

Development of Coaching Learning Techniques in Overcoming Language Errors in Grade VI Students at Al Bukhari Muslim Private Elementary School

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ABSTRACT

This study aims to develop coaching learning techniques to address language errors in sixth-grade students at Al Bukhari Muslim Private Elementary School for the academic year 2024-2025. The method used was Research and Development (R&D), which includes planning, development, and evaluation. The planning stage involves an initial study of common language errors occurring in sixth-grade students, as well as an analysis of student needs and characteristics. Coaching learning techniques were designed and developed based on the findings of the planning stage. In the development stage, coaching techniques are implemented in learning situations appropriate to the context of sixth-grade students. The teaching process is based on coaching principles, such as providing constructive feedback, exploring students' potential, and guiding them to identify and correct language errors. The evaluation stage was conducted to measure the effectiveness of the coaching techniques. Evaluation includes observing the learning process, analyzing test results, and collecting feedback from students and teachers regarding their learning experiences. By implementing coaching techniques, it is hoped that students will be more active in identifying and correcting language errors.

Keywords: Learning Model Development, Coaching Learning Techniques, Language Errors

I. INTRODUCTION

Language plays an important role in daily interactions, especially in the context of education. Good language skills are key to student development, especially at the Elementary School (SD) level. However, students often have difficulty using language correctly in terms of grammar, spelling, and pronunciation.

This phenomenon also occurs in Al Bukhari Muslim Private Elementary School, where sixth grade students often face difficulties in understanding and using language correctly. To help students overcome these challenges, an effective and innovative learning approach is needed.

One approach that can be applied is the coaching-learning technique. Coaching is an approach method that focuses on developing individual potential through guidance, direction, and motivation. In the context of language learning, coaching techniques can be an effective means of helping students identify, understand, and overcome the language errors they experience. "The coaching method is considered the most effective approach in improving the well-being and independence of each learner." (Novitasari, Dewiana, 2021)

In learning, it is important for teachers to meet the individual needs of students, according to their characteristics. This is an ideal condition.

by the law of the education system, in which every student has the same opportunity to learn and can develop optimally. However, if teachers ignore student characteristics when managing learning, this can have a negative impact on student development. They can experience obstacles in the learning process, as well as psychological problems.

Therefore, the coaching method is a relevant approach to understanding student characteristics and implementing effective learning. This includes understanding how students learn, both visually and audio-visually, and kinesthetically.

Before starting the research, the researcher communicated with the principal and teachers at Al Bukhari Muslim Private Elementary School to determine the use of coaching methods to overcome students' language errors. The confirmation results showed that the coaching method has never been applied to overcome

language errors in school. This motivated the researcher to conduct a study aimed at exploring the potential use of coaching methods in school learning environments.

With support and agreement from the school, this study is expected to provide valuable contributions to the development of education at Al Bukhari Muslim Private Elementary School. In addition, this study is expected to provide new insights into a more personal and holistic learning approach.

Coaching methods have been the focus of research in various educational contexts as an effective strategy for improving student performance in terms of both academic achievement and the development of social and emotional skills. Previous research conducted by Nani with the title "Coaching Application in Student Development Programs" (Pasaribu, 2021) has shown that the implementation of coaching in the school environment can produce significant positive impacts, including increased student learning motivation, increased involvement in the learning process, and increased student independence and self-confidence.

However, the implementation of coaching methods in schools shows diversity, including variations in coaching models, role of teachers as coaches, and student involvement in the coaching process. Therefore, further research is needed to understand the factors that influence the effectiveness of coaching in schools and to explore implementation strategies that best suit different educational needs and contexts.

Related to this, actual conditions in the field are often not in line with ideal expectations in education. Many teachers have not been able to optimally utilize the uniqueness of each student. Learning still often relies on conventional approaches that use teacher-centered learning models. The learning pattern that generally occurs is the dominant lecture method, in which all students receive material passively in one class. The diversity of student characteristics is often ignored, so students with visual and kinesthetic learning styles are often not properly accommodated. As a result, some students become bored and passive in learning, which affects the effectiveness of the learning process. "In traditional classes, teachers consider them as the main source of knowledge so that they do not explore the abilities and talents of their students." (Alannasir, 2020) This happens because teachers or educators do not fully understand the characteristics of students.

