

The Impact of Implementing a Community-Based Training Model with a Coaching and Contextual Approach in the Era of *Merdeka Belajar*

Imron Imron^{*1}, Suwito Eko Pramono¹, Ani Rusilowati², Sulhadi Sulhadi², Vicky Ainul Hayya Maulana³

¹Department of Education Management Postgraduate, Universitas Negeri Semarang, Semarang, Indonesia

²Department of Physics Education, Faculty of Mathematics and Natural Sciences, Universitas Negeri Semarang, Semarang, Indonesia

³Department of Information and Communication Technology Education, Faculty of Engineering, Universitas Negeri Semarang, Semarang, Indonesia

*Corresponding Author: imronwijaya@students.unnes.ac.id

Abstract. Teachers' competencies are continuously improved to help more students acquire skills. The 2023 Education Report Card results are in line with the 2018 and 2022 PISA results. The government's breakthrough is the Merdeka Belajar program, with the hope of increasing superior and competitive human resources towards Golden Indonesia 2045. The problem that occurs today is that the various trainings that have been carried out have not been seen to have an impact on learning leadership. This study aims at the impact of training implementation, especially teacher competency, on learning leadership. The methodology used mixed methods research. Findings in the study: the average increase in grades was 27.02; students felt happy, interested and not afraid to learn math again when taught by teachers who participated in the training; the principal strongly supports the training activities carried out by the community and hopes that the Government through the Education Office will facilitate it for other teachers or schools; and teachers who participated in the training felt comfortable teaching math and were happy when coaching was carried out; The conclusion of this study is that the implementation of this training model has a significant impact on students, teachers, and schools, especially in learning leadership.

Keywords: community, coaching, contextual, learning leadership

INTRODUCTION

Quality learning by encouraging students to reason and contextualize needs to be carried out optimally. Efforts have not been successful in improving the quality of learning that emphasizes advanced thinking skills. The World Bank proposes: (1) The government launches a national campaign to improve the quality of basic education; (2) The government partners with communities to teach new skills. The breakthrough made by the government is the Merdeka Belajar program, one episode of which is the Activator Teacher Program. In order to improve superior and competitive human resources, organizations must implement learning and development (Mello, 2015). The government seeks to allocate 20% of the budget for education in 2022, amounting to 542.83 trillion.

The ability of educators to maintain positive relationships with students is influenced by working conditions that can affect happiness and motivation to continue their profession (OECD, 2020). The low PISA 2022 results and the education report card, encourage all parties to cultivate literacy, science, and numeracy. The numeracy literacy skills (Imron et al., 2023) of

educators as one of the problems must be studied systematically and systemically based on learning theory (Gredler, 1991), training (Ivancevich, 2010) with a contextual approach (Elaine B. Johnson, 2009), observation with a coaching approach (Atkinson et al., 2022), academic culture in the community (Sujarwo et al., 2022), motivation ((Robbins & Judge, 2013), and leadership (Sule, 2018) learning.

A World Bank report shows that the quality of Indonesia's human resources is concerning, as most of them do not have the skills needed in the Industry 4.0 era (Rosas et al., 2017). Some conditions in Indonesia, namely: (1) Indonesian students, although going to school for 12.4 years, only study for 7.8 years; (2) low investment in early childhood development and education towards primary education; (3) inequality in learning; (4) the challenges of Industry 4.0, which creates dramatic changes (Lemhanas, 2021). This condition is reinforced by the 2023 education report card: students have literacy competencies above the minimum for elementary school (61.53%), junior high school (59.00%), and high school/vocational school (49.26%). Numeracy

skills are not much different from literacy, namely for primary school (46.67%), junior high school (40.63%), and senior high school/vocational school (41.11%) (Kemendikbudristek, 2023).

