk keterbatasan kapasitas pemetaan mutu berbasis data Rapor Pendidikan. Kegiatan pengabdian kepada masyarakat ini bertujuan menguatkan kapasitas Kepala Sekolah dan Operator Sekolah Dasar dalam mengimplementasikan SPMI berbasis data melalui workshop pendampingan dengan kerangka coaching GROW (Goal-Reality-Option-Will). Kegiatan dilaksanakan pada tanggal 4 Mei 2026 di SD Negeri 4 Dampit, Kabupaten Malang, diikuti oleh 105 peserta dari 50 sekolah dasar. Metode pelaksanaan terdiri atas pemaparan materi konsep SPMI, pemetaan mutu pendidikan berbasis Rapor Pendidikan, dan Forum Group Discussion (FGD) yang dibagi ke dalam empat kategori permasalahan: literasi, numerasi, karakter, dan kualitas pembelajaran. Evaluasi dilakukan melalui pre-test/post-test dan analisis kualitatif hasil FGD. Hasil menunjukkan peningkatan pemahaman peserta yang signifikan, dengan rata-rata skor meningkat dari 76,44 menjadi 87,42 pada matched pairs (paired t-test $t = 6,20$; $p < 0,001$), Cohen's $d = 0,73$ (efek sedang-besar), dan N-Gain = 0,42 (kategori sedang). Proporsi peserta kategori "Sangat Baik" hampir dua kali lipat (22,1% → 43,3%), sedangkan kategori "Sangat Kurang" menurun drastis (18,6% → 4,4%). Sesi FGD menghasilkan dokumen pemetaan permasalahan dan rencana tindak lanjut yang dapat diaplikasikan dalam program peningkatan mutu di tingkat satuan pendidikan.

Kata Kunci: pelatihan GROW, rapor pendidikan, sistem penjaminan mutu internal

How to Cite: Sembiring, D. A. K., Toyibah, A., Haq, A. M., Rifa'i, A., Risamasu, P. E. G., Sadek, R., Rimadani, R., Sumarsono, R. B., & Sunarni, S. (2026). STRENGTHENING DATA-BASED OF INTERNAL QUALITY ASSURANCE SYSTEM THROUGH THE GROW COACHING APPROACH IN ELEMENTARY SCHOOLS. *Mitra Mahajana: Jurnal Pengabdian Masyarakat*, 7(2), 220-228. doi: <https://doi.org/10.37478/mahajana.v7i2.7955>

INTRODUCTION

Improving the quality of basic education is a strategic agenda in Indonesia's human resource development, given that this level serves as the foundation for the growth of literacy, numeracy, and character formation among learners (Mulyati et al., 2024; Sarvitri et al., 2020). Within the national policy framework stipulated by Permendikbudristek No. 9 Tahun 2022, the government promotes the implementation of the Sistem Penjaminan Mutu Internal (SPMI)



Copyright (c) 2026 Desy Anita Karolina Sembiring, Afnani Toyibah, Ahmad Matinul Haq, Amir Rifa'i, Putri Ellen Gracia Risamasu, Rahmania Sadek, Rida Rimadani, Raden Bambang Sumarsono, Sunarni. This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

through two mechanisms: first, the School Self-Evaluation or Evaluasi Diri Satuan Pendidikan (EDSP) dan second, Data-Based Planning or Perencanaan Berbasis Data (PBD), both of which position the Rapor Mutu Pendidikan data as a primary reference for institutional decision-making at the school level.

Conceptually, data-based SPMI is designed as a continuous improvement cycle encompassing the identification of quality achievements, reflection on root causes of problems, and the formulation of contextually appropriate follow-up actions. However, a growing body of research indicates that the implementation of this approach in the field has yet to reach its full potential. Quality assurance practices are frequently perceived as administrative compliance exercises, such that data utilization remains inconsistently linked to decision-making processes that meaningfully impact instructional quality (Mardhiyah et al., 2023; Purnamasari et al., 2026).

From a broader perspective, the use of data in educational quality improvement is far from a straightforward process. It involves a complex sequence of stages, which are from collection and interpretation (sense-making) to the translation of data into relevant improvement actions (Schildkamp, 2019). The principal challenge lies not merely in data availability, but in educational actors' capacity to make meaning of data and apply it reflectively within the organizational context of the school. Moreover, data use does not automatically lead to improved learning outcomes unless it is embedded within a collaborative culture and supported by leadership that fosters organizational learning (Lee et al., 2025; Ming, 2024).

