

THE IMPORTANCE OF IMPROVING TEACHER'S COACHING AND COMPUTING SKILL FOR SUSTAINABLE EDUCATION

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Abstract: As time goes by, teachers' duties and functions are increasingly seen not only as transferers of knowledge. The current condition of teachers is that they are not only expected to be able to develop themselves but also to be able to develop themselves, their students and colleagues. In this case, the teacher must have adequate coaching skills. The conditions of the digital era and the Gen Z generation who are very sophisticated in using digital products demand computer skills for teachers. The aim of this scientific work is to explain more clearly how coaching and computing skills are very necessary for teachers. Efforts to improve coaching and computing skills for teachers are a necessity as an effort to empower teachers for sustainable education. By using thorough library research methods, it is hoped that this research can become very useful knowledge for the world of education, especially education in Indonesia.

Keywords: Coaching; computing; teacher.

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INTRODUCTION

Education is the basic capital for the progress of the nation. Good education will humanize humans in a way that is in accordance with the times. It can be said that way because in essence education is a provision for humans for their future lives. Humans who know Education will also grow into individuals who are not only able to know themselves well but also the environment and the surrounding environment. As stated by Tormey and Hofner (2013), “*Education is central to efforts to develop and promote sustainable solutions for the development needs of both people and the planet.*” This opinion clearly states that education is a central effort for sustainable development for both humans and the earth.

Sustainable education is very important because in essence a human being will always be faced with situations and conditions that are constantly changing. Therefore, it is important to instill lifelong education in order to be able to live a decent life.

Education for sustainability (ESD) is a lifelong learning process that aims to inform and engage the population to be creative and have problem-solving skills, scientific, and social literacy, and then commit to being bound by personal and group responsibilities. (Segara:2015)

Sustainable education is also a provision for students who will become the next generation. They need to forge themselves to be able to meet their needs. As stated by Primasti (2021) "*An educational approach with sustainable principles is needed to educate the current generation to be able to meet their needs without having to risk the ability of future generations to meet their needs.*"

In education, the main actor is the teacher. Therefore, teachers must have competencies that are in accordance with the needs of the times. In the National Education System Law Number 20 of 2003, it is stated that teachers must have 4 competencies, namely personality competency, pedagogical competency, social competency, and professional competency. Teachers who are aware of their role will try to fulfill the competencies that are needed to achieve the goals of education, namely developing abilities and forming the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

A good teacher must demonstrate certain personal and professional behaviors at work, especially when interacting with students. Because of the profession's history, the debate around how exactly to train teachers to be competent professionals has been happening for a lot longer than many others (Raj, et. All, 2021).

Humans as social beings need relationships with each other. Teachers need to develop themselves, including by practicing coaching. Teachers can coach their colleagues to help them develop themselves. This is because not everyone can easily develop themselves even though they are adults.

In addition, coaching is also needed by students for self-development. Teachers who practice coaching or are called coaches have indirectly carried out development for themselves as well as developing others (coaches).

The demands of the era of increasingly sophisticated use of technology have also created a different lifestyle for students. Various technological devices are no longer luxury items, but rather a necessity. Students have become very familiar with technological devices. Teachers must be able to respond to this condition by equipping themselves with the ability to use computers. This is necessary to balance students' abilities in using technological devices.

Computer and digital literacy without any doubt are necessary skills that all should have, especially teachers. Teachers, today, need to communicate with students and fellow teachers using technology and methods that was not available in the past like email, social media, and other applications that are made for specially for schools. Teachers are not the only source of information, so they encourage students to search the net and learn more about the topic. The internet opened new horizons for learning and teachers who fully utilized it gained a lot and helped their student learn more effectively (Hasan, 2021).

Hasan's opinion in his research above confirms that computers and digital literacy are truly very important in this century.

When the use of technology is so sophisticated, students are also very IT literate, so if teachers cannot improve their IT skills, they will not be able to provide the learning that students need optimally. Learning will not be interesting for students and it is possible that students already know more about what the teacher is saying so that learning will feel boring. Whereas current learning requires learning that can train students to think critically and solve problems.

Computer literacy skills are the skills most often cited when talking about 21st century skills. There are increasingly being recognized as attributes that separate teachers and learners who are ready for a more and more complex life and work environment in 21st century. These include critical thinking and problem-solving skills (George and Fomsi, 2024).