The presentation of the Minister of Education during the release of PISA 2022 on December 5, 2023, through the YouTube link (<https://www.youtube.com/watch?v=2d91H96NfMw>) explained that there was an increase in rankings due to access to online learning, educator training, learning materials made to help educators, and the existence of the most essential emergency curriculum. The World Bank proposes several things, including: (1) the government launches a national campaign to improve the quality of basic education; (2) the government partners with the private sector (community) to teach new skills to employees; and (3) the government invests more in creating better and healthier families. The lack of comprehensive training involving the four educator competencies: pedagogic, personality, social, and professional. Especially training related to professional competencies in an effort to minimize low numeracy literacy skills. One of the reasons is the large budget needed to organize training for all educators throughout Indonesia at all levels. Educators already feel capable or competent when getting a more decent income, which makes educators feel in a comfort zone. The low interest of educators in participating in training independently and voluntarily is one of the reasons for the low competence of educators, which has an impact on the quality of learning in the classroom. In various previous studies, there is a gap between one study and another. Communities in education include professional organizations, and nonprofit organizations in the field of education. This research is limited to involving nonprofit organizations, namely the National Movement to Eradicate Mathematics Blindness (Gernas Tastaka) and the Rembang Literacy Activists Association. The description above shows that training, workshops, or workshops for educators about community-based coaching and contextual approaches are needed. Researchers were encouraged to conduct research on the development of training models based on real needs. The development of a training model (Armstrong, 2009) can be an alternative to organizing training for educators to improve professional competence. Educators can take part in independent training that is carried out without financial assistance from the government. Coaching can be defined as collaboration with the

coachee in a creative and stimulating conversation with the aim of maximizing the coachee's personal and professional potential.

The problem that occurs at this time is that the various trainings that have been carried out have not appeared to have an impact on teacher competence, so they affect learning leadership. More specifically, the problems in this research are: (1) How far have the changes in community-based training participants been implemented? (2) What is the impact of training when applied to classroom learning? (3) How are the responses and expectations of school principals to training conducted by the community? (4) How is the impact of training on teachers when observations are made with a coaching approach?

This study aims to determine the impact of the implementation of community-based training, especially teacher competencies on learning leadership, specifically to: (1) find out the changes in the participants of the community-based training; (2) find out the impact of training when applied in classroom learning; (3) find out the principal's responses and expectations of the training conducted by the community; (4) find out the impact of training on teachers when observing with a coaching approach. The results of the research have an impact on improving learning in the classroom, school, government, and education in Indonesia.

METHODS

The methodology used is a mix methods research. The population in the study was 424 elementary schools/madrasah ibtida'iyyah in Rembang district that participated in the national assessment in 2023. The targeted sample was 21 elementary schools (madrasah ibtida'iyyah) from 3 sub-districts in Rembang district, with 2 teachers assigned to each school. Consisting of 19 elementary schools and 2 madrasah Ibtadaiyyah. A total of 13 schools' numeracy skills were categorized as below minimum competency; 1 school was categorized as far below minimum competency; 1 school was categorized as achieving minimum competency; and 6 schools were categorized as above minimum competency. A total of 17 schools are public and 4 schools are private.

The experimental research was given to 42 teachers from 21 schools and 3 sub-districts by attending a 2-day community-based training offline at SMK Cendekia Lasem. Before attending the offline face-to-face, participants had to gain an

understanding of the material and take a pre-test. After the offline face-to-face meeting, participants took the post-test and filled out a follow-up plan in the form of an implementation plan for implementing the training results in classroom learning, accompanied by an observation plan by the facilitator. Participants also provided written feedback reflections through the Google Form application provided. Qualitative research was conducted through coaching-oriented observations with participants and an interview with the school principal, along with a testimonial from one of the students. Quantitative research was given to participants who attended the training by filling in written instruments along with direct observation. The results were analyzed using the SPSS application to find the effect of training, especially teacher competence, on learning leadership.

RESULTS AND DISCUSSION

The research was conducted offline on May 23 and 26, 2024, at SMK Cendekia Lasem, with 42 participants from 21 schools. This research has a direct impact on participants, as evidenced by the average score of the comprehension test above 75.00 and the change in the average score of the pre-test and post-test, as shown in Table 1.

The implementation of the community-based training model (Gernas Tastaka) began on May 9, 2024, as published by the mass media, which is online through the link: https://bit.ly/berita_tastakarembang, as an integral part of the training. The training activities continued on May 23 and 26, 2024, offline at SMK Cendekia Lasem, with 42 participants from 21 schools. Implementation of training results in classroom learning was carried out on May 23–30, 2024, followed by observation with a coaching approach in schools from June 1–14, 2024,

followed by interviews with school principals and testimonials from students who learned the results of training implementation, such as YouTube shows through the link: <https://bit.ly/pelatihanTastaka>. Based on the results of Figure 3. and the documentation in the YouTube link, community-based training uses a contextual, basic, simple, and reasoned approach. Teachers who are trainees during the morning to afternoon sessions put themselves as elementary school students so that they learn like children aged 6–12 years. The day before the training activity begins with an online comprehension test through the Google Form application for the material to be trained for 2 days.

The implementation of training for 2 days begins with the opening, direction from the committee, and pre-test online through the Google Form application. The activity continued with icebreaking, group formation, and exposure to the objectives that must be achieved during the training. The training continued with participant activities in groups according to the day's material. The activity in the group was completed when the reminder time rang, followed by exposure to each group, and closed with reinforcement by the trainer. The activities after the break were the same and ended with participants' reflections on the day. The next activity began with icebreaking and returning to the previous group. The second day of training was filled by the Gernas Tastaka master trainer in a hybrid manner with the help of the Zoom Meeting application. Participants were accompanied by regional facilitators at SMK Cendekia Lasem, while the master trainer was in Jakarta. The activity took place like the previous training, with a contextual, basic, simple, and reasoned approach. The difference is that participants and trainers interact virtually, and participants' activities in the classroom are assisted offline by the facilitator. The training ended after

Table 1. Comprehension test scores, pre- and post-tests, and the percentage of participant activeness

Description	Number of Participants	Lowest Score	Highest Score	Average Score
Pre-Test	40	10.00	95.00	55.63
Post-Test	42	45.00	100.00	81.43
Comprehension Test	40	40.00	100.00	90.43
	41			
Cumulative Average Score		33.33	92.33	75.42
Liveliness Percentage (%)	42	88.89	100.00	97.22

all the material was completed by the participants, followed by a post-test, filling out a follow-up plan, and filling out a questionnaire of participants' understanding online using the Google Form application.

Based on the results of the follow-up plan and communication with Gernas Tastaka facilitators, who will carry out observations in schools with a coaching approach, the committee recapitulated the implementation schedule and provided observation tasks. According to the results of the comprehension test, according to Table 1, the cognitive scores of the trainees increased by 27.02, from 54.40 (pre-test) with the lowest score of 10.00 and the highest score of 95.00 to 81.43 (post-test) with the lowest score of 45.00 and the highest score of 100.00. The material understanding test obtained an average of $91.83 > 75.00$, with the lowest score of 40.00 and the highest of 100.00. This means that the participants' understanding before the training was very good. The average cognitive score and comprehension test are reinforced by the average participant activeness of $97.22\% > 75.00\%$ (very good), with the lowest average activeness of 88.89% and the highest average activeness value reaching 100.00%. Analyzed in depth, the average cognitive comprehension test and pre-post test scores were $75.42 > 75.00$ (good), with the lowest average score of 33.33 and the highest average score of 92.33. So it can be concluded that participants who take part in community-based training (Gernas Tastaka) have cognitive and affective changes, as evidenced by an increase in scores of 27.02 and the average value of participant activeness of 97.22%.

Offline training is conducted with a basic, simple, reasoned, and contextualized approach, as shown in Figure 1.



Figure 1. Implementation of offline training at SMK Cendekia Lasem (source: training document)

Era of Merdeka Belajar supervision does not only focus on the organizational management area but is more directed towards academic supervision. According to Glickman (2009) and Fuad (2021), academic supervision is a supervision activity directed at controlling and fostering academics through learning activities and processes in educational units so that students' learning outcomes are better (Fuad, 2021). There are various types of approaches to academic supervision or observation, such as coaching, counseling, and mentoring.

Training programs are implemented to reduce or eliminate the gap between the requirements of the position and the ability to continue learning. Symptoms that arise if HR development is not carried out include: making frequent mistakes, not meeting work standards, having a narrow mindset, stuttering technology or simple but contextual reasoning. This applies to training and development for educators. Training should be systematically designed, planned, and implemented specifically to meet defined needs. Training is delivered by people who know how to train, and the impact of training is carefully evaluated.

There is no training model for educators that is more focused on mastering numeracy literacy, especially educators at the primary education level. A breakthrough community-based training model is needed through a coaching and contextual approach for educators at the Basic Education level in the Merdeka Belajar era. There is still a lot of room for developing a model that integrates numeracy literacy into the Teacher Candidate Activator (TCA), or Teacher Activator. The community-based training model so far has been using blended and offline methods that have

not used a coaching approach (Wetzel et al., 2019) and are contextual, less systemic, less systematic, less programmed, with no feedback and no follow-up. The model developed is learning with a contextual approach (Velani & Retnawati, 2020), observation with a coaching approach (Ziegler & Algra, 2020), systemic, systematic, programmed, reflection, and follow-up in classroom learning.

Education is a fundamental, vital, strategic, and determinative activity for the quality of human life. The implementation of good-quality education, according to the needs, has the added need for supervision and observation efforts to guarantee its quality, so supervision is needed. Robbins defines supervision and observation as the processes of monitoring, comparing, and improving employee performance (Robbins & Judge, 2013).

This research also has an impact when applied to classroom learning, as evidenced by participants' understanding as shown in Figure 2.



Figure 2. Application of training results to students in the classroom (source: training document)

The impact of training on teachers when observations are made with a coaching approach can be seen in Figure 1, reinforced by documentation on the YouTube link

<https://bit.ly/pelatihanTastaka>. The finding from this statement is that participants strongly agree to apply the training results to classroom learning followed by observation with a coaching approach. Figure 3 explains the process of post-learning observation with a coaching approach by Gernas Tastaka facilitators, including the researchers themselves. The observations conducted at MIS An-Nashriyah and SDN Karangturi Lasem were successful. Wiwit Handayani, a participant from MIS An-Nashriyah, said that the most prominent change was that students understood and enjoyed learning math using concrete, pictorial, and abstract approaches. From the experience of attending this two-day training compared to other trainings, what has been good during the session is that the interaction between participants is very good, the facilitator in delivering the material is very coherent and clear, and the training is more exciting because it is increasingly understood that concrete objects for learning math are around. In addition, the training was on time, the facilitators were disciplined and fun, and the activities were not boring. The training was very enjoyable, adding insight into taking steps and learning strategies in the classroom.

The findings are that community-based training (Gernas Tastaka) has a direct impact on participants (teachers), classroom learning, and students. Observation with a coaching approach is very appropriate to explore the potential of participants and facilitate teachers to achieve goals. Coaching works best when there is equality between the two. The coach will help the coachee find the best steps and strategies to achieve the desired goals without having to be directed and intervened as in the supervision process. During the coaching observation at the school, the facilitator also conducted interviews with the principal and student representatives at the school, as shown in Figure 3.





Figure 3. Interview with the principal and student testimonials (source: training document)

To find out the principal's responses and expectations of the training conducted by the community (Gernas Tastaka), see Figure 3, reinforced with documentation through the YouTube link <https://bit.ly/pelatihanTastaka>. Figure 3 describes the interview process with the principal of SDN Karangturi, Dhina Widiati. The findings in the interview are that this training is expensive and very important, as well as a big prize. Initially, the participants were less than pleased because it took place on a holiday and was forced because the principal's assignment was accomplished. After the training lasted for one day, the participants were happy and enthusiastic. The material in Gernas Tastaka, the principal, is about the transformation of education as well as changing the mindset of teachers, who are only limited to providing formulas and questions. Initially, learning mathematics is less basic and contextual, but the presentation of mathematics material in the classroom makes children enjoy learning math, which is usually difficult. When the teacher enters the classroom with props, students feel like they are playing but learning. The results are related to the ability to capture, as evidenced by better grades. In accordance with the National Curriculum, the training materials by Gernas Tastaka are very suitable to be applied to learning. Moreover, training by this community is escorted until implementation and followed up with observation with a coaching approach in schools. Thus, the training materials are actually applied to learning and confirmed by the principal and students. The results of community-based training strongly support differentiated learning. The training by Gernas Tastaka complements the material obtained in the Activator Teacher Training program. The principal hopes that community-based training activities (Gernas Tastaka) can be continued for other teachers and schools with facilitation by the government.

The findings from the interview with the school principal and the testimonies of the two students are that community-based training (Gernas Tastaka) with very basic, simple, and contextual material is a true transformation of education. So far, the elementary education level has rarely been given the basic training that students need in the classroom. One of the numeracy skills of students is the ability to reason and contextualize. Students feel happy and addicted to learning in class, so they easily understand the learning provided by the teacher.

Supervision in learning should be carried out as part of the implementation of performance observation, which consists of: (1) improved classroom management practices that focus on the orderliness of the classroom atmosphere; (2) improved classroom management practices that focus on the application of positive discipline; (3) improved psychological support practices that focus on learner expectations; (4) improved psychological support practices that focus on attention and care; (5) improved psychological support practices that focus on constructive feedback; (6) improved cognitive activation practices that focus on adaptive instruction; (7) improved cognitive activation practices that focus on learning instruction; or (8) improved cognitive activation practices that focus on interactive activities.

