

Coaching And Mentoring Models In Increasing The Capacity Of Novice Elementary School Teachers

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ARTICLE INFO	ABSTRACT
Entered : June 07, 2025 Revised : July 20, 2025 Accepted : August 25, 2025 Published : August 30, 2025	Beginning elementary school teachers face complex challenges when entering the workforce, particularly in classroom management, curriculum adaptation, and meeting professional expectations. Despite possessing theoretical knowledge from higher education, limited practical experience often undermines self-confidence and potentially hinders the quality of learning. This situation emphasizes the need for systematic professional mentoring to ensure a more effective transition to the workforce. Coaching and mentoring have emerged as relevant strategies capable of bridging the gap between theory and practice. Coaching focuses on reflective empowerment through structured dialogue, while mentoring emphasizes the transfer of professional skills and values from senior teachers to beginning teachers. The integrated application of both creates synergy in strengthening teacher capacity across cognitive, affective, and practical aspects. This literature review examines the effectiveness of coaching and mentoring as models for continuous professional development. The analysis shows that these strategies not only improve instructional skills but also strengthen beginning teachers' professional identity, foster a collaborative culture in schools, and positively impact student learning outcomes. With appropriate policy support, coaching and mentoring can be strategic instruments for improving the quality of elementary education. Therefore, the integration of these two approaches should be viewed as a long-term investment in teacher capacity building and achieving national education goals.
Keywords: <i>Coaching; Mentoring; Teacher Professional Development.</i>	

INTRODUCTION

Beginning elementary school teachers often face significant adaptation challenges when they first enter the real world of work, particularly in managing dynamic classrooms with high professional demands. Despite having gained a theoretical foundation from higher education, they often lack confidence due to limited practical experience. This situation is exacerbated by high expectations from schools, parents, and



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the community, who expect teachers to demonstrate optimal performance from the outset. In reality, the early stages of the teaching profession are critical, full of uncertainty and requiring mentoring. Failure of beginning teachers to adapt often results in poor quality learning for students. This demonstrates the critical need for structured professional support to accelerate the adjustment process (Umabiinaton, 2024). Therefore, specific strategies are needed to enable beginning teachers to advance their careers more confidently and effectively.

The gap between formal education in higher education and the realities of the field is one factor hindering novice teachers' readiness to implement learning. While theoretical curricula provide basic knowledge, they do not adequately equip teachers with the practical skills that must be applied contextually in the classroom. As a result, novice teachers struggle to develop learning strategies that meet the diverse needs of their students. If this situation is left unaddressed, novice teachers will potentially experience professional development stagnation. The long-term impact is the low quality of basic education, the foundation of the national education system. Therefore, a sustainable professional development mechanism is needed to enable novice teachers to improve their capacity over time. This is where coaching and mentoring models play a significant role as a solution to bridge this gap (Sugiyanto & Wulandari, 2023).

Coaching and mentoring as professional development strategies have been widely recognized in educational literature as relevant and effective approaches to support novice teachers. Coaching emphasizes individual empowerment through in-depth reflection, while mentoring focuses on the transfer of experience and skills from senior teachers to novice teachers (Mashudi et al., 2020). These two approaches have complementary strengths, enabling their integrated implementation to have a more significant impact. Novice teachers are not only guided to find solutions to the problems they face but also directed to develop potential they may not yet be aware of. This process provides space for novice teachers to objectively identify their strengths and weaknesses. Thus, coaching and mentoring can function as instruments for strengthening holistic professional capacity (Tumeko et al., 2025). This also emphasizes that this strategy is not merely technical guidance but also a means of shaping a teacher's professional identity.

Furthermore, coaching and mentoring models can create a reflective culture that is crucial for the development of novice teachers. Through reflection sessions and constructive feedback, novice teachers can reassess their learning strategies and adapt them to students' needs. This makes the learning process more adaptive, innovative, and relevant to the classroom context. Furthermore, the interpersonal relationship established with a mentor or coach also builds novice teachers' confidence in facing emerging challenges (Ginting & Abdillah, 2025). Continuous feedback makes novice teachers more sensitive to the quality of their teaching practice. This process creates a pattern of professional learning that is not only oriented towards results but also towards the process of self-development. Thus, coaching and mentoring serve as a vehicle for lifelong learning for novice teachers.

