

The Need for Developing Principal Supervision Through a Canva-Based Bagja Coaching Approach to Improve Teacher Professionalism in Pemalang Regency

Surawan Nurhidayat¹, Sitti Hartinah², Khusnul Khotimah³

^{1,2,3}Magister Pedagogi Pancasarjana, Universitas Pancasakti Tegal, Indonesia

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ABSTRACT

This study aims to develop a principal supervision model using a Canva-based BAGJA Coaching approach to improve the professional competence of elementary school teachers in Pemalang Regency. The study employed a Research and Development (R&D) method using the 4D development model, consisting of the Define, Design, and Develop stages, with the development process limited to the Develop stage due to research scope and time constraints. The research was conducted in several primary schools within the KWK Ulujami area, Pemalang Regency, selected through purposive sampling based on school readiness and the need for academic supervision implementation. The research population consisted of 70 primary school teachers, with 56 teachers and several school principals involved as research subjects, while the research object was the Canva-assisted BAGJA Coaching-based principal supervision model. Data were collected through semi-structured interviews, observation of supervision implementation, expert validation, and user response questionnaires. The research instruments included interview guidelines, observation sheets, expert validation sheets from material, media, and supervision experts, and practicality and effectiveness questionnaires. Data analysis was conducted using a mixed-methods approach, with qualitative data analyzed using the Miles and Huberman technique and quantitative data analyzed using descriptive statistics. The results showed that the developed supervision model was highly feasible in terms of content validity, media design, and applicability. Limited trials indicated increased teacher activeness in reflective practices and more participatory supervision processes. The study concludes that the Canva-assisted BAGJA Coaching-based principal supervision model has strong potential as an alternative supervision strategy that meets the demands of education in the digital era and effectively enhances elementary school teachers' professional competence.

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Corresponding Author:

Surawan Nurhidayat

Magister Pedagogi Pancasarjana, Universitas Pancasakti Tegal, Indonesia

Email: surawann@gmail.com

1. INTRODUCTION

Improving teachers' professional competence is a strategic government agenda to strengthen the quality of learning in primary schools. A report by the Center for Educational Assessment indicates that teachers' mastery of subject matter, pedagogical skills, and reflective abilities remains varied and has not yet fully met expected standards [1]. These challenges have become more pronounced in response to the demands of twenty-first-century learning, which emphasize critical thinking, creativity, communication, and collaboration. Consequently, teachers require continuous professional development through academic supervision that can tangibly enhance their professional competence. However, several studies show that supervisory practices in many schools remain largely administrative, document-oriented, and insufficiently focused on supporting teachers in improving instructional quality [2], [3].

Recent issues related to the shift in supervisory paradigms under the Merdeka Belajar policy further reinforce the urgency of developing a more collaborative, dialogical, and empowering supervision model. School principals are now expected to act as instructional leaders who facilitate teachers' professional development [4]. Nonetheless, a gap between conceptual frameworks and actual practices remains evident in the field. Supervision has not been fully oriented toward improving classroom practices, teachers are not yet accustomed to engaging in deep reflection, and mentoring processes tend to remain one-directional. These conditions indicate a research gap that needs to be addressed through supervisory innovation aligned with teachers' professional needs in Pematang Regency.

One approach with strong potential to address these needs is BAGJA Coaching, a mentoring method grounded in Appreciative Inquiry that emphasizes strengths, collaboration, reflection, and improvement-oriented action. Previous studies demonstrate that coaching is effective in enhancing teacher accountability, deepening reflective practices, and strengthening instructional planning skills [5], [6]. However, the integration of BAGJA Coaching into principal-led supervision remains limited, thereby limiting the strategic potential of BAGJA Coaching to improve teachers' professional competence. This situation highlights the need for a supervision model that places coaching principles at the core of teacher mentoring.

Beyond the supervisory approach itself, the need for supervision development also involves the use of digital technology. Canva is a creative application that helps principals and teachers design supervisory instruments, document instructional findings, produce reflective notes, and formulate follow-up action plans in a visually engaging manner. Research has shown that Canva effectively increases user engagement, enhances clarity in visual communication, and strengthens educational documentation processes [7]. However, its application in principal supervision has received limited scholarly attention, making its integration a significant opportunity to develop innovative, efficient, and teacher-centered supervision practices.

Based on these issues and findings, the need for developing principal supervision in Pematang Regency can be narratively formulated as follows: existing academic supervision practices remain predominantly administrative, have not integrated the BAGJA Coaching

approach, and have not optimally utilized digital technology. Teachers have yet to receive mentoring that comprehensively enhances their professional competence. While BAGJA Coaching offers a dialogical and reflective solution, the absence of technological support results in supervision processes that are insufficiently documented and less engaging. Therefore, the solution is to develop a principal supervision model that integrates BAGJA Coaching with the Canva application as an innovation in teacher professional development.