METHOD

This research is a qualitative descriptive research using a literature study research method. Data was collected by reading, studying, and analyzing various sources, whether from books, journals, or articles from expert and previous researchers. Based on this research, it is hoped that there will be an adequate description of the importance of coaching and computer skills for teachers.

RESULT AND DISCUSSION

The Importance of Coaching Skill for Teachers

Teachers have three responsibilities in their lives, namely personal responsibility, social responsibility, and professional responsibility. First, personal responsibility, namely that they become figures who are responsible for their own development. In this case, teachers are obliged to develop four competencies that teachers must have. Second, teachers have a social responsibility, namely that they are able to empower people around them. This responsibility is related to the social competencies that teachers must have. In carrying out their social obligations, teachers need good coaching skills. Teachers are expected to be able to empower people around them, especially colleagues who still need guidance from more capable colleagues. This is of course important in efforts for sustainable education.

However, it also went beyond knowledge and skills and, seeing both education and sustainable development as involving working with other people, it highlighted the need for particular abilities in working with and relating to others. Furthermore, it highlighted that ESD can be seen not just in the activity which an educator “does”, but also in their identity and dispositions — in what sort of person they are. (Tormey dan Hofner:2013)

Third, teachers have professional responsibilities, namely responsibility for everything related to their profession as teachers. The greatest responsibility of teachers is responsibility for the growth and development of students. Therefore, teachers need to know the condition of the students from the beginning of learning. This is where a diagnostic assessment of students is needed. With a diagnostic assessment, teachers will

know how to provide the best guidance for their students. To be able to provide good guidance, teachers must master the science of coaching.

Coaching is needed because coaching is an activity that can empower students. The coaching process as a learning communication between teachers and students, students are given space to find their strengths and the role of educators as 'tutors' in providing guidance and empowering existing potential so that students do not lose direction and find their strengths without endangering themselves (Wijayanti, et.all, 2020). With good coaching skills, it is hoped that students can develop both cognitively and non-cognitively.

The coaching process is so important to get maximum results. Therefore, it is necessary to pay attention to the principles of coaching, namely partnering, creative processes, maximizing potential (Irsan and Wijayanti: 2022). Partnering means that a good relationship must be established between the coach and coachee so that communication can run with full trust and smoothly. The coaching process is also a creative process, which means that the coaching process requires the coach's creativity to explore what the coachee wants and can develop. In this way, the potential that exists within the coachee can be identified and can grow and develop into something that is very useful in the coachee's life.

To be able to carry out their duties, a coach must also pay attention to the core coaching competencies, namely: full presence, active listening, asking insightful questions (Irsan and Wijayanti: 2022). Full presence is needed so that the coach can really focus on the coachee's problems. Full attendance also means a coach prepares himself completely for cochee. Active listening competence is needed by the coach because he must be able to understand what the teacher is saying so he can find the key words that are the main point of the conversation. Keywords are also very necessary to be able to carry out the last competency, namely the competency to ask insightful questions. From the keywords, a coach knows what to ask the coachee so that the coachee himself will find a way to develop himself.

Meanwhile, *the International Coach Federation (ICF)*, as contained in the driving teacher education module, provides references regarding four groups of basic competencies for a coach, that's are: *First*, skills build the basis of the coaching process. The skills that need to be trained are questioning techniques, listening techniques, and keyword retrieval skills. *Second*, good relationship building skills. Building a good relationship needs to be done so that confidence arises in the cochee to tell what is on his mind without feeling embarrassed or anxious. *Third*, communication skills. Communication skills are essential in the coaching process because communication is the core of the coaching activity itself. *Fourth*, skills to facilitate learning. Facilitation of learning is important in the coaching process. This is because coaching basically aims to empower the coachee, so it is necessary to facilitate learning that allows the coachee to find his/her own development. The Power of Facilitation frees people to speak and explore their views and ideas. It allows results to emerge rather than be orchestrated. (Bain, 2024)

Based on the explanation above, it can be said that there is a very close relationship between facilitation and communication in the coaching process. This happens because both are in the same direction. In communication there is an element of facilitating ideas in someone's mind so that they are accepted. Meanwhile, in facilitation there is an element of communication to make the facilitation run smoothly. To find the two strengths

between facilitation and communication, Gilbert and Ambjorn (2024) said that there are several things that must be paid attention to, namely; *ethics, consistency, context, analysis, strategy, and engagement*.

