



The Leadership Module Development Coaching based on Christian Insight

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ABSTRACT

This study aims to develop a leadership coaching module based on Christian worldview that is feasible and effective in Lantera Harapan Medan School. The research design uses the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. However, this research does not cover the full cycle of the ADDIE process; its scope is limited to the Development stage, which involves creating training modules and evaluating their effectiveness in trials. Data collection methods included interviews, questionnaires, and tests. Interviews were conducted to validate learning design, content, and linguistic expertise. Questionnaires were distributed to teachers at Lantera Harapan Medan School, and a pilot test involved five teachers from various levels and backgrounds. The trial results show that the training effectively enhances teachers' understanding of implementing coaching leadership. The resulting training module from this research can serve as a reference for schools interested in implementing Coaching Leadership based on Christian worldview, fostering student potential discovery, and positively impacting teacher performance and school culture. The discussion within this research contributes to a deeper understanding of Coaching Leadership, particularly from a Christian perspective.

Keywords: *Development, Coaching Module, Christian Coaching, Christian Worldview*

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INTRODUCTION

. The implementation of the Merdeka curriculum emphasizes exploring learning that can encourage students to learn according to their interests and abilities and provide space for students to develop their character and basic competencies. Of course, this cannot be separated from the leadership of a teacher. Leadership is a form of deliberate dominance by personal ability to encourage or motivate other people as a means of achieving certain goals (Hutahaean, 2021, p. 8). As leaders in student learning, teachers must pay attention and consider the learning needs of each student. Moreover, teachers play an important role in guiding students to discover themselves and explore their potential. Hence, Leadership *Coaching* be one *trend* which is echoed by the Merdeka curriculum to support teachers as leaders in learning in implementing independent learning for students.

In the field of education, *Coaching* plays a role in providing support for teachers to achieve improved performance. According to Abdullah (2022), Leadership *Coaching* can be an illustration of teacher development interventions in adapting to changes that occur in the work environment. Of course, this will have an impact on improving teacher performance in trying to facilitate the learning process to achieve the goals of the Merdeka curriculum itself (Novitasari, 2021). Besides that, *Coaching* is considered an effective method for empowering teachers, because through *coaching*, leaders can easily find out the problems experienced by teachers and find appropriate solutions (Khomsatun, 2023). Teachers as leaders are responsible for providing facilities to improve students' performance, life experiences, learning and personal growth *coachee* (Machmudan, 2020). In other words, *coaching* can be a bridge used to empower individuals to facilitate independent learning, personal growth, especially improving performance.

Coaching is professional development through which we can reflect, develop, and maximize the practices of teachers and leaders to build the capacity of others (students) by facilitating their learning (Aguilar, 2020). *Coaching* it is also understood as a tool to develop individual self-confidence and contribute to actions that create results (Berg, Morten, & Karlsen, 2020). In line with this, Napitupulu (2021, p. 359) states that coaching is a strategy that can be used to help someone identify strengths and develop potential so they can achieve their goals. This means, *Coaching* become a driving force for teachers to show creativity and innovation in creating learning that does not only focus on theory, but also on various relevant skills that can improve life or lifelong skills and help students discover their potential based on students' interests and competencies.

Various recent literature states the many positive impacts of implementing coaching in today's education. Novitasari's research results (2021) show that leaders coaching has a significant effect on teacher performance, and can help teachers improve their abilities in the learning process. In other research, Budiono (2022) also found that coaching could be implemented to improve teacher performance at SDN Penambuhan. Not only that, coaching can also improve teachers' pedagogical competencies in learning. This was proven by Pratama (2023) in his research which showed that coaching can improve the pedagogical competence of teachers at SDN Bulukerto 02 Batu City. In the latest research, coaching carried out appropriately and continuously can improve the pedagogical competence of Christian Religious Education teachers/lecturers (Sunday 2023).

However, based on observations made there were several problem findings, namely, 1) teacher creativity in determining learning models, 2) teacher understanding and skills in developing student potential, 3) use of learning theories and teaching strategies (not yet in accordance with students' needs), 4) motivation to learn following developments in the technological era and changes in the curriculum.