Some educators also use an authoritarian approach, even to the point of physical violence against students, which causes disharmony in the relationship between teachers and students. A mismatch between the demands of teachers and the needs and characteristics of students also often occurs. This causes students to increasingly distance themselves from the world of education and to have no interest in learning. "Ormrod explained that teachers tend to demand that students be like them to obey, obey and comply by showing good behavior, even though the stimulation shown by students is not necessarily in accordance with their conscience." (Janawi, 2019)

"Education through coaching methods is recognized as one of the best facilities in improving the quality of Human Resources (HR), especially in Indonesia." (Asbari, Masduki, 2021) According to Novitasari and Dewiana (2021), "creating an environment where coaches and coachees interact in two directions, working together to achieve common goals."

In the context of learning, "the coaching method encourages students to become independent and develop critical thinking patterns through a fun and stress-free process." (Novitasari, Dewiana, 2021) Through a coaching approach, it is hoped that students can be more actively involved in the learning process, have high motivation to correct their language errors, and be able to understand grammar rules and correct language usage more deeply.

Language errors were common among students in both writing and conversation. Previous research conducted by Heny Kusuma Widyaningrum (2020), entitled "Language Errors in Outdoor Media and Their Relevance to Indonesian Language Learning in Elementary Schools" has identified various types of language errors made by students, including errors in the use of grammar, spelling, syntax, and vocabulary. These language errors can affect students' understanding and expression in communication and can affect the quality of their writing. On the other hand, various methods have been used to overcome language errors in schools, including direct correction methods, peer feedback, and error-based approaches. However, there is still a need to evaluate the effectiveness of each method as well as to find the most efficient strategy to help students overcome language errors. Further research in this area can provide valuable insights into the development of more effective language learning in schools.

With the description above, the author is interested in conducting research with the title: "'Development of Coaching Learning Techniques in Overcoming Language Errors in Grade VI Students at Al Bukhari Muslim Private Elementary School in 2024-2025.'"

II. METHODS

Research and Development (R&D) research method is "a research method used to produce certain products

and test the effectiveness of these products" (Sari, S. L., Widyanto, A., & Kamal, 2017). The data collection techniques used were validation or the level of accuracy, observation, and questionnaires. Data analysis techniques were carried out in two ways: data analysis from the validation results of the expert team and data analysis of teacher respondents. Data from the validation results of the validator team and media experts were analyzed qualitatively, while data from the percentage of teacher responses, both limited trials and general trials, were analyzed quantitatively.

Thus, research and development is a study to understand the urgent needs to be met by a community or group, and an in-depth study is then conducted on the causes, as well as a study of relevant theories to address these causes, to be used as a basis for developing a product, validating it, and testing its effectiveness.

Development Procedure

According to Dick et al. (2005) developed a development model, the ADDIE model consists of five stages of development.



ADDIE Development Steps Figure

The model involves stages of model development with five development steps/phases including: Analysis, Design, Development or Production, Implementation or Delivery and Evaluations.

ADDIE Research Development Model Stages:

1. Analysis

In the ADDIE development research model, the first stage is to analyze the need for new product development (models, methods, media, and teaching materials) and analyze the feasibility and requirements for product development. Product development can be initiated by a problem in an existing/implemented product. Problems can arise because the current or available product is no longer relevant to the needs of the target, learning environment, technology, characteristics of students, and so on.

2. Design

Design activities in the ADDIE R&D model are a systematic process that begins with designing the concept and content of the product. The design was written for each product's content. Instructions for implementing the design or creating the product are written clearly and in detail. At this stage, product design is still conceptual and forms the basis of the development process in the next stage.