Ethics must be properly understood when communicating because the problem of ethics is the problem of how to create a person's image. A good image will build trust which will facilitate communication. *Consistency* is needed in establishing communication because with consistency good communication will be established. *Context* needs to be paid attention to because when communicating we must understand the situation, conditions and direction of the conversation. *Analysis* is needed not to judge but to know how to ask empowering questions. *Strategy* is needed because a good strategy is important to be able to carry out the correct facilitation so that the results can be maximized. *Engagement* or attachment is needed in facilitation so that during the process there is responsibility so that the goals can be achieved.

When coaching, teachers must think about the best thing they can do. Facilitation during the coaching process should be carried out with quality communication. Communication in the coaching process is not just ordinary conversation. Communication in the coaching process is empowering communication as stated above. Therefore, it is necessary to understand the coaching thinking paradigm.

The coaching thinking paradigm as contained in the driving teacher education module includes: partnership, constructive, planned, reflective, objective, continuous, and comprehensive: includes the objectives of the academic supervision process (Wijayanti, et.al: 2020). *Partnership*, as explained in the coaching principles above, is that partnerships are important so that a good relationship can be established between the coach and coachee. With a good relationship, the coachee will easily raise the coach's questions. On the other hand, coaches can easily explore the potential that the coachee wants to develop. *Constructive*, meaning that the coach must build relationships that can provide solutions for positive development for the coachee. *Planned*, meaning that the coaching process must be carried out in a planned manner. A plan is needed so that what is done is more focused and has clear objectives and steps. *Reflective*, a coach must reflect on what the coachee conveys. Reflection is a response from the coach to what the coachee said. With reflection, the coachee will know what steps to take for his/her own development. *Objective*, the coaching process must be objective because the data used by a coach must be real data, not engineering. *Continuously*, the coaching process is expected to be carried out continuously until completion, meaning that the coaching process must be carried out until the coachee truly shows better development. *Comprehensive*, meaning that a coach must be able to see the problem as a whole so that he can provide complete and meaningful facilitation for the coachee.

From the description above, it is clear that the coaching series is actually a series of communication that cannot be separated from planning, reflection and problem solving. Like the following expression, “ *Coaching maps guide the three types of conversations that comprise the Cognitive Coaching process: Planning conversations, Reflection conversations, Problem-solving conversations.* ” (Rodgers, 2016).

In fact, by coaching teachers will get used to thinking more deeply to explore the potential that exists within themselves, their colleagues, and the environment at their school. This happens because with coaching teachers can provide internal motivation both as individual continuous learners and as colleagues. Of course, in the end coaching will

be very beneficial for students.

In essence, teachers must continue to move and develop with the times in order to educate students effectively. Today's teachers no longer just sit quietly and follow the current flow. Teachers must be able to make a big contribution to change.

Teachers must not experience the "sink or swim" mentality inevitable in the "one-room schoolhouse." Instead, teachers must be made part of the team of educators existing in today's learning institutions. In order for this goal to be met, the existence and implementation of a "cognitive coaching" program to assure the long-term professional growth of the teacher is deemed invaluable. (Uzat, 1998)

A teacher's ability to carry out coaching means that the teacher has tried to give value to his professionalism by continuing to develop, developing himself, his colleagues, students and his environment.

The Importance of Computing Skill for Teachers

Technology has become so advanced. Information is developing rapidly, resulting in students known as the Gen Z generation with the highest level of IT skills, easily getting information. Therefore teachers need to equip themselves with computer skills. Computing skill are needed by teachers both for themselves and to provide the best service for students. Meanwhile, in reality there is still a lack of attention to teachers' technological abilities. *Multiple research studies have indicated that not enough attention has focused on the education of classroom teachers in how to utilize and integrate technology into their curricula (Fisher, 2000).* Here, Fisher stated that research results found that there was a lack of attention to teachers' technological abilities.

Computing skills possessed by teachers are very important because they will make the teacher's work easier. Whether it is administrative in nature, such as preparing learning plans, processing grades, or during the implementation of learning in class. This is as quoted by Fisher from Stevens and Lonberger (1998):

"When technology is infused and supported through meaningful, contextualized experiences in a school setting, teachers are inclined to incorporate technology into their planning and coursework and express interest in sponsoring their students to do the same." (Fisher, 2000).