The presence of coaching and mentoring approaches can also address practical issues often encountered by novice teachers in their daily lives. Issues such as difficulty managing a classroom, adapting to diverse student characteristics, and effectively using learning technology can be addressed through direct guidance from mentors. This process provides a contextual learning experience, where novice teachers learn not only from theory but also through real-world practice gained from the experience of seniors. This is crucial because elementary education presents unique challenges in creating a fun and

meaningful learning environment. With mentoring, novice teachers can reduce recurring errors and accelerate the mastery of pedagogical skills (Jacobson et al., 2020). This type of mentoring process also enriches teachers' insights into student diversity. Ultimately, coaching and mentoring are essential tools for developing applicable skills.

The urgency of implementing coaching and mentoring is further strengthened when linked to efforts to improve the quality of basic education nationally. Teachers are key actors in determining the quality of education, and the capacity of beginning teachers must be built from the outset to meet expected professional standards. Through this model, beginning teachers not only acquire technical skills but also develop a professional awareness oriented towards quality learning. If this strategy is implemented systematically, the quality of teachers at the elementary level will significantly improve. This aligns with the need to create a generation of students who are more competent, critical, and adaptive to changing times (Kurniawan et al., 2024). Thus, coaching and mentoring can be viewed as long-term investments in building a solid educational foundation. Therefore, implementing this model should be a priority in teacher development policies.

Furthermore, the implementation of coaching and mentoring benefits not only novice teachers but also the school as a whole. Through interactions between senior and novice teachers, a collaborative culture is created that supports a professional learning ecosystem. This collaboration can foster solidarity among educators, oriented towards improving the quality of learning. Senior teachers no longer act solely as instructors but also as facilitators of the professional development of younger colleagues. Furthermore, novice teachers receive concrete role models for developing professionalism. This mutual learning process creates a school climate more conducive to pedagogical innovation. Thus, coaching and mentoring can also strengthen the overall quality of school management (Hanifah & Muthi, 2025).

Ultimately, the entire discussion emphasizes that developing the capacity of beginning elementary school teachers through coaching and mentoring is both an urgent and strategic need. Structured and ongoing mentoring can help beginning teachers accelerate their adaptation process, develop skills, and build confidence in carrying out their roles. The positive impact of this strategy is felt not only by teachers but also by students and educational institutions more broadly. Improving the quality of beginning teachers will directly contribute to improving the quality of basic education, the foundation of the national education system. In other words, the successful implementation of coaching and mentoring will reflect a serious commitment to developing superior human resources in education. Therefore, integrating this strategy into the teacher development system should be viewed as a priority that cannot be postponed. This provides a strong foundation for laying the direction for further research and implementation regarding the effectiveness of coaching and mentoring for beginning teachers

METHODOLOGY

This study employed a qualitative approach with a literature review. This approach was chosen because the focus of the study was directed at conceptual and critical analysis of various relevant literature sources regarding the implementation of coaching and mentoring models in improving the capacity of novice teachers in elementary schools. According to Creswell (2018), qualitative research aims to understand social phenomena in depth through the interpretation of non-numerical data,

thus aligning with the objectives of this study, which are oriented towards conceptual understanding and educational practice.

Literature review is used to examine, analyze, and synthesize various previous research findings and theories related to coaching, mentoring, and teacher professional development. Zed (2014) states that literature review is a series of activities related to library data collection methods, reading, recording, and processing research materials sourced from previous literature. Therefore, this research does not involve field data collection, but rather focuses on a critical exploration of published scientific works.