The method used in coaching begins with an empowerment thinking model. An approach based on empowerment thinking is absolutely necessary for self-development to occur in a sustainable and purposeful way. Through coaching, tensions are often released, named, and examined, ultimately revealing their hybrid nature (e.g., tensions in the area of identity are often associated with tensions in teaching) (Wetzel et al., 2019). Customized coaching approaches can be applied to users (Bevilacqua et al., 2020). If coaching is to be applied in training, there must be a cultural shift, which includes attention to how training programs can develop formal skills assessment. A coaching framework allows participants to disclose areas where they believe there are opportunities for improvement and receive feedback on these areas (Sawatsky et al., 2020).

In general, educators do not know how to choose between coaching, counseling, and mentoring. This confusion ultimately leads to not realizing what is most needed to improve skills. Coaching can help educators become better leaders, improve performance and productivity, and gain new skills and a better understanding of

the world of work. Coaching also serves as a means to help achieve goals and help employees overcome behavioral problems they face. Consulting provides specialized services to help businesses solve problems or achieve specific goals.

Various types of training organized by the government are generally related to pedagogical competencies, including the Learner-Teacher program. The Learner-Teacher Program is more directed at improving professional competence. The Master Teacher Program, as part of Merdeka Belajar, has not answered or touched on the essence of the basic problems portrayed through the education report card or PISA results. One aspect of the desired future scenario is the freedom to organize and develop a flexible and balanced curriculum. Academic excellence in learners is determined by ability, achievement, need, and adjustment. Organization and development are based on fundamental achievements that lead to the skills needed. Educators have knowledge and skills in teaching innovative media. Educators develop core competencies that learners need in the 21st century and use a variety of authentic assessment tools.

CONCLUSION

The results of this study show that training, workshops, or workshops for teachers about community-based coaching and contextual approaches are needed. Participants who participated in community-based training experienced cognitive and effective changes. This training has an impact on classroom application by recognizing that the training materials seem simple and basic but very contextual. Community-based training has an extraordinary impact on classroom learning with a basic, simple, reasoned, and contextual approach. Community-based training with very basic, simple, and contextual material is a true transformation of education. So far, the basic education level has rarely been given the basic training that students need in the classroom. One of the numeracy skills of students is the ability to reason and contextualize. Students feel happy and addicted to learning in class, so they easily understand the learning provided by the teacher. Community-based training has a direct impact on participants (teachers), classroom learning, and students. Observation with a coaching approach is very appropriate to explore the potential of participants and facilitate teachers in achieving their goals. The coach will help the

coachee find the best steps and strategies to achieve the desired goals without having to be directed and intervened as in the supervision process;

Based on these conclusions, we advise education stakeholders that community-based training can serve as a model for similar training by involving various elements of education stakeholders. The training that teachers need is basic, simple, reasoned, and contextualized training that is easily applied to learning. The results of the training do not stop at the preparation of follow-up plans or are limited to dissemination accompanied by photo documentation of activities, but rather the application of learning followed by observation with a coaching approach that makes both equal to achieving the desired goals.

ACKNOWLEDGEMENT

Appreciation and gratitude are expressed to the Government of Rembang Regency through the Education Office and the Ministry of Religious Affairs of Rembang Regency for synergizing for community-based training activities (Gernas Tastaka) by involving elementary schools and Madrasah Ibtidaiyyah to become participants. In addition, thanks to the Gernas Tastaka trainers (Intan Feri Pratama, Suwarlan, Safikin, and Andrianto) and the community in Rembang (Ikatan Pegiat Literasi Rembang, Ikatan Guru Indonesia Rembang, and SMK Cendekia Lasem Rembang). Most importantly, we would like to thank the 42 training participants who were very enthusiastic and eager to participate in activities on school holidays that were supposed to be for families at home.

