



Evaluating the Effectiveness of Coaching Methods on Competence and Performance in Early Childhood Islamic Education (PIAUD) Students

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Abstract

This study evaluates the effectiveness of the coaching method in enhancing the competencies and performance of students in the Early Childhood Islamic Education (PIAUD) Study Program at STAIN Bengkalis. Coaching is a structured, personalized approach aimed at developing students' potential in both academic and non-academic aspects. A qualitative descriptive method was used, collecting data through interviews, observations, and document studies to explore students' experiences with the coaching process. The findings indicate that coaching positively impacts students' leadership, time management, problem-solving skills, as well as academic performance, communication, and self-confidence. Students reported greater clarity in setting goals and increased motivation. Key success factors include active student engagement, guidance from academic supervisors, and a supportive learning environment. However, challenges such as time constraints and initial confusion about the coaching process were identified. This study concludes that coaching can significantly enhance students' competencies and performance, with proper implementation in a supportive environment. It recommends the broader adoption of coaching in the PIAUD program, tailored to local contexts and needs.

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INTRODUCTION

In a rapidly changing educational landscape, the need for innovative approaches to student development has never been more pressing. One such approach, coaching, has gained widespread recognition for its potential to enhance individual and organizational performance. Today, an increasing number of business organizations use coaching to empower their employees, as

it effectively addresses immediate challenges and improves poor performance. Furthermore, coaching serves as a career learning tool, providing opportunities for personal growth while ensuring sustainable leadership. Despite its growing popularity and widespread claims regarding its effectiveness, the existing literature offers limited empirical evidence regarding its impacts and underlying mechanisms (Asbari &

Prasetya, 2021). This highlights the need for empirical exploration into the effects of coaching, particularly within educational settings.

While numerous studies have examined coaching in corporate environments, there is a notable gap in research on its effects on student HRD within Indonesian campus organizations. The absence of such studies represents a significant gap in the literature, especially considering the potential of coaching to foster not only academic development but also personal and leadership growth among students. This gap underscores the importance of conducting empirical research in the Indonesian context, where coaching has yet to be widely explored within educational settings.

This study aims to address this gap by exploring the role of coaching in enhancing HRD and performance among students in campus organizations. Specifically, it focuses on the internal changes students experience during the coaching process, such as increased learning and personal growth, and examines how these changes influence their performance. While the student HR function in campus organizations remains in its infancy, often focusing on administrative tasks rather than strategic issues (Effendi, 2021), coaching has the potential to catalyze significant improvements in how students approach leadership and organizational responsibilities.

Previous studies have highlighted coaching as one of the most effective methods for enhancing the well-being and autonomy of learners. In Indonesia,

effective coaching has been suggested as a means to boost student morale, confidence, skills, and knowledge, ultimately contributing to the overall success of educational institutions and organizational performance. Such improvements are crucial for producing competent and competitive learners (Asbari & Prasetya, 2021).

Coaching is rooted in principles such as collaboration, accountability, responsibility, action planning, self-awareness, and decision-making. These principles can profoundly impact the strategic goals of organizations, improving both individual and organizational outcomes (Aldrin & Utama, 2019). Based on the discussion above, this study posits that coaching methods can enhance student HRD and significantly improve their performance.

However, initial observations reveal that many members of the Early Childhood Islamic Education Student Association (HMPS PIAUD) have not demonstrated optimal performance during their one-year tenure. Internal factors, such as a lack of confidence, independence, and creativity in designing and implementing organizational programs, have contributed to these challenges. Additionally, external factors related to the continuation of online learning have hindered members from convening to plan and execute organizational activities. As a result, during nearly a year of tenure, HMPS PIAUD has managed to execute only one program, highlighting the lack of preparation and understanding of effective

teamwork prior to the implementation of coaching methods.