This is in line with what Yusri stated in his research which stated:

Basic knowledge of computer operation is something that must be mastered by a teacher now, because in the era of industrial revolution 4.0 as it is today, everything we do in general has used computers, including carrying out classroom learning activities by a teacher (Yusri, 2019).

In fact, research found that computer skills can increase teacher self-confidence. The use of technology in learning can support teacher confidence when delivering learning (Wuryaningtyas & Setyaningsih, 2020). As stated above, computer skills are useful for teachers in carrying out their activities. The computer skills most needed by teachers include Microsoft Office Word, Excel and Power Point applications. Even Adam Fort (2017) stated that there are 8 computing skills that teachers need to master, that's are; Word processing skills, spreadsheet skills, database management skills, electronic

Presentation skills, internet navigation skills, email management skills, networking skills, and touch typing.

Word processing skills are important for teachers in composing words. It is necessary to conduct and complete all forms of written communication with both colleagues and students in an effective and efficient manner. *Spreadsheet skills*, this software is very valuable in that it allows teachers to carry out several relevant aspects of the teaching task in an easy way. For example, when compiling grades for students or to map important data that is needed. *Database management skills*, this is needed by teachers to create database tables, store and retrieve data from these tables. Apart from that, this database skill is also used to find out information about institutions/schools.

Electronic presentation skills are an inseparable part of a teacher's various teaching tasks. A teacher must find a way to master the art of creating electronic presentations for the class to make learning interesting. Apart from Power Point, currently there are many applications that can be used as presentation tools, such as Canva, Prezi, and others. Even now, presentation media can appear more attractive with 3D technology such as virtual reality (VR) and augmented reality (AR) which can provide a fun experience for students because students will feel like they are exploring somewhere or playing a game even though they are learning.

Internet navigation skills, teachers must find good ways to navigate the internet efficiently in order to obtain data or sources as needed teaching materials. With these skills, teachers can certainly provide learning with more varied material and attract students' interest. *Email management skills*, the ability to use email is also very important for teachers because from this email teachers can establish wider communication. Apart from that, email is also used when teachers use certain applications that are connected to email.

Networking skills, teachers must also try their best to really understand how computer networks work in their institutions. This can be useful for teachers' professional duties. *Touch typing*, by mastering touch typing, namely using ten fingers, it will be much easier for teachers to compose very detailed and accurate text in a faster way than before. This is also very appropriate for preventing injury and fatigue because teachers can type quickly without relying too much on sight but on muscle memory.

Based on the description above, it becomes clearer how important computer skills are for teachers because mastering computer technology makes their work easier. *One of the most important factors that contribute to the development and spread of e-learning is the complete efficiency in the use of computers for both students and teachers* (Sahafi1 & Al Moaiad, 2020). Furthermore, in their research, Sahafi1 & Al Moaiad said that the use of technology influences the attitudes of teachers and students in learning.

The research paper has established that a paradigm shift occurs in teachers when using technology as a new method of teaching and learning. It is an attitude that teachers have because they are not digital natives and have to learn ways of effectively teaching and learning technology. Incorporating technology in training, teachers must have a positive attitude that is t a tool that improves their teaching and learning for the student. Students were seen to have an overall positive attitude toward teaching and learning technology. They have a willingness of accepting the change in education and requiring educators' participation in excelling in their learning technology (Sahafi1 & Al Moaiad, 2020).

The opinion above conveys that technological advances will bring new paradigms for both teachers and students. This will also be related to the attitudes and behavior of both.

CONCLUSION

The importance of coaching and computing skills is so important that this should be a concern for decision makers. The following may be recommendations:

1. Carrying out education and training in coaching techniques for teachers, this is important because with coaching teachers can develop themselves more optimally, which is good for themselves, their colleagues, students and the environment.
2. Carrying out education and training related to the use of computer technology. With adequate computing skills, teachers can carry out their duties better because it will be easier for them to carry out their duties. Apart from that, computing capabilities will also provide wider communication access for the development of knowledge. What's more important is that with computing skills teachers will be able to provide better services to their students.
3. There needs to be a policy and a strong will for decision makers to develop teachers' abilities in terms of coaching and computing. Without a binding policy and a strong will, ultimately teacher self-development in coaching and computing will be uneventful and uneven.

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