

ABSTRAK

MODEL STRUKTURAL COACHING SUPERVISION BERBASIS TRILOGI PENDIDIKAN, DIGITAL INSTRUCTIONAL LEADERSHIP, DISTRIBUTED LEADERSHIP, DAN KINERJA GURU

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Penelitian ini bertujuan untuk menguji model struktural berbasis integrasi digital instructional leadership, distributed leadership, dengan mediasi coaching supervision berbasis Trilogi Pendidikan terhadap kinerja guru. Latar belakang penelitian ini didasarkan pada kompleksitas permasalahan kinerja guru di era transformasi digital, khususnya dalam integrasi teknologi secara pedagogis yang masih terbatas, keterbatasan penelitian kepemimpinan, serta praktik supervisi yang beragam. Selain itu, kajian empiris menunjukkan bahwa penelitian kepemimpinan pendidikan masih bersifat parsial dan belum mengintegrasikan ketiga pendekatan tersebut dalam satu model struktural yang utuh. Penelitian ini menggunakan pendekatan metode kuantitatif melalui analisis Structural Equation Modeling (SEM). Data kuantitatif diperoleh melalui survei terhadap guru SMK Negeri di Provinsi Lampung. Hasil penelitian menunjukkan bahwa model yang diuji memenuhi kriteria valid dan layak digunakan. Digital instructional leadership dan distributed leadership berpengaruh positif dan signifikan terhadap kinerja guru, baik secara langsung maupun melalui coaching supervision berbasis Trilogi Pendidikan sebagai variabel mediasi. Integrasi prinsip Trilogi Pendidikan mampu memperkuat praktik supervisi yang reflektif, kolaboratif, dan kontekstual. Penelitian ini memberikan kontribusi teoretis dan praktis.

Kata kunci: Coaching Supervision, Trilogi Pendidikan, Digital Instructional Leadership, Distributed Leadership, Kinerja Guru.

ABSTRACT

A STRUCTURAL MODEL OF COACHING SUPERVISION BASED ON THE EDUCATION TRILOGY, DIGITAL INSTRUCTIONAL LEADERSHIP, DISTRIBUTED LEADERSHIP, AND TEACHER PERFORMANCE

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This study aims to examine a structural model based on the integration of digital instructional leadership and distributed leadership, mediated by coaching supervision based on the Education Trilogy, on teacher performance. The background of this research is based on the complexity of teacher performance issues in the era of digital transformation, particularly the limited pedagogical integration of technology, limitations in leadership research, and diverse supervisory practices. Furthermore, empirical studies indicate that educational leadership research is still partial and has not integrated these three approaches into a complete structural model. This study used a quantitative method through Structural Equation Modeling (SEM) analysis. Quantitative data were obtained through a survey of state vocational high school teachers in Lampung Province. The results of the study indicate that the examined model meets the criteria for validity and is suitable for use. Digital instructional leadership and distributed leadership have a positive and significant impact on teacher performance, both directly and through Education Trilogy-based coaching supervision as a mediating variable. The integration of Education Trilogy principles strengthens reflective, collaborative, and contextual supervision practices. This research provides theoretical and practical contributions.

Keywords: Coaching Supervision, Education Trilogy, Digital Instructional Leadership, Distributed Leadership, Teacher Performance.