Moreover, coaching methods have proven to have significant impacts on teaching. Integrating coaching into education creates a more humanistic and engaging teaching environment, enabling lecturers to connect with students more effectively. Motivated students, in turn, enhance the learning process, as successful learning inherently requires engaged and motivated participants. Supra Coaching, which emphasizes student-centered learning, should be incorporated into education to empower the learning process, with lecturers acting as facilitators who guide students toward achieving learning goals through thought-provoking questions that stimulate critical thinking.

This perspective aligns with Whitmore's (2009) assertion, highlighted in a seminar organized by Salam Journey Salman ITB and presented by Sufin Hannan (Hannan, 2021), stating that "Coaching unlocks a person's potential to maximize their performance. Coaching helps them to learn rather than teaching them." This reinforces the idea that coaching maximizes individual performance by focusing on facilitation rather than direct instruction (Fitri et al., 2023).

Students who undergo coaching gain confidence in determining their activities. According to the Behavioral Coaching Institute (2007) and Akhtar & Zia-ur-Rehman (2017), effective coaching strategies foster a culture of continuous development and learning within organizations. Similarly, Eldridge et al.

(2004) argue that organizations with a strong coaching culture promote open communication, build trust and respect, and enhance workplace relationships.

Based on these insights, this study aims to explore how coaching methods can improve HRD and performance among student organization members. Specifically, this research will focus on the board members of the Early Childhood Islamic Education Student Association (HMPS PIAUD) at STAIN Bengkalis. By investigating this particular student organization, the study will provide valuable insights into the role of coaching in enhancing student leadership and organizational success within the context of Indonesian higher education.

METHOD

This study adopts a qualitative descriptive approach (Sugiyono, 2016) to gain an in-depth understanding of the implementation of coaching methods in human resource development (HRD) and organizational performance improvement among the Early Childhood Islamic Education (PIAUD) Student Association board members at STAIN Bengkalis for the 2022–2023 period. A qualitative descriptive approach was chosen as it allows for detailed exploration of individuals' experiences and the impact of coaching in the context of student organizations. By focusing on participants' perceptions, this approach enables an in-depth understanding of how coaching affects both individual development and organizational outcomes.

The research subjects consist of 22 board members and 2 coaching experts, selected using purposive sampling

(Arikunto, 2014). This sampling technique was employed to ensure that participants who have relevant experiences and knowledge of the coaching process were included in the study, thereby aligning the data collection with the research objectives.

Data collection techniques involve triangulation, a method that combines multiple sources of data to increase the validity and reliability of the findings (Neuman, 2017). Triangulation in this study consists of three primary techniques: interviews, participatory observation, and document analysis.

1. Interviews were conducted with board members and faculty advisors to explore their experiences with the coaching process, the challenges they encountered, and the perceived impact of coaching on their performance and HRD. The semi-structured interview format allowed for flexibility while ensuring that the key topics related to the research questions were covered.
2. Participatory observation was used to directly observe the coaching sessions and the board members' activities while fulfilling their organizational responsibilities. This method provided insights into behavioral and performance changes during the coaching process. By engaging directly in the observed environment, the researcher was able to note contextual and behavioral factors that might not have been captured through interviews alone.
3. Document analysis involved reviewing supporting documents such as activity reports, coaching session

records, and performance evaluations. These documents provided supplementary data to triangulate and cross-check the information obtained from interviews and observations.

The data analysis process followed a systematic approach. First, the data were reduced by filtering and summarizing the collected information to focus on content that was relevant to the research questions. This step involved identifying key themes, trends, and patterns within the data. The refined data were then presented in narrative and interpretative forms to provide clarity and coherence, ensuring that the findings were easily accessible and understandable. Finally, conclusions were drawn based on the analysis to determine the impact of coaching methods on HRD and organizational performance within the PIAUD Student Association during the 2022–2023 period.

This approach allows for a comprehensive understanding of the effects of coaching in the context of student organizational management, providing insights into both the process and outcomes of coaching methods in the development of student leaders.