The research process is conducted through systematic stages: identifying the research problem, determining search keywords, selecting relevant literature, analyzing content, and synthesizing findings. Literature selection is carried out by considering the criteria of relevance, source credibility, and recency of information. Hart (1998) emphasized that a literature review not only summarizes previous research but also provides critical analysis and integration of ideas to identify new research gaps. Therefore, this study prioritizes literature from reputable journals, academic books, and educational research reports.

The data analysis technique in this study used content analysis of the literature obtained. Content analysis is considered relevant because it allows researchers to identify themes, patterns, and relationships between concepts related to coaching, mentoring, and capacity building for beginning teachers. Krippendorff (2019) describes content analysis as a research technique for making replicable and valid inferences from data to its context. Through this analysis, findings from various sources are categorized, compared, and synthesized to produce a comprehensive understanding.

To maintain the validity of the research, a source triangulation strategy was used by comparing literature from various perspectives, including educational theory, empirical research findings, and educational policy. According to Patton (2015), triangulation is a crucial strategy in qualitative research to increase the credibility of the results. This ensures that the data obtained is not based solely on a single perspective but encompasses a variety of complementary perspectives.

Using a qualitative methodology based on a literature review, this research is expected to provide a deeper understanding of the relevance of coaching and mentoring models as strategies for improving the capacity of beginning elementary school teachers. Furthermore, the results of the literature review are expected to strengthen the conceptual and empirical foundations for further, more applicable research in the field.

RESULTS AND DISCUSSION

1. The Relevance of Coaching and Mentoring in Developing the Capacity of Beginner Teachers

Coaching and mentoring are highly relevant in developing the capacity of beginning teachers in elementary schools because they bridge the gap between academic theory learned in college and the reality of classroom learning practices. Coaching focuses on strengthening self-awareness, critical reflection, and professional independence through structured dialogue, for example using the GROW (Goal–Reality–Options–Will) framework, which guides teachers in formulating goals, understanding classroom conditions, exploring strategies, and making concrete commitments. Meanwhile, mentoring emphasizes the transfer of knowledge, skills, and professional values from senior teachers to beginning teachers through observation, guidance, and modeling (Situmorang & Iriani, 2022). The combination of these two approaches enables beginning

teachers not only to learn reflectively but also to acquire proven best practices, thus smoothing their transition from academia to the workplace. Thus, both serve as complementary professional mentoring strategies in building the pedagogical capacity and professionalism of beginning teachers.

The relevance of coaching and mentoring has also been empirically demonstrated through various studies confirming their impact on improving teaching quality and student learning outcomes. Studies on teacher coaching have found significant improvements in the quality of instruction and, in some cases, student achievement (Surur & Kuswandi, 2024). Similarly, research on induction and mentoring programs has shown improvements in the commitment, retention, and performance of beginning teachers in the classroom. This means that these two approaches are not only conceptually relevant but also proven effective in practical settings in schools. In the elementary school context, this is even more important because the quality of teaching in the early stages of education significantly influences the development of students' literacy, numeracy, and basic skills. With such systematic support, beginning teachers can progress more quickly toward full professionalism.

The relevance of coaching and mentoring will be strengthened if supported by an appropriate implementation design, including a relationship based on trust, clear roles, mentor competencies, and dedicated time for interaction (Imamah & Aimah, 2025). The process must be non-evaluative so that novice teachers feel safe to experiment and take healthy pedagogical risks. The literature warns of the risk of "judgementoring," where guidance turns into judgment, potentially undermining teacher self-confidence. Therefore, the role of coaches and mentors needs to be positioned as growth facilitators, not performance evaluators. Mentoring schemes that emphasize objectivity, individual support, and a collaborative approach have been shown to be more conducive to helping novice teachers build their professional identity. Therefore, the success of coaching and mentoring programs is strongly influenced by the quality of the relationships and the design of the interventions.