This study aims to develop a foundational framework for a principal supervision model that employs a Canva-based BAGJA Coaching approach to enhance the professional competence of primary school teachers in Pemalang Regency. The findings are expected to enrich the theoretical discourse on modern academic supervision and to provide practical contributions for school principals in developing more humanistic, collaborative, and digitally responsive professional development practices.

2. METHOD

This study employed a Research and Development (R&D) method using the 4D model, consisting of the Define, Design, and Develop stages, to develop a principal supervision model using a Canva-based BAGJA Coaching approach. The development process in this study was limited to the Develop stage, in accordance with research needs and time constraints, and therefore did not include the dissemination stage. The study was conducted in several primary schools within the KWK Ulujami area, Pemalang Regency, selected through purposive sampling based on school readiness and the need for academic supervision. The study population consisted of all primary school teachers who are members of KWK Ulujami in Pemalang Regency, totaling 70 teachers. From this population, 56 teachers and several school principals were determined as research subjects, while the research object was the developed Canva-assisted BAGJA Coaching-based principal supervision model.

The research was carried out in several primary schools in the KWK Ulujami area, Pemalang Regency, selected purposively based on school readiness and the need for academic supervision implementation. The research subjects consisted of 56 teachers and several school principals, while the research object was the developed Canva-assisted BAGJA Coaching-based principal supervision model. Data collection was conducted through semi-structured interviews, observation of supervision implementation, and validation and user response questionnaires. The research instruments included interview guidelines, observation sheets, expert validation sheets (for material experts, media experts, and supervision experts), and practicality and effectiveness questionnaires.

The research procedure began with the Define stage, which involved analyzing supervision needs, teacher characteristics, and supervision-related problems faced by school principals. The Design stage involved designing the supervision model, supporting tools, and research instruments aligned with the BAGJA Coaching approach, as well as the use of the Canva application. Subsequently, during the Develop stage, the designed product was validated by experts and then revised based on feedback and suggestions to obtain a supervision model suitable for use. Data analysis was conducted using a mixed-methods approach. Qualitative data were analyzed using the Miles and Huberman technique, which

includes data reduction, data display, and conclusion drawing. Quantitative data were analyzed using descriptive statistics, including percentage calculations, mean scores, and categorization of product feasibility levels. The validity of the supervision model was determined from expert validation scores, while its practicality and effectiveness were assessed through user responses and improvements in teachers' professional competence during the development process. The results of these analyses served as the basis for refining the Canva-assisted BAGJA Coaching-based principal supervision model.

3. RESULTS AND DISCUSSION

RESULTS

This study employed a Research and Development (R&D) design to develop a principal supervision model based on BAGJA Coaching, integrated with the Canva application, for primary schools in Pemalang Regency. The results of the R&D process were obtained through several systematic stages, including needs analysis, model design, expert validation, limited trials, and revisions.

The needs analysis revealed that principal supervision in primary schools in Pemalang Regency was predominantly administrative and did not optimally facilitate reflective dialogue or professional growth among teachers. Teachers reported limited involvement in supervision planning, minimal depth of feedback, and a lack of structured follow-up actions. These findings confirmed the need for a more participatory, coaching-oriented supervision model supported by digital media.

Based on these findings, a BAGJA Coaching-based supervision model integrated with Canva was developed. The model consists of five structured stages: Formulating Questions, Taking Lessons, Exploring Dreams, Elaborating Plans, and Managing Execution, all documented and visualized using Canva templates. The Canva-based instruments include supervision planning sheets, reflective dialogue records, feedback visualizations, and follow-up action plans.

The expert validation results indicated that the developed model met theoretical and practical feasibility criteria. Educational supervision experts and instructional media experts assessed the model as valid and appropriate for use in primary school contexts, particularly in supporting reflective supervision practices and digital documentation.

The results of the limited field trial demonstrated that the developed supervision model was practical and effective. Principals conducted supervision more structurally and dialogically, while teachers showed increased engagement during supervision sessions. Teachers reported clearer understanding of feedback, improved lesson planning, and stronger commitment to implementing follow-up actions. These findings indicate that the developed product successfully addressed the initial problems identified during the needs analysis stage.

DISCUSSION

The findings of this Research and Development (R&D) study reinforce the theoretical and empirical foundations for developing a principal supervision model based on BAGJA Coaching, integrated with the Canva application, in primary schools in Pemalang

Regency. The developed model responds directly to weaknesses in conventional supervision practices, which tend to emphasize administrative compliance rather than reflective instructional improvement. Contemporary educational supervision literature emphasizes that supervision should function as a professional learning process that supports instructional growth and continuous development [11].

From the perspective of academic supervision theory, the results indicate that effective supervision must prioritize dialogue, reflection, and collaborative problem-solving. Supervision is no longer viewed merely as an evaluative activity but as a formative process aimed at improving teaching practices and professional competence [12]. The BAGJA Coaching framework provides a structured methodological pathway that transforms supervision into an interactive mentoring process rather than a top-down assessment mechanism.

The implementation of BAGJA Coaching aligns strongly with constructivist learning theory, which posits that professional learning occurs when individuals actively construct meaning from experience through reflection. Teachers involved in coaching-based supervision are encouraged to analyze their own instructional practices, identify challenges, and formulate improvement strategies [13]. This approach is consistent with adult learning theory, which emphasizes autonomy, relevance, and self-direction as key factors in effective professional development [14].

The findings also support empirical evidence that coaching-based supervision enhances teachers' intrinsic motivation and professional ownership. When teachers are positioned as active participants in the supervision process, they demonstrate higher levels of engagement and responsibility for their professional growth [15]. This is further reinforced by studies indicating that reflective coaching strengthens teachers' self-efficacy and confidence in implementing instructional innovations [16].

Another important aspect revealed in the discussion is the evolving role of the school principal as an instructional coach. Instructional leadership research emphasizes that principals who adopt coaching-oriented supervision practices are more effective in improving teaching quality than those who rely on directive supervision models [17]. The BAGJA Coaching framework enables principals to guide teachers through structured reflection and planning, thereby strengthening schools' instructional leadership.

The integration of the Canva application into the supervision process represents a significant innovation in this study. Digital visual media have been shown to improve comprehension, engagement, and retention in professional learning contexts [18]. The use of Canva-based supervision instruments allowed complex feedback and instructional improvement plans to be presented in visually organized formats, making them more accessible and actionable for teachers [19].

This finding aligns with research on technology-supported supervision, which suggests that digital tools enhance the quality of feedback and support sustained instructional change [20]. Visual documentation on digital platforms also supports better supervision follow-up by providing clear records of agreed action plans and progress indicators. As a result, supervision becomes more transparent and accountable [21].

Furthermore, the developed model is highly relevant to the implementation of the Merdeka Curriculum, which emphasizes teacher autonomy, reflective practice, and digital literacy. Curriculum reform studies highlight that the success of such reforms depends largely on supervision systems that support innovation while maintaining pedagogical coherence [22]. The Canva-based BAGJA supervision model supports these demands by integrating reflective coaching with digital competence development [23].

Regarding teacher professional competence, the discussion of results indicates improvements in lesson planning, reflective practice, and instructional interaction quality. These outcomes are consistent with research demonstrating that coaching-oriented supervision positively influences instructional effectiveness and learner-centered teaching practices [24]. By visualizing instructional goals and reflection outcomes through Canva, teachers are better able to internalize feedback and implement improvements in classroom practice.

The novelty of this study lies in its systematic integration of BAGJA Coaching and Canva within an R&D framework, resulting in a validated supervision product tailored to the contextual needs of primary schools in Pemalang Regency. Previous research has often examined coaching or digital tools independently; however, recent educational leadership studies emphasize the importance of integrated and context-responsive supervision models [25].

Overall, the discussion confirms that the developed supervision model is theoretically grounded, empirically supported, and contextually relevant. The BAGJA Coaching–Canva integration advances principal supervision practices by fostering a collaborative, reflective, and digitally responsive culture of professional development, thereby strengthening teachers' professional competence sustainably.

4. CONCLUSION

This study confirms that the development model of principal supervision using a Canva-based BAGJA coaching approach offers an alternative form of supervision that is more participatory, creative, and aligned with the demands of twenty-first-century learning. This approach does not focus solely on improving teacher performance but also empowers teachers through reflective processes, open communication, and strength-based solution development. The use of Canva in the supervision process adds value by enabling more engaging, easily understood visualizations of action plans that can serve as collaborative tools between principals and teachers.

For future research, it is recommended that this supervision model be implemented across a broader range of educational levels and over a longer mentoring period, allowing its impact on learning quality to be examined more comprehensively. Further development of digital media features may also be pursued through the integration of additional platforms, thereby making supervision processes increasingly effective and adaptable to ongoing technological advancements.

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