

# The Impact of GROW Model Coaching Training on the Enhancement of Developing Others Competency Among Members of the Teater Gedek Organization

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## ABSTRACT

**Objective:** This study aimed to examine the effect of GROW model coaching training on improving developing others competency among executive members of a student organization. **Method:** A quantitative experimental approach was employed using a one-group pretest-posttest design. The participants consisted of four active executive members of Teater Gedek selected through purposive sampling. The intervention was delivered through a structured training program based on the GROW model (goal, reality, options, will). Data were collected using an essay-based cognitive test and worksheet measuring participants' knowledge and skills related to coaching competency. Data were analyzed using descriptive statistics and a paired sample t-test with JASP software. **Results:** The results showed a significant improvement in developing others competency after the intervention ( $p = 0.019$ ), indicating that GROW model coaching training was effective in enhancing participants' coaching-related capabilities. **Novelty:** The study highlights the application of GROW model coaching training to improve developing others competency among executive members of a student organization through a structured coaching-based intervention approach.

## INTRODUCTION

Higher education is not solely oriented toward academic achievement, but also toward the development of non-academic competencies that support individuals' readiness to face social and professional demands. Students are expected to contribute not only through academic performance, but also through active engagement in social activities and the development of their personal potential. One of the avenues that can facilitate this is participation in student organizations. Student organizations provide a platform for exploring interests as well as for developing managerial and socio-cultural competencies. In line with this objective, it is important to establish an organizational environment that supports the continuous development of members' competencies. Organizations that implement structured and sustainable competency development systems are more likely to achieve improved organizational performance [1].

In the context of human resource development, competency is a key factor in supporting organizational effectiveness. Competency refers to an underlying characteristic of a person that results in effective or superior performance (Armstrong & Taylor, 2020). It encompasses knowledge, skills, behaviors, and work attitudes that are relevant to job demands. Broadly, competencies can be classified into two categories: behavioral competency, often referred to as soft competency, and technical competency,

commonly known as hard competency. Technical competency refers to an individual's ability to understand job-related knowledge and apply it effectively, whereas behavioral competency refers to work-related behaviors that support the achievement of individual performance outcomes (Armstrong & Taylor, 2020). However, evidence suggests that competency gaps still exist within organizational human resources. A study by McKinsey indicates that 87% of leaders believe there is a competency gap within their workforce [3].

This condition highlights the need for structured efforts in designing competency development. One form of managerial and leadership competency is *developing others*, which refers to the ability to encourage, develop, support, provide feedback, and coach team members (Armstrong, 2021). Within an organizational context, this competency is closely associated with the role of leaders or senior members. It is reflected in tasks and responsibilities related to mentoring, development, and providing support in achieving professional goals.

*Teater Gedhek* is a student activity unit at Universitas Muhammadiyah Sidoarjo that aims to serve as a platform for students to express their interests and develop skills in theatrical arts. Its programs focus on staging theatrical performances that address contemporary humanitarian issues. Structurally, *Teater Gedhek* operates in a non-formal manner and is divided into two groups based on roles and responsibilities, namely executive members and junior members. The role of executive members extends beyond implementing and managing organizational programs; they are also responsible for providing training, guidance, and mentoring to junior members. Therefore, coaching competency is essential for executive members to effectively support the development of junior members' potential and competencies.

The results of the training needs analysis conducted through observations and interviews indicate a gap between the expected and actual competencies of the executive members, particularly in coaching-related competencies. This is reflected in the low level of member participation during training sessions as well as ongoing issues with discipline. Further exploration revealed that the head of *Teater Gedhek* noted that some executive members tend to be passive in building rapport with junior members, which results in less effective interpersonal relationships. As expressed by the head of *Teater Gedhek*, "executive members feel that they are less capable of building closeness with junior members, and during training sessions they are often unsure about what kind of learning should be provided due to the absence of clear guidelines."

Other issues identified include the limited role of executive members in providing coaching, guiding the formulation of goal-oriented action plans, and the absence of structured guidelines for monitoring, evaluation, and feedback to support the learning process of junior members. These findings are further supported by experiences from previous organizational periods, which showed a high level of member absenteeism, likely associated with the suboptimal role of senior members in carrying out coaching functions. Several executive members also reported that they felt less capable of building

rapport and effectively coaching junior members. Based on these findings, it can be concluded that there is a gap in coaching competencies among executive members, resulting in less effective performance in carrying out coaching roles. This condition also impacts the motivation, engagement, and discipline of junior members. These findings indicate that improving coaching-related competencies is essential.

In response to the issues outlined above, coaching competency is essential for executive members to support their performance, particularly in relation to the development and guidance of junior members' skills. *Coaching refers to unlocking a person's potential to maximise their own performance* [5]. The coaching process focuses on enhancing self-awareness regarding one's strengths and areas for improvement [6]. A meta-analysis conducted across various organizational contexts indicates that coaching interventions targeting cognitive, affective, and skill-based outcomes demonstrate a moderate positive effect on performance improvement [7]. Furthermore, the implementation of integrated coaching, mentoring, and counseling programs in formal industry settings has been shown to have a significant positive impact on employee performance (Riyanti et al., 2024).

One of the most widely used approaches in coaching is the GROW model, which stands for *goal, reality, options, and will* [5]. The GROW coaching process focuses on achieving professional goals and improving performance. The first stage, *goal*, focuses on identifying and agreeing on the objectives to be achieved by the coachee. These goals should adhere to the SMART principles – specific, measurable, achievable, relevant, and time-bound – to ensure clarity and direction [9]. The next stage, *reality*, involves exploring the coachee's current situation. Coachees are encouraged to objectively assess their present position in relation to their goals by reflecting on questions such as, "Where am I now in relation to the goals I want to achieve?" and "What obstacles or resources may hinder or support goal attainment?". The third stage, *options*, aims to encourage coachees to explore as many possible solutions as they can through a creative and non-judgmental process. Finally, the *will* stage focuses on developing a concrete action plan based on the most relevant solution that has been selected. This stage also requires commitment, as well as ongoing monitoring, evaluation, and feedback to support sustained progress [10].

Although the effectiveness of coaching has been widely demonstrated in formal organizational contexts [7], [11], studies examining coaching training interventions in student organizations remain limited, particularly those employing experimental designs and focusing on *developing others* competency. Therefore, this study aims to examine the effect of GROW model coaching training on improving the *developing others* competency among executive members of student organizations. The hypothesis of this study is that GROW model coaching training has a significant effect on the improvement of *developing others* competency.

## RESEARCH METHOD

This study employed a quantitative approach using an experimental method. The design applied was a one-group pretest–posttest design, which involves a single group of participants who are measured before (pretest) and after (posttest) receiving a treatment in the form of training. This design aims to test the hypothesis that the training provided can improve participants' *developing others* competency.

The participants in this study consisted of four active members of *Teater Gedhek* without specific characteristics. The sampling technique used was purposive sampling, with the inclusion criterion being active executive members of *Teater Gedhek*.

The training procedure consisted of three stages: planning, implementation, and evaluation. The planning stage included coordination with relevant stakeholders, as well as the development of a syllabus, trainer manual, training modules, and evaluation instruments. The implementation stage was designed based on the indicators of *goal, reality, options, and will* [5].

The training was structured into four sessions employing various methods, including lectures and discussions, video reflection, simulation practices, and reflective activities on the delivered materials. The final stage, evaluation, was conducted by measuring participants' level of understanding before and after the training. The overall training process, including session structure, activity stages, time allocation, and duration, is presented in Table 1.1.

**Table 1.** The sequence of the training program implementation

Section	Activity	Time Allocation	Duration
<b>Introduction Program</b>	Introduction & Pre test	08.00-08.25	25 Minutes
<b>Section 1</b>	Video Reflection	08.25-08.35	10 Minutes
	Lecture coaching concept	08.35-09.05	30 Minutes
	Simulation SMART		
<b>Section 2</b>	Simulation Smart	09.05-09.25	20 Minutes
	Games Build Up	09.25-09.45	20 Minutes
	Jenga Tower		
	Ice Breaking Fingers	09.45-10.00	15 Minutes
	Reflection		
<b>Section 3</b>	Lecture Reality Concept	10.00-10.20	20 Minutes
	Simulation Reality	10.20-10.40	20 Minutes
	Ice Breaking Give Me a Solution	10.40-10.50	10 Minutes
	Lecture Option Concept	10.50-11.10	20 Minutes
<b>Section 4</b>	Simulation Option	11.10-11.30	20 Minutes
	Ice Breaking Origami for Action	12.30-12.45	15 Minutes

Section	Activity	Time Allocation	Duration
Closing Section	Lecture Will concept	12.45-13.10	25 Minutes
	Simulation Will	13.10-13.40	30 Minutes
	Post test and termination	13.40-14.10	30 Minutes

The instruments used in this study consisted of an essay-based cognitive test and a worksheet aimed at measuring participants' understanding and skills after completing the training. The instruments were developed based on the indicators of the GROW model [5], which include the ability to formulate SMART goals (*goal*), the ability to reflect on current conditions (*reality*), the ability to explore alternative solutions (*options*), and the ability to develop concrete action plans (*will*).

The data analysis process in this study was conducted using JASP software. The analysis began with descriptive statistics aimed at describing the characteristics of the data and comparing the mean scores of the pretest and posttest on the variables examined. The descriptive statistics included the mean and standard deviation.

Subsequently, a normality test was performed to determine whether the data were normally distributed as a prerequisite for parametric testing. The normality test was conducted using the Shapiro-Wilk test. The data were considered to be normally distributed if the significance value (*p*-value) was greater than 0.05.

After the normality assumption was met, the analysis was continued using a paired sample *t*-test to examine the difference in mean scores between the pretest and posttest within the same group. This test was used to determine whether there was a significant difference before and after the treatment was administered.

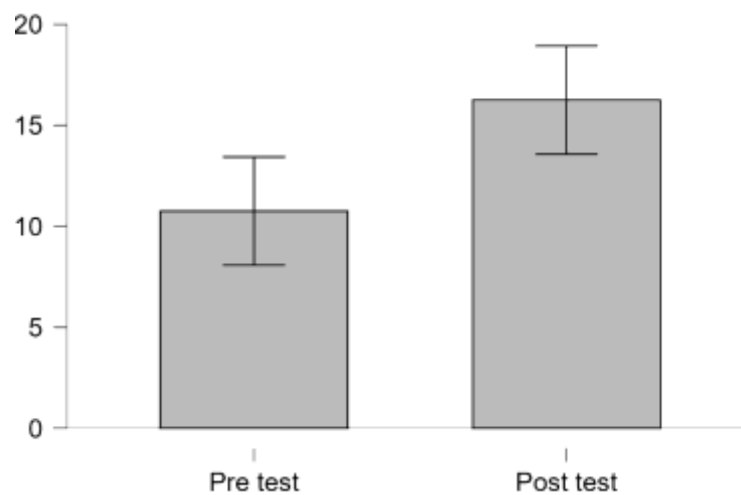
## RESULTS AND DISCUSSION

### Result

**Table 2.** Descriptive Statistic

	N	Mean	SD	SE	Coefficient of variation
<b>Pre test</b>	4	10.75	1.258	0.629	0.117
<b>Post test</b>	4	16.25	2.630	1.315	0.162

The results of the descriptive statistical analysis indicate a difference in the mean scores of *developing others* competency among the four executive members before and after the training. The participants' initial mean score prior to the training was 10.75, while the mean score after the training increased to 16.25. Furthermore, the visualization of the differences in mean competency levels before and after the training is presented in the figure below.



**Figure 1.** Bar Plots 1.3 pre test and post test

The normality test was conducted to determine whether the data were normally distributed, which is a prerequisite for parametric statistical testing. If the data are not normally distributed, non-parametric tests are applied. The results of the normality test are presented in Table 3 below.

**Table 3. Normality Test**

			W	p
Pre test	-	Post test	0.763	.051

The table shows that the results of the Shapiro-Wilk test indicate that the data are normally distributed, with a significance value of 0.051 ( $> 0.05$ ).

The next step was to examine whether the training had a significant effect on improving *developing others* competency, which was conducted using a paired sample *t*-test as presented below.

**Table 4. Paired Samples T-Test**

Measure 1	Measure 2	t	df	p	Cohen's d	SE Cohen's d
Pre test	- Post test	-4.621	3	.019	-2.310	1.024

The results of the significance test using a paired sample *t*-test showed a significance value of 0.019 ( $< 0.05$ ). These findings indicate that there is a statistically significant difference in *developing others* competency among executive members before and after the coaching training.

## *Discussion*

Based on the data analysis results, it can be concluded that GROW model coaching training is effective in improving *developing others* competency. The GROW coaching training provides participants with a systematic framework for conducting individual development processes.

The GROW model consists of four stages: *goal*, *reality*, *options*, and *will*. In the *goal* stage, participants are trained to formulate objectives that are specific, measurable, achievable, relevant, and time-bound (SMART). Goal setting based on SMART principles has been shown to enhance individual motivation, as it provides clear direction for achieving outcomes (Locke & Latham, 2002). In the *reality* stage, participants are trained to reflect on their current conditions. This process aims to encourage objective evaluation and deeper understanding of the problems faced. It also promotes the development of self-awareness (Panchal & Riddell, 2020). Furthermore, In the *options* stage participants are introduced to brainstorming techniques that emphasize non-judgmental idea generation. Exploring various alternative solutions creatively can enhance both creativity and problem-solving skills [14]. In the final stage, *will*, participants are guided to develop concrete action steps based on selected solutions. Breaking down larger goals into smaller, manageable actions is essential, as it provides clear guidance for goal achievement [15].

In addition to providing a structured framework for coaching, the GROW model also emphasizes reflective questioning, exploring others' problems, encouraging individuals to generate their own solutions, and conducting monitoring and feedback [16]. These principles are closely aligned with the developing others competency. Therefore, it can be concluded that GROW model coaching training enhances the developing others competency of executive members in *Teater Gedhek*.

These findings are supported by several relevant studies. One such study is an experimental study conducted by Rahmah and Muliansyah (Rahmah & Muliansyah, 2020). which demonstrated that GROW model coaching training in student organizations effectively improves participants knowledge and understanding of the coaching process. Additionally, the training was found to enhance leadership performance. Post-training evaluations showed that leaders became more open to members' issues and engaged in more active listening, which in turn increased members' openness. Similarly, in professional organizational contexts, coaching training for sales supervisors has been shown to positively influence sales staff performance. This is because supervisors who are able to provide both challenges and support such as constructive feedback can motivate subordinates to achieve higher levels of performance [18].

The positive impact of coaching implementation in organizations has also been widely demonstrated in improving team performance [19], [20], [21]. Furthermore, coaching programs not only affect work outcomes but also enhance engagement and self-awareness [6]. Therefore, coaching training and its implementation are crucial strategies

for supporting holistic human resource development, both in terms of performance and psychological aspects

## CONCLUSION

**Fundamental Finding:** This study concludes that GROW model coaching training is effective in improving the developing others competency of executive members in a student organization. The findings indicate a statistically significant increase in participants' competency scores after the intervention, demonstrating that structured coaching training can enhance individuals' ability to guide, support, and develop others within an organizational context. **Implication:** Despite these limitations, the study has important implications. It suggests that GROW model coaching training can be effectively implemented in student organizations as a strategy to enhance leadership and coaching-related competencies. **Limitation:** However, several limitations should be acknowledged. First, the study involved a very small sample size, which limits the generalizability of the findings. Second, the measurement instrument was restricted to cognitive knowledge and skills, without assessing affective or attitudinal components of competency. Third, the study did not include a long-term follow-up evaluation to determine the sustainability of the training effects. Lastly, the absence of a control group may limit the internal validity of the findings. **Future Research:** Future research is recommended to involve larger samples, include control group designs, and explore other coaching models or approaches to compare their effectiveness in developing leadership competencies in student organization settings.

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