Based on the complexity of the problems found, it is hoped that there will be solutions to problems that are within the reach of teachers, namely how teachers present meaningful learning and provide their best efforts specifically in improving their competence. Leadership *Coaching* is a solution offered by the government to achieve freedom of learning. In its implementation, *Coaching* is not a solution during an emergency but rather a development need that must be

carried out consistently and sustainably (Passmore, 2022, p. 29). To increase the effectiveness of coaching in the context of school leadership development, it is important for teachers as leaders (*coach*) to be directly involved and utilize ongoing experiential learning in developing student capacity (Huggins, Klar, & Andreoli, 2021).

However, what is a struggle for Christian schools is what kind of Leadership Coaching should be developed and answer the needs of Christian schools. As is known, coaching in the Merdeka curriculum has a humanist nature, namely student-centred (Pasaribu, 2021). Meanwhile, Christian education must stand as a monument to the fact that Christ is the owner of all life (Brummelen, 2009). The uniqueness of Christian education lies in teaching that is based on the truth of God's Word and its goal, namely to bring every student more like Christ (Debora & Han, 2020, p. 8). This means that Christ is the center of all learning practices in Christian Education. If coaching is not integrated with Christian insight, it will have an impact on students who are self-focused, individualistic, idealistic, and with the freedom they have to view the truth as coming from themselves.

Therefore, without Christ there would be nothing (Colossians 1:15-20). Likewise, Christ is the essence of transformation (SDH SLH HEAD OFFICE, 2022). All will be transformed to be like Christ and He is the one who carries out the transformation. This means that the process of implementing and guiding coaching which only focuses on individual (human) development and achievement must undergo a transformation.

Knight (2009) stated that the Principles of Christian Education must be primary when integrated with public policy. Therefore, coaching as a public policy in implementing the Merdeka curriculum needs to be modified and integrated with the principles of Christian education. In this sense, it is necessary to develop a Leadership Coaching module based on Christian insight which can be used as additional understanding for Christian teachers so that they remain in the right corridor and do not deviate from God's Word.

This research question is simply the focus in developing the Leadership module *Coaching*, Content materials that need to be prepared for training, appropriate learning (training) strategies to be used in delivering training materials, as well as the effectiveness of training based on developments and trials carried out.

By implementing the above objectives, this research is expected to provide benefits in the field of education. Theoretically, the results of this research can increase knowledge in the field of Christian leadership and provide new understanding for researchers in developing Christian leadership. Not only discussing theory, this research will also produce real output in the form of a Leadership Coaching development module based on Christian Insight. The discussion in this research will enrich understanding of Leadership Coaching, especially from a Christian perspective.

METHODS

This research uses exploratory mixed method research. Mix method research is combination research that combines quantitative and qualitative research on an ongoing basis so that more comprehensive, valid, reliable and objective data is obtained (Azhari, et al. 2023). This research starts from collecting

qualitative data as the first stage, and continues with quantitative data collection as the second stage, ending with integrating or connecting the data explored (Creswell & Plano Clark, 2018).

The research design uses the ADDIE development model. There are five stages, namely Analysis, Design, Development, Implementation and Evaluation. The ADDIE development model was chosen because it is more detailed and its implementation is easier to understand.

This research does not cover the full cycle of the ADDIE process due to time constraints in the research. The scope of this research is up to the development stage of the ADDIE process which includes creating training and modules as well as evaluating their effectiveness in trials. At the development stage, researchers can still determine the effectiveness of modules and training through trials (Branch, 2009, p. 122).

The research was conducted at Lentera Harapan Kindergarten Medan, located on Jalan Pukat Banting II (Mestika) No.37, Bantan, Medan Tembung District, Medan City, North Sumatra. The subjects in this research were the Principal and Deputy Principal as leaders, and five teachers representing various groups were selected to participate in the pilot training. This research will also be carried out from November 2023 to May 2024. The training modules produced in this research will be used to train teacher leadership at the Medan Harapan School even though regeneration occurs in the future.