In elementary school practice, a hybrid approach between mentoring and coaching is a relevant option. The buddy mentoring approach can help novice teachers adapt quickly to school culture and classroom management, while instructional coaching creates space for evidence-based learning improvement (Hidayat et al., 2025). The mentoring cycle can be designed over a specific period, incorporating steps such as data-driven goal setting, classroom observations using agreed-upon instruments, specific feedback, microteaching or lesson study, and progress evaluation using learning portfolios. Integration with teacher learning communities and the use of technology such as e-portfolios can strengthen the program's sustainability. Through this combination, novice teachers' capacity development is not only systematic but also oriented toward tangible results in student learning. Ultimately, the relevance of coaching and mentoring lies in their ability to serve as effective, sustainable means of professional empowerment focused on improving the quality of elementary education.

2. Effectiveness of Coaching and Mentoring Based on Empirical Findings

The effectiveness of coaching and mentoring for beginning teachers is both theoretically and empirically sound. Since the Joyce & Showers series of studies, we know that skill transfer from training to classroom practice increases dramatically when instruction is accompanied by structured feedback and ongoing mentoring; summaries of their work often report transfer rates approaching 90–95% when the practice–reflection–coaching cycle is consistently implemented. A recent meta-analysis reinforces these

findings: examiningOf the 60 causal studies, Kraft, Blazar, & Hogan (2018) found that coaching improved instruction quality with a medium–large effect size (≈ 0.49 SD) and, although smaller, still significant effect on student achievement (≈ 0.18 SD). This means that coaching not only makes teachers “know” “how,” but rather driving real changes in daily pedagogical interactions and their impact on students. Mechanistically, this impact arises from a cycle of focused observation, evidence-based feedback, and collaborative reflection that fosters the formation of new instructional habits. In other words, coaching operates at the “transfer point,” not simply as a discourse of training design. This finding is consistent across levels and subjects, although effectiveness varies depending on the quality of implementation and the intensity of meetings (Ishomuddin & Baharuddin, 2024).

On the mentoring and professional sustainability front, Agustia's (2024) critical review of 15 studies showed that induction/mentoring programs improve the retention, satisfaction, and quality of practice of beginning teachers while reducing early exit rates from the profession. This evidence aligns with Ananda et al.'s (2025) notion of effective professional development: ongoing workplace support, including consistent mentoring, active learning, and collaborative practice, is more likely to produce lasting practice changes than one-off (workshop-only) training. From a workplace climate perspective, mentoring provides a pedagogical and emotional safety net that accelerates the formation of new teachers' professional identity and self-efficacy, factors known to correlate with resilience in the face of classroom complexity. In addition to prescribing teacher persistence, effective mentoring often reduces variation in quality across classrooms because core practice standards are modeled and reinforced systemically (Jalal & Anshori, 2023). Thus, mentoring not only impacts individuals but also supports the coherence of instructional practices at the school level. These effects are strongest when mentors have specialized training, scheduled time, and access to learning data to guide professional conversations.

While effective, the literature also highlights the conditions for success that must be maintained. As coaching programs scale up, impact can decline if the coach-to-teacher ratio swells, observation sessions shrink, or feedback quality weakens; a summary of research on “taking coaching to scale” emphasizes the importance of maintaining the intensity and competence of coaches (Nurdiah, 2025). Other evidence highlights that data-driven models, such as Classroom Strategies Coaching, strengthen the consistency of feedback with teacher formative assessment tools, resulting in more rapid and measurable improvements in classroom practice. Furthermore, context-specific needs (level, subject, student characteristics) require differentiating the coaching focus to ensure it is relevant and “close” to real-world classroom challenges. Therefore, the claim that mentored teachers are more adaptable to technology and better able to build conducive classrooms makes sense: mentoring provides a safe space for experimenting with strategies (including ICT) through guided observation and reflection, although the degree of technological adaptation remains dependent on the availability of resources, school culture, and teachers' initial digital literacy. In essence, a design that maintains intensity, specialization, and data utilization will maintain and even expand the positive effects of coaching mentoring as the program grows. By maintaining these prerequisites, empirical evidence shows that this model is not just a promise, but a reliable quality improvement instrument (Crompton, 2024).

