Indonesian Journal of Educational Management and Leadership
Volume 4, Issue 02, 2026, 432-463
E-ISSN: 2985-7945 | Doi: https://doi.org/10.51214/ijemal.v4i2.2072
journal homepage: https://journal.kurasinstitute.com/index.php/jemal

RESEARCH ARTICLE

Homeroom teachers' reflective coaching connects self-regulated learning and academic grit: A qualitative study

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Received:	Revised 1:	Revised 2:	Accepted:	Published:
19 July 2026	29 September 2026	05 October 2026	03 October 2026	16 October 2026

ABSTRACT

Purpose – This study developed the preliminary LC-SRLG (Learning Coach–Self-Regulated Learning and Grit) framework to explain how homeroom teachers' learning-coach roles can foster academic grit through coaching and self-regulated learning.

Method – A qualitative descriptive design involved 12 purposively selected participants: one principal, one vice principal, three ninth-grade homeroom teachers, one guidance counselor, five students, and one parent. Screening of 240 students identified 70 with high, 110 with moderate, and 60 with low academic grit. Data were collected through semi-structured interviews, observations, and document analysis. Source and technique triangulation and member checking supported trustworthiness.

Findings – Four interrelated mechanisms emerged: reflective dialogue, goal-oriented learning planning, continuous progress monitoring, and collaborative support. Open-ended questions helped students recognize difficulties, evaluate study habits, and set realistic goals. These goals were translated into manageable plans supporting time management, strategy selection, task monitoring, and responses to setbacks. Follow-up and collaboration among teachers, parents, and school leaders helped students sustain effort. Coaching competence, institutional support, parental involvement, and mentoring procedures influenced implementation. The resulting framework positions self-regulated learning as the mechanism connecting sustained coaching with perseverance and consistency of effort.

Implication – The framework repositions homeroom teachers as continuous learning partners who support students' autonomy and academic grit through structured mentoring. Schools may use it to guide coaching conversations and coordinated follow-up, although evaluation across other contexts remains necessary.

Keywords – Academic grit; homeroom teacher; LC-SRLG model; learning coaching; self-regulated learning.

How to cite:
Tamrin, T., Nasir, N., & Fatmawati, T. (2026). Homeroom teachers' reflective coaching connects self-regulated learning and academic grit: A qualitative study. *Indonesian Journal of Educational Management and Leadership*, *4*(2). 432-463. https://doi.org/10.51214/ijemal.v4i2.2172

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INTRODUCTION

Twenty-first-century education faces increasingly complex challenges driven by rapid advances in science, technology, and social transformation. Schools are no longer expected merely to serve as institutions for knowledge transmission but also as environments that foster character development, social competence, critical thinking, and students' resilience in responding to various life challenges. Consequently, educational success should not be measured solely by academic achievement but also by students'

ability to sustain motivation, perseverance, and commitment in pursuing their learning goals (Purnomo et al., n.d.; Utami et al., 2024; Wijayati et al., 2025). Within this context, schools are required to establish effective mentoring systems that facilitate students' holistic development. One educational approach that has recently gained increasing attention is Learning Coaching. Learning coaching is a structured mentoring process designed to help students recognize their potential, set learning goals, identify solutions to learning challenges, and enhance their capacity to make independent decisions (Nasir, 2023; Parsinem, 2024; Sakinah et al., 2026). This approach emphasizes learner empowerment through reflective dialogue, enabling students to develop self-awareness and assume greater responsibility for their own learning.

The implementation of learning coaching in schools aligns closely with the contemporary educational paradigm, which positions students as active participants in the learning process rather than passive recipients of knowledge (Aswad & Badrun, 2025; Parsinem, 2024). In this paradigm, teachers are expected to function not only as providers of information but also as facilitators, mentors, and learning partners who support students in maximizing their potential. Accordingly, learning is no longer exclusively outcome-oriented but also aims to strengthen students' capacity for independent learning, problem-solving, and sustained engagement throughout the learning process (Bhardwaj et al., 2025; Widagdo, 2024). Among school personnel, homeroom teachers possess significant potential to perform the role of learning coaches. Homeroom teachers are directly responsible for guiding and supporting students within a particular class (Adha & Ulpa, 2021; Wati et al., 2024). Through continuous interaction with students, they develop a comprehensive understanding of students' academic performance, social relationships, emotional conditions, and personal characteristics. Such close relationships enable homeroom teachers to facilitate students in setting learning goals, reflecting on academic progress, and identifying appropriate strategies for overcoming academic challenges (Widiasworo & Vidya, 2023).

The role of learning coaching becomes increasingly important when associated with the development of students' academic grit. Academic grit refers to an individual's capacity to sustain interest, perseverance, and consistent effort toward achieving long-term academic goals despite encountering obstacles and setbacks (Framita et al., 2025). It encompasses not only diligence but also resilience in responding to failure, persistence in overcoming learning difficulties, and commitment to continuous improvement until desired academic outcomes are achieved. Previous studies have consistently demonstrated that students with higher levels of academic grit tend to achieve better academic performance, exhibit stronger learning motivation, and adapt more effectively to educational challenges than those with lower levels of academic grit (Feraco et al., 2023).

From a theoretical perspective, the relationship between learning coaching and academic grit can be explained through Self-Determination Theory, which emphasizes the fulfillment of individuals' basic psychological needs for competence, autonomy, and relatedness as essential conditions for fostering intrinsic motivation (Abu & Susetyarini, 2025). Through coaching practices, homeroom teachers can help students build

confidence in their abilities, clarify their academic goals, and strengthen their commitment to achieving those goals (Tabalena & Pratikto, 2025). Consequently, learning coaching has the potential to reinforce students' perseverance and resilience, which constitute the core dimensions of academic grit.

Despite its potential, educational practice indicates that not all students are able to maintain learning consistency when confronted with academic challenges (Ardi et al., 2024). Many students experience declining motivation after receiving unsatisfactory academic results, lack clearly defined academic goals, and easily give up when facing difficult assignments or challenging learning materials (Kulsum, 2025). These conditions suggest that fostering academic grit remains a significant challenge requiring greater attention within educational practice.

A preliminary study conducted at SMP Negeri 4 Kendari, Southeast Sulawesi, involved 240 ninth-grade students. The initial academic-grit assessment identified 70 students (29.17%) in the high category, 110 students (45.83%) in the moderate category, and 60 students (25.00%) in the low category. Thus, 170 students (70.83%) had not yet reached the high academic-grit category. Classroom observations, assignment-completion records, and initial discussions with homeroom teachers indicated recurring problems, including inconsistent task completion, reduced motivation following unsatisfactory academic results, limited persistence when confronting difficult learning materials, and uncertainty in setting academic goals. These preliminary findings indicate that academic grit among a substantial proportion of ninth-grade students requires structured and continuous support from the school environment.

Although SMP Negeri 4 Kendari has implemented a homeroom teacher system as part of its student guidance program, preliminary findings indicate that homeroom teachers' responsibilities remain largely focused on administrative duties and student discipline. Coaching-oriented activities, including assisting students in formulating learning goals, reflecting on academic progress, identifying learning barriers, and designing self-development strategies, have not yet been systematically integrated into their mentoring practices (Rosyadi, 2025). As a result, the potential of homeroom teachers to function effectively as learning coaches in fostering students' academic grit has not been fully realized.

These findings reveal a gap between the ideal role of homeroom teachers as learning coaches and the current practices implemented in schools. In fact, homeroom teachers occupy a strategic position in supporting students' academic resilience, strengthening intrinsic motivation, and fostering sustained commitment to learning (Widiasworo & Vidya, 2023). Optimizing the learning coaching role of homeroom teachers therefore represents a promising strategy for enhancing students' academic grit and enabling them to cope more effectively with academic demands (Nafisati et al., 2025).

Previous studies have extensively investigated coaching in education and academic grit. However, research specifically examining how homeroom teachers can be optimized as learning coaches to strengthen academic grit among junior secondary school students remains limited. Most previous studies have primarily focused on the relationship between

grit and academic achievement, learning motivation, or school counseling services (Tabalena & Pratikto, 2025). Consequently, there remains a significant research gap regarding the integration of learning coaching practices into homeroom teachers' mentoring roles to systematically develop students' academic grit.

Therefore, this study aims to provide a comprehensive understanding of how homeroom teachers implement learning coaching to support students' academic grit, examine the conditions that support and constrain its implementation, and formulate an optimization strategy through the LC-SRLG (Learning Coach–Self-Regulated Learning and Grit) Model. The findings are expected to contribute theoretically to the literature on educational management, learning coaching, self-regulated learning, and academic grit, while also providing a practical framework for structured student mentoring in secondary schools. Accordingly, this study addresses the following research questions: (1) How is learning coaching implemented by homeroom teachers in supporting students' academic development and academic grit? (2) How do learning coaching practices facilitate students' self-regulated learning and expressions of academic grit? (3) What factors support and constrain the implementation of learning coaching by homeroom teachers? and (4) How can the role of homeroom teachers as learning coaches be optimized through the LC-SRLG Model to strengthen students' academic grit?

The focus of this study was the optimization of homeroom teachers' roles as Learning Coaches in fostering the academic students' grit. To achieve this objective, the research focused on the following aspects: 1). The implementation of learning coaching by homeroom teachers. 2). The roles of homeroom teachers as Learning Coaches in mentoring and supporting students throughout the learning process. 3). The learning coaching activities implemented to facilitate students' academic development. 4). The supporting and inhibiting factors influencing the implementation of learning coaching. 5). Strategies for optimizing the role of homeroom teachers as Learning Coaches to strengthen students' academic grit.

METHOD

This study employed a qualitative approach with a descriptive qualitative research design to explore the implementation of learning coaching by homeroom teachers in strengthening the academic grit of Grade IX students at SMP Negeri 4 Kendari. This design was selected because the research questions required an in-depth and contextual understanding of how learning coaching is implemented, how coaching practices facilitate students' self-regulated learning and academic grit, what factors support and constrain its implementation, and how the role of homeroom teachers as learning coaches can be optimized. The qualitative descriptive approach enabled the researchers to examine participants' experiences, interactions, and perspectives in their natural school setting and to generate contextually grounded findings relevant to the development of the LC-SRLG framework.

This study was conducted at SMP Negeri 4 Kendari, a public junior high school in Kendari City, Southeast Sulawesi Province, Indonesia. The study involved a single research

site, which was purposively selected because the school has implemented a homeroom teacher system as part of its student guidance and mentoring program. The school also provided a relevant context for exploring how homeroom teachers implement learning coaching, support students' academic grit, and optimize their roles as learning coaches. Therefore, SMP Negeri 4 Kendari was considered appropriate for addressing the research questions and objectives of this study.

Participants were selected purposively based on their direct involvement in learning coaching and student mentoring. The study involved 12 participants (Table 1): one principal, one vice principal for student affairs, three Grade IX homeroom teachers, one guidance and counseling teacher, five Grade IX students, and one parent. The five student participants were selected because they had directly participated in learning-coaching activities, represented variations in academic-grit levels and mentoring needs, and could provide detailed accounts of their learning difficulties, goal-setting processes, and responses to homeroom-teacher mentoring. Their selection was intended to obtain information-rich qualitative data rather than statistical representation of the 240 Grade IX students.

The participants included the following stakeholders:

Table 1.

Research Participants and Their Roles

No.	Participants	Number	Role
1	Principal	1	School policymaker
2	Vice Principal for Student Affairs	1	Coordinator of student development and support programs
3	Grade IX Homeroom Teachers	3	Implementers of learning coaching
4	Guidance and Counseling Teacher	1	Student mentoring and counseling partner
5	Grade IX Students	5	Recipients of learning-coaching support
6	Parent	1	Home-based learning support and monitoring

The number of participants was determined based on the principle of data saturation. Additional participants were recruited, when necessary, until no new information or themes emerged from the data, ensuring the completeness and credibility of the research findings

Data were collected through semi-structured interviews, passive participant observations, and document analysis. Interviews captured participants' experiences and perspectives regarding learning coaching, self-regulated learning, academic grit, supporting and constraining factors, and optimization strategies. Observations documented naturally occurring teacher–student interactions, reflective coaching practices, goal setting, learning monitoring, and students' perseverance and responses to academic difficulties, supported by field notes and photographic documentation.

Document analysis included homeroom teacher mentoring programs, student attendance and academic progress records, school guidance programs, and other relevant school records. Evidence from these three sources was triangulated and integrated into the Results section, where interview excerpts, observational field notes, and documentary evidence were used to substantiate the interpretation of each major finding.

Observations were conducted directly to obtain in-depth information about the implementation of learning coaching by homeroom teachers during student mentoring activities. The observations focused on capturing authentic interactions and behaviors within the natural school setting.

The aspects observed included: a). Interactions between homeroom teachers and students. b). The implementation of students' academic mentoring processes. c). Communication patterns between homeroom teachers and students. d). Reflection and evaluation activities related to students' academic development. e). Students' behaviors reflecting indicators of academic grit, such as perseverance, sustained effort, commitment to learning goals, and resilience in overcoming academic challenges.

The observations were conducted using a passive participant observation approach, in which the researchers were present at the research site without directly participating in the activities being observed. This approach enabled the researchers to document naturally occurring behaviors and interactions while minimizing disruption to the participants' daily activities and preserving the authenticity of the data collected.

In-depth semi-structured interviews were conducted with the research participants to obtain comprehensive information regarding the implementation of learning coaching and its role in fostering students' academic grit. The interviews explored the participants' experiences, perceptions, and perspectives related to the learning coaching practices implemented by homeroom teachers.

The interview topics included: a). Teachers' understanding of the concept of Learning Coaching. b). The implementation of learning coaching by homeroom teachers. c). Students' experiences of receiving learning coaching and academic mentoring from their homeroom teachers. d). Factors supporting and constraining the implementation of learning coaching. e). Efforts to strengthen students' academic grit. f). Strategies for optimizing learning coaching practices.

The interviews were conducted using a semi-structured interview guide, allowing the researchers to maintain consistency across interviews while providing flexibility to explore emerging issues and probe participants' responses in greater depth. This approach enabled the collection of rich, detailed, and contextually grounded data relevant to the objectives of the study

Document analysis was conducted to complement and validate the data obtained through observations and interviews. This technique enabled the researchers to examine official school records and documents relevant to the implementation of learning coaching and the development of students' academic grit. The collected documents also served as

supporting evidence to strengthen the credibility and trustworthiness of the research findings through data triangulation.

The documents reviewed included: a). The school profile. b). The school's vision and mission statements. c). The school's annual work program. d). Student development and guidance programs. e). Homeroom teacher programs and mentoring plans. f). School rules and regulations. g). Student attendance records. h). Students' academic and behavioral progress records. i) Students' academic achievement records. j). Photographs documenting student mentoring and coaching activities. k). Other relevant documents related to the implementation of learning coaching and the objectives of the study.

The analysis of these documents provided contextual insights and empirical evidence that supported a comprehensive understanding of school policies, mentoring practices, and students' academic development. These data strengthened the validity of the study and enriched the interpretation of the research findings.

In qualitative research, the researcher served as the primary research instrument (human instrument). The researcher was responsible for determining the research focus, collecting data, analyzing and interpreting the findings, and preparing the research report. As the primary instrument, the researcher was directly involved in interacting with participants, observing the research setting, and interpreting the meanings embedded in the collected data.

To support the data collection process, several supplementary research instruments were employed, including: 1). An observation guide to systematically record the implementation of learning coaching and participants' behaviors. 2). A semi-structured interview guide to facilitate in-depth interviews while allowing flexibility to explore emerging issues. 3). A document analysis checklist to organize and review relevant school documents. 4). A digital audio recorder to capture interview data accurately. 5). A digital camera or smartphone to document research activities and supporting evidence. 6). Field notes to record observations, contextual information, researchers' reflections, and important events that occurred during the data collection process.

These supplementary instruments were used to enhance the consistency, completeness, and credibility of the data collected through observations, interviews, and document analysis.

Data analysis was conducted throughout the research process, beginning with data collection and continuing until the completion of the study. The analysis followed the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of data condensation, data display, and conclusion drawing and verification.

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming raw data obtained from observations, interviews, and document analysis into organized and meaningful information. This process enables researchers to manage large volumes of qualitative data while maintaining their relevance to the research objectives.

In this study on optimizing homeroom teachers' roles as Learning Coaches in fostering the academic students' grit, data condensation was carried out through four sequential stages: data selection, coding, categorization, and theme development. Data selection (Table 2) involved identifying and retaining information that was directly relevant to the research focus, while excluding data that were not pertinent to the objectives of the study. Subsequently, meaningful data segments were assigned descriptive codes, grouped into categories based on conceptual similarities, and synthesized into broader themes that represented the key patterns emerging from the participants' experiences. These themes served as the foundation for interpreting the findings and developing the LC-SRLG (Learning Coach–Self-Regulated Learning and Grit) Model.

Table 2.

Data Selection

Relevant Data	Reason for Relevance
Homeroom teachers serve as academic mentors, student advisors, motivators, and liaisons among students, parents, and the school.	Explains the role of homeroom teachers as Learning Coaches.
Learning coaching is understood as a mentoring approach that helps students identify solutions, set learning goals, and develop their potential.	Addresses participants' understanding of Learning Coaching.
Teachers employ open communication, reflective questioning, active listening, and assist students in setting learning goals.	Demonstrates the implementation of Learning Coaching practices.
Teachers monitor students' progress through attendance records, academic performance, assignment completion, and communication with parents.	Explains the mechanisms of academic mentoring and learning coaching.
Positive teacher–student relationships are established through empathy, open communication, and respect for students' perspectives.	Identifies factors contributing to the effectiveness of Learning Coaching.
Some students continue to complete learning tasks despite experiencing academic difficulties.	Indicates the perseverance dimension of academic grit.
Some students establish target grades and future educational aspirations.	Reflects the consistency of interest dimension of academic grit.
Students with unsatisfactory academic performance strive to improve their results through remedial learning and additional study.	Demonstrates students' academic perseverance and resilience.
Learning coaching encourages students to	Explains the contribution of

Relevant Data	Reason for Relevance
become more disciplined, self-confident, actively engaged in learning, and less likely to give up.	Learning Coaching to the development of academic grit.
Supporting factors include support from the school, parents, guidance and counseling teachers, and positive teacher–student relationships.	Identifies factors supporting the optimization of Learning Coaching.
Inhibiting factors include limited time available for homeroom teachers, large class sizes, low student motivation, and the influence of social media.	Identifies factors constraining the optimization of Learning Coaching.
Suggested optimization strategies include coaching training, structured mentoring guidelines, collaboration with parents and guidance counselors, and dedicated coaching sessions.	Addresses strategies for optimizing Learning Coaching implementation.

Following the data selection process, the relevant data were systematically coded (Table 3), grouped into categories based on conceptual similarities, and subsequently synthesized into broader themes representing the implementation of Learning Coaching, the development of academic grit, the supporting and inhibiting factors, and strategies for optimizing learning coaching practices. This iterative analytical process was conducted continuously throughout the study until the data were systematically organized, conceptually coherent, and ready for presentation and interpretation. The resulting themes served as the basis for explaining the research findings and developing the LC-SRLG (Learning Coach–Self-Regulated Learning and Grit) Model.

Table 3.

Data Coding

Data Excerpt	Code	Meaning of the Code
"The homeroom teacher supports students' academic and non-academic development."	HTU	Understanding of the Homeroom Teacher's Role
"The teacher helps students identify solutions to the problems they encounter."	LCF	Learning Coaching Functions
"The teacher asks students reflective questions."	RQD	Reflective Questioning and Dialogue
"The teacher listens to students' concerns without blaming them."	EMP	Teacher Empathy in Student Mentoring
"The teacher helps students set academic goals and learning targets."	GLS	Goal Setting in Learning
"The teacher and students jointly develop a learning schedule."	LPL	Learning Planning

Data Excerpt	Code	Meaning of the Code
"The teacher regularly evaluates students' academic progress."	MON	Monitoring Students' Progress
"Students continue completing assignments despite experiencing learning difficulties."	PER	Academic Perseverance
"Students do not easily give up after receiving low grades."	RES	Academic Resilience
"Students have clear academic goals."	CAG	Commitment to Academic Goals
"Students demonstrate improved learning discipline."	SLD	Self-Regulated Learning Discipline
"Students become more confident after receiving mentoring."	SCF	Students' Self-Confidence
"Teacher–student relationships are characterized by openness and mutual trust."	TSR	Teacher–Student Relationship
"Parents monitor their children's learning progress."	PAS	Parental Support
"Guidance and counseling teachers collaborate with homeroom teachers in supporting students."	COL	School Collaboration
"The school supports the program through the homeroom teacher system."	ISS	Institutional Support
"Limited time constrains the mentoring process."	TLC	Time Limitation for Coaching
"Large class sizes make individual mentoring difficult."	CLS	Class Size Constraints
"Some students are reluctant to communicate openly with teachers."	SOC	Student Openness Constraints
"Social media distracts students' learning concentration."	SMD	Social Media Distraction
"Teachers need coaching training."	TCT	Teacher Coaching Training
"A standardized mentoring guideline is needed."	SMG	Standardized Mentoring Guidelines
"Dedicated time should be allocated for student coaching."	DCT	Dedicated Coaching Time

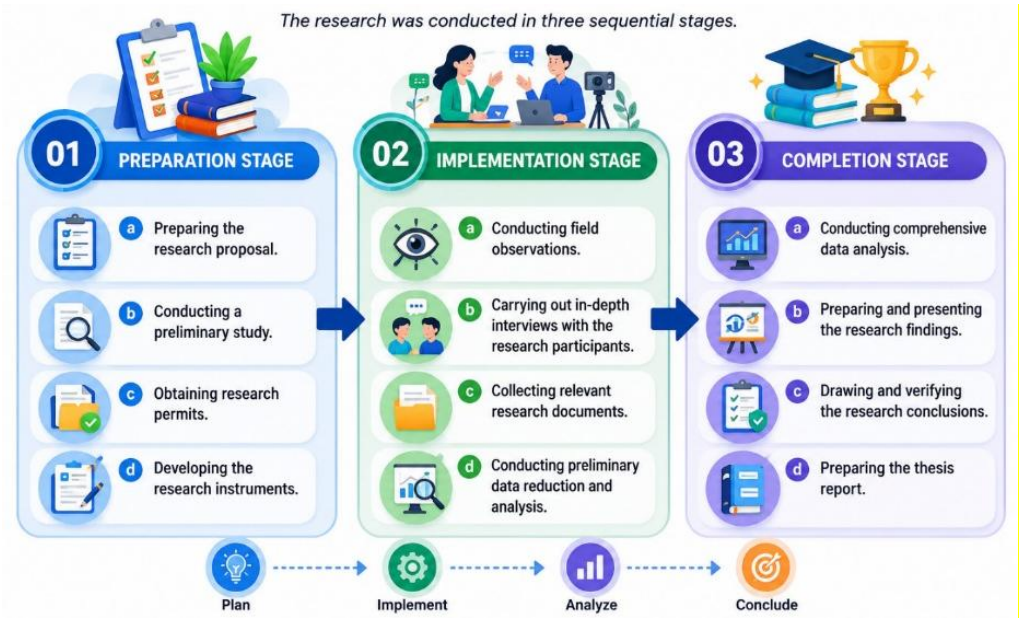
The categorized data were subsequently presented in the form of narrative descriptions, tables, matrices, and diagrams to facilitate data interpretation and the identification of relationships among categories. Data display enabled the researchers to systematically organize the findings and provided a clear basis for subsequent analysis and interpretation.

The researchers interpreted the displayed data to identify patterns, themes, and relationships among categories and to draw conclusions relevant to the research objectives. The conclusions were continuously verified throughout the research process by comparing emerging findings with newly collected data to ensure their consistency, credibility, and trustworthiness. This iterative process enhanced the validity of the findings and supported the development of a comprehensive understanding of the optimization of homeroom teachers' roles as Learning Coaches in strengthening students' academic grit.

To ensure the trustworthiness of the findings, this study applied four criteria of qualitative rigor: credibility, transferability, dependability, and confirmability. Credibility was established through source, methodological, and time triangulation, member checking, and prolonged engagement, enabling the researchers to compare information across participants, data collection techniques, and different periods of data collection. Transferability was supported by providing detailed descriptions of the research context, participants, procedures, and findings, allowing readers to assess the applicability of the findings to similar educational contexts. Dependability was maintained through an audit trail documenting the processes of data collection, analysis, interpretation, and reporting, while confirmability was ensured by grounding interpretations and conclusions in empirical evidence obtained from interviews, observations, and document analysis and continuously comparing them with the collected data to minimize researcher bias.

Figure 1.

Research Prosedure



The research methodology (Figure 1) was designed to obtain a comprehensive understanding of the implementation and optimization of homeroom teachers' roles as Learning Coaches in fostering the academic grit of Grade IX students at SMP Negeri 4 Kendari. Furthermore, the methodological approach provided an empirical foundation for developing the LC-SRLG (Learning Coach–Self-Regulated Learning and Grit) Model, which offers practical recommendations for strengthening school-based student mentoring and promoting students' academic resilience.

RESULTS AND DISCUSSION

Results

The findings are presented according to the four research questions guiding this study to provide a systematic account of how homeroom teachers implement learning coaching and how these practices relate to students' self-regulated learning and academic grit. The analysis of interview transcripts, observation records, field notes, and relevant school documents generated several interrelated themes that were subsequently organized under the research questions to which they provided the strongest empirical response. The first section examines the implementation of learning coaching by homeroom teachers; the second explains how coaching practices facilitate students' self-regulated learning and expressions of academic grit; the third identifies the factors supporting and constraining learning coaching implementation; and the fourth presents strategies for optimizing the homeroom teachers' role through the proposed LC-SRLG framework. Interview excerpts, observational evidence, and documentary data are integrated throughout the sections to substantiate the findings and demonstrate triangulation across data sources.

The thematic analysis generated five original themes that were subsequently organized under the four research questions used to structure this Results section. Table 4 summarizes the themes, their constituent categories, operational indicators, and representative evidence before the findings are presented in detail.

Table 4.

Summary of Themes, Categories, Operational Indicators, and Representative Evidence

Theme	Constituent categories	Operational indicators	Representative participant excerpt
1. Understanding the role of learning coaching	Student-centered mentoring, reflective dialogue, empowerment, and distinction between coaching and administrative duties	Active listening, reflective questioning, student autonomy, and independent problem-solving	"Teachers do not merely provide instructions or advice but help students find their own solutions to the problems they face" (WT, homeroom teacher, translated from Indonesian).
2. Implementation of learning coaching	Identification of learning difficulties, goal setting, action planning, reflection, and monitoring	Open-ended questions, realistic academic targets, learning schedules, feedback, and progress reviews	"I do not immediately provide answers or make decisions for students. I encourage them to think and determine the best steps for themselves" (WT, homeroom teacher, translated from Indonesian).

	Theme	Constituent categories	Operational indicators	Representative participant excerpt
3.	Contribution to students' academic grit	Self-confidence, perseverance, learning autonomy, consistency of effort, and commitment to goals	Willingness to attempt difficult tasks, task completion, responses to failure, and sustained effort	"I usually hesitate when I receive an assignment that I consider difficult. The homeroom teacher does not immediately give me the answer but asks what I can do first. Over time, I have become more confident in trying independently and continue working until I complete it" (FW, Grade IX student, translated from Indonesian).
4.	Supporting and inhibiting factors	School support, collaboration, parental involvement, time constraints, class size, and coaching competence	Institutional commitment, coordination, mentoring time, teacher preparedness, and student openness	"The greatest obstacle in implementing learning coaching is the limited time available to homeroom teachers. The number of students in one class also means that individual mentoring cannot always be provided optimally" (WT, homeroom teacher, translated from Indonesian).
5.	Strategies for optimizing the learning-coach role	Coaching training, structured guidance, scheduled mentoring, collaborative support, and continuous evaluation	Professional development, common procedures, dedicated mentoring time, coordination, and systematic monitoring	"Schools need to provide specific training on learning coaching, establish a mentoring guide that can be used consistently by all homeroom teachers, and provide more structured time for student mentoring" (M, school principal, translated from Indonesian).

Implementation of Learning Coaching by Homeroom Teachers

The findings addressing the first research question showed that learning coaching was implemented by homeroom teachers as a student-centered mentoring process that extended beyond routine administrative responsibilities. Participants understood the role of the homeroom teacher not merely as monitoring attendance, academic scores, discipline, or classroom administration, but also as assisting students in identifying learning difficulties, recognizing their potential, setting academic goals, and determining appropriate strategies for addressing learning

problems. Learning coaching was therefore characterized by reflective dialogue, active listening, open communication, collaborative goal setting, learning planning, and continuous monitoring of students' progress.

One homeroom teacher described the distinction between coaching and directive mentoring by stating, *"I do not immediately provide answers or decisions, but encourage students to think and determine the best steps for themselves"* (WT, homeroom teacher). This statement indicates that the teacher attempted to position students as active participants in solving their own learning problems rather than as passive recipients of advice. The teacher's role was primarily to facilitate reflection, guide students in identifying alternatives, and assist them in making learning decisions. This practice was consistent with the broader pattern identified in the interview data, in which learning coaching was understood as a mentoring process that helped students recognize their difficulties and formulate their own solutions.

Observational evidence supported the interview findings. During mentoring interactions, homeroom teachers listened to students' concerns and used reflective questions to explore their academic difficulties. Questions such as *"What is the main difficulty you are facing?"* and *"What do you think can be done to improve it?"* were used to encourage students to examine the problems they encountered before determining possible actions. Rather than immediately prescribing solutions, teachers allowed students to explain their experiences, identify factors contributing to their difficulties, and consider possible improvements.

The implementation of learning coaching also involved collaborative academic goal setting. Interview data indicated that homeroom teachers assisted students in formulating realistic academic targets according to their individual abilities, learning conditions, and aspirations. Students were not simply assigned predetermined academic targets; instead, teachers encouraged them to participate in determining goals that they considered attainable. After identifying the goals, teachers guided students in translating them into concrete learning plans, including organizing study schedules, prioritizing academic tasks, identifying learning needs, and selecting appropriate learning strategies.

Continuous monitoring constituted another important component of coaching implementation. Homeroom teachers monitored students' attendance, assignment completion, academic performance, learning discipline, and progress toward previously established targets. Monitoring was conducted through direct communication with students as well as coordination with subject teachers and parents. This process enabled homeroom teachers to identify changes in students' learning behavior and provide follow-up support when difficulties emerged.

Reflection was also incorporated into the mentoring process. Students were encouraged to review their learning experiences, recognize progress, identify persistent obstacles, and evaluate whether the strategies they had used were effective. When a strategy did not produce the expected progress, teachers encouraged students to reconsider their approach and identify alternative actions.

Thus, reflection did not function solely as an evaluation of academic outcomes but also as a mechanism for helping students understand the relationship between their efforts, strategies, and learning results.

The documentary evidence complemented these findings. The reviewed records included homeroom teacher programs, student guidance activities, attendance records, students' academic and behavioral progress records, academic achievement records, and documentation of mentoring activities. These documents demonstrated that monitoring and student development were embedded within existing school guidance practices. Taken together, the interview, observation, and documentary evidence showed that learning coaching was implemented through an interconnected process of reflective dialogue, identification of learning difficulties, goal setting, learning planning, progress monitoring, and evaluation.

Learning Coaching, Self-Regulated Learning, and Students' Academic Grit

The findings addressing the second research question showed that learning coaching provided opportunities for students to develop self-regulated learning through goal setting, learning planning, progress monitoring, and reflection. These self-regulatory processes were associated in participants' accounts and observational evidence with expressions of academic grit, particularly perseverance when facing difficulties, consistency of effort, self-confidence, resilience in responding to setbacks, and commitment to academic goals.

Students gradually assumed greater responsibility for managing their learning activities after participating in coaching-oriented mentoring. Through collaborative goal setting, they developed clearer academic directions, while learning planning helped them determine concrete actions required to achieve those goals. Monitoring and reflection subsequently allowed students to assess their progress and reconsider strategies when difficulties emerged. Observational data indicated that students participating in learning coaching demonstrated greater awareness of their academic goals, developed learning plans, and showed greater discipline in fulfilling academic responsibilities. They also demonstrated an increased ability to reflect on learning difficulties and identify possible solutions.

The development of these self-regulatory behaviors was reflected in students' responses to challenging academic tasks. One Grade IX student explained:

> *"I usually hesitate when I receive an assignment that I consider difficult. The homeroom teacher does not immediately give me the answer but asks what I can do first. Over time, I have become more confident in trying independently and continue working until I complete it"* (FW, Grade IX student).

This account illustrates how reflective questioning encouraged the student to initiate action independently rather than immediately depending on the teacher for solutions. The student's willingness to attempt the task and continue until completion represents an observable expression of perseverance in an academic context. The guidance and counseling teacher reported a similar pattern:

> *"The homeroom teacher's mentoring is helpful because the homeroom teacher interacts with students more frequently. Students who previously gave up easily or studied irregularly have become more open about their difficulties. When the homeroom teacher monitors their progress and coordinates with us, changes in their learning behavior are easier to follow"* (SGBK, guidance and counseling teacher).

This account suggests that continuous interaction and progress monitoring enabled changes in students' learning behavior to be observed across different educational personnel. It also illustrates how collaboration between homeroom teachers and guidance and counseling teachers provided a mechanism for following students' academic development over time.

Observations further showed that students became more willing to ask questions, persisted in completing difficult assignments, and were less likely to discontinue their efforts when experiencing difficulty understanding learning materials. Interviews with homeroom teachers similarly indicated that students receiving continuous mentoring developed more regular learning patterns and demonstrated greater consistency in completing their academic responsibilities. Goal setting, monitoring, and periodic reflection appeared to provide students with a clearer direction for sustaining their learning efforts.

Self-confidence also emerged as an important change described in the data. Teachers did not focus exclusively on students' weaknesses but encouraged them to recognize their strengths and acknowledge incremental progress. Observations indicated that students became more confident in expressing opinions and participating in learning activities. Clearer academic goals were also accompanied by stronger commitment to completing assignments and preparing for assessments. These changes developed gradually through sustained interactions between homeroom teachers and students rather than appearing immediately after individual coaching encounters.

Taken together, these findings suggest an empirical sequence in which reflective coaching creates opportunities for students to identify learning problems, formulate goals, plan actions, monitor progress, and evaluate their strategies. These activities correspond to self-regulated learning processes and were associated in the qualitative data with students' willingness to persist, maintain effort, recover from academic difficulties, and remain committed to academic goals. The findings therefore position self-regulated learning as a conceptual bridge between the coaching practices provided by homeroom teachers and students' expressions of academic grit, while not implying a causal relationship that has been experimentally established.

Supporting and Constraining Factors in Learning Coaching Implementation

The findings addressing the third research question revealed that learning coaching was influenced by a combination of institutional, relational, and individual conditions. The principal supporting factors included institutional support,

collaboration among homeroom teachers, guidance and counseling teachers and subject teachers, parental involvement, positive teacher–student relationships, and a supportive school environment. Conversely, limited mentoring time, large class sizes, differences in teachers' coaching competence, limited student openness, and learning distractions constituted important constraints.

Institutional support provided an important foundation for the implementation of learning coaching. Interview data indicated that the school facilitated student mentoring through existing student development programs and coordination among educational personnel. Documentary analysis confirmed the presence of homeroom teacher programs, student guidance initiatives, counseling services, and character-development activities supporting continuous student mentoring.

Parental involvement also supported the continuity of mentoring between school and home. Parents contributed by monitoring learning activities, encouraging students, and communicating with homeroom teachers regarding academic progress and difficulties. Regular communication enabled teachers and parents to exchange information about students' behavior and progress, thereby supporting more continuous monitoring. Collaboration with subject teachers and guidance and counseling teachers provided additional information regarding students' classroom performance, learning difficulties, and personal or emotional concerns.

A supportive teacher–student relationship constituted another important enabling condition. Observations showed that students were more willing to discuss their academic difficulties when interactions with teachers were characterized by openness, respect, and nonjudgmental communication. A safe and supportive school environment strengthened students' trust in their homeroom teachers and facilitated conversations about both academic and personal challenges.

Despite these supporting conditions, participants identified several barriers. Limited time was among the most frequently reported constraints because homeroom teachers were simultaneously responsible for teaching, administrative duties, school activities, and student mentoring. One homeroom teacher explained:

> *"The greatest obstacle in implementing learning coaching is the limited time available to homeroom teachers. The number of students in one class also means that individual mentoring cannot always be provided optimally"* (WT, homeroom teacher, translated from Indonesian).

Large class sizes intensified this challenge because individualized coaching required teachers to understand students' different learning needs, characteristics, and difficulties. The greater the number of students assigned to a homeroom teacher, the fewer opportunities teachers had to conduct sustained individual mentoring. The data also revealed differences in teachers' coaching competence. Some teachers demonstrated active listening, reflective questioning, and facilitation of independent problem-solving, whereas others continued to rely more heavily on directive approaches.

Other constraints included differences in students' willingness to communicate openly, and distractions associated with social media. These conditions indicated that coaching effectiveness was not determined solely by teachers' intentions or competencies. Instead, implementation depended on the interaction of teacher capacity, available time, institutional arrangements, student characteristics, family involvement, and collaboration among school personnel.

Overall, the triangulated evidence demonstrates that successful learning coaching requires an educational environment capable of supporting sustained mentoring. Institutional commitment, parental involvement, collaboration among educational professionals, and positive teacher–student relationships provided enabling conditions, whereas limited time, large class sizes, variations in coaching competence, and student-related challenges constrained the depth and consistency of implementation.

Optimizing Homeroom Teachers' Learning Coaching through the LC-SRLG Framework

The findings addressing the fourth research question identified several strategies for optimizing homeroom teachers' roles as learning coaches. These strategies included strengthening teachers' coaching competencies through professional development, establishing standardized mentoring guidelines, allocating dedicated mentoring time, strengthening collaboration among homeroom teachers, subject teachers, guidance and counseling teachers and parents, and conducting continuous monitoring and evaluation of student development.

Participants emphasized that coaching competence required systematic professional development rather than relying solely on teachers' existing mentoring experience. Training was considered particularly important for developing active listening, reflective questioning, communication skills, student-centered problem-solving, goal-setting facilitation, and reflective mentoring practices. Strengthening these competencies would reduce variations in how homeroom teachers understood and implemented learning coaching.

The school principal emphasized the need for both professional development and institutional structures:

> *"Schools need to provide specific training on learning coaching, establish a mentoring guide that can be used consistently by all homeroom teachers, and provide more structured time for student mentoring"* (M, school principal).

This statement reflects three interconnected optimization priorities: strengthening coaching competence, establishing common mentoring procedures, and providing adequate time for implementation.

Participants also emphasized the importance of strengthening the institutional mentoring system. Suggested strategies included developing standardized learning-coaching guidelines, allocating dedicated coaching sessions, strengthening coordination among homeroom teachers, guidance and counseling teachers and

subject teachers, and improving communication with parents. Such institutional arrangements were considered necessary to make mentoring more systematic, consistent, and sustainable rather than dependent on individual teacher initiatives.

The synthesis of findings across the four research questions provided the empirical foundation for the proposed LC-SRLG (Learning Coach–Self-Regulated Learning and Grit) framework. The framework positions the homeroom teacher as a continuing learning partner who facilitates reflective dialogue, assists students in identifying learning difficulties, supports collaborative goal setting and learning planning, monitors progress, and encourages reflective evaluation. Through these practices, students are provided with opportunities to develop self-regulated learning by setting goals, selecting strategies, monitoring their efforts, evaluating progress, and modifying strategies when setbacks occur.

Within the proposed framework, self-regulated learning functions as the conceptual mechanism connecting learning coaching with expressions of academic grit. Students who increasingly regulate their learning are better positioned to maintain effort when facing academic challenges, persist in completing difficult tasks, recover from unsatisfactory results, and sustain commitment to longer-term academic goals. The qualitative findings therefore suggest a conceptual progression from learning coaching practices → self-regulated learning processes → expressions of academic grit, supported by institutional, relational, and family conditions.

The five original themes generated during the thematic analysis remain embedded within this structure. The understanding of learning coaching and its implementation explain the coaching relationship and practices; the findings concerning learning autonomy, responsibility, perseverance, and commitment explain the self-regulated learning and academic grit processes; the supporting and inhibiting conditions explain the context in which coaching operates; and the optimization strategies provide the institutional and professional mechanisms required to strengthen implementation. In this way, the themes are not treated as independent findings but as interconnected empirical components answering the four research questions.

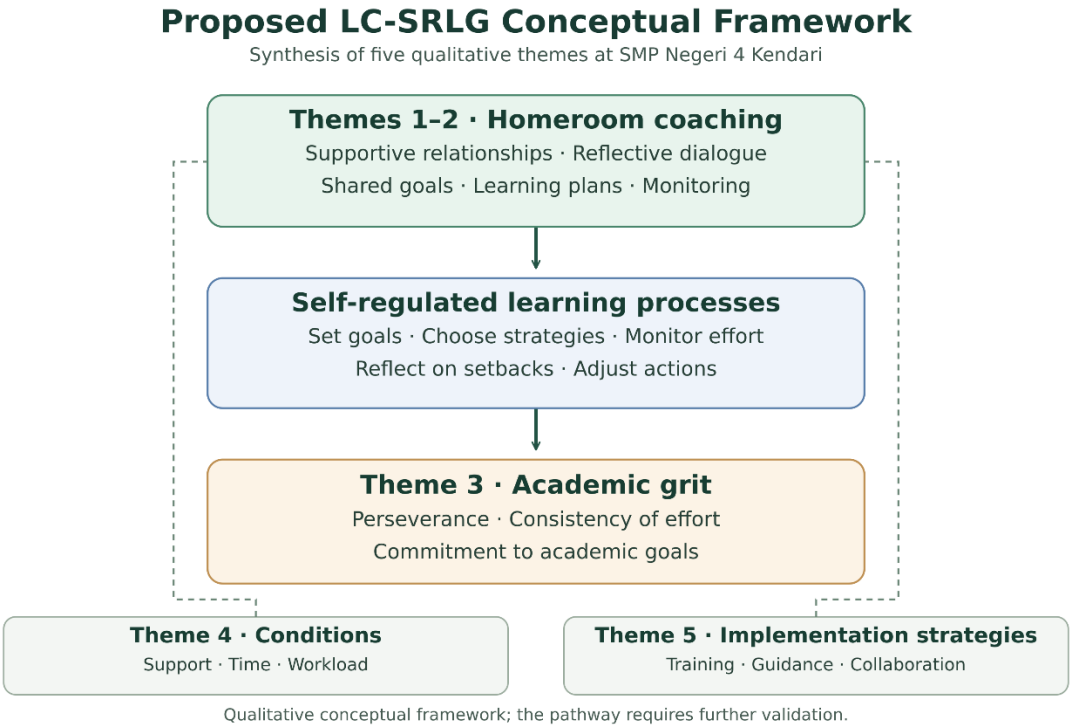
The resulting LC-SRLG framework should therefore be interpreted as a preliminary grounded conceptual framework, rather than as a validated intervention or experimentally established causal model. The progression from coaching practices through self-regulated learning to academic grit represents an interpretation of the qualitative evidence generated from participants' experiences, observations, and documentary records and requires further empirical evaluation in other educational settings. This interpretation is consistent with the manuscript's synthesis showing that the five themes provide the empirical basis for the proposed framework and that the progression requires further testing.

The interaction among the five themes provides an explicit transition from the empirical findings to the proposed conceptual model. As shown in Figure 2, supportive relationships and reflective coaching practices activate self-regulated learning processes,

which are associated with perseverance, consistency of effort, and commitment to academic goals. Contextual conditions and implementation strategies influence the continuity and strength of this pathway.

Figure 2.

Proposed Conceptual Relationship among the Empirical Themes



The matrix below clarifies how the empirical categories were synthesized into the five themes and connected to the conceptual pathway represented in the LC-SRLG framework (Table 5).

Table 5.

Matrix of Relationships among Categories and Themes

Categories	Themes
Understanding of Learning Coaching, reflective communication, teacher–student relationships	Learning Coaching as a Student-Centered Mentoring Approach
Academic goal setting, learning planning, progress monitoring	Learning Coaching Promotes Students' Learning Autonomy and Academic Responsibility
Perseverance, learning consistency, self-confidence, academic resilience	Learning Coaching Contributes to Strengthening Students' Academic Grit
Institutional support, parental involvement, guidance and counseling teachers, subject teachers	The Effectiveness of Learning Coaching Is Supported by Multi-Stakeholder Collaboration
Implementation challenges, coaching training, mentoring guidelines	Optimizing Learning Coaching Requires Strengthened Coaching Competencies and Institutional Support Systems

Discussion

Optimizing Homeroom Teachers' Learning Coaching to Strengthen Students' Academic Grit: Perspectives from Grit Theory, Self-Regulated Learning, Educational Coaching, and Ecological Systems Theory

The findings demonstrate that the implementation of Learning Coaching by homeroom teachers at research site plays a significant role in strengthening students' academic grit through student-centered mentoring, the development of learning autonomy, the enhancement of academic perseverance, and collaborative support among educational stakeholders. These findings support Grit Theory, which argues that long-term success depends not only on cognitive ability but also on sustained perseverance and consistency of interest in pursuing long-term goals (Duckworth et al., 2007). The present study found that students who participated in learning coaching demonstrated greater perseverance in overcoming learning difficulties, maintained more consistent engagement in academic activities, and exhibited stronger commitment to their learning goals. These findings suggest that coaching facilitates the development of academic grit by encouraging reflective learning, providing continuous support, and strengthening students' intrinsic motivation. This interpretation is consistent with recent evidence indicating that structured coaching interventions enhance students' persistence, resilience, and long-term academic engagement.

The findings of this study provide empirical insight into how homeroom teachers enact learning coaching and how reflective coaching practices are associated with students' self-regulated learning (SRL) and expressions of academic grit. Across the findings, learning coaching was characterized by reflective dialogue, active listening, collaborative goal setting, learning planning, progress monitoring, and reflective evaluation (Arvatz, A., et.al. 2025). Rather than functioning primarily as providers of solutions, homeroom teachers encouraged students to identify learning difficulties, examine their current learning conditions, formulate realistic goals, consider alternative strategies, and determine appropriate actions. This finding suggests a shift from directive academic mentoring toward a more student-centered form of guidance in which students participate actively in decisions concerning their learning.

This pattern is conceptually consistent with the GROW coaching framework, which structures coaching conversations around Goal, Reality, Options, and Will or Way Forward (Seraj, S., & Leggett, R. 2023). In this framework, the coach facilitates rather than dictates the solution: individuals clarify what they want to achieve, examine their current situation, consider alternative courses of action, and determine concrete actions to move forward. The practices identified in the present study reflect this logic. Homeroom teachers assisted students in establishing academic goals, identifying the difficulties underlying their current learning conditions, exploring possible strategies, and determining actions such as revising study schedules or improving task completion. The similarity is important because it suggests that learning coaching in the homeroom context can transform ordinary mentoring conversations into reflective learning processes. However, the findings should

not be interpreted as demonstrating formal implementation of the GROW model; rather, the observed practices showed conceptual similarities to its coaching stages. The GROW framework itself emphasizes a learner-centered progression from goal identification to determining concrete next steps (Sadewo, Y. D., et.al. 2025).

The findings further indicate that reflective questioning is particularly important in this process. Instead of immediately telling students what they should do, homeroom teachers used questions to encourage them to recognize their difficulties and consider their own responses. This may explain why students described greater confidence and willingness to attempt difficult academic tasks. When students are repeatedly encouraged to articulate problems and formulate possible solutions, responsibility for learning decisions gradually shifts from the teacher toward the learner. Thus, the significance of reflective dialogue lies not merely in improving teacher–student communication but in creating opportunities for students to exercise autonomy and develop greater ownership of their learning. This interpretation also explains why a coaching relationship based on openness, empathy, and trust emerged as an important condition in the findings (Wu, D., & Dong, X. 2024), students are more likely to discuss academic difficulties and reconsider ineffective strategies when the mentoring relationship provides psychological safety for reflection.

More importantly, the findings clarify the relationship between learning coaching and self-regulated learning. Homeroom teachers guided students to establish academic goals, develop learning plans, monitor progress, evaluate learning experiences, and modify strategies when difficulties persisted. These practices correspond closely to Zimmerman's conceptualization of self-regulated learners as active participants in their own learning who regulate goals, strategies, behaviors, and self-reflection rather than depending entirely on external direction. Self-regulation involves proactive processes through which learners transform their abilities into academic skills, including goal setting, strategy use, self-monitoring, and self-reflection (Lee, M., et.al. 2023).

From this perspective, the present findings suggest that learning coaching may provide an interpersonal context through which self-regulatory processes are practiced. Collaborative goal setting supports the development of purposeful learning objectives; learning planning requires students to translate those objectives into manageable actions; monitoring encourages them to compare their actual progress with their intended goals; and reflective dialogue enables them to evaluate whether existing strategies should be maintained or modified. The importance of this finding is that learning coaching and SRL should not be understood as two unrelated processes. Coaching represents external scaffolding provided through interaction with the homeroom teacher, whereas self-regulated learning represents the increasingly internalized capacity of students to manage their own learning (Shao, J., et.al. 2023). As students repeatedly participate in goal setting, planning, monitoring, and reflection, teacher-supported regulation may gradually provide opportunities for greater learner self-regulation.

This interpretation helps explain the expressions of academic grit identified in the study. Students were reported to become more willing to attempt difficult tasks, continue

completing assignments despite learning difficulties, recover from unsatisfactory academic performance, and maintain commitment to academic goals. Rather than assuming that coaching directly "caused" academic grit, the qualitative evidence suggests a plausible process in which coaching-supported self-regulation was associated with students' persistence and sustained effort (Guo et al., 2023). Students who have clearer goals and strategies for monitoring their progress may be better positioned to interpret academic setbacks as problems requiring strategic adjustment rather than as reasons to discontinue effort. In this sense, perseverance is supported not simply by encouraging students to "work harder," but by helping them understand what they are trying to achieve, what difficulties they face, what strategies remain available, and what action should be taken next.

Another significant finding concerns the contextual nature of learning coaching. Its implementation did not depend exclusively on interactions between individual homeroom teachers and students. Institutional support, parental involvement, collaboration with guidance and counseling teachers and subject teachers, and positive teacher–student relationships collectively shaped the mentoring process. This finding is compatible with an ecological understanding of student development, in which learning and development are situated within interconnected social environments rather than explained exclusively by individual characteristics (Costa et al., 2024). From this perspective, the student is simultaneously embedded in relationships involving teachers, peers, family members, and school structures. The consistency of support across these environments can therefore influence how effectively students respond to academic demands.

The importance of parental and professional collaboration can be interpreted in terms of continuity of support. Homeroom teachers have direct access to students' general academic development but may not observe all difficulties occurring in subject classrooms or at home. Subject teachers provide information regarding classroom performance and task completion, guidance and counseling teachers contribute information concerning personal and psychosocial concerns, while parents observe learning behavior outside school (Hallaråker et al., 2025). Coordination among these actors allows academic difficulties to be interpreted from multiple perspectives. Consequently, learning coaching becomes less dependent on fragmented information and more responsive to students' actual circumstances. The finding therefore suggests that the homeroom teacher's learning-coach role is best conceptualized as a coordinating and facilitating role within a broader educational support system rather than as an isolated mentoring intervention.

Nevertheless, the study also identified structural constraints that complicated the implementation of this role. Limited mentoring time, large class sizes, differences in coaching competence, differences in students' willingness to communicate openly, and learning distractions reduced opportunities for sustained individualized coaching (Creagh et al., 2025). These findings are particularly important because they demonstrate that adopting a coaching orientation cannot rely solely on teachers' personal commitment. Reflective coaching requires time for listening, questioning, goal negotiation, follow-up, and progress evaluation. When homeroom teachers simultaneously carry instructional,

administrative, and extracurricular responsibilities, opportunities to conduct these processes consistently become limited. Similarly, larger classes increase the number and diversity of students whose progress must be understood and monitored, making individualized mentoring more difficult (Bondebjerg et al., 2023).

Differences in teachers' coaching competence further explain why learning coaching may be implemented inconsistently. Some teachers demonstrated reflective questioning and active listening, whereas others remained more dependent on directive forms of guidance (Smith & Desimone, 2025). This finding indicates that assigning teachers a learning-coach role does not automatically provide them with the professional competencies necessary to perform that role. Professional development and teacher change is relevant here because sustainable changes in educational practice require meaningful professional-development experiences and supportive conditions rather than one-time expectations for teachers to alter their practices (Ventista & Brown, 2023). His model highlights the importance of professional learning and the conditions under which changes in classroom practices and teacher beliefs can be sustained. Related work on teacher professional growth also conceptualizes change as an interconnected and non-linear process involving professional practice, external support, consequences, and teachers' personal domains.

Accordingly, the participants' recommendations for specific learning-coaching training, standardized mentoring guidelines, dedicated coaching time, and stronger collaboration should be interpreted as more than administrative recommendations. They represent institutional conditions required to transform learning coaching from an individual teacher initiative into a sustainable school mentoring practice. Professional development can strengthen teachers' competencies in active listening, reflective questioning, goal-setting facilitation, and progress monitoring, while standardized guidelines can provide a shared framework without eliminating responsiveness to individual student needs. Dedicated mentoring time can address the structural problem of coaching being conducted only when teachers have time remaining after other responsibilities. Collaboration with parents, guidance and counseling teachers, subject teachers, and school leaders can further distribute responsibility for monitoring students' development.

These findings provide the empirical and conceptual foundation for the proposed LC-SRLG (Learning Coach–Self-Regulated Learning and Grit) framework. The framework integrates three constructs that have often been discussed separately: learning coaching as a form of interpersonal and reflective support, self-regulated learning as the process through which students increasingly manage their own goals and strategies, and academic grit as expressions of sustained effort and commitment when confronting academic challenges (Guo et al., 2023). The contribution of the framework lies not merely in placing these concepts together but in proposing an interpretive mechanism connecting them. Reflective dialogue and active listening help students identify learning problems; collaborative goal setting and learning planning translate reflection into purposeful action; monitoring and evaluation support self-regulation; and these regulatory processes provide

students with resources for sustaining effort, revising strategies, and remaining committed when setbacks occur (Shao et al., 2023).

The LC-SRLG framework also recognizes that this process operates within contextual conditions. Institutional support, teacher coaching competence, parental involvement, collaborative professional relationships, mentoring time, and positive teacher–student relationships can facilitate or constrain implementation (Creagh et al., 2025). Therefore, academic grit should not be interpreted solely as an individual trait that students either possess or lack (Guo et al., 2023). The present findings suggest that schools can create relational and organizational conditions that provide students with opportunities to practice the self-regulatory behaviors associated with perseverance and sustained academic commitment.

The theoretical contribution of this study is therefore the positioning of SRL as a conceptual bridge between homeroom-teacher learning coaching and students' expressions of academic grit. Its practical contribution lies in repositioning the homeroom teacher from predominantly administrative and disciplinary functions toward a structured mentoring role involving reflective dialogue, goal setting, strategic planning, monitoring, and evaluation. However, because the LC-SRLG framework was derived from qualitative evidence at a single school, it should be regarded as a preliminary grounded conceptual framework rather than a validated causal model. The relationships proposed among learning coaching, SRL, and academic grit represent an interpretation of participants' experiences and observed practices. Future quantitative, longitudinal, mixed-methods, or intervention studies are therefore required to test the proposed relationships and determine whether the framework can be transferred and validated across different educational contexts.

Overall, the discussion indicates that the contribution of learning coaching lies not simply in increasing the amount of attention provided to students but in changing the nature of academic mentoring. Reflective questioning, collaborative goal setting, learning planning, monitoring, and evaluation create opportunities for students to assume greater responsibility for their learning. The findings can be interpreted through established coaching and SRL perspectives, while the contextual evidence demonstrates that these practices require coordinated institutional and interpersonal support. The LC-SRLG framework consequently offers a theoretically informed interpretation of how homeroom-teacher coaching, students' self-regulatory processes, and expressions of academic grit may be interconnected within school-based mentoring, while remaining open to further empirical validation.

The LC-SRLG (Learning Coach–Self-Regulated Learning and Grit) Model for Strengthening Students' Academic Grit

Based on the analysis of the research data, the findings indicate that optimizing homeroom teachers' roles as Learning Coaches in strengthening the academic grit of Grade IX students at SMP Negeri 4 Kendari is influenced by multiple interrelated factors. The effectiveness of learning coaching was found to depend not only on the roles and commitment of homeroom teachers but also on their coaching

competencies, institutional support, parental involvement, collaboration among teachers, and the availability of a structured mentoring system. These interconnected factors collectively contribute to the successful development of students' academic grit through continuous and student-centered mentoring practices.

To illustrate the relationships among these components more systematically, this study developed the LC-SRLG (Figure 3). The model represents a synthesis of the empirical findings derived from interviews, classroom observations, and document analysis. It conceptualizes learning coaching as a continuous mentoring process that integrates the principles of self-regulated learning and academic grit to foster students' learning autonomy, perseverance, and long-term commitment to academic goals. As an empirically grounded framework, the LC-SRLG Model provides a comprehensive representation of how individualized mentoring, reflective learning, collaborative support, and structured coaching practices interact to strengthen students' academic resilience and promote sustainable academic engagement. It also offers a practical framework that can guide schools in implementing systematic learning coaching programs to enhance students' academic development and character formation.

Figure 3.

The LC-SRLG (Learning Coach–Self-Regulated Learning and Grit) Model (Developed by the Authors, 2026)

The LC-SRLG (Learning Coach–Self-Regulated Learning and Grit) Model illustrates that the development of students' academic grit is a gradual and systematic process achieved through a series of integrated interventions. The process begins with students' needs assessment conducted by homeroom teachers to obtain a comprehensive

understanding of each student's academic performance, learning motivation, learning barriers, and individual potential (Yudhantaka, 2025). The results of this assessment provide an essential foundation for establishing realistic yet challenging academic goals and designing learning strategies that are aligned with students' individual characteristics and learning needs.

The next stage involves the implementation of reflective coaching by homeroom teachers as a continuous mentoring strategy aimed at developing students' personal capacities. Through reflective coaching, students are encouraged to examine their learning experiences, identify obstacles, explore alternative solutions, and develop greater awareness of their responsibility for learning (Kusumardi, 2023). This process strengthens students' self-regulated learning by enabling them to manage their time effectively, prioritize academic tasks, monitor their learning progress, and maintain focus on their academic goals. Consequently, students become more capable of directing and regulating their own learning processes independently.

The effectiveness of the LC-SRLG Model is further reinforced through continuous monitoring of students' development. Monitoring extends beyond evaluating academic achievement to examining changes in students' learning behaviors, perseverance, consistency of effort, and commitment to implementing agreed-upon learning strategies (Kusumardi, 2023). In addition, the successful implementation of the model depends on strong collaboration among schools, parents, guidance and counseling teachers, and subject teachers. This collaborative partnership creates a supportive learning environment that provides consistent academic, emotional, and social support for students' development, thereby strengthening the effectiveness of the learning coaching process.

The final stage consists of ongoing evaluation and follow-up, ensuring that mentoring interventions remain responsive to students' evolving learning needs. By integrating individualized mentoring, the development of self-regulated learning, collaborative environmental support, and a structured mentoring system, the LC-SRLG Model demonstrates how academic grit can be systematically cultivated in school settings. Through this integrated process, students become more persistent, consistent in pursuing long-term academic goals, confident in their abilities, resilient when facing academic challenges, and committed to achieving sustained academic success. These findings suggest that the LC-SRLG Model provides a comprehensive framework for strengthening students' academic grit while promoting learning autonomy and resilience through continuous, student-centered learning coaching.

CONCLUSION

This study demonstrates that optimizing homeroom teachers' roles as Learning Coaches makes a significant contribution to strengthening the academic students' grit. The findings indicate that the role of homeroom teachers extends beyond administrative responsibilities and classroom discipline to encompass student-centered mentoring that facilitates reflective learning, academic goal setting, learning strategy development, and the enhancement of students' intrinsic motivation. Through coaching-oriented mentoring, students become more capable of

recognizing their strengths, identifying learning barriers, and assuming greater responsibility for achieving their academic goals. These findings suggest that Learning Coaching effectively promotes the two fundamental dimensions of academic grit perseverance and consistency of interest which are essential for sustained academic success.

The study further reveals that the effectiveness of Learning Coaching is influenced by the interaction of individual, relational, and institutional factors. Institutional support, parental involvement, collaboration among homeroom teachers, guidance and counseling teachers, and subject teachers, together with positive teacher–student relationships, emerged as key enablers of successful mentoring. Conversely, limited mentoring time, large class sizes, variations in teachers' coaching competencies, and distractions associated with social media were identified as major barriers to the effective implementation of learning coaching.

Based on the synthesis of interview, observation, and document analysis data, this study developed the LC-SRLG (Learning Coach–Self-Regulated Learning and Grit) Model. The model integrates students' needs assessment, academic goal setting, reflective coaching, continuous progress monitoring, multi-stakeholder collaboration, and ongoing evaluation into a coherent and interconnected mentoring framework. The findings demonstrate that strengthening academic grit requires a structured, continuous, and student-centered mentoring system that promotes students' self-regulated learning rather than isolated or short-term interventions.

Theoretically, this study contributes to the literature by integrating Learning Coaching, Self-Regulated Learning, and Academic Grit into a comprehensive conceptual framework that explains the mechanisms through which academic resilience can be developed in lower secondary education. Practically, the LC-SRLG Model provides an evidence-based framework for schools seeking to strengthen the professional role of homeroom teachers as learning coaches. Its implementation has the potential to foster students who are more autonomous, self-confident, resilient in the face of academic challenges, and committed to achieving their long-term educational goals. Future research is encouraged to examine the effectiveness of the LC-SRLG Model using mixed-methods or experimental designs across diverse educational contexts to further validate and refine its applicability.

DECLARATIONS

Author Contributions

Tamrin., Conceptualization, Methodology, Investigation, Data Curation, Formal Analysis, Visualization, Project Administration, Writing – Original Draft, and Corresponding Author; **Nasir.**, Conceptualization, Methodology, Validation, Formal Analysis, Supervision, Writing – Review & Editing, and Critical Revision of the Manuscript; **Fatmawati, T.**, Validation, Resources, Supervision, Writing – Review & Editing, and Final Approval of the Manuscript. All authors have read and approved the final version of the manuscript and

agree to be accountable for all aspects of the work, including ensuring the accuracy and integrity of the research.

Funding Statement

This research received no external funding. The study was conducted independently by the authors without financial support from any governmental, commercial, private, or non-profit funding agency. All research activities, including study design, data collection, data analysis, manuscript preparation, and publication, were funded personally by the authors.

Conflict of Interest

The authors declare no conflict of interest.

Declaration of AI Use

AI-assisted tools were used to support the visual design and improve the readability of the LC-SRLG framework figure. The conceptual content, components, relationships among components, and theoretical interpretation represented in the figure were developed by the authors based on the study findings. AI was used only for visual presentation purposes, while the authors reviewed and verified the final figure and take full responsibility for its content and accuracy.

Additional Information

Data Availability Statement

The datasets generated and analyzed during the current study are not publicly available because they contain information that could compromise participant confidentiality. Anonymized data may be made available by the corresponding author upon reasonable request, subject to approval from the relevant institution and applicable ethical requirements.

Ethical Approval

This study was conducted in accordance with the ethical principles for research involving human participants and complied with the principles of the Declaration of Helsinki. Ethical approval was obtained from the appropriate institutional authority before data collection commenced. Participation was voluntary, and informed consent was obtained from all participants. For participants under the age of 18 years, written parental or legal guardian consent, together with student assent, was obtained prior to participation.

Acknowledgments

The authors express their sincere appreciation to all participants, including school leaders, teachers, students, and parents, for their valuable cooperation and contribution throughout the research process. The authors also thank their affiliated institution for its academic support during the completion of this study.

Permissions

Permission to conduct this research was obtained from the participating educational institution before the commencement of data collection.

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