The steps taken in the research are as follows. First, the analysis step to identify performance gaps based on needs in the field in order to achieve development goals with the stages of needs analysis (discussion, observation and questionnaire), determining instructional objectives, analysis of students and resources, and recommendations for training systems. Second, Design Steps (*design*) namely determining materials, searching for the materials needed, and describing the design process to be made. Third, the Development step (*Development*) namely content development, supporting media, and formative revision. The Formative revision was carried out with expert review stages by 1 year of instructional design - 1 expert, Learning Design - 1 expert Material and Media Content - 1 expert, as well as a testing stage which was the final stage for this research. Pretest and posttest were carried out to measure teacher understanding before and after the Pilot Test. The data was analyzed using quantitative data and analyzed using quantitative data with formulas $P = \frac{\sum R}{N} \times 100\%$,

RESULT AND DISCUSSION

In the Analysis stage, performance gaps are identified by reviewing actual performance and comparing it with desired performance. These findings are tabulated on the Performance Assessment chart as follows.

Actual Performance	Desired Performance
<ul style="list-style-type: none"> 48.1% were unsure and 7.4% were unable to define it <i>coaching</i> 40.7% were undecided and 22.2% did not understand the principles <i>coaching</i> 48.15% agreed with the statement 	<ul style="list-style-type: none"> define <i>coaching</i> understand the principles <i>coaching</i> Identify the differences between <i>coaching</i> with mentoring and other services. Understand the concept <i>coaching</i>

<p><i>coaching</i> similar to mentoring</p> <ul style="list-style-type: none"> • 25.9% have doubts of the misconception that “<i>coaching</i> directing through questions.” • 18.52% have doubts of the misconception that “<i>coaching</i> leads to finding information instead of giving information, building solutions and improving performance instead of dwelling on problems and difficulties” 	<p>in Education concepts: background, processes, misconceptions and practices</p>
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Table 3.1 Familiar with the concept *Coaching*

Table 3.1 shows that Medan Lentera Harapan School teachers need to understand the concept *coaching* first by defining *coaching*, understand the principles *coaching*, differentiate *coaching* with other services so that teachers as students can understand the concepts *coaching* before implementing it.

Actual Performance	Desired Performance
<ul style="list-style-type: none"> • 59.26% were doubtful and 22.22% had difficulty guiding students. • 81.48% agree that learning should be structured as interesting as possible in order to lead students to find meaningful learning, but only 41% of teachers use various learning methods when teaching. • 55.56% of teachers have difficulty using various methods because they require a lot of time • 11.11% consider <i>Coaching</i> cannot be applied in Christian education because it is humanistic. • 51.86% agreed that <i>coaching</i> is humanistic, but 85.19% agree that <i>coaching</i> can be developed and used in Christian Education 	<ul style="list-style-type: none"> • explains the importance of the teacher's role as a guiding leader • explains the importance of implementation <i>coaching</i> in Christian education • Understand the concept <i>coaching</i> from the perspective of the Christian Faith. • Identify processes <i>coaching</i> in the Bible. • Understand the principles <i>coaching</i> Kristen.

Table 3.2 *Coaching* In Christian Education

Table 3.2 shows that respondents are aware of the teacher's role as a guiding leader, but still experience difficulties in how to guide students. Respondents also realized the importance of implementation *coaching* in Christian education. Therefore, respondents must be able to explain the importance of the teacher's role as a guiding leader, explaining the importance of implementation *coaching* in Christian education, understanding concepts *coaching* from the perspective of the Christian Faith. Identify processes *coaching* in the Bible, as well as understanding the principles *coaching* Kristen.