RESULT AND DISCUSSION

This study revealed that the coaching method significantly enhances human resource development (HRD) among the board members of the Early Childhood Islamic Education (PIAUD) Student Association at STAIN Bengkalis. Through coaching, organizational members experienced improvements in self-confidence, independence, and critical thinking skills. These improvements enabled them to better

identify organizational goals and collaborate more effectively to achieve them. Interview results highlighted that coaching fostered harmonious relationships among members by promoting mutual respect, confidentiality, and an appreciation for each individual's unique talents. Moreover, coaching motivated members to design and implement work programs more effectively, addressing previous challenges in organizational management.

These findings align with the conceptual framework proposed by the International Coaching Federation (ICF), which emphasizes the potential of coaching to maximize individual and organizational performance through enhanced communication, accountability, and relationship-building. The results further support the ICF and HCI report (Grant et al., 2010), which demonstrates that a coaching culture fosters increased engagement, motivation, and individual productivity. In the context of student organizations, coaching provides a platform for members to explore shared goals through collaborative work meetings, brainstorming sessions, and individual coaching sessions. This approach not only improves teamwork but also empowers members to find creative, independent solutions to organizational challenges. Despite the growing body of research in international contexts, studies on coaching within Indonesian campus settings remain limited, making these findings a valuable contribution to the literature on coaching in higher education.

The study also indicates that coaching is an effective method for

improving HR and organizational performance within the PIAUD Student Association at STAIN Bengkalis. A key benefit of coaching is the development of trust, comfort, and collaboration among organizational members. According to Nelta Sari, the Association's Chairperson, coaching has enabled members to become more confident, understand their roles, and communicate more effectively. These outcomes were achieved through structured work meetings and goal-setting sessions conducted during coaching activities.

In addition, coaching was found to significantly improve organizational performance. It facilitated a shift from dependency to independence, empowering individuals to become more aware of their roles and responsibilities. Interviews with Nurul Hakiki and nine other members revealed that coaching promoted collaborative problem-solving, which in turn strengthened the organization's program execution.

Coaching also contributed to the cultivation of a positive organizational culture. Members felt valued and supported in reaching their full potential, aligning with the perspective of coaching expert Basyrah, who stated that coaching builds trust and enhances relationships through effective communication and collaboration. Supporting data indicated that 65% of respondents reported increased organizational engagement following the implementation of coaching methods.

The performance of student organizations reflects the effectiveness of internal management and the ability to

respond to external influences. In the case of the PIAUD Student Association, weak performance was attributed to various internal and external factors. Internally, low motivation among members hindered organizational success, as members with limited intrinsic motivation were often inactive in organizational activities (Zam, 2022). Additionally, many students lacked adequate managerial skills, such as planning, organizing, and decision-making, leading to poorly structured activities (Effendi, 2021). Furthermore, leaders who failed to motivate and guide their members impeded the achievement of organizational goals (Maharani & Widiartanto, 2017). Ineffective communication among members triggered internal conflicts and disrupted coordination (Nurhayati, 2019). Students also faced challenges in balancing organizational responsibilities with academic and personal commitments, negatively impacting the organization's overall productivity (Hartono & Susanto, 2020).

Externally, limited institutional support, such as insufficient funding and inadequate facilities, posed major challenges for program implementation (Wahyuni, 2021). High academic workloads discouraged active participation in organizational activities, further decreasing member involvement (Hasanah & Zain, 2022). Moreover, low interest among new students in joining the organization resulted in suboptimal leadership succession (Suryati, 2020). Economic hardships faced by some students also limited their ability to engage in organizational activities (Saputra,

2021). Social factors such as technological changes, cultural trends, and external challenges also impacted the performance of student organizations (Rahmadani, 2020).

The application of coaching significantly enhances personal and professional competencies. Coaching helped students identify their strengths and weaknesses while formulating clear goals. Research by Hartono and Susanto (2020) shows that coaching improves students' decision-making abilities, self-confidence, and interpersonal skills—critical competencies for PIAUD students, who require strong communication abilities and professionalism in early childhood education (Asbari & Prasetya, 2021). Grant et al. (2010) further emphasized that coaching enhances time management skills, enabling students to effectively balance academic and organizational responsibilities—an essential skill for PIAUD students juggling coursework, organizational tasks, and fieldwork.

In a similar vein, research by Rusmini et al. (2023) demonstrated that the implementation of a coaching management model in academic guidance led to significant improvements in students' Grade Point Averages (GPA). Students who received coaching showed greater GPA improvements compared to those using conventional guidance methods, suggesting that coaching can similarly enhance the academic performance of PIAUD students. Additionally, Handayani, Huda, and Cahyono (2019) found that coaching combined with motivational guidance significantly enhanced specific

competencies, such as wound care skills in nursing students. While the context differs, the principles of coaching are adaptable and can improve competencies crucial for PIAUD students. Likewise, Rahmah and Muhliansyah (2020) found that coaching enhances leadership and teamwork skills, essential for PIAUD students expected to lead early childhood education institutions.

Furthermore, studies by Handayani, Huda, and Cahyono (2019) revealed that coaching combined with motivational guidance significantly enhances specific competencies, such as wound care skills in nursing students. Although the context differs, the principles of coaching can be adapted to improve the specific competencies required by PIAUD students. Similarly, Rahmah and Muhliansyah (2020) found that coaching enhances leadership and teamwork skills, which are essential for PIAUD students expected to lead early childhood education institutions.

Pebdika et al. (2023) observed that coaching encourages students to present ideas and implement innovations in educational and organizational activities. Ahmad and Jingga (2017) highlighted that coaching helps students develop more effective learning strategies, which positively affect academic achievement. Furthermore, coaching fosters active participation in organizational activities, promoting the development of non-academic experiences (Rusmini et al., 2023). Jacobus Wiwin (2023) emphasized that coaching enhances collaboration and conflict resolution skills, vital for PIAUD students involved in team-based projects.

Overall, the existing literature and empirical studies support the effectiveness of coaching in enhancing both HR and student performance. Implementing coaching in the PIAUD program at STAIN Bengkalis holds the potential to boost students' motivation, competencies, and academic achievements, preparing them to become high-quality early childhood educators.

The coaching method has significant implications for PIAUD students, particularly in fostering confidence, critical thinking, and adaptability. Through coaching, students not only learn to work efficiently but also develop the leadership skills necessary for managing organizations effectively. Higher education institutions can leverage coaching as a strategic approach to improve student HR quality, create a positive organizational culture, and promote sustainable, student-centered learning. The application of this method could serve as an effective learning model in higher education, equipping students with the competencies required to face global challenges.

CONCLUSION

Coaching plays a crucial role in fostering a stronger team culture. Through coaching sessions, organizational members gain a deeper understanding of the importance of collaboration, mutual support, and working toward shared goals. This approach creates a robust synergy within student organizations. The coaching process enhances students' motivation to actively contribute to the organization and instills a greater sense of

responsibility toward their respective roles and tasks.

The implementation of the coaching method not only improves individual quality but also contributes to achieving organizational goals as a whole. Performance indicators, such as the effective execution of work programs, member attendance, and the quality of activities, show significant improvements. The success of coaching in enhancing human resources (HR) and organizational performance requires consistency. Thus, continuous training for coaches is essential to ensure that this method remains relevant and effective in supporting the development of student organizations.

Overall, coaching has proven to be an effective strategy for developing human resource potential and improving the performance of the student organization in the PIAUD Program at STAIN Bengkalis.

The findings of this study are expected to provide strategic recommendations for the development of innovative and sustainable learning systems within Islamic higher education institutions. Improving the quality of human resources remains one of the primary challenges in higher education. Students are expected not only to excel academically but also to possess essential soft skills, such as leadership, communication, and time management.

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