3. Development

Development in the ADDIE development research model includes the activities of realizing the product design that has been previously developed. In the previous stage, a conceptual framework was developed for implementing a new product has been prepared. The conceptual framework is then realized into a product that is ready to be implemented. At this stage, an instrument is also required to measure product performance.

4. Implementation

The application of the product in the ADDIE R&D model is intended to obtain feedback on a product that is made/developed. Initial feedback (initial evaluation) was obtained by asking questions related to the purpose of product development. Implementation is carried out by referring to the product design that has been made.

5. Evaluation

The evaluation stage in the ADDIE model development research is carried out to provide feedback to product users so that revisions are made according to the evaluation results or needs that have not been met by the product. The final goal of the evaluation was to measure the achievement of development goals. After studying the ADDIE method, the researcher will develop a coaching technique using the ADDIE method to create a module to overcome language errors in Grade VI students of Al Bukhari Muslim Private Elementary School.

Location and Time of Research

The research was conducted at Al Bukhari Muslim Private Elementary School, Medan Baru District, North Sumatra Province, and was carried out in the even semester of the 2024-2025 Academic Year.

Population and Sample

Population

According to Sugiyono (2007:61), "population is a generalization area consisting of objects/subjects that have certain qualities and characteristics that are determined by researchers to be studied and conclusions drawn. (Sugiyono, 2011)"

Every person conducting the research must first make a research plan. One of the factors included in planning is knowing the object of research. The object of research is very important because, from the object of research, the data are connected to the problem to be studied.

The entire object to be studied is called the population. In one study, the objects to be faced may be limited or unlimited.

Based on the above opinion, the population in this study is all sixth-grade students of Al Bukhari Muslim Private Elementary School for the 2024-2025 Academic Year, totaling 20 people.

Research Class Table

Table 1. Population

| Class | Number of Students |
|--|--------------------|
| VI Al Bukhari Muslim Private Elementary School Learning Year 2024-2025 | 20 Students |

2.2 Sample

The sample in this study is defined as an individual or student in the entire population studied. The authors did this because of the limited number of participants in this study. "Just to be a guide, if the subjects are less than 100, it is better to take all of them so that the study is a population study. Furthermore, if the number of subjects is large, 10-15% or more can be considered." (Arikunto, 2002)

So based on the opinion above, considering the limited population in this study, the entire population in the study was used as a sample of 20 people.

2.3 Research Instruments

Sischa's Coaching Model

SISCHA Coaching Model Image

"The SISCHA coaching model emphasizes synergy, immersion, self-centeredness, collaboration, holistic, and adaptiveness in the learning and self-development process." (Saputra, 2024) The SISCHA coaching model provides a comprehensive and flexible framework to help individuals reach their full potential.

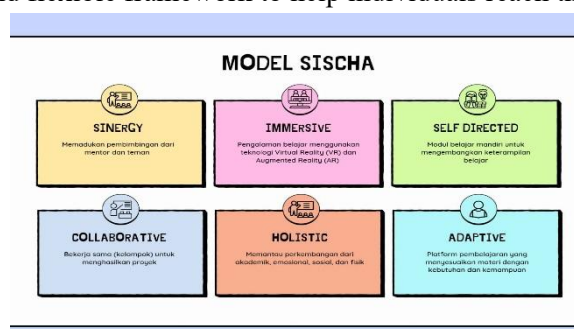


Figure 1. Sischa Model

1. S (Synergy): Mentoring Program

A synergy-based mentorship program that combines teacher guidance and peer mentoring. Each student

had a teacher mentor and experienced peer. The goal was to create comprehensive and complementary support.

2. (Immersive): Learning Experience

Learning through immersive experiences using virtual reality (VR) and augmented reality (AR) technologies. Students are brought into an immersive learning environment to better understand the material through simulations and direct interaction.

3. S (Self-directed): Independent Learning Module

A study module that allows students to study independently with minimal guidance from the teacher. This module was designed to help students develop independent learning skills and responsibility for their own learning processes.

4. C (Collaborative): Project Based Learning

Project-based learning involves collaboration among students in small groups. Students work together to complete projects related to the learning material, improving teamwork, and problem-solving skills.

5. H (Holistic): Growth Tracking

A holistic growth tracking system that monitors students' development not only in academic aspects but also in emotional, social, and physical aspect Each student had a developmental profile that was updated regularly to ensure overall progress.

6. A (Adaptive): Learning Platform

An adaptive learning platform uses artificial intelligence to tailor learning materials to individual students' needs and abilities. The system analyzes student performance and automatically adjusts the level of difficulty and the learning content.

This coaching model is not only modern and innovative but also places students at the center of the learning process, ensuring that their individual needs are met and their potential can develop to its full potential.

The author will develop a coaching technique to overcome students' language errors using the ADDIE development model, which consists of five stages of development: Analysis, Design, Development, Implementation, Evaluation.

Data Collection Tools

From the data collection tools, the steps taken for each learning cycle in this research procedure were as follows:

Planning Stage

At this stage, activity planning is performed by adjusting the model implemented as follows:

1. Collect children's learning outcomes in the form of discourse texts and recordings of students' speaking.
2. Analyzing language errors in student learning outcome texts
3. Designing coaching technique modules
4. Conduct coaching
5. Evaluating coaching

Stage Action

At this stage, the implementation is based on a previously prepared learning plan by implementing coaching techniques designed in the form of modules that have been validated by experts.

Observation

In this activity, the observer conducts observations, records, and interprets the ongoing learning, especially for students while working on the observation sheets provided. At this stage, accuracy and precision in recording and observing are necessary, especially if there is a sudden change in the implementation of the action caused by the responses of students who are subject to the action.

At this stage, the observation results are discussed as evidence of good learning implementation.

Reflection

During the coaching session, the students experienced many positive changes. The following are some things to reflect on:

1. Increased Self-Understanding
2. Through coaching, students became more aware of their strengths and weaknesses. With guidance from a coach, students can identify areas that need improvement and focus on overall self-development.
3. A Clearer Goal

4. *Coaching* is helpful in setting clearer and more realistic goals. Students can learn how to formulate short- and long-term goals, as well as the concrete steps that need to be taken to achieve them.
5. Communication Skills Improvement
6. One aspect that is believed to be beneficial is the improvement of communication skills. Coaches teach effective communication techniques in both the academic and social contexts. This helps students become more confident in speaking.
7. Better Time Management
8. With guidance from the coaches, students learn how to manage their time more effectively. Students begin to create regular schedules and prioritize important tasks. This makes students more productive and reduces the stress from piling-up tasks.
9. Increased Motivation and Discipline
10. The coaching sessions provided a significant motivational boost. Students become more disciplined in carrying out plans prepared with the coach. Students' motivation to achieve set goals also increases.
11. Improving Ability to Face Challenges
12. *Coach* help students develop strategies to deal with the challenges that arise. Students learn to see problems from multiple perspectives and find effective solutions.
13. Higher Self-Confidence
14. Through coaching, students' self-confidence increased. Students feel more confident in making decisions and have more confidence in their abilities.

This reflection can help students recognize and appreciate the progress they have made and remind them of the importance of continuing to apply the knowledge and skills they have acquired through coaching.

Data collection technique

Before starting the implementation of Phase I of this research, an initial approach was carried out by applying coaching techniques to students to identify problems that might occur in the learning process. This step was followed by the implementation of Phases II, III, IV, and V, where

An analysis of the implementation of each stage is conducted again to understand the changes and progress that occur.

It can be concluded that this study will be assessed by a language and design expert (validator) who acts as an observer (teacher) to evaluate the Research and Development (R&D) process. After the learning process, the results are observed again by the observer (researcher) and material expert (validator).

c. Punctuation errors: 25% of students did not understand the function of punctuation.

Data Analysis Techniques

The data analysis technique aimed to assess the level of student achievement at the end of each predetermined cycle. To assess individual student achievement, the grades were calculated using the following formula:

$$\frac{\text{Total Score}}{\text{Max Total Score}} \times 100\%$$

Classical learning completion is calculated using the percentage formula:

$$\frac{\text{Students whom finish}}{\text{Total Students}} \times 100\%$$

The learning completion of all students if the average value target reaches 7.5 with the number of students who have completed learning 85% or more than the total number of students in the class.

The research procedure included the implementation of Classroom Action Research (CAR) in the form of planning, implementing actions, observation, and reflection in each cycle to identify problems that occur in the classroom. Continued with the implementation of the research for two cycles consisting of several stages

Subject

The research data were in the form of verbal and non-verbal data, namely the results of observations, interviews, recordings, and results of assessment tests conducted by researchers during direct speaking learning actions. These verbal and nonverbal data are then processed through data analysis (in this case, in the form of reflection), which can be used as a conclusion to the research statement that has been determined. The function of data in action research is the basis of reflection (Madya, 1994:32).

The data of this study are in the form of a presentation of the process during the implementation of speaking learning, namely, the results of observations (field notes), recordings, assessments, and interviews in the form of verbal and non-verbal data. Verbal data are in the form of spoken or written words during learning and student work results, whereas non-verbal data are in the form of behavioral assessments, interactions, or ongoing monitoring of the implementation of the action. The implementation stage of learning includes speaking learning, implementation, interview filling, observation, and assessment.

The implementation of learning to achieve maximum results was carried out in several stages.

In Stage I, the teacher conducts teaching and learning activities to speak using the picture story creation technique: then, the results are evaluated, and the teacher notes the students' shortcomings in speaking and needs to be improved.

In Stage II, the teacher conducts teaching and learning activities to speak using the picture story creation technique by looking at the shortcomings of Stage I. The teacher evaluates the results and notes the progress and shortcomings of students in telling stories and needs to be improved.

In stage III, the teacher conducts teaching and learning activities to tell stories using picture story-making techniques by looking at the shortcomings of stage II. The teacher evaluates the results and records the progress and shortcomings of students in telling stories. And so on, until the students really understand and can tell stories well and correctly.

Data Collection

According to Moleong (2002:111) there are four techniques can be used to collect data in qualitative research: (1) observation, (2) interviews, (3) field notes, and (4) use of documents. Four techniques were used according to the type of data required. In this study, the four techniques proposed by Moleong were used in proportion. In addition to assessment as a key instrument, the instruments used were field-note formats, interview guidelines, recording devices (tape recorders), and photo cameras.

The main data in qualitative research are words and actions. The remaining data are additional data (Leofland in Moleong, 2002). Therefore, observations and in-depth interviews were the most commonly used techniques in this study. Observation is used to describe the background, activities, and implementation of the reading workshop, which is conducted together with practitioners. Interview techniques were used to obtain data on impressions and feelings as well as students' experiences in the reading workshop. These interviews were conducted formally in class or informally outside the classroom using a recording device. Field notes were used to record the researcher's reflections, opinions, and ideas related to the data recorded during observation.

Data Analysis

According to Madya (1994:33), action research data analysis is represented by the moment of reflection of the action research cycle. Reflection refers to remembering and reflecting on an action exactly, as recorded in the observation. Reflection seeks to understand the real processes, problems, issues, and obstacles in action (Madya, 1994:23). However, qualitative research analysis is still based on the characteristics of qualitative research, namely, organizing and arranging the sequence of data into a pattern, category, and basic description unit (Patton in Moleong, 2002).

III. RESULTS AND DISCUSSION

This study was conducted to develop and test the effectiveness of coaching learning techniques in overcoming language errors of Grade VI students at Al Bukhari Muslim Private Elementary School in the 2024-2025 Academic Year. The research results obtained are as follows:

A. Initial Findings

- 1) Students' Language Errors:
 - a. Grammar errors: 40% of students have errors in sentence structure.
 - b. Spelling errors: 35% of students frequently misspell words.

Table 2. Students Language Errors

| Error Type | Percentage of Students Who Understand |
|-------------|---------------------------------------|
| Grammar | 40% |
| Spelling | 35% |
| Punctuation | 25% |

- 2) Student Responses to Conventional Learning:
 - a. Most students show a lack of motivation to learn.
 - b. Only 20% of students actively ask questions or discuss during learning

Implementation of Coaching Techniques

Implementation of coaching techniques using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation)

- 1) Implementation Stage:
 - a. The coaching module is implemented for 8 weeks with 2 sessions per week.
 - b. The material focuses on students' language errors based on needs analysis.
- 2) Evaluation:
 - a. Using observation tools, interviews, and questionnaires to monitor student progress.

Evaluation Results

- 1) Student Academic Progress:
 - a. Grammatical errors decreased to 15%.
 - b. Spelling errors reduced by 10%.
 - c. Understanding of punctuation improved with only 5% of students still making mistakes

Table 3. Changes in Language Errors After Coaching

| Error Type | Before Coaching | After Coaching |
|-------------|-----------------|----------------|
| Grammar | 40% | 15% |
| Spelling | 35% | 10% |
| Punctuation | 25% | 5% |

- 2) Changes in Learning Attitudes:
 - a. Student learning motivation increased by up to 85%.
 - b. Most students were more active in discussions and more confident in asking questions

| Indicator | Before Coaching | After Coaching |
|---------------------|-----------------|----------------|
| Motivation to learn | 30% | 85% |
| Discussion Activity | 20% | 70% |
| Confidence | 25% | 80% |

Formula used:

1. Individual Completion

$$\frac{\text{Total Score}}{\text{Maximum Score Amount}} \times 100\%$$

2. Classical Completion

$$\frac{\text{Number of Students Who Completed}}{\text{Total Number of Students}} \times 100\%$$

Data Interpretation:

1. Before coaching, individual completion rates were low with an average below 50%
2. After coaching, the classical completion rate increased, with more than 85% of the students achieving completion scores.

B. Discussion

Effectiveness of Coaching Techniques

The results of this study showed that coaching techniques were effective in reducing students' language errors. The data support the positive impact of this approach, both in academic and non-academic contexts. Coaching techniques allow teachers to provide personal attention to students, thus helping them to understand and correct language errors.

Comparison with Previous Research

This study is consistent with Pasaribu's (2021) findings, which showed that coaching increases students' learning motivation and understanding. However, this study make a new contribution by integrating gamification and technology into the coaching process, making learning more interesting.

Practical Implications

| Evaluation Method | Before Coaching (%) | After Coaching (%) | Individual Completion (%) | Classical Completion (%) |
|-------------------|---------------------|--------------------|-----------------------------------|---------------------------------|
| Grammar | 40 | 15 | $\frac{15}{40} \times 100 = 37.5$ | $\frac{17}{20} \times 100 = 85$ |
| Spelling | 35 | 10 | $\frac{10}{35} \times 100 = 28.6$ | $\frac{18}{20} \times 100 = 90$ |
| Punctuation | 25 | 5 | $\frac{5}{25} \times 100 = 20$ | $\frac{19}{20} \times 100 = 95$ |

Coaching techniques can be a recommended approach that can be applied at other levels of education, especially to improve language skills.

IV. CONCLUSIONS

Coaching learning techniques are effective in reducing language errors in Grade VI students at Al Bukhari Muslim private elementary schools. This technique successfully increased students' learning motivation, self-confidence, and active participation in learning. The coaching module designed based on the ADDIE model meets the students' needs to overcome language errors. For teachers, integrating coaching techniques into language learning helps students overcome their language errors. Using personal and collaborative approaches to increase students' learning motivation. Meanwhile, for schools, by holding training for teachers to

understand and apply coaching techniques effectively, and providing technological facilities to support the implementation of gamification-based coaching. Examining the application of coaching techniques at other levels of education. Exploring the influence of coaching on non-academic aspects such as students' social skills.

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