Actual Performance	Desired Performance
<ul style="list-style-type: none"> • More than 85% agree that reflective questions guide someone in taking 	<ul style="list-style-type: none"> • identify the steps in the GROW model

<p>action and sympathetic questions change someone's life more.</p> <ul style="list-style-type: none"> • Agree that sustainable relationships produce transformation. • Agree that mentoring, empowerment and partnership in building relationships are characteristics <i>coaching</i> applied in the interests of Christian service 	<ul style="list-style-type: none"> • get to know the development of the GROW model based on Christian Insight
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Table 3. 3 Coaching based on Christian Insight

Table 3.3 states that teachers are aware through reflective questions *coaching* can help guide students in taking action and sympathetic questions can help teachers guide students through change and growth. From the analysis above, the aim of this training program is to apply Leadership Coaching based on Christian insight so that teachers can use it as leaders who guide learning.

In the process, coaching requires an effective model, one of which is the GROW model (Wilson, 2020, p. 174): Goal (Objective), Reality (Reality), Option (Choice), and Wrap up (Action). The basic structure of the GROW model was developed by John Whitmore (1937-2017) and disseminated through his book *Coaching for Performance* (Whitmore, 2017). The development of the GROW model is integrated with The Expanded Christian Coaching model developed by Gary Collins (2014, 117), which describes that everything is centered on Jesus Christ.

Based on the needs and conditions that occur in the field. There are two training options that can be carried out: First, Option A: Face-to-Face (Onsite) Learning at the same time and place. Second, Option B: Asynchronous online learning, Students can learn at their own pace within the time period given by the instructor. In Option B, all training materials are uploaded to the internet (*google site*) so that students can access it anytime and anywhere.

In the design phase, learning materials, activities, and testing items are developed to ensure students can meet performance goals. The test items are in the form of quizzes that are tailored to the performance objectives in each section. Quizzes are given after playing the video or reading the material. Quiz 1 True or False, Quiz 2 Multiple choice, Quiz 3: Fill-in/essay. The short answer essay was chosen as the final quiz type that allows students to elaborate on their ideas and provide relevant examples based on their experiences. This type of question also allows for open-ended questions and tests higher-level cognitive skills (Blerkom, 2017, pp. 79-80).

In the Development phase, using media with two types of modules, namely digital modules (which can be used onsite) and website modules for online asynchronous training mode. The website module was developed using Google Sites. All training materials are uploaded and organized on the site. The site is designed to be interactive where students need to post their opinions, watch videos, take quizzes, read reading material, and write reflections to complete the modules. The digital technology used as an addition to the website to make it more attractive is *Quizizz, Mentimeter, Padlet, youtube, g-form* And *g-slide*.

After the materials and media are prepared, a feasibility test is given with expert review and pilot training is carried out to validate the learning resources.

Three experts were asked to review the digital training module and website through interviews *one on one*. The composition of experts is as follows: one learning design expert, one material and media content expert, and one language expert. Interviews with learning design experts and material and media content experts were conducted using zoom, while interviews with language experts were conducted in person. Based on the three expert inputs, it can be concluded that the Leadership module *Coaching* packaged well and attractively and adapted to today's digital needs.

There are several inputs that will be corrected by researchers, namely the spelling of words, and input from Design Experts, namely illustrations and videos that need to be adjusted to make them relevant in the field of education. Meanwhile, according to content and media material experts, illustrations and videos are interconnected and can be accepted because they are the basis for the ideas of several sources (not the researchers' thoughts). Input from Design experts is very good and relevant in improving understanding of the module, but researchers are aware of the limited time in making and editing relevant videos. Therefore, the researcher decided to continue using the same illustrations and videos in accordance with input from material experts. Researchers also added relevant illustrations in the field of education according to input from design experts.

At the trial (pilot) training stage, five Medan Lentera Harapan School teachers agreed to participate in the pilot training voluntarily. All five teachers completed the training module within the specified time, so only the responses of five participants were analyzed as follows.

