

GROW Strategy: Training-Development of Drawing Competencies of MIS Al-Hilal Dender Banda Neira Teachers with KOSA RUPA

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ABSTRACT

Difficulties in demonstrating drawing-related learning pose a challenge for teachers at Madrasah Ibtidaiyah Swasta (MIS) Al-Hilal Dender. This study aims to develop teachers' competencies in drawing and Colouring at MIS Al-Hilal Dender, Banda Neira, using kosa rupa as a visual aid. This medium serves as a teaching tool to enhance teachers' creativity and skills in delivering visual arts education at the elementary school level. The research adopts a qualitative case study approach, involving three teachers as primary participants. The training was conducted using the GROW Coaching Model strategy, which consists of four stages: goal, reality, options, and will. In the goal stage, teachers formulate their learning objectives for drawing and Colouring. The reality stage identifies the teachers' initial drawing skills before training. The options stage explores alternative solutions through mentoring and training using kosa rupa. The final stage, will, focuses on implementing the training outcomes in classroom instruction. The findings indicate a significant improvement in teachers' drawing and Colouring abilities after the training. Evaluation was conducted based on composition, perspective, and Colouring aspects, showing an increase in scores from the initial to the final stage. Teachers' responses to kosa rupa as a teaching medium were overwhelmingly positive, with increased confidence in delivering visual arts lessons. This study affirms that incorporating kosa rupa within the GROW Coaching Model strategy can be an effective method for enhancing elementary school teachers' visual arts competencies. It is hoped that this approach can be widely implemented to support teacher development across various regions.

KEYWORDS

Kosa Rupa, Drawing, Coloring, GROW Coaching Model, Elementary School

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INTRODUCTION

Change is inevitable, including in the field of education. The rapid development of communication and information technology has driven innovation and progress in today's educational landscape. Educational organizations must continuously improve through various

efforts, one of which is lifelong learning. This learning culture must be fostered within educational institutions to enable them to adapt to technological advancements and contemporary changes. Therefore, an organization's capacity for change becomes a crucial factor (Darim, 2020).

Creativity and innovation within educational organizations must be continuously nurtured to help students reach their full potential. Educational institutions also bear the responsibility of preparing younger generations to actively participate in the social system and contribute to national and civic life (Wibowo, 2008). The ultimate goal is to produce graduates who can successfully integrate into society, secure jobs relevant to their fields, and create a positive impact. To achieve this, educational institutions must equip students with a wide range of skills, necessitating a shift in the education system toward problem-solving through creative and innovative learning approaches (Haryatmoko, 2020).

One strategy for addressing the challenges of change in education is improving Organisational performance through teacher skill development. Educational leaders play a critical role in managing and empowering teachers by providing support and opportunities for professional growth. School principals, in particular, are instrumental in fostering teacher development, not only in terms of performance and professionalism but also in productivity and competency enhancement (Megawati, Syamsir, & Firdaus, 2021). Teachers, as the frontline human resources in educational organizations, are invaluable assets and long-term investments (Saidin, Maisah, & Fadhilah, 2024). Enhancing teachers' instructional capacity directly influences their teaching performance, which in turn affects students' academic achievements.

The challenge of developing teaching capacity remains a fundamental issue for educators in all educational institutions, especially for elementary school teachers. Elementary teachers must possess a diverse skill set to teach multiple subjects, including visual arts. A study by Alhail (2024) at SD Negeri Desa Pengayaman, Bali, revealed the need for teacher competency development in visual arts, particularly in drawing and Colouring skills. Teachers often struggle to demonstrate various drawing activities due to their limited ability to innovate and create engaging basic visual art works for students (Alhail, 2024).

Hegemony in mainstream society often sidelines the importance of visual arts education in elementary schools. However, research indicates that drawing activities in elementary education can foster students' creativity and enhance their interest in other subjects that incorporate visual content (Kartono & Aziz, 2023). Drawing also serves as a recreational activity that supports children's balanced development—physically, psychologically, logically, and emotionally—at the elementary level (Alhail, 2024). Therefore, teachers must possess high levels of skill, innovation, and creativity to effectively stimulate drawing activities in elementary schools. One effective approach is the use of kosa rupa as a teaching medium.

Kosa rupa functions similarly to the alphabet in enriching students' visual information. Previous studies by Alhail (2024) and Kartono & Aziz (2023) have demonstrated that kosa rupa aids teachers in developing innovative and creative approaches to teaching visual arts, particularly in the stages of drawing and Colouring in elementary schools (Alhail, 2025). This study applies a similar innovation by integrating kosa rupa as a teaching medium for teachers at MIS Al-Hilal Dender, Banda District, Central Maluku Regency, Maluku Province.

The instruction and simulation of kosa rupa Utilisation were conducted using a coaching technique. This process was supported by Ms. Gaya Djohar, the principal of Al-Hilal Dender Madrasah, who implements situational leadership in her school's managerial processes. She empowers teachers by providing them with broad opportunities to acquire knowledge from various sources, including volunteer teams participating in community service programs in Dender, Banda District.

METHOD

Education is a dynamic process that inherently involves human interaction. It is inseparable from social life (Purwanto, 2007). The reflective and holistic characteristics of qualitative research (Creswell, 2003) enable an in-depth understanding of human Behaviour within educational processes and school-related phenomena. This study employs a qualitative approach with a single-case study

design. A qualitative case study allows researchers to develop a more holistic perspective, involving a comprehensive investigation of a phenomenon (Gerring, 2007). Qualitative data analysis serves as an essential tool to explore the humanistic aspects emerging from Organisational Behaviour, influencing choices, attitudes, managerial patterns, and educational leadership within an institution.

A case study may focus on an institution (Gillham, 2000), including schools as educational organizations. This research was conducted at MIS Al-Hilal Dender, Banda District, Central Maluku Regency, Maluku Province. The study's data sources are categorized into primary and secondary data. Primary data consists of direct information collected by the researcher from the study participants without intermediaries (Sugiyono, 2018). Meanwhile, secondary data refers to indirect information obtained from documents or individuals outside the key participants (Sugiyono, 2018). Primary data in this study was obtained through kosa rupa training activities, interviews with the school principal and teachers, and direct classroom observations. Secondary data was gathered from documentary studies on theories of teacher capacity development and personnel management applied at MIS Al-Hilal Dender, particularly in relation to the school principal's leadership style. Data collection techniques included interviews, observations, and documentary analysis of school records and administrative data relevant to this study.

In qualitative case study research, data validity is measured through credibility, transferability, dependability, and confirmability in the data evaluation process (Patton, 2002). Credibility in qualitative research refers to the ability to establish trustworthiness in the research findings (Winarti, 2012). This does not mean seeking justification through personal reflection but rather triangulating various data sources objectively to construct a comprehensive perspective from the research findings. Transferability relates to whether similar findings can be applied in comparable contexts, referring to the fundamental concepts of this study (Winarti, 2012). Such similar findings can be derived from secondary data collected from supporting participants, observations, and document analysis.

Table 1. List of Training and Mentoring Participants

No	Teacher Name	Institution	Homeroom Teