

# Analysis of the Potentials of GROW Coaching Model in Developing Teachers' and Principals' Competencies

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## Abstract

*This study examined the potential of the GROW (Goal, Reality, Options, Will) coaching model for developing teachers' and principals' competencies through a scoping review approach. Using the PRISMA framework, 20 peer-reviewed studies published between 2015 and 2022 were analysed to identify trends in research focus, methodological approaches and competency domains addressed through GROW-based coaching. The findings indicate that the GROW coaching model is predominantly applied to the development of teachers' pedagogical competencies, particularly in relation to instructional planning, teaching strategies and reflective practice. For school principals, the model is mainly associated with the development of managerial and supervisory competencies. A closer analysis revealed that different stages of the GROW model correspond to specific competency domains, with setting goals and reflecting on situations that support pedagogical development, while strategic decision-making and action commitment support leadership-related competencies. Overall, the results suggest that the GROW coaching model functions as a structured reflective mechanism rather than a prescriptive training approach, which makes it suitable for competency-based professional development in education. However, the review also*

*highlights gaps in the development of personal competencies and emerging digital competencies, which indicates directions for future research and practice.*

**Key words:** *GROW coaching model; teacher competencies; principal competencies; professional development; scoping review*

## Introduction

Optimizing the competencies of educators needs to be done regularly (Sánchez-Cruzado et al., 2021). This requirement can be considered fundamental within contemporary educational systems (Chalkiadaki, 2018; Kadir et al., 2021). These competencies must be implemented in a balanced manner (Chalkiadaki, 2018). Teachers' competencies should not be neglected because they help describe the quality of the school where they work, including the principal-related qualities (Lafendry et al., 2020; Sutisna & Widodo, 2020; Yasin, 2022). Further, other studies show that there is a positive relationship between the competencies possessed by principals and teachers in terms of improving school quality (Rahmawati et al., 2021), school-based management (Somantri, 2021), school climate (Damanik, 2019), learning management (Sabrina et al., 2020) and school achievement (Setyawan & Santosa, 2021).

Schools become a living environment when supported by the competencies of teachers and principals, which can be adequately implemented (Damanik, 2019; Rahmawati et al., 2021; Sabrina et al., 2020; Setyawan & Santosa, 2021; Somantri, 2021). Moreover, the competencies of teachers and principals are also indicators of excellent education and therefore cannot be neglected. Purnasari et al. (Purnasari et al., 2023) highlighted that good learning can be conducted if the teacher understands what students need. The principals must take full responsibility for advancing the school, which includes optimizing teacher competencies, managing and regulating programs that impact school progress, and other initiatives (Manora, 2019).

Principals' and teachers' competencies can deteriorate over time, even though they are constantly developed (Anggranei, 2020). Upgrading teachers' and principals' knowledge brings significant benefits to the development of education, for example, in domains of learning and school management by teachers and principals (Isnawan & Sudirman, 2022). Teachers and school principals need to broaden and update their knowledge constantly through several coaching activities. Although coaching activities are not a new concept in education, the coaching model is still rarely mentioned (Abadi & Hanafi, 2021).

Coaching models, similar to instructional models, are necessary to ensure that professional development activities are conducted in a structured and systematic manner, thereby maximizing their effectiveness (Augestad et al., 2020). The coaching model also serves as a signpost for implementing activities, which ensures that the activities implemented align with the planned objectives (Suyanto et al., 2025). It is also found that many educational institutions, teacher training centers and

government education agencies still lack a clear understanding of the coaching model, resulting in its limited application in training (Okorie et al., 2022). Although the use of coaching models is still sporadic, there are several studies that have implemented coaching models to increase or optimise the potential and competencies of trainees (Kadir et al., 2021).

To provide clarity for international readers and to situate this study within its national policy framework, it is important to explain how teacher and principal competencies are conceptualized in the Indonesian education system.

In Indonesia, the development of teacher and principal competencies is formally regulated through national education policies and serves as a foundational framework for professional practice. Teacher competencies are defined in Law No. 14/2005 on Teachers and Lecturers and further elaborated in Government Regulation No. 19/2017. These regulations identify four core competencies: pedagogical, professional, social and personal.

Pedagogical competence refers to teachers' capacity to design, implement and evaluate learning processes that are appropriated to students' characteristics and learning needs. Professional competence emphasizes mastery of subject matter, instructional skills and continuous professional development. Social competence relates to effective communication and collaboration with students, colleagues, parents and the wider community. Personal competence encompasses ethical conduct, integrity, self-reflection and emotional maturity.

In parallel, principals' competencies are regulated through Ministerial Regulation No. 13/2007, which defines five core competencies: managerial, supervisory, entrepreneurial, social and personal. Managerial competence focuses on school planning, organization, leadership and resource management. Supervisory competence emphasizes academic supervision aimed at improving the teaching quality and supporting teachers' professional growth.

These competency frameworks position teachers as instructional practitioners and principals as instructional leaders responsible for school improvement. Although these frameworks are nationally standardized, their effective implementation requires continuous professional development mechanisms that are reflective, adaptive and environment sensitive.

Within this context, coaching models offer a potential mechanism for supporting systematic and reflective competency development. One of the coaching approaches applied in educational settings is the GROW model (Slam, 2020). However, despite its growing use, the specific targets and outcomes of the GROW model in relation to teacher and principal competencies remain insufficiently articulated in educational research. This limitation can be attributed to the original formulation of the GROW model by Whitmore (2002), which did not explicitly specify its application targets within educational contexts. Therefore, a focused review of existing studies is necessary to clarify how the GROW coaching model can be utilized to optimise teacher and principal competencies.

## Methodology

This study aimed to analyse the GROW coaching model in developing the competencies of teachers and principals using a scoping review research approach. This scoping review was conducted using research publications from 2015 to 2022. The preference for a scoping review in this study was based on the need for research to find new potential for implementing coaching models, especially in education. The flexibility of a scoping review makes it easier for researchers to sort out sources, with the primary goal of exploring the possibilities of previous and ongoing studies, which allows researchers to see possible future research. Moreover, this study does not strictly seek to compare results of studies, which makes the scoping review a suitable choice. The review of articles was performed through the Google Scholar database, with research results published in reputable national and international journals. The research stages adhered to the Arksey and O'Malley's framework (Arksey & O'Malley, 2005), which included five stages, namely 1) identification of research questions, 2) identification of relevant topics, 3) data reduction process, 4) collating the data and 5) reporting the results.

### ***Identification of research questions***

Research questions were formulated as follows.

- a) What is the potential for implementing the GROW coaching model in educational research?
- b) What teachers' and principals' competencies are improved via the implementation of the GROW coaching model?

### ***Data reduction process***

The total data in this study amounted to 986 published articles, which were obtained from initial searches using relevant keywords, such as "*GROW coaching model dalam mengembangkan kompetensi guru dan kepala sekolah*" and "*GROW coaching model in developing competencies of teachers and principals*". The following research data reduction process utilised the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework to identify appropriate research articles (Moher et al., 2009). Article reduction was carried out to obtain articles relevant to the research focus, where inclusion and exclusion criteria were set in screening articles as research sources.

The first criterion was the year of publication, which was used to pinpoint research findings among a specific range of years. In this study, year 2015 was set as the baseline because international education policy reviews identify this period as the beginning of major global education reform initiatives and policy shifts (Milana, 2015). Furthermore, 2022 was set as the upper limit, with the year marking the digital transformation occurrence (Lee et al., 2024; Trang & Phuong, 2023). Therefore, the time frame was set from year 2015 to 2022, which is predicted to be the year of the

emergence of digital transformation (Bagacina et al., 2024; McCarthy et al., 2023). The Indonesian region was determined as the main region in the reviewed articles, but to see the benefits of the coaching model broadly, articles outside this region were also searched. The reviewed articles which examined the phenomenon in the Indonesian region comprised 70 % of the overall number, while the remaining 30 % pertained to the studies outside the territory of Indonesia. The results of this data reduction process are presented in Figure 1.

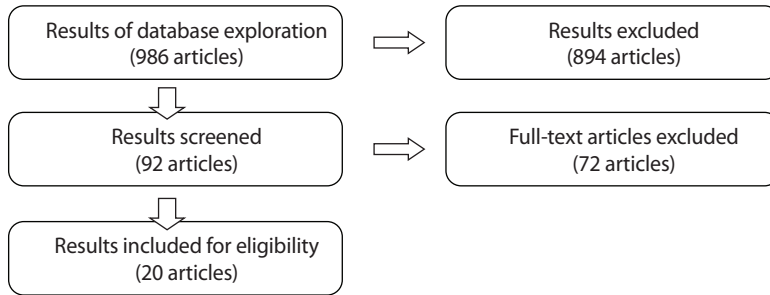


Figure 1. Data reduction process

Based on Figure 1, out of 986 search results, 20 published research articles were examined in this scoping review. The thematic analysis of 20 articles was carried out by considering the elements of the use of coaching models in education. It was intended to explore how coaching developed in a specific period. Author and publication checks were carried out manually, where multiple publications and irrelevant topics were excluded, so 20 articles that matched the research needs were obtained. The relevance criteria in this scoping review research are presented in Table 1.

Table 1  
Research relevance criteria

Relevant studies	Irrelevant studies
Published 2015 - 2022	Published before 2015 and after 2022
Coaching GROW model	Other types of coaching models, namely TIRTA model, CLEAR model and OSCAR model
Teachers' and principals' competencies	Employee competencies in the company

### Collating the data

The results of the articles reviewed in this study were compiled by including several key details, such as the author's name, type of publication and research findings. The results of collating the data are presented in Table 2.

Table 2  
Collating the data

No	Author's Name	Country	Type of Publication	Research Results
1	Amir et al. (Amir et al., 2019)	Indonesia	Reputable national journals (Sinta 4)	The improvement of teachers' competencies in implementing a learning model
2	Anthony et al. (Anthony et al., 2018)	Not mentioned	Reputable international journals (Q2)	Improving sports practitioners' performance and consistency
3	Arifin (Arifin, 2020)	Indonesia	Reputable national journals (Sinta 4)	The development of teachers' competencies in carrying out learning evaluations
4	Isnawan & Sudirman (Isnawan & Sudirman, 2022)	Indonesia	Reputable national journals (Sinta 3)	Developing school leadership competency models, especially self-development and staff development as leadership training
5	Jokky & Surya (Jokky & Surya, 2022)	Indonesia	Reputable international journals	Development of communication skills between educators and students
6	Kadir et al. (Kadir et al., 2021)	Malaysia	Reputable international journals	Coaching with the aim of developing teacher metacognitive knowledge
7	Martenstyn & Grant (Martenstyn & Grant, 2022)	Australia	Reputable international journals (Q3)	Integration of evidence-based self-training methodologies into training practice could maximize job attainment
8	Murni (Murni, 2018)	Indonesia	Reputable national journals (Sinta 5)	Improving the ability of teachers to motivate students in learning
9	Muslikin et al. (Muslikin et al., 2020)	Indonesia	Reputable national journals (Sinta 4)	Improving teacher performance in the aspects of planning, implementing and evaluating learning
10	Musta'in et al. (Musta'in & Rahman, 2020)	Indonesia	Reputable international journals (no quartile)	Improving the ability of teachers to develop learning modules
11	Norhasma et al. (Wan Hassan & Mohd Yusoff, 2019)	Malaysia	Reputable international journals (no quartile)	Instructional coaching of teacher capacity and quality
12	Ozmen (Ozmen, 2019)	Turkey	Reputable international journals (Q3)	Coaching that influences teacher attitudes and behaviour

13	Rahman (Rahman, 2021)	Indonesia	Reputable national journals (Sinta 5)	Developing quality assurance of teaching and learning activities
14	Rahmat & Mirnawati (Rahmat & Mirnawati, 2021)	Indonesia	Reputable national journals (DOAJ indexed)	The improvement of knowledge of andragogy-based learning
15	Slam (Slam, 2020)	Indonesia	Reputable national journals (Sinta 3)	Development of child-friendly schools (CFS)
16	Soya (Soya, 2020)	Indonesia	Reputable national journals (Sinta 4)	Development of learning management
17	Suraiman (Suraiman, 2021)	Indonesia	Reputable national journals (Sinta 5)	Improving teacher competency in learning based on higher-order thinking skills
18	Ngasbun (Ngasbun, 2019)	Indonesia	Reputable international journals (Copernicus indexed)	Developing motivation in preparing scientific articles
19	Thipatdee (Thipatdee, 2019)	Thailand	Reputable international journals (ERIC indexed)	The implementation of the GROW coaching model to facilitate competency for student-teacher training
20	Diandra et al. (Diandra et al., 2020)	Indonesia	Reputable national journals (Sinta 3)	Improving teacher performance to develop lesson plans

## Results and discussion

The research data reduction process involved examining the relevance of the search results and the research topic. The review was conducted to explore the research location of the article under review. This is intended to see the widespread use of the GROW coaching model in improving educators' competence. The geographical distribution of the research locations is shown in Figure 2.

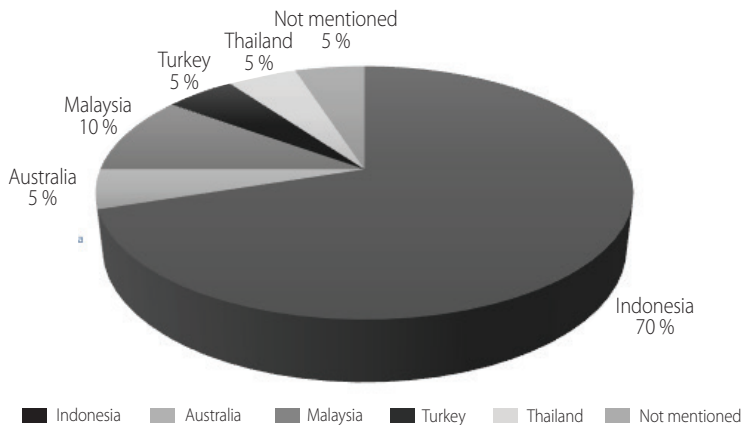


Figure 2. Distribution of research locations

Figure 2 shows that the research locations of the analysed articles include five countries: Indonesia, Malaysia, Turkey, Thailand and Australia. The manual screening focused on using the GROW coaching model in education. The analysis of methodological trends was also performed. The results of the mapping are shown in Figure 3.

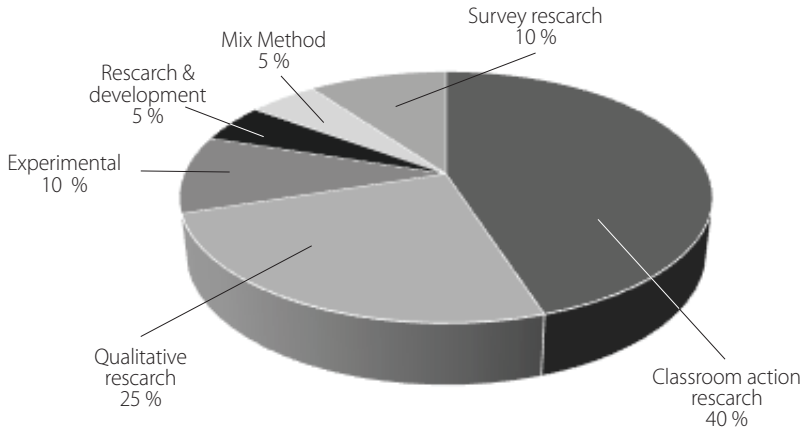


Figure 3. Methodological trends

Figure 3 shows that 45 % of the studies on the implementation of the GROW coaching model in developing teachers' and principals' competencies employed Classroom Action Research (CAR). The exploratory research results of published articles indicate that 25 % of studies discussed the topic of the GROW coaching model via qualitative research. The next research trend is a combination of experimental and survey research, with a 10 % share, and mixed-methods research with a 5 % share. Based on these findings, 12 articles discussed teacher competency development. The percentages of the examined teachers' competencies is presented in Figure 4.

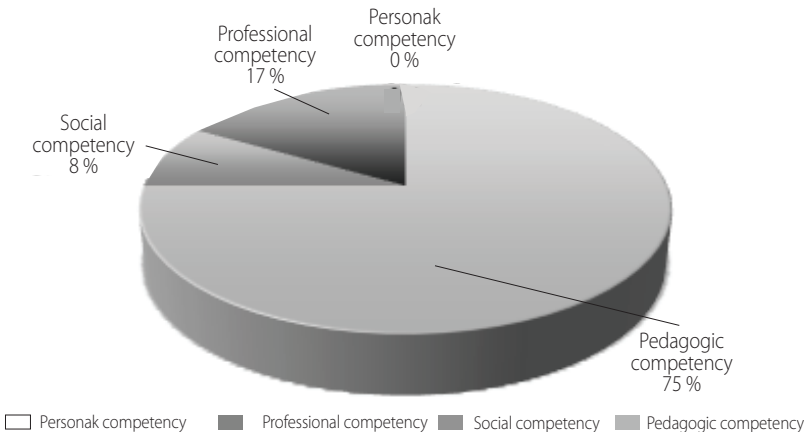


Figure 4. The percentages of teacher competencies

Figure 4 shows that 75 % of the studies discussed teachers' pedagogical competency, which entails teachers' skills in preparing learning plans and evaluation (Diandra et al., 2020; Muslikin et al., 2020), the development of teaching methods (Rahman, 2021; Soya, 2020; Suraiman, 2021), giving feedback to students (Nurmasari et al., 2024; Ozmen, 2019) and teachers' metacognitive skills (Kadir et al., 2021). Furthermore, 17 % of the research discussed teachers' professional competency, which includes their skills in designing learning modules (Musta'in & Rahman, 2020) and writing scientific articles (Nurrohim et al., 2022). With regard to teachers' social competency, as many as 8 % of the findings indicate that the development of teachers' social competency entails communication with colleagues and students (Jokky & Surya, 2022). Regarding principals' competencies, eight articles discussed them. The distribution of the development of principals' competencies is presented in Figure 5.

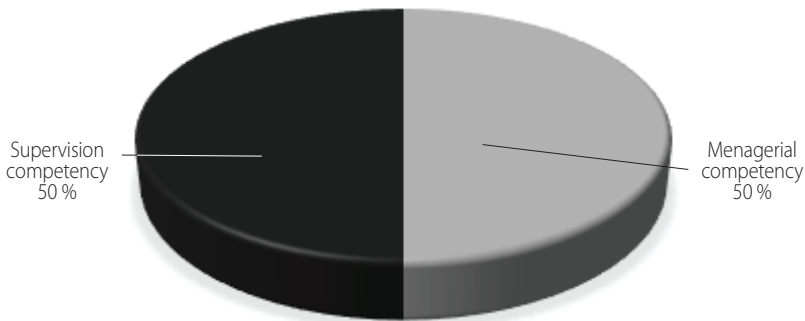


Figure 5. The percentages of principals' competencies

The findings of this scoping review indicate a consistent relationship between the stages of the GROW coaching model and the types of competencies developed among teachers and principals. Rather than functioning as a generic coaching framework, GROW appears to support specific dimensions of professional competence through its structured reflective process.

Studies focusing on teachers' pedagogical competencies predominantly reflect the Goal and Reality stages of the GROW model. In these stages, teachers are guided to clarify instructional objectives and critically reflect on their existing teaching practices. This reflective alignment contributes to improvements in lesson planning, instructional strategies, classroom implementation and learning evaluation, as reported in several reviewed studies.

Furthermore, the development of teachers' professional and social competencies can be associated with the Options stage, where educators explore alternative instructional approaches, communication strategies and professional solutions through guided reflection. This stage supports teachers' capacity to adapt teaching methods, develop learning materials and enhance interaction with students and colleagues.

In the context of principals' competencies, the Options and Will stages of the GROW model play a particularly significant role. Studies addressing managerial

and supervisory competencies demonstrate that principals benefit from structured coaching processes that encourage strategic decision-making and commitment to concrete action plans. These stages support principals in organizing school programs, conducting academic supervision and managing human resources more effectively.

Overall, these findings suggest that the effectiveness of the GROW coaching model lies in its ability to connect reflective awareness with actionable outcomes. By systematically linking goal clarification, situational reflection, strategic choice and action commitment, GROW facilitates an integrated competency development process for both teachers and principals.

Each competency domain accounts for an equal proportion of the reviewed studies, with supervisory and managerial competencies representing 50 % each. This indicates that the number of studies discussing the development of supervisory and managerial competencies remains the same. Principals have begun to develop supervisory competency related to the improvement of the school quality as well as teachers' capacity and quality (Wan Hassan & Mohd Yusoff, 2019), improvement of professionalism related to the preparation of teaching modules (Musta'in & Rahman, 2020) and the implementation of learning models (Amir et al., 2019). In terms of the development of managerial competence, the strengthened aspects include the development of school organizations (Slam, 2020; Wan Hassan & Mohd Yusoff, 2019) and the management of teachers and staff (Rahmat & Mirnawati, 2021).

A review of 20 articles with research focus on the use of the GROW coaching model in education found that 75 % of the studies focused on teachers. In contrast, the remaining 25 % were directed at principals with various levels of education. The results of the analysis show that the most widely studied competency is the pedagogical, while personal competency was not examined. Regarding principals, the scope only targeted managerial and supervisory competencies, while the other three competencies have not been covered in a research study using the GROW coaching model.

Other findings obtained when reviewing the coaching model, especially for the GROW type, indicate that the coaching model itself is not very familiar in education. The explanation might be the level of understanding related to this model, which is not as high as the understanding of the learning model, so it has an impact on its use for educational purposes. Although a review of previous studies has shown the usefulness of using GROW for increasing competency (Isnawan & Sudirman, 2022; Jokky & Surya, 2022; Martenstyn & Grant, 2022; Musta'in & Rahman, 2020), in reality, not many parties utilise the coaching model in their training programs. This fact may lead to the opinion that the coaching model does not play a significant role; however, to counter this opinion, it is necessary to conduct further studies on the urgency, role and position of the coaching model. Existing studies indirectly indicate the potential effectiveness of the GROW coaching model in supporting competency development (Diandra et al., 2020).

The variety of competencies presented in the articles on the use of GROW as a coaching model is more inclined to the pedagogical aspect, which is closely related to how teachers optimise the learning process in order to effect the achievement of learning goals, and the way principals manage schools to ensure the quality of education. If we look closely, the provided coaching has not touched the latest trends, such as increasing competence to implement AI, IOT, robotics-based learning or digital systems that non-governmental parties have begun to develop. This need is seen as a trend in education over the next 10 years (Yuliani & Hartanto, 2020). With the understanding of these growing inclinations, it is necessary to prepare coaching programs by implementing competency improvement to address these trends, especially in Indonesia. This should encourage developing countries, including Indonesia, which is in the middle of ASEAN. However, this progress remains uneven, particularly in Indonesia's border regions, where educational practices are still largely conventional and the integration of digital technology remains limited (Esti et al., 2023; Jones & Pratomo, 2015).

Considering education development in ASEAN countries as reported in the ASEAN report, increasing teachers' competence to adapt to the digital transformation era and integrating it into the education system is the latest benchmark. Furthermore, discussions related to training and professional development are a way to create transformative educators. However, based on the various articles analysed in this study, the focus of the discussion on competencies that contain transformative elements has not been seen. Further, the distribution of research areas emphasises that supporting coaching elements (such as choosing the right model) are also considered. The limitation of this study is that it is focused on using one of the models, namely GROW, because other types of models in education are still minimal.

The competency-related analysis derived from the GROW theory, as proposed by Whitmore, demonstrates the relevance of structured coaching for professional development in education. This analytical linkage explains why pedagogical competence emerges as the most frequently developed domain in studies employing the GROW coaching model. Pedagogical practices are closely aligned with reflective goal setting and situational analysis, which are central components of the GROW framework. In contrast, competencies that are less explicitly addressed in coaching processes, such as personal competence, appear less frequently in existing studies. This pattern highlights both the strengths and the current limitations of GROW-based coaching in education.

By establishing a clear conceptual connection between the stages of the GROW coaching model and specific teacher and principal competencies, this study strengthens the explanatory value of existing research findings. The results indicate that GROW functions as a structured reflective mechanism rather than a prescriptive training model, which makes it particularly suitable for competency-based professional development in education.

## Conclusion

Based on the results of research analyses taken from published articles in the last several years, it is stated that the trend of research methodology for this topic includes classroom action research, qualitative research, experimental research, survey research, development research and mixed method research. Further research development opportunities can be carried out for the same topic by employing other research methodologies such as experimental research, survey research, development research, mixed method research or other types of research. The GROW coaching model was mostly implemented to develop teachers' pedagogical competency and principals' managerial and supervisory competency.

This study focused on the state of Indonesia, so the results cannot be generalized or taken globally. Indonesia, with its mid-rank in ASEAN education, needs to optimise the quality of educators, which also impacts education. Therefore, a follow-up review is needed to see how the potential of GROW in other regions can be significantly and globally increased. The scope of the article, which was limited with regard to location, cannot provide a global picture of the potential of GROW inside and outside education. However, the study has a potential for future research related to the same topic, which could be an in-depth examination of the impact of GROW on improving competence. On the other hand, a comprehensive study outside the territory of Indonesia needs to be carried out so that a classification of factors supporting the successful implementation of GROW in education can be created.

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# Analiza potencijala GROW modela coachinga u razvoju kompetencija učitelja i ravnatelja škola

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## Sažetak

Ovim istraživanjem ispituje se potencijal GROW modela coachinga u razvoju kompetencija učitelja i ravnatelja škola primjenom pristupa pregleda opsega (scoping review). Korištenjem PRISMA okvira analizirano je 20 recenziranih studija objavljenih između 2015. i 2022. godine kako bi se identificirali trendovi u istraživačkom fokusu, metodološkim pristupima i domenama kompetencija koje se razvijaju primjenom coachinga temeljenoga na GROW modelu. Rezultati pokazuju da se GROW model coachinga najčešće primjenjuje u razvoju pedagoških kompetencija učitelja, posebno u području planiranja nastave, nastavnih strategija i refleksivne prakse. Kod ravnatelja škola model je uglavnom povezan s razvojem menadžerskih i supervizijskih kompetencija. Detaljnija analiza pokazuje da različite faze GROW modela odgovaraju specifičnim domenama kompetencija, pri čemu postavljanje ciljeva i refleksija stvarne situacije podupiru razvoj pedagoških kompetencija, dok strateško donošenje odluka i opredjeljenje za djelovanje podupiru kompetencije povezane s obrazovnim vodstvom. Općenito, rezultati upućuju na to da GROW model coachinga djeluje kao strukturirani refleksivni mehanizam, a ne kao preskriptivni pristup obuci, što ga čini prikladnim za profesionalni razvoj temeljen na kompetencijama u obrazovanju. Međutim, pregled također ukazuje na nedostatke u razvoju osobnih i novih digitalnih kompetencija, što predstavlja smjernice za buduća istraživanja i praksu.

**Ključne riječi:** GROW model coachinga; kompetencije učitelja; kompetencije ravnatelja; profesionalni razvoj; pregled opsega

## Uvod

Optimizaciju kompetencija odgojno-obrazovnih djelatnika potrebno je provoditi kontinuirano (Sánchez-Cruzado i sur., 2021). Ovaj se zahtjev može smatrati temeljnim u suvremenim obrazovnim sustavima (Chalkiadaki, 2018; Kadir i sur., 2021). Navedene kompetencije moraju se primjenjivati uravnoteženo (Chalkiadaki, 2018). Kompetencije učitelja ne smiju se zanemariti jer one odražavaju kvalitetu

škole u kojoj djeluju, uključujući i ulogu ravnatelja (Lafendry i sur., 2020; Sutisna i Widodo, 2020; Yasin, 2022). Nadalje, brojna istraživanja pokazuju da postoji pozitivna povezanost između kompetencija ravnatelja i učitelja u pogledu unaprjeđenja kvalitete škole (Rahmawati i sur., 2021), školskoga upravljanja temeljenoga na autonomiji (*school-based management*) (Somantri, 2021), školskoga ozračja (Damanik, 2019), upravljanja nastavnim procesom (Sabrina i sur., 2020) te školskih postignuća (Setyawan i Santosa, 2021).

Škole postaju dinamična obrazovna okružja kada su podržane kompetencijama učitelja i ravnatelja koje se mogu učinkovito implementirati (Damanik, 2019; Rahmawati i sur., 2021; Sabrina i sur., 2020; Setyawan i Santosa, 2021; Somantri, 2021). Nadalje, kompetencije učitelja i ravnatelja predstavljaju i pokazatelje kvalitete obrazovanja. Stoga se njihova uloga ne može zanemariti. Purnasari i sur., (2023) ističu da se kvalitetno učenje može ostvariti kada učitelj razumije potrebe učenika. Ravnatelji snose punu odgovornost za razvoj škole, uključujući optimizaciju kompetencija učitelja, upravljanje i regulaciju programa koji utječu na napredak škole, kao i druge strateške inicijative (Manora, 2019).

Kompetencije učitelja i ravnatelja mogu s vremenom oslabjeti, unatoč njihovom kontinuiranom angažmanu u obrazovnome procesu (Anggranei, 2020). Unaprjeđenje znanja učitelja i ravnatelja donosi značajne koristi razvoju obrazovanja, primjerice u upravljanju nastavom koje provode učitelji i školskim menadžmentom kojim upravljaju ravnatelji (Isnawan i Sudirman, 2022). Stoga je nužno da učitelji i ravnatelji kontinuirano nadograđuju svoje znanje kako bi se osigurala obnova i proširenje kompetencija putem različitih aktivnosti coachinga. Iako coaching nije nov koncept u obrazovanju, modeli coachinga još uvijek se rijetko sustavno spominju i primjenjuju (Abadi i Hanafi, 2021).

Modeli coachinga, slično nastavnim modelima, nužni su kako bi se osiguralo da se planirani procesi stručnoga usavršavanja provode na strukturiran i sustavan način, čime se maksimizira njihova učinkovitost (Augestad i sur., 2020). Coaching modeli također služe kao okvir za provedbu aktivnosti, osiguravajući da su provedene aktivnosti usklađene s planiranim ciljevima (Suyanto i sur., 2025). Istraživanja također pokazuju da mnoge institucije još uvijek nemaju jasno razumijevanje coaching modela, što rezultira njihovom ograničenom primjenom u programima osposobljavanja (Okorie i sur., 2022). Iako je primjena coaching modela u obrazovanju još uvijek sporadična, pojedina istraživanja pokazuju da coaching modeli mogu doprinijeti povećanju i optimizaciji potencijala i kompetencija sudionika (Kadir i sur., 2021).

Kako bi se međunarodnim čitateljima osigurala jasnoća i kako bi se ovo istraživanje smjestilo u odgovarajući nacionalni politički okvir, važno je objasniti način na koji se kompetencije učitelja i ravnatelja konceptualiziraju u indonezijskom obrazovnom sustavu.

U Indoneziji je razvoj kompetencija učitelja i ravnatelja formalno reguliran nacionalnim obrazovnim politikama i predstavlja temeljni okvir profesionalne

prakse. Kompetencije učitelja definirane su Zakonom br. 14/2005 o učiteljima i nastavnicima te dodatno razrađene Vladinom uredbom br. 19/2017. Ovi propisi identificiraju četiri temeljne kompetencije: pedagošku, profesionalnu, socijalnu i osobnu kompetenciju.

Pedagoška kompetencija odnosi se na sposobnost učitelja da planiraju, provode i vrednuju nastavne procese u skladu s karakteristikama i potrebama učenika. Profesionalna kompetencija naglašava ovladavanje nastavnim sadržajem, nastavnim vještinama i kontinuirani profesionalni razvoj. Socijalna kompetencija odnosi se na učinkovitu komunikaciju i suradnju s učenicima, kolegama, roditeljima i širom zajednicom. Osobna kompetencija obuhvaća etičko ponašanje, integritet, samorefleksiju i emocionalnu zrelost. Paralelno s tim, kompetencije ravnatelja regulirane su Ministarskom uredbom br. 13/2007, koja definira pet temeljnih kompetencija: menadžersku, supervizijsku, poduzetničku, socijalnu i osobnu kompetenciju. Menadžerska kompetencija usmjerena je na planiranje, organizaciju, vođenje i upravljanje resursima škole, dok se supervizijska kompetencija odnosi na akademsku superviziju usmjerenu na unaprjeđenje kvalitete nastave i profesionalni razvoj učitelja.

Ovi kompetencijski okviri pozicioniraju učitelje kao nastavne praktičare, a ravnatelje kao instruktivne voditelje odgovorne za unaprjeđenje škole. Iako su ovi standardi nacionalno standardizirani, njihova učinkovita provedba zahtijeva kontinuirane mehanizme profesionalnoga razvoja koji su reflektivni, prilagodljivi i osjetljivi na kontekst.

U tome kontekstu, coaching modeli nude potencijalni mehanizam za podršku sustavnom i reflektivnom razvoju kompetencija. Jedan od coaching pristupa koji se primjenjuje u obrazovnom okružju jest GROW model (Slam, 2020). Međutim, unatoč sve većoj primjeni, specifični ciljevi i ishodi GROW modela u odnosu na kompetencije učitelja i ravnatelja još uvijek nisu jasno artikulirani u obrazovnim istraživanjima. Ova se ograničenost može pripisati izvornoj formulaciji GROW modela koju je Whitmore (2002) oblikovao bez eksplicitnoga definiranja ciljanih područja njegove primjene u obrazovnom kontekstu. Stoga je potrebno sustavno ispitivanje postojećih istraživanja kako bi se razjasnilo na koji se način GROW coaching model može koristiti za optimizaciju kompetencija učitelja i ravnatelja.

## Metodologija

Cilj je ovoga istraživanja analizirati GROW model coachinga u razvoju kompetencija učitelja i ravnatelja primjenom istraživačkoga pristupa pregleda opsega (*scoping review*). Ovaj pregled opsega proveden je na temelju znanstvenih publikacija objavljenih u razdoblju od 2015. do 2022. godine. Odabir pristupa pregleda opsega u ovome istraživanju temelji se na potrebi identificiranja novih potencijala za primjenu modela coachinga, osobito u području obrazovanja. Fleksibilnost pregleda opsega omogućuje istraživačima učinkovitije razvrstavanje izvora, s primarnim ciljem istraživanja mogućnosti prethodnih i aktualnih studija te prepoznavanja

potencijalnih smjerova budućih istraživanja. Nadalje, ovim istraživanjem ne nastoji se strogo uspoređivati rezultate među pojedinim studijama. Stoga je pristup pregleda opsega prikladan izbor za ovo istraživanje. Pretraživanje članaka provedeno je putem baze podataka Google Scholar, pri čemu su korišteni rezultati istraživanja objavljeni u relevantnim nacionalnim i međunarodnim znanstvenim časopisima. Faze istraživanja slijedile su okvir koji su predložili Arksey i O'Malley (Arksey i O'Malley, 2005), a koji uključuje pet faza: 1) identifikaciju istraživačkih pitanja, 2) identifikaciju relevantnih tema, 3) proces redukcije podataka, 4) objedinjavanje podataka te 5) izvještavanje o rezultatima.

### ***Identifikacija istraživačkih pitanja***

Istraživačka pitanja u ovome istraživanju formulirana su kako slijedi:

- a) Koji je potencijal primjene GROW modela coachinga u obrazovnim istraživanjima?
- b) Koje se kompetencije unaprjeđuju primjenom GROW modela coachinga među učiteljima i ravnateljima?

### ***Proces redukcije podataka***

Ukupan broj podataka u ovome istraživanju iznosio je 986 objavljenih članaka dobivenih početnim pretraživanjem korištenjem relevantnih ključnih riječi, kao što su „GROW Coaching Model dalam Mengembangkan Kompetensi Guru dan Kepala Sekolah” i „GROW Coaching Model in Developing Competencies of Teachers and Principals”. Daljnji proces redukcije istraživačkih podataka proveden je primjenom okvira Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) radi identifikacije odgovarajućih istraživačkih članaka (Moher i sur., 2009). Redukcija članaka provedena je s ciljem dobivanja članaka relevantnih za istraživački cilj, pri čemu su kriteriji uključenja i isključenja postavljeni kao temelj za postupak probira članaka koji su korišteni kao izvori istraživanja.

Prvi kriterij određen je godinom objave koja je korištena kako bi se obuhvatili rezultati istraživanja unutar određenoga razdoblja. U ovome istraživanju početna godina objave postavljena je na 2015. godinu. Ova početna granica uzima u obzir rezultate analize pregleda Education Policy Outlook u kojem je utvrđeno da 2015. godina predstavlja smjer obrazovnih reformi (Milana, 2015). Nadalje, gornja granica godine postavljena je na 2022. pri čemu ova godina opisuje razvijeni proces digitalne transformacije (Lee i sur., 2024; Trang i Phuong, 2023). Ova vremenska ograničenja, od 2015. do 2022. godine, uzeta su u obzir jer se predviđa da upravo to razdoblje predstavlja pojavu digitalne transformacije i razvoj kulture te transformacije (Bagacina i sur., 2024; McCarthy i sur., 2023). Glavni cilj analiziranih članaka usmjeren je na područje Indonezije, no radi širega sagledavanja koristi modela coachinga pretraživani su i članci izvan toga područja. Ograničenje lokacija istraživanja analiziranih članaka postavljeno je tako da 70 % članaka potječe iz ovoga područja, dok preostalih 30 % dolazi izvan teritorija Indonezije. Rezultati ovoga procesa redukcije podataka prikazani su na Slici 1.

## Slika 1

Na temelju Slike 1, od ukupno 986 rezultata pretraživanja, u ovome pregledu opsega analizirano je 20 objavljenih znanstvenih članaka. Tematska analiza 20 članaka provedena je uzimajući u obzir elemente primjene coaching modela u obrazovanju. Cilj je bio istražiti način razvoja coachinga u određenome razdoblju. Provjera autora i publikacija provedena je ručno pri čemu su višestruke publikacije i nerelevantne teme isključene, čime je dobiveno 20 članaka koji odgovaraju potrebama istraživanja. Kriteriji relevantnosti u ovome istraživanju pregleda opsega prikazani su u Tablici 1.

Tablica 1

*Kriteriji relevantnosti istraživanja*

Relevantne studije	Nerelevantne studije
Objavljene u razdoblju 2015. – 2022.	Objavljene prije 2015. i nakon 2022.
GROW model coachinga	Drugi tipovi coaching modela, odnosno TIRTA model, CLEAR model i OSCAR model
Kompetencije učitelja i ravnatelja	Kompetencije zaposlenika u poduzećima

## Objedinjavanje podataka

Rezultati članaka pregledanih u ovome istraživanju objedinjeni su uključivanjem nekoliko ključnih informacija, kao što su ime autora, vrsta publikacije i rezultati istraživanja. Rezultati objedinjavanja podataka prikazani su u Tablici 2.

Tablica 2

*Objedinjavanje podataka*

Br.	Ime autora	Država	Vrsta publikacije	Rezultati istraživanja
1	Amir i sur. (Amir i sur., 2019)	Indonezija	Renomirani nacionalni časopisi (Sinta 4)	Unaprjeđenje kompetencija učitelja u primjeni nastavnih modela
2	Anthony i sur. (Anthony i sur., 2018)	Nije navedeno	Renomirani međunarodni časopisi (Q2)	Poboljšanje izvedbe i dosljednosti sportskih stručnjaka
3	Arifin (Arifin, 2020)	Indonezija	Renomirani nacionalni časopisi (Sinta 4)	Razvoj kompetencija učitelja u provedbi evaluacije nastave
4	Isnawan i Sudirman (Isnawan i Sudirman, 2022)	Indonezija	Renomirani nacionalni časopisi (Sinta 3)	Razvoj modela kompetencija školskoga vodstva, posebno samorazvoja i razvoja osoblja putem obuke vodstva
5	Jokky i Surya (Jokky i Surya, 2022)	Indonezija	Renomirani međunarodni časopisi	Razvoj komunikacijskih vještina između odgojno-obrazovnih djelatnika i učenika
6	Kadir i sur. (Kadir i sur., 2021)	Malezija	Renomirani međunarodni časopisi	Coaching metakognitivnoga znanja učitelja

Br.	Ime autora	Država	Vrsta publikacije	Rezultati istraživanja
7	Martenstyn i Grant (Martenstyn i Grant, 2022)	Australija	Renomirani međunarodni časopisi (Q3)	Integracija metodologija samostalnoga učenja utemeljenih na dokazima u praksu osposobljavanja radi maksimalnoga postizanja radnih ciljeva
8	Murni (Murni, 2018)	Indonezija	Renomirani nacionalni časopisi (Sinta 5)	Unaprjeđenje sposobnosti učitelja za motiviranje učenika u učenju
9	Muslikin i sur. (Muslikin i sur., 2020)	Indonezija	Renomirani nacionalni časopisi (Sinta 4)	Poboljšanje učiteljske učinkovitosti u planiranju, provedbi i evaluaciji nastave
10	Musta'in i sur. (Musta'in i Rahman, 2020)	Indonezija	Renomirani međunarodni časopisi (bez kvartila)	Poboljšanje sposobnosti učitelja u razvoju nastavnih modula
11	Norhasma i sur. (Wan Hassan i Mohd Yusoff, 2019)	Malezija	Renomirani međunarodni časopisi (bez kvartila)	Instruktivni coaching za unaprjeđenje kapaciteta i kvalitete učitelja
12	Ozmen (Ozmen, 2019)	Turska	Renomirani međunarodni časopisi (Q3)	Coaching stavovi i ponašanja učitelja
13	Rahman (Rahman, 2021)	Indonezija	Renomirani nacionalni časopisi (Sinta 5)	Razvoj sustava osiguranja kvalitete nastavnih aktivnosti
14	Rahmat i Mirnawati (Rahmat i Mirnawati, 2021)	Indonezija	Renomirani nacionalni časopisi (DOAJ indeksirani)	Unaprjeđenje znanja o učenju temeljenom na andragogiji
15	Slam (Slam, 2020)	Indonezija	Renomirani nacionalni časopisi (Sinta 3)	Razvoj škola koje su prijateljski usmjerene prema djeci
16	Soya (Soya, 2020)	Indonezija	Renomirani nacionalni časopisi (Sinta 4)	Razvoj upravljanja nastavnim procesom
17	Suraiman (Suraiman, 2021)	Indonezija	Renomirani nacionalni časopisi (Sinta 5)	Unaprjeđenje kompetencija učitelja u nastavi utemeljenoj na vještinama višega reda mišljenja
18	Ngasbun (Ngasbun, 2019)	Indonezija	Renomirani međunarodni časopisi (Copernicus indeksirani)	Razvoj motivacije u pripremi znanstvenih članaka
19	Thipatdee (Thipatdee, 2019)	Tajland	Renomirani međunarodni časopisi (ERIC indeksirani)	Primjena GROW coaching modela za razvoj kompetencija u osposobljavanju budućih učitelja
20	Diandra i sur. (Diandra i sur., 2020)	Indonezija	Renomirani nacionalni časopisi (Sinta 3)	Poboljšanje učiteljske učinkovitosti u razvoju nastavnih planova

## Rezultati i diskusija

Proces redukcije istraživačkih podataka uključivao je ispitivanje relevantnosti rezultata pretraživanja u odnosu na temu istraživanja. Pregled je proveden kako bi se istražila lokacija istraživanja članaka koji su bili predmet analize. Cilj ove analize bio je utvrditi rasprostranjenost primjene GROW modela coachinga u unaprjeđenju kompetencija odgojno-obrazovnih djelatnika. Geografska distribucija lokacija istraživanja prikazana je na Slici 2.

### Slika 2

Slika 2 pokazuje da se lokacije istraživanja analiziranih članaka nalaze u pet država: Indoneziji, Maleziji, Turskoj, Tajlandu i Australiji. Ručni postupak probira bio je usmjeren na primjenu GROW modela coachinga u obrazovanju. Analiza je također provedena radi utvrđivanja metodoloških trendova. Rezultati mapiranja prikazani su na Slici 3.

### Slika 3

Slika 3 prikazuje trend istraživanja o temi primjene GROW modela coachinga u razvoju kompetencija učitelja i ravnatelja, pri čemu je najzastupljeniji metodološki pristup akcijsko istraživanje u učionici (Classroom Action Research – CAR) s udjelom od 45 %. Rezultati eksplorativnih istraživanja objavljenih članaka pokazuju da 25 % istraživanja raspravlja o primjeni GROW modela coachinga koristeći kvalitativni istraživački pristup. Sljedeći istraživački trend predstavlja kombinaciju eksperimentalnoga i anketnoga istraživanja s udjelom od 10 %, dok istraživanja koja koriste mješovite metode (mixed methods) čine 5 %. Na temelju ovih nalaza, 12 članaka raspravlja o razvoju kompetencija učitelja. Postotak proučavanih kompetencija učitelja prikazan je na Slici 4.

### Slika 4

Rasprava o pedagoškim kompetencijama učitelja često se pojavljuje u rezultatima istraživanja. Slika 4 pokazuje da se u 75 % istraživanja raspravlja o pedagoškim kompetencijama učitelja. Aspekt razvoja pedagoških kompetencija učitelja očituje se u učiteljskoj uspješnosti u pripremi nastavnih planova i evaluacija (Diandra i sur., 2020; Muslikin i sur., 2020), razvoju nastavnih metoda (Rahman, 2021; Soya, 2020; Suraiman, 2021), vještinama učitelja u pružanju povratnih informacija učenicima (Nurmasari i sur., 2024; Ozmen, 2019) te metakognitivnim vještinama učitelja (Kadir i sur., 2021). Drugi nalazi pokazuju da se u 17 % istraživanja raspravlja o profesionalnim kompetencijama učitelja. Profesionalne kompetencije učitelja koje se razmatraju uključuju vještine učitelja u izradi nastavnih modula (Musta'in i Rahman, 2020) i pisanju znanstvenih članaka (Nurrohim i sur., 2022). U pogledu socijalnih kompetencija učitelja, 8 % nalaza pokazuje da se razvoj socijalnih kompetencija učitelja odnosi na aspekte učiteljskih vještina, uključujući komunikaciju s kolegama i

učenicima (Jokky i Surya, 2022). Što se tiče kompetencija ravnatelja, u osam članaka raspravlja se o razvoju kompetencija ravnatelja. Istraživanje raspodjele razvoja kompetencija ravnatelja prikazano je na Slici 5.

#### Slika 5

Nalazi ovoga pregleda opsega ukazuju na postojanje dosljednoga odnosa između faza GROW modela coachinga i vrsta kompetencija koje se razvijaju kod učitelja i ravnatelja. Umjesto da djeluje kao opći okvir coachinga, čini se da GROW svojim strukturiranim reflektivnim procesom podržava specifične dimenzije profesionalnih kompetencija.

Istraživanja usmjerena na pedagoške kompetencije učitelja pretežno odražavaju faze Goal i Reality GROW modela. U tim fazama učitelji se usmjeravaju na jasno definiranje nastavnih ciljeva i kritičko promišljanje postojećih nastavnih praksi. Ova reflektivna usklađenost doprinosi poboljšanjima u planiranju nastave, nastavnim strategijama, provedbi nastave u učionici i evaluaciji učenja, kako je zabilježeno u nekoliko analiziranih studija.

Nadalje, razvoj profesionalnih i socijalnih kompetencija učitelja može se povezati s fazom *Options*, u kojoj odgojno-obrazovni djelatnici tijekom vođene refleksije istražuju alternativne nastavne pristupe, komunikacijske strategije i profesionalna rješenja. Ova faza podržava sposobnost učitelja da prilagode nastavne metode, razviju nastavne materijale te unaprijede interakciju s učenicima i kolegama.

U kontekstu kompetencija ravnatelja, faze *Options* i *Will* GROW modela imaju posebno značajnu ulogu. Istraživanja koja se bave menadžerskim i supervizijskim kompetencijama pokazuju da ravnatelji imaju koristi od strukturiranih coaching procesa koji potiču strateško donošenje odluka i opredjeljenje za konkretne akcijske planove. Ove faze podržavaju ravnatelje u organiziranju školskih programa, provedbi akademske supervizije i učinkovitijem upravljanju ljudskim resursima.

Općenito, ovi nalazi sugeriraju da učinkovitost GROW modela coachinga leži u njegovoj sposobnosti povezivanja reflektivne svjesnosti s operativnim rezultatima. Sustavnim povezivanjem razjašnjavanja ciljeva, refleksije situacije, strateškoga odabira i opredjeljenja za djelovanje, GROW omogućuje integrirani proces razvoja kompetencija učitelja i ravnatelja.

Svaka domena kompetencija zauzima jednak udio u analiziranim studijama pri čemu supervizijske i menadžerske kompetencije svaka predstavljaju 50 %. To ukazuje da je broj istraživanja koja raspravljaju o razvoju supervizijskih i menadžerskih kompetencija jednak. Ravnatelji su započeli razvijati supervizijske kompetencije povezane s unaprjeđenjem kvalitete škole, kao i kapaciteta i kvalitete učitelja (Wan Hassan i Mohd Yusoff, 2019), poboljšanjem profesionalnosti učitelja povezanom s izradom nastavnih modula (Musta'in i Rahman, 2020) te implementacijom nastavnih modela (Amir i sur., 2019). U pogledu razvoja menadžerskih kompetencija, razvijeni aspekti uključuju razvoj školskih organizacija (Slam, 2020; Wan Hassan i Mohd Yusoff, 2019) i upravljanje učiteljima i osobljem (Rahmat i Mirnawati, 2021).

Pregled 20 članaka s istraživačkim fokusom usmjerenim na primjenu GROW modela coachinga u obrazovanju pokazao je da je 75 % istraživačkih subjekata bilo usmjereno na učitelje. Nasuprot tome, preostalih 25 % odnosilo se na ravnatelje različitih razina obrazovanja. Rezultati analize pokazuju da je najzastupljeniji istraživani sadržaj kompetencija pedagoška kompetencija, dok osobna kompetencija nije bila obuhvaćena istraživanjima. U načelu, opseg istraživanja usmjeren je samo na menadžerske i supervizijske kompetencije, dok ostale tri kompetencije nisu obuhvaćene istraživanjima koja koriste GROW model coachinga.

Drugi nalazi dobiveni pregledom coaching modela, osobito GROW tipa, ukazuju na to da sam coaching model još uvijek nije dovoljno poznat u obrazovanju. To može biti posljedica razine razumijevanja coaching modela koja nije jednaka razini razumijevanja nastavnih modela, što utječe na njegovu primjenu u obrazovne svrhe. Iako pregled prethodnih istraživanja pokazuje korisnost primjene GROW modela u povećanju kompetencija (Isnawan i Sudirman, 2022; Jokky i Surya, 2022; Martenstyn i Grant, 2022; Musta'in i Rahman, 2020) u praksi još uvijek mali broj institucija koristi coaching modele u svojim programima osposobljavanja. Ova činjenica može dovesti do mišljenja da coaching model nema značajnu ulogu; međutim, kako bi se takvo mišljenje prevladalo, potrebno je provesti daljnja istraživanja o važnosti, ulozi i položaju coaching modela. Postojeća istraživanja neizravno ukazuju na potencijalnu učinkovitost GROW modela coachinga u podršci razvoju kompetencija (Diandra i sur., 2020).

Raznolikost kompetencija predstavljenih u analiziranim člancima, uz primjenu GROW modela kao coaching modela, više je usmjerena na pedagoški aspekt, koji je usko povezan s načinom na koji učitelji optimiziraju proces učenja kako bi se postiglo ostvarenje obrazovnih ciljeva, dok je fokus ravnatelja škola usmjeren na način upravljanja školom radi osiguravanja kvalitete obrazovanja. Ako se detaljnije promotri, pruženi coaching još uvijek nije obuhvatio najnovije trendove, poput povećanja kompetencija za primjenu umjetne inteligencije (AI), interneta stvari (IoT), učenja temeljenoga na robotici ili digitalnih sustava koje su počele razvijati nevladine organizacije. Ova potreba smatra se trendom razvoja obrazovanja u sljedećih deset godina (Yuliani i Hartanto, 2020). Razumijevanjem rastućih trendova potrebno je pripremiti coaching programe putem unaprjeđenja kompetencija kako bi se odgovorilo na navedene trendove, osobito u Indoneziji. To bi trebalo potaknuti zemlje u razvoju, uključujući Indoneziju koja se nalazi u središtu ASEAN regije. Međutim, taj napredak i dalje je neravnomjeran, osobito u pograničnim područjima Indonezije, gdje su obrazovne prakse još uvijek pretežno konvencionalne, a integracija digitalne tehnologije ostaje ograničena (Esti i sur., 2023; Jones i Pratomo, 2015).

Uzimajući u obzir razvoj obrazovanja u zemljama ASEAN-a, kako je navedeno u izvješću ASEAN-a, povećanje kompetencija učitelja za prilagodbu eri digitalne transformacije i njezinu integraciju u obrazovni sustav predstavlja najnoviji standard. Nadalje, rasprave povezane s „osposobljavanjem i profesionalnim razvojem”

predstavljaju način stvaranja transformativnih odgojno-obrazovnih djelatnika. Međutim, na temelju različitih članaka analiziranih u ovom istraživanju, fokus rasprave o kompetencijama koje sadrže transformativne elemente još uvijek nije jasno uočen. Nadalje, raspodjela područja istraživanja naglašava da se uzimaju u obzir i potporni elementi coachinga (poput odabira odgovarajućega modela). Ograničenje ovoga istraživanja jest to što je usmjereno na primjenu samo jednoga modela, odnosno GROW modela jer su drugi tipovi modela u obrazovanju još uvijek nedovoljno zastupljeni.

Analiza kompetencija proizašla iz GROW teorije, kako ju je predložio Whitmore, pokazuje relevantnost strukturiranoga coachinga za profesionalni razvoj u obrazovanju. Ova analitička povezanost objašnjava zašto se pedagoška kompetencija pojavljuje kao najčešće razvijana domena u studijama koje primjenjuju GROW coaching model. Pedagoške prakse usko su povezane s reflektivnim postavljanjem ciljeva i analizom situacije, koji predstavljaju središnje komponente GROW okvira. Nasuprot tome, kompetencije koje su manje izravno obuhvaćene coaching procesima, poput osobne kompetencije, rjeđe se pojavljuju u postojećim istraživanjima. Ovaj obrazac naglašava i prednosti i trenutačna ograničenja coachinga temeljenoga na GROW modelu u obrazovanju.

Uspostavljanjem jasne konceptualne povezanosti između faza GROW coaching modela i specifičnih kompetencija učitelja i ravnatelja, ovo istraživanje jača objašnjenu vrijednost postojećih istraživačkih nalaza. Rezultati pokazuju da GROW djeluje kao strukturirani reflektivni mehanizam, a ne kao preskriptivni model osposobljavanja, što ga čini osobito prikladnim za profesionalni razvoj utemeljen na kompetencijama u obrazovanju.

## **Zaključak**

Na temelju rezultata analize istraživanja dobivenih iz objavljenih članaka tijekom posljednjih nekoliko godina utvrđeno je da trend istraživačkih metodologija za ovu temu obuhvaća akcijsko istraživanje u učionici, kvalitativno istraživanje, eksperimentalno istraživanje, anketno istraživanje, razvojno istraživanje te istraživanje mješovitih metoda. Daljnje mogućnosti razvoja istraživanja o istoj temi mogu se provoditi primjenom drugih istraživačkih metodologija, poput eksperimentalnoga istraživanja, anketnoga istraživanja, razvojnoga istraživanja, istraživanja mješovitim metodama ili drugih vrsta istraživanja. GROW coaching model najčešće se primjenjuje za razvoj pedagoških kompetencija učitelja te menadžerskih i supervizijskih kompetencija ravnatelja.

Pregled relevantne literature u ovom radu usmjereno je na područje Indonezije, stoga se rezultati ne mogu generalizirati na globalnoj razini. Indonezija, koja se prema obrazovnim pokazateljima nalazi u sredini među zemljama ASEAN-a, treba optimizirati kvalitetu odgojno-obrazovnih djelatnika, što također utječe na kvalitetu obrazovanja. Stoga je potrebno provesti daljnji pregled kako bi se utvrdilo na koji

se način potencijal GROW modela može značajno povećati u drugim regijama na globalnoj razini. Opseg članaka analiziranih u ograničenom geografskom području ne može pružiti globalnu sliku potencijala GROW modela unutar i izvan obrazovanja, no to ujedno predstavlja priliku za buduća istraživanja. Potencijal budućih istraživanja o istoj temi jest detaljno istražiti stvarni utjecaj GROW modela na poboljšanje kompetencija. S druge strane, potrebno je provesti i detaljna istraživanja izvan teritorija Indonezije kako bi se mogla izraditi klasifikacija čimbenika koji podupiru uspješnu implementaciju GROW modela u obrazovanju.