Kode	Pertanyaan/ Pernyataan	Pretes					skor		Posttest					skor	%	Perbedaan
		1	2	3	4	5	%		1	2	3	4	5			
Mampu mendefinisikan <i>Coaching</i>																
Q01	Saya dapat mendefinisikan <i>Coaching</i> .			1	4	19	76%			4	1	21	84%	8%		
Q02	Saya memahami prinsip <i>Coaching</i> .		1	3	1	15	60%		1	3	1	20	80%	20%		
Q03	Saya baru mendengar istilah <i>Coaching</i> .	2	2	1		9	36%	2	2		1	11	44%	8%		
Mampu membedakan <i>Coaching</i> dan <i>Mentoring</i>																
Q04	<i>Coaching</i> berbeda dengan <i>mentoring</i> .	1		3	1	15	60%			2	2	1	19	76%	16%	
Q05	<i>Coaching</i> mirip dengan <i>mentoring</i> .	1	1	3		12	48%	1	1	3		12	48%	0%		
Q06	Pendekatan <i>Coaching</i> berbeda dengan pendekatan <i>mentoring</i> .	1		3	1	15	60%			2	1	2	20	80%	20%	
Mampu mengidentifikasi miskonsepsi tentang <i>Coaching</i>																
Q07	<i>Coaching</i> bersifat mengarahkan melalui pertanyaan		1	1	1	2	14	56%			4	1	21	84%	28%	
Q08	<i>Coaching</i> menuntun menemukan informasi bukan memberitahu informasi			1	2	2	21	84%			4	1	21	84%	0%	
Q09	<i>Coaching</i> tidak berfokus pada persoalan dan kesulitan, melainkan membangun solusi dan meningkatkan kinerja			1	2	2	21	84%			4	1	21	84%	0%	
Rata-rata Pretest						141	63%	Pos-test					166	74%	11%	

Table 3.4. Results of pretest and posttest exploration of coaching concepts

The data results in the pre-test show that the participants are quite familiar with the concept *coaching*. The biggest improvement was achieved in Q7 regarding internal misconceptions *coaching*. The data shows that there was an increase of 28% so it can be concluded that the participants were aware of the related misconceptions *coaching*. Participants can be aware of differences *coaching* when compared with other services. *Coaching* is not mentoring which involves

learning based on a mentor's experience in an inspiring and reflective manner in achieving certain goals (Garvey & Stokes, 2021). Coaching guides someone in finding answers, thereby encouraging commitment to action (Kusumardi, 2023).

Overall there was an increase of 11% from pretest to post-test with an average score of 74%. After the training, the participants were very familiar with the concept *coaching*. Therefore, the training module has enhanced participants' understanding of *coaching* significantly.

Kode	Pertanyaan/ Pernyataan	Pretes					skor					Posttest					skor	%	Perbedaan
		1	2	3	4	5	%					1	2	3	4	5			
Mampu menjelaskan pentingnya peran guru sebagai pemimpin yang menuntun																			
Q10	Guru adalah pemimpin di dalam kelas				2	3	23	92%				2	3	23	92%			0%	
Q11	Saya lebih senang langsung memberikan informasi ketika mengajar		1	3	1		15	60%		2	1	2		15	60%		0%		
Q12	Saya suka menuntun siswa mendapatkan informasi melalui pertanyaan-pertanyaan yang diberikan				4	1	21	84%					5	25	100%		16%		
Q13	menuntun siswa menemukan informasi lebih penting dibandingkan langsung memberikan informasi				3	2	22	88%			2	3		23	92%		4%		
Q14	Saya mengalami kesulitan dalam menuntun siswa		1	4			14	56%		1	2	2		16	64%		8%		
Q15	Pembelajaran harus disusun semenarik mungkin agar dapat menuntun siswa menemukan pembelajaran bermakna			1	2	2	21	84%			2	3		23	92%		8%		
Q16	Saya menggunakan berbagai metode pembelajaran ketika mengajar			4	1		16	64%		2	2	1		19	76%		12%		
Q17	Saya kesulitan menggunakan berbagai metode karena membutuhkan waktu yang banyak			1	4		19	76%	1	1	1	2		14	56%		20%		
Mampu menjelaskan pentingnya penerapan coaching dalam pendidikan Kristen																			
Q18	Coaching dapat diterapkan dalam dunia pendidikan				2	3	23	92%				1	4	24	96%		4%		
Q19	Coaching merupakan model pendekatan yang bersifat humanis	2		2	1		12	48%		1	2	1	1	17	68%		20%		
Q20	Coaching tidak dapat diterapkan dalam pendidikan Kristen karena bersifat humanis	4	1				6	4%	4	1				6	4%		0%		
Q21	Coaching dapat membantu Pendidikan Kristen dalam mencapai visi dan misinya				3	2	22	88%				2	3	23	92%		4%		
Rata-rata		Pra-test					214	71%	Post-test					228	76%	5%			