In the Indonesian context, several constraints, including uneven data literacy, varying human resource capacity, and a dominant administrative orientation in school management continue to impede the implementation of data-based SPMI (Hardiyanto et al., 2025). These findings suggest that the challenges at hand are not purely technical in nature, but are also rooted in cultural and structural dimensions of educational quality management.

Such conditions are similarly reflected in elementary schools within Dampit District, Malang Regency. Based on preliminary communication with the district's school supervisors, school principals and operators have been found to require mentoring in reading, analyzing, and utilizing Rapor Mutu Pendidikan data as a basis for planning. Furthermore, data-based reflective practice has yet to be fully integrated into the SPMI cycle, resulting in follow-up plans that tend to lack grounding in thorough problem analysis.

In response to these conditions, there is a clear need for a facilitation approach that goes beyond mere knowledge transfer. One of these is capable of fostering processes of reflection, dialogue, and participatory decision-making. The GROW coaching framework (Goal-Reality-Options-Will), developed by Whitmore (2009), offers such a possibility. This approach emphasizes the exploration of goals, mapping of current realities, development of alternative solutions, and commitment to action, thereby fostering active participant engagement in the learning process.

In educational settings, coaching approaches have been applied to support the professional development of teachers and school principals, particularly in enhancing reflective capacity and problem-solving skills (Irawati et al., 2024; Sabandar et al., 2025). However, its application in strengthening data-based SPMI remains relatively limited, especially in the context of supporting PBD implementation at the elementary school level. Accordingly, the use of the GROW coaching framework in this activity is positioned not as a singular solution but as a facilitation strategy for bridging the process of data sense-making toward more contextual and operational action plans.

Against this backdrop, the present article reports the outcomes of Pengabdian kepada Masyarakat (PKM) in the form of a data-based SPMI strengthening workshop delivered through the GROW coaching approach in Dampit District, Malang Regency. The activity was designed to: (1) assess participants' baseline understanding of SPMI concepts and Pemetaan Rapor Pendidikan; (2) strengthen the capacity of school principals and operators in conducting data analysis as a foundation for planning; (3) facilitate the development of data-based and contextually relevant follow-up action plans; and (4) promote the consolidation of reflective practice as a component of a quality culture at the institutional level.

METHODS

The activity was conducted in the format of a facilitated workshop spanning 5–6 instructional hours on Monday, 4 May 2026, at SD Negeri 4 Dampit, Malang Regency. The target participants were school principals and school operators from 50 elementary schools across Dampit District. The facilitation approach integrated three models: (1) conceptual material presentation, (2) interactive discussion with question-and-answer sessions, and (3) coaching sessions grounded in real cases from participant schools. All facilitation sessions employed the GROW coaching framework (Goal–Reality–Option–Will) as the guiding approach, with facilitators positioned as reflective guides rather than evaluators.

The activity was implemented through three sequential and interrelated phases, as illustrated in Figure 1. The first phase comprised preparation and coordination, including field observations with the Dampit District Elementary School Supervisors, participant data confirmation, preparation of materials and instruments, and logistical coordination for the venue. The second phase was the workshop implementation, encompassing a pre-test, presentation of two core subject areas, a GROW-based FGD mapping session, and a post-test. The third phase consisted of evaluation and reporting, including statistical analysis of pre-test/post-test results, qualitative analysis of FGD outputs, and preparation of the activity report.



Figure 1. Implementation phases of the workshop community service in Dampit District

Two core subject areas were presented during the workshop: (1) the SPMI Concept, covering the conceptual framework of SPMI as a nationally mandated mechanism and the internal quality assurance cycle at the basic education level as a framework for continuous quality improvement; and (2) Education Quality Mapping: Analytical Practices Based on the Rapor Mutu Pendidikan, focusing on practical approaches to reading and analyzing Rapor Mutu Pendidikan data as a basis for school-level quality diagnosis. The FGD sessions were facilitated by a lead moderator and four group facilitators, with participants grouped according to the focus area selected by their respective schools (literacy, numeracy, character, and learning quality), guided by the GROW coaching framework (Goal–Reality–Option–Will) as the structural basis for discussion.