REFERENCES

- Armsstrong. (2009). Michael Armstrong's Handbook of Human Resource Management Practice.
- Atkinson, A., Watling, C. J., & Brand, P. L. P. (2022). Feedback and Coaching. In *European Journal of Pediatrics* (Vol. 181, Issue 2, pp. 441–446). Springer Science and Business Media Deutschland GmbH.
- Bevilacqua, R., Casaccia, S., Cortellessa, G., Astell, A., Lattanzio, F., Corsonello, A., D'ascoli, P., Paolini, S., Di Rosa, M., Rossi, L., & Maranesi, E. (2020). Coaching Through Technology: A Systematic Review into Efficacy and Effectiveness for the Ageing Population. In

- International Journal of Environmental Research and Public Health (Vol. 17, Issue 16, pp. 1–14). MDPI.
- Elaine B. Johnson. (2009). Contextual Teaching and Learning. Menjadikan Kegiatan Belajar Mengajar Mengasyikkan dan Bermakna(diterjemahkan oleh Ibnu Setiawan). MLC.
- Fuad, N. (2021). Supervisi Pendidikan, Strategi Peningkatan Kualitas Pendidikan di Sekolah (N. Fuad (ed.); 1st ed., Vol. 1). Rajawali Pers.
- Gredler, M. E. B. (1991). Belajar dan Membelajarkan (Terjemahan dari Learning and Instruction Theory Into Practice oleh Munandir) (M. E. B. Gredler (ed.)). CV. Rajawali.
- Imron, I., Mahmud, A., Samsudin, A., & Negeri, S. (2023). Impact of the Guru Penggerak Programme on Improving Leadership Competence in Numeracy Learning. *Media Eksakta*, 19(1), 71–82.
- Ivancevich, J. M. (2010). Human resource management. McGraw-Hill Irwin.
- Kemendikbudristek. (2023). Peraturan Dirjen GTK Nomor 2626/B/HK.04.01/2023 Model Kompetensi Guru. Kemendikbudristek.
- Lemhanas. (2021). Indonesia menuju 2045, SDM Unggul dan Teknologi adalah Kunci (B. Rurit & N. Dewanto (eds.); I, Vol. 1). Kompas Media Nusantara.
- Mello, J. A. (2015). Strategic Human Resource Management.
- OECD. (2019). PISA 2018 Results (Volume II). OECD.
- OECD. (2020). Education at a Glance 2020. OECD.
- OECD. (2023). PISA 2022 Results (Volume I) (I). OECD.
- Robbins, S. P., & Judge, T. A. (2013). Organizational Behavior 15th Edition. Pearson Education, Inc. United States of America.
- Rosas, N., Acevedo, M. C., & Zaldivar, S. (2017). They Got Mad Skills The Effects of Training on Youth Employability and Resilience to the Ebola Shock.
- Sawatsky, A. P., Huffman, B. M., & Hafferty, F. W. (2020). Coaching Versus Competency to Facilitate Professional Identity Formation. In *Academic Medicine* (Vol. 95, Issue 10, pp. 1511–1514). Wolters Kluwer Health.
- Sujarwo, S., Trisanti, T., & Kusumawardani, E. (2022). Digital literacy model to empower women using community-based education approach. *World Journal on Educational Technology: Current Issues*, 14(1), 175–188.
- Sule, E. T. & P. J. (2018). Kepemimpinan dan Perilaku Organisasi. Membangun Organisasi Unggul di Era Perubahan. Refika Aditama.
- Sumaryanta, Mardapi, D., Sugiman, & Herawan, T. (2019). Community Based Teacher Training: Transformation of Sustainable Teacher Empowerment Strategy in Indonesia. *Journal of Teacher Education for Sustainability*, 21(1), 48–66.
- Velani, F. Y., & Retnawati, H. (2020). Application of Contextual Teaching and Learning Approaches in Improving Mathematics Interest and Learning Achievement of Elementary School Students. *Journal of Physics: Conference Series*, 1511(1).
- Wetzel, M. M., Svrcek, N. S., LeeKeenan, K., & Daly-Lesch, A. (2019). Coaching Through the Hard Parts: Addressing Tensions in Teaching with one Preservice Teacher Learning to Teach Literacy in a Fifth-Grade Classroom. *Teaching and Teacher Education*, 82, 43–54.
- Wolf, S., & Peele, M. E. (2019). Examining Sustained Impacts of Two Teacher Professional Development Programs on Professional Well-being and Classroom Practices. *Teaching and Teacher Education*, 86.
- Ziegler, A. S., & Algra, M. H. (2020). Coaching Approaches in Early Intervention and Paediatric Rehabilitation. In *Developmental Medicine and Child Neurology* (Vol. 62, Issue 5, pp. 569–574). Blackwell Publishing Ltd.