Table 3.5. Pretest and posttest coaching results in the view of Christian faith

The data results from the pre-test showed that participants realized the importance of the teacher's role as a guiding leader and the importance of implementation *coaching* in Christian education. Overall there was an increase of 5% from pretest to post-test with an average score of 76%. After the training, the participants were very aware of the importance of the teacher's role as a guiding leader and the importance of implementing coaching in Christian education.

One of the pillars of effective Christian leadership is being a transformative leader, that is, being an agent of change (Sanderan 2021, 41). Christian leaders need to carry out their calling in serving, encouraging and seeking to form a community as the body of Christ that grows towards Christ. After training is carried out. The teacher as a leader who guides in the classroom is analogous to a shepherd for his students. Biblical leadership reflected in the image of a shepherd can provide an imagination of what a leader's responsibilities are and what their uses are (Simanjuntak, Sidabutar and Sanjaya 2020, 99). In the context of the Israelites, the word shepherd has the meaning of guiding, directing, feeding, caring for and protecting (P. A. Napitupulu 2020, 147). Teachers as guides in coaching must first view students based on the great narrative stories of the Bible so that they can provide a strong foundation for students' understanding of the world created by God so that students can interpret life and know the purpose of their lives to glorify God (Sihombing & Rahmadi, 2024).

Therefore, the training module has increased participants' awareness of their role as Christian leaders in implementing *coaching* significantly.

Kode	Pertanyaan/ Pernyataan	Pretes					skor %	Posttest					skor	%	Perbedaan
		1	2	3	4	5		1	2	3	4	5			
Q22	Pertanyaan-pertanyaan reflektif menuntun seseorang dalam melakukan tindakan			3	2	22	88%			1	4	24	96%	8%	
Q23	Pertanyaan penuh simpati lebih mengubah hidup seseorang dibandingkan pertanyaan menghakimi			2	3	23	92%			2	3	23	92%	0%	
Q24	Relasi yang berkesinambungan menghasilkan transformasi kehidupan			4	1	21	84%			4	1	21	84%	0%	
Q25	Coaching dapat memaksimalkan potensi, bakat, atau kemampuan yang Tuhan berikan bagi manusia			2	3	23	92%			1	4	24	96%	4%	
Q26	Pendampingan, pemberdayaan dan kemitraan dalam membangun relasi merupakan ciri khas coaching yang diterapkan dalam kepentingan pelayanan Kristen			1	3	1	20	80%			3	2	22	88%	8%
Q27	Yesus merupakan teladan dalam penerapan coaching melalui pertanyaan-pertanyaan yang diajukan kepada pengikut, pendengar dan pengamat-Nya sebagai tuntunan untuk menemukan solusi dari permasalahan yang dialami			2	3	23	92%			1	4	24	96%	4%	

Table 3.6. Pretest and post-test results Coaching based on Christian insight

Overall, teachers are very aware of the need for Leadership Coaching based on Christian insight. Leadership Coaching can be seen from how God leads His chosen people through the people He sends and blesses (Dyrness, 2020). Christian coaching is a focused, Christ-centered relationship that fosters a person's continued growth and action (Collins, 2014). Teachers are increasingly realizing the importance of coaching based on Christian insight applied in Christian education to foster student growth and sustainable action.