Evaluation was carried out using two primary instruments. First, closed-ended pre-test and post-test instruments were administered via Google Form before and after the material presentation, with scores ranging from 0 to 100. Second, GROW mapping documents produced by each FGD category served as qualitative evaluation instruments. Quantitative analysis was conducted through: (1) descriptive statistics (mean, median, standard deviation); (2) a paired sample t-test for matched-pair participants who completed both tests; (3) effect size calculation using Cohen's *d*, categorized as small (0.2), medium (0.5), and large (0.8) according to Cohen (1988); and (4) N-Gain calculation following Hake (1998) to assess the effectiveness of learning improvement, with categories of low ($g < 0.3$), medium ($0.3 \leq g < 0.7$), and high ($g \geq 0.7$)).

RESULTS AND DISCUSSION

The workshop was conducted as planned, commencing at 08.00 a.m. and concluding at 12.30 p.m. local time. The activity was attended by 105 participants comprising school principals

and elementary school operators from across Dampit District. The post-test completion rate reached 81.8%, which is considered excellent for a single-day workshop format.



Figure 2. Presenters and participants of the workshop activity in Dampit District

The FGD sessions were organized into four groups based on thematic focus: literacy (33 participants), numeracy (23 participants), character (20 participants), and learning quality (19 participants). The GROW coaching framework underpinning the FGD mapping process, along with the four resulting output categories, is presented in Figure 3.



Figure 3. GROW coaching framework and four FGD mapping categories

The material presentation sessions were dynamic and generated reflective dialogue between presenters and participants. During the first session, the discussion came alive when a participant raised the complex realities faced by their school, ranging from an underdeveloped quality culture and limited teaching staff and facilities to a seemingly contradictory operational dilemma: schools are expected to improve literacy outcomes, yet access to reading materials remains severely constrained. In response, the presenter emphasized that every school inherently carries a “quality commitment” to its learners, and that this commitment must serve as the guiding compass for program development. Critically, this quality commitment must not be formulated intuitively; rather, it must be grounded in the actual conditions reflected in each school’s data of education report, so that programs designed are genuinely responsive to real needs rather than merely fulfilling external administrative demands.

In the second session, the tone of discussion shifted toward more practical concerns. A participant candidly requested solutions that could be realistically implemented in the field, not just theoretical frameworks. The presenter responded directly: effective solutions can only be identified when the root causes of problems are properly understood and root causes cannot be guessed; they must be read from data. The Rapor Mutu Pendidikan exists precisely for this purpose is to reveal where a school's indicators stand, which areas require improvement, and how wide the gap is between current and desired conditions. Only from this foundation can contextually appropriate strategies be developed. As a concrete example, the presenter proposed a 15-minute daily reading habit followed by a brief guided discussion, as a low-cost intervention with the potential to gradually shift the learning culture, provided it is implemented with consistency.

To measure the effectiveness of the workshop sessions, participants completed pre-test and post-test instruments before and after the activity. Quantitative evaluation results indicated a significant improvement in participants' understanding. The overall mean pre-test score of 74.71 increased to 84.54 on the post-test (an increase of 9.83 points). Among matched-pair participants ($n = 72$), the mean pre-test score of 76.44 rose to 87.42 on the post-test, representing a mean increase of 10.97 points, or 14.35%. The distribution of score improvements and role-based analysis are presented in Figure 4.

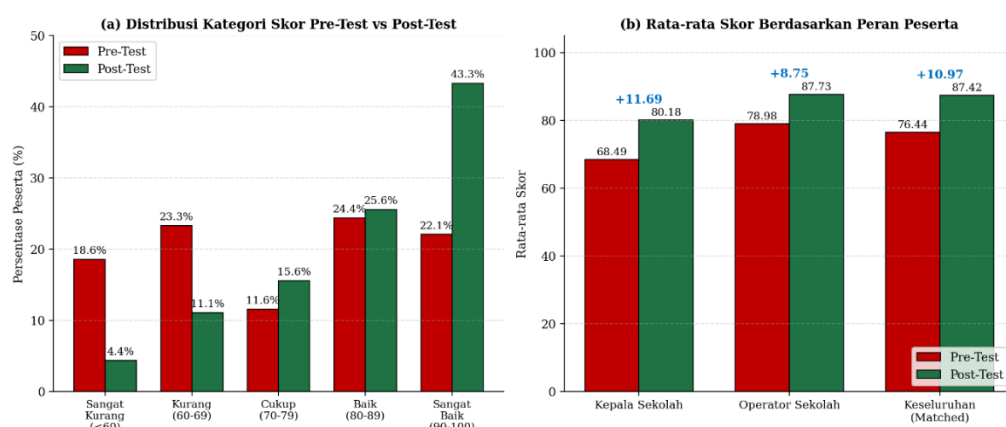


Figure 4. (a) Distribution of pre-test vs. post-test score categories; (b) Mean scores by participant role