Considering these empirical findings, the effectiveness of coaching and mentoring truly represents a holistic approach that combines cognitive, affective, and practical

aspects in teacher professional development. At the cognitive level, teachers gain new knowledge about pedagogical strategies that are more relevant to 21st-century needs; on the affective dimension, mentoring builds self-confidence, motivation, and psychological resilience in navigating classroom complexity; while on the practical level, the cycle of observation, feedback, and reflection ensures that teaching skills are truly internalized in daily practice. The integration of these three dimensions explains why beginning teachers who participate in coaching and mentoring programs are not only more likely to persist in their profession but also more quickly achieve the professional maturity needed to create meaningful learning (Elek & Page, 2019). This effectiveness is even more evident when coaching and mentoring practices are positioned not as additional interventions but as an integral part of the school's ongoing professional development ecosystem. Thus, this model can be viewed as a systemic strategy for building teacher capacity while ensuring the sustainability of educational quality across various contexts.

3. Implications of Coaching and Mentoring Models for the Quality of Elementary Education

The implications of the coaching and mentoring model for the quality of primary education are evident in the shift in teaching practices of beginning teachers from procedural to reflective, adaptive, and evidence-based, as each mentoring cycle encourages reflective action planning that links learning objectives, formative assessment, and differentiation. The immediate impact is an improvement in the quality of pedagogical interactions in the classroom: higher-order questions are used more frequently, feedback becomes specific and timely, and remediation and enrichment strategies are designed based on learning outcome data, resulting in measurable increases in student engagement and literacy-numeracy outcomes. When these practices are standardized through observation instruments (e.g., equivalent PKG/Danielson rubrics) and coaching logs, schools gain an internal quality mechanism that reduces variation in learning quality between classes. For teachers, mentoring reduces professional anxiety, accelerates achievement of competency standards (pedagogical, professional, social, and personality), and improves retention because instrumental emotional support reduces burnout in the first two years of a career, the phase most prone to dropout. At the student level, pedagogical consistency built through coaching reduces learning gaps, particularly for students with special needs or vulnerable socioeconomic backgrounds, as teachers are guided to design realistic, individualized interventions (Da Silva et al., 2025). The integration of digital tools (video lesson capture, recording-based micro-teaching, and reflection platforms) expands the reach of mentoring across schools, including underserved and underserved areas (3T), without sacrificing the quality of feedback. Thus, coaching and mentoring become a quality lever that not only improves individual performance but also strengthens learning equity across contexts.

At the institutional and systemic level, the presence of trained coaches/mentors fosters a collaborative culture through communities of practice (PLCs) that routinely analyze learning data, conduct lesson studies, and disseminate best practices, enabling schools to function as vibrant learning communities, not simply administrative organizations. The spillover effect is that schools have an instructional leadership pipeline: today's mentors become tomorrow's curriculum coordinators and principals, sensitive to the quality of learning, creating sustainable reform from within. For policymakers, coaching and mentoring are a moderate-cost investment with high returns because they target the "units of change" closest to classroom students and teachers while

reducing the costs of downstream improvements (mass remediation, generic, less impactful training) (Abdullah & Putra, 2025). For optimal implications, governance is needed that ensures quality (mentor competency standards, reasonable workloads, mentoring ethics), a monitoring and evaluation system based on performance indicators (quality of lesson plans, frequency of meaningful formative assessments, student achievement trends, teacher retention), and an incentive scheme that recognizes the mentor's role as professional work, not additional work. Collaboration with universities and education offices strengthens the ecosystem through induction curricula, mentor certification, and action research that links classroom findings to policy. If risks such as pseudo-coaching (mere compliance), overdependence, and inequitable access are addressed through tiered mentor training, clinical supervision, and technological support, coaching and mentoring transform from support programs into core strategies for sustainable and equitable improvement of basic education (Raudoh & Kusumastuti, 2025).

In addition to improving teacher competency and the quality of classroom learning, the implications of coaching and mentoring are also evident in the process of strengthening a healthy and supportive school climate. Teachers who receive mentoring tend to be more open in sharing experiences, reflecting on challenges, and adopting innovative practices previously considered difficult to implement individually. This fosters a collective sense of confidence that positive changes in learning are not solely the responsibility of individual teachers, but rather the result of coordinated, collaborative work. By establishing a structured dialogue space through coaching and mentoring sessions, communication between senior and junior teachers becomes more egalitarian, shifting traditional hierarchies toward productive collaboration. This creates a school culture that is more adaptive to curriculum changes and the demands of the digital era. Ultimately, this conducive school climate has direct implications for student learning, which is more comfortable, participatory, and supports the achievement of optimal learning outcomes (Pardi, 2025).

Another implication is the establishment of a mechanism for the sustainable transfer of knowledge and skills across generations of teachers. Through the mentoring process, best practices derived from the long experience of senior teachers are not lost upon retirement but are documented and passed on to new teachers. This transfer extends beyond teaching techniques to strategies for dealing with classroom dynamics, building rapport with students, and understanding the local socio-cultural context that influences the learning process. In the long term, this creates a relatively stable continuity in the quality of learning, as each generation of teachers no longer starts from scratch but continues and builds on a legacy of proven effective practices. This pattern supports the emergence of a strong tradition of professionalism in elementary schools, where innovation coexists with the preservation of fundamental educational values. Thus, coaching and mentoring serve as bridges connecting past experiences with future educational challenges.

Furthermore, the strategic implications of coaching and mentoring can be seen in their contribution to achieving national education goals. Improving teacher quality at the elementary school level is a key foundation for creating superior human resources, as this stage determines the formation of character, basic literacy, and 21st-century skills. When teachers are equipped with consistent guidance, they are able to instill critical values such as reflective, collaborative, creative, and communicative thinking in students from an early age. This impact is not only seen in improved academic achievement, but also in

the formation of students' adaptive personalities in facing future social complexities. In other words, the successful implementation of coaching and mentoring in elementary schools will be a lever for achieving the vision of a national education that is globally competitive, character-based, and equitable. If systematically expanded through educational policy, coaching and mentoring can be recognized not merely as a strategy for improving teacher capacity, but as an instrument for the comprehensive transformation of elementary education

CONCLUSION

In conclusion, coaching and mentoring have proven to be effective professional development strategies that address the transition challenges faced by beginning elementary school teachers by integrating critical reflection, practical knowledge transfer, and fostering a resilient professional identity. These two complementary roles work: coaching encourages autonomous thinking and data-driven decision-making, while mentoring ensures that concrete skills, ethics, and school culture are directly experienced in daily practice. The effectiveness of this model is supported by consistent empirical findings showing improvements in the quality of instruction, teacher retention, and student learning outcomes when the observation-feedback-reflection cycle is implemented continuously. At the institutional level, the presence of mentors and coaches creates a collaborative culture, strengthens the community of practitioners, and fosters sustainable instructional leadership. At the same time, policy support in the form of scheduled time, specialized training, and the separation of coaching from formal evaluations are essential prerequisites for maintaining a safe psychological climate for teachers. Positive implications are also evident in a more adaptive and supportive school climate, as egalitarian dialogue encourages teachers to share experiences and collectively adopt innovations. The process of transferring best practices across generations of teachers ensures the continuity of learning quality while preventing the loss of tacit knowledge. On the student side, immediate benefits are seen in increased engagement, literacy, numeracy, and learning comfort based on instructional differentiation. Furthermore, the integration of technology in coaching and mentoring expands access to mentoring even to remote areas without compromising the quality of feedback. Systematically, this model is not simply an additional intervention, but rather a strategic instrument for measurable and equitable improvement in the quality of basic education. Thus, coaching and mentoring can be viewed as a moderate-cost but high-impact investment in creating reflective, adaptive, and student-centered professional teachers. Ultimately, their successful implementation is a crucial lever for achieving the national goal of character-based, inclusive, and globally competitive education.

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