	Part 1		Part 2			Part 3	
	Quiz 1	Quiz 2	Quiz 1	Quiz 2	Quiz 3	Quiz 1	Quiz 2
Participant 1	100%	80%	60%	100%	80%	80%	80%
Experiment 2	-	-	100%	-	-	-	-
Participant 2	100%	80%	80%	60%	80%	80%	80%
Experiment 2	-	-	-	100%	-	-	-
Participant 3	100%	80%	60%	80%	80%	100%	100%
Experiment 2	-	-	100%	-	-	-	-
Participant 4	100%	100%	100%	100%	80%	100%	100%
Experiment 2	-	-	-	-	-	-	-
Participant 5	80%	80%	80%	80%	80%	80%	80%
Experiment 2	-	-	-	-	-	-	-

Table 3.7. Quiz results for each participant

Thus, at the end of the training, all participants have achieved all the learning objectives they wanted to learn. These results confirm the results on the pretest and posttest.

After the training is carried out, participants are asked to provide an evaluation of the training module after they complete it. Overall, they gave positive evaluations to all items as shown in table 3.7. The strengths of the training module with almost all participants giving the highest assessment (points 4-5) are 1) The learning objectives and material content are well prepared and planned; 2) online class materials are useful and accurate with appropriate and interesting supporting materials; 3) the technology used is in accordance with current needs; 4) instructors are responsive in providing assistance; 5) Quizzes and tests based on the material covered in the training module; 6) The training module increases my knowledge of the subject matter; 7) The class increased my interest in the subject matter.

Please select the best answer for each of the		1*	2	3	4	5
No	following.					
Q1	The learning objectives are clear	0	0	0	1	4
Q2	Content is well organized and planned	0	0	0	0	5
Q3	Relevant training materials	0	0	0	2	3
Q4	Online class materials are useful and accurate	0	0	0	1	4
Q5	Supporting materials are available	0	0	0	1	4
Q6	The technology used is appropriate to needs	0	0	0	0	5
Q7	Instructors are responsive in providing assistance	0	0	0	0	5
Q8	The training duration is appropriate	0	0	0	3	2
Q9	Quizzes and tests are based on the material covered in the training modules	0	0	0	0	5
Q10	The training module increases my knowledge of the lesson material	0	0	0	0	5
Q11	The class increased my interest in the Study material	0	0	0	0	5
Q12	I would recommend this class to other students	0	0	0	1	4

*1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly agree

Table 3.8 Training Module Evaluation

Q9 - Q11 is highly correlated with the findings in the pretest and posttest where participants gained knowledge about the subject matter and their interest increased in the subject matter. Q12 indicates that participants would recommend others to take the training module.

In the next section, three open questions are given in the evaluation form which allows participants to provide honest responses as shown in table 3.8. All participants gave *review* positive towards the training content and instructions in the module. Participant 1 provided input to pay attention to writing that was cut off or unreadable on several slides in the website module. After checking, it turns out *slide change* format on *website* so researchers immediately corrected it.

Q13. What good aspects are there in this training module?

Participant 1 Presentation of material in the form of literature review and interactive videos, quizzes that use various platforms to make it easier to understand *coaching*.

Participant 2	An interesting and creative form of quiz makes the process more interesting and less boring. The content of the material is also relevant to implementing learning with children.
Participant 3	The quizzes are interesting and can help teachers to check understanding of coaching concepts. That way, teachers can find out what things need to be learned more about coaching
Participant 4	The completeness of the module consists of pre-test, material, quiz and post-test. The forms of quizzes given are also varied, interesting and use technological developments, so teachers are also invited to be creative in using technology.
Participant 5	The module presented is complete. I as a reader can really understand the contents of the module.

Q14. What needs to be improved in this training module?

Participant 1	Feedback for this module, perhaps pay more attention to truncated or unreadable text on some slides in the module. So far, all is good and interesting.
Participant 2	The training modules are good and relevant.
Participant 3	There isn't any. The module is very good.
Participant 4	The module is complete and interesting.
Participant 5	The module has answered what is needed, starting from the pretest, material explanation, quizzes to the post-test. all these parts have really helped the reader understand the material.

Q15. Give your opinion regarding this training module.