The paired sample t-test yielded a t-value of 6.1973 with a p-value < 0.001 , indicating a statistically significant difference between pre-test and post-test means at the $\alpha = 0.05$ significance level. The effect size calculation produced a Cohen's d value of 0.73, classified as medium-to-large, and a mean N-Gain of 0.42, classified as medium according to Hake's (1998) categorization. A summary of the statistical results is presented in Table 1.

Table 1. Summary of pre-test and post-test analysis results

Indicator	Value	Interpretation
Mean Pre-Test ($n=86$)	74.71	Fair-Good Category
Mean Post-Test ($n=90$)	84.54	Good Category
Mean Pre-Test – Matched Pairs ($n=72$)	76.44	Fair-Good Category
Mean Post-Test – Matched Pairs ($n=72$)	87.42	Good-Excellent Category
Mean Difference (Matched Pairs)	+10.97 points	Significant improvement
Paired Sample t-test (t-value)	6.1973	—
p-value	< 0.001	Significant at $\alpha = 0.05$
Effect Size (Cohen's d)	0.73	Medium-to-large category
Mean N-Gain	0.42	Medium category (Hake, 1998)

The significant score improvement does not merely reflect a transfer of knowledge; it also indicates that a process of conceptual construction occurred through reflective interaction

throughout the workshop. This process enabled participants to connect data with the problem contexts of their respective schools as a foundation for quality improvement planning. These findings suggest that participants did not simply receive information about SPMI and the Rapor Mutu Pendidikan, but began developing the capacity to interpret data and relate it to their own institutional contexts. This is consistent with the view that data use in quality improvement constitutes a sense-making process involving interpretation and reflection, rather than a purely technical activity (Schildkamp, 2007).

The shift in score distribution also demonstrates a broadly distributed impact. The proportion of participants in the "Excellent" category (scores 90–100) nearly doubled from pre- to post-workshop, rising from 22.1% to 43.3%, while the proportion in the "Very Poor" category (scores below 60) declined sharply from 18.6% to 4.4%. Role-based analysis revealed that school principals experienced a greater mean score increase (+11.69 points) compared to school operators (+8.75 points). This finding indicates that the workshop effectively reached the group most in need of capacity strengthening, in alignment with the primary objectives of the program. School principals began the workshop with a lower mean baseline score (68.49) compared to operators (78.98), yet achieved more substantial gains, suggesting greater room for growth within this group. In the context of data-driven decision-making, school principals occupy a strategic role in translating data into institutional policies and programs. Consequently, capacity improvements in this group have the potential to produce broader institutional impact on SPMI implementation, extending beyond mere technical operations.

The FGD sessions yielded an in-depth problem-mapping document at the Goal and Reality stages across all categories. Participants were able to identify real problems in their schools and connect them to underlying root causes; however, at the Option and Will stages, most participants still required facilitation support to articulate alternative solutions and specific action commitments. This pattern suggests that initial reflective capacity has begun to emerge, but that strategic decision-making skills require further development. Within the GROW coaching framework, the Option and Will stages demand higher-order thinking and commitment to action, thus necessitating ongoing facilitation support (Whitmore, 2017). These findings further suggest that coaching functions not merely as a training methodology, but as a facilitation mechanism for bridging data as information toward data as the basis for action.

The facilitation team subsequently completed the Option and Will stages based on analysis of participants' Goal and Reality inputs, providing a reference to be further developed by each school. A summary of the priority solutions identified through the FGD mapping process per category is presented in Table 2.

Table 2. *Summary of priority solutions from FGD mapping by category*

Category	Core Problem	Primary Priority Solution
Literacy (n=33)	Students can read but lack comprehension; difficulty identifying main ideas; low reading interest; 15-minute reading program has become a formality	Reading Aloud + Guided Discussion (15 minutes reading followed by 10 minutes comprehension discussion); supported by thematic reading corners with book rotation
Numeracy (n=23)	80% of students score below the minimum competency standard in mathematics; confusion with borrowing in subtraction; difficulty distinguishing geometry formulas	Concept-based contextual and manipulative numeracy learning (Concrete-Pictorial-Abstract), moving away from rote formula memorization; a '5-Minute Numeracy' warm-up routine before learning sessions
Character (n=20)	Declining courtesy among students; bullying and peer mockery; inconsistent character habituation; fear of reporting impedes discipline enforcement	Development of a School Character SOP through tripartite agreement (school-parents-students); daily 5S (Smile, Greet, Greet, Polite, Courteous) habituation with peer reminders

Category	Core Problem	Primary Priority Solution
Learning Quality (n=19)	Teacher-centered instruction; assessments remain rote-based; students with special needs not served through differentiation; low utilization of the Merdeka Learning Platform (PMM)	Early-year diagnostic assessment + differentiated instruction; tiered utilization of PMM; teacher-to-teacher Lesson Study

Further analysis of the priority solution patterns across all four categories reveals a common thread: the strengthening of teacher capacity at the school level through peer learning mechanisms (mini subject teacher working groups, lesson study, internal training) was identified as a more effective intervention pathway than awaiting external training opportunities. Additionally, the majority of solutions proposed can be implemented without significant additional costs as a point reinforced by the presenter during the question-and-answer session. This aligns with the findings of Nuryani (2021), who concluded that the success of SPMI implementation in elementary schools is more strongly determined by the consistency of simple strategy execution than by the complexity of the interventions designed.

The impact of the workshop can also be assessed in terms of sustainability. The GROW mapping document produced can serve as a foundation for each school's quality program planning at the institutional level. The target-and-achievement mapping tables developed as GROW follow-up outputs can be utilized by school supervisors and the District Education Office as monitoring and evaluation instruments for tracking quality improvement progress at the district level. This approach is consistent with the recommendations of Mulyasa & Aryani (2022), who argue that the success of SPMI implementation requires the support of a quality ecosystem spanning the school, cluster, and district levels.

Taken together, these findings indicate that the GROW coaching-based workshop approach not only enhanced participants' conceptual understanding but also began laying the groundwork for data-based decision-making practices at the school level. The GROW mapping document, as an activity output, provides a basis for sustainability, as it can serve as a planning and quality monitoring instrument on an ongoing basis. Thus, this intervention does not conclude at the level of knowledge improvement, but contributes to the strengthening of data-based SPMI implementation mechanisms at the institutional level.

CONCLUSION

The Data-Based SPMI Strengthening Workshop using the GROW Coaching approach in Dampit District was conducted successfully, reaching 105 participants from 50 elementary schools. The workshop significantly improved participants' understanding of SPMI concepts and Rapor Mutu Pendidikan analytical practices, with a mean score increase of 10.97 points among matched-pair participants, a statistically significant t-test result ($p < 0.001$), an effect size of Cohen's $d = 0.73$ (medium-to-large), and an N-Gain of 0.42 (medium category). The shift in score distribution demonstrates broad and equitable impact: the proportion of participants in the "Excellent" category nearly doubled (22.1% → 43.3%), while the "Very Poor" category declined sharply (18.6% → 4.4%). School principals, as the primary target group, demonstrated a larger score gain (+11.69 points) compared to school operators (+8.75 points), reflecting the precision of the intervention's targeting. The FGD sessions produced structured problem-mapping documentation and priority solution recommendations across four categories (literacy, numeracy, character, and learning quality), which can serve as practical references for quality improvement implementation at the institutional level.

Several follow-up actions are recommended on the basis of this activity. First, participating schools should act upon the GROW mapping outcomes by developing institutional quality program planning documents that engage all school stakeholders, underpinned by a commitment to consistent and scheduled implementation. Second, Elementary School Supervisors and the District Education Office are encouraged to utilize these mapping outcomes as a baseline for

periodic school quality improvement monitoring. Third, follow-up activities focused on deepening the Option and Will stages should be considered to better equip participants in independently formulating action plans. Fourth, the GROW coaching-based SPMI facilitation model that has been applied in this context warrants replication in other districts as a form of sustainable higher education community contribution (Tri Dharma Perguruan Tinggi).

REFERENCES

- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates
- Hake, R. R. (1998). Interactive-engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses. *American Journal of Physics*, 66(1), 64–74. <https://doi.org/10.1119/1.18809>
- Hardiyanto, D. P., Istaryatiningtias, I., Khuluqo, I. E., & Sandra, I. (2025). Analisis Perencanaan Berbasis Data untuk Peningkatan Mutu Sekolah Dasar Swasta. *Naradidik: Journal of Education and Pedagogy*, 4(3), 468–476. <https://doi.org/10.24036/nara.v4i3.365>
- Irawati, A., Winoto, H., & Andriono, T. (2024). Coaching Model GROW ME untuk Meningkatkan Kreativitas Guru dalam Kegiatan Mengajar di TK Kristen Petra. *Ideguru: Jurnal Karya Ilmiah Guru*, 9(3), 1338–1344. <https://doi.org/10.51169/ideguru.v9i3.960>
- Lee, C., Camburn, E. M., & Sebastian, J. (2025). School context, school leaders' data-informed decision making, and student achievement: evidence from Florida. *School Effectiveness and School Improvement*, 36(1), 45–70. <https://doi.org/10.1080/09243453.2024.2436889>
- Mardhiyah, M., Saputra, A., Fahrezi, D. W., Hasri, S., & Sohiron, S. (2023). Implementasi Sistem Penjaminan Mutu Internal di Sekolah dasar. *Sustainable Jurnal Kajian Mutu Pendidikan*, 6(2), 698–705. <https://doi.org/10.32923/kjmp.v6i2.4036>
- Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 9 Tahun 2022 tentang Evaluasi Sistem Pendidikan*. [Salinan Permendikbudristek No 9 Tahun 2022]
- Ming, G. K. (2024). Data-Driven Decision-Making in Educational Leadership: A Systematic Literature Review (2019-2023). *Pakistan Journal of Life and Social Sciences (PJLSS)*, 22(2). <https://doi.org/10.57239/pjlss-2024-22.2.001383>
- Mulyasa, E., & Aryani, W. D. (2022). Implementasi Sistem Penjaminan Mutu Internal Di Era Merdeka Belajar. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 8(2), 933. <https://doi.org/10.37905/aksara.8.2.933-944.2022>
- Mulyati, E. S., Azzahra, S. N., & Rachman, I. F. (2024). Memperkuat Literasi Dan Numerasi: Kunci Membangun Kualitas Pendidikan Dalam Implementasi Kurikulum Merdeka. *Jurnal Ilmiah Ekonomi Bisnis dan Akuntansi*, 1(1), 26–35. <https://doi.org/10.61722/jemba.v1i1.55>
- Nuryani. (2021). Peningkatan Kinerja Guru Dalam Pelaksanaan Spmi (Sistem Penjaminan Mutu Internal) Melalui Supervisi Akademik Di Sekolah Binaan Tahun Pelajaran 2019/2020. *Darwi Widya Jurnal Pendidikan*, 08(3), 110–125. <https://doi.org/10.37637/dw.v8i3.828>
- Purnamasari, I., Hadiansyah, H., Sulistiyana, S., & Suhaimi, S. (2026). Identifikasi Kebutuhan pada Peningkatan Mutu Pendidikan Berbasis SPMI di SMK Negeri 2 Pelaihari. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 6(2), 1033–1047. <https://doi.org/10.53299/jppi.v6i2.4004>
- Sabandar, V. F., Purnama, E. D., & Heryanto, J. (2025). Penggunaan Coaching Model GROW ME untuk Meningkatkan Keterampilan Manajemen Kelas Guru Kelas I. *Ideguru: Jurnal Karya Ilmiah Guru*, 10(3), 2240–2246. <https://doi.org/https://doi.org/10.51169/ideguru.v10i3.2032>
- Sarvitri, A., Supriyanto, A., & Timan, A. (2020). Penerapan Manajemen Mutu Terpadu Pada Sistem Penjaminan Mutu Pendidikan Internal. *JAMP: Jurnal Adminitrasi Dan Manajemen Pendidikan*, 3. <http://dx.doi.org/10.17977/um027v3i12020p38>

- Schildkamp, K. (2019). Data-based decision-making for school improvement: Research insights and gaps. *Educational Research*, 61(3), 257-273.
<https://doi.org/10.1080/00131881.2019.1625716>
- Whitmore, J. (2017). *Coaching for performance: The principles and practice of coaching and leadership* (Edisi ke-5). London: Nicholas Brealey Publishing