Participant 1	Overall, this module was able to help me understand and apply <i>coaching</i> which is based on Biblical principles. Presenting the material in the form of literature studies and interactive videos makes it easier for me to imagine and demonstrate it to my students or fellow students. Plus the quiz provided helped me solidify my understanding regarding this activity. Apart from the material presented, the module is also arranged in an interesting way with a combination of quizzes that can attract attention.
Participant 2	Module <i>coaching</i> easy to understand, each material is equipped with illustrations and quizzes so that the material can be embedded in the teacher's mind.
Participant 3	This module is very good for preparing teachers for implementation <i>coaching</i> in learning. The presentation of the material has been explained clearly and systematically. What is also interesting about this module are the quizzes which are interesting and can help teachers to check understanding of coaching concepts. That way, teachers can find out what things need to be learned more about coaching. In my opinion, this module can equip teachers to demonstrate models <i>coaching</i> in learning.

Participant 4	The modules created are good and help teachers equip themselves to learn about coaching. The module is complete and interesting, consisting of a pre-test, material, quiz and post-test. The forms of quizzes given also vary and use technological developments, so teachers are also invited to be creative in using technology.
Participant 5	Overall, this module helped me a lot in understanding and also applying <i>coaching</i> especially from a Christian perspective. This module is presented in an interesting way, uses varied media, the module is not monotonous, just writing, but provides interactive videos and quizzes. In the module there are also several case studies which make it easier for me to practice implementing coaching. The questions given in each quiz and session also really helped me in strengthening my understanding. Overall the module was good and interesting

Table 3.9 Evaluation of Training modules through Open Questions

The final stage of the Development phase is to make revisions based on data gathered from formative assessments – expert reviews and pilot training. Things that were revised were the addition of illustrations in the second part, improvements to standard words, and improvements to the writing in *slides*. After revisions have been made, the training module is ready to be implemented

CONCLUSION

Based on data analysis and discussion, the following are the conclusions that can be drawn from this research. 1) Focus on developing the Leadership module *Coaching* based on Christian Insight is to achieve learning objectives based on an analysis of teacher needs. The objective statement of this training module is to apply Leadership *Coaching* based on Christian insight. 2) The content material that needs to be prepared in training is taken from the instructional objective, namely exploring concepts *coaching*, understand *coaching* from the Foundations of the Christian faith, applying *coaching* based on Christian insight in Christian education. These three instructional objectives are organized into three main topics contained in the module. The content consists of five parts, namely reflective experience (pre-test), concept exploration *coaching*, *coaching* from the view of the Christian faith, application *coaching* in Christian Education, and collaborative practices (post-test). 3) Training strategies used in delivering leadership development modules *coaching* based on Christian insight is divided into two types, namely direct training and indirect training (*asynchronous online*). Direct training is equipped with modules *digital* while indirect training is equipped with website modules. Training is carried out with a duration of 3-5 hours for direct training, and 1 week for implementation of the training *asynchronous online*. 4) Based on expert reviews and pilot training, the training module substantially closes the learner performance gap. The results of the trial discussion show that the training carried out was effective in increasing teachers' understanding in implementing leadership *coaching* in learning. The training module is ready to be used in the teacher training program at the Lentera Harapan Medan school.

Lentera Harapan School holds training for teachers using modules that have been developed from this research. All teachers must take part in activities so that they can be well equipped and produce the desired performance. Lentera Harapan School must choose the right time to conduct training and allocate sufficient time for teachers to complete the training. Research will continue for the final 2 phases of the ADDIE learning model - Implementation and Evaluation - to complete the process, so that the effectiveness of the training modules can be fully evaluated and necessary revisions can be made. The training module was developed for Medan Lentera Harapan School teachers.

This research is recommended to measure the effectiveness of leadership implementation *coachingg* based on Christian insight, especially for Christian schools. Research can be developed by allocating sufficient time in trials. Digital module work can be developed to suit today's digital needs. The module must be relevant and appropriate to the needs of teachers. The time period used during research may be different for each school because it is adjusted to the needs of each school to ensure that the module development is effective in increasing teachers' understanding of implementing leadership. *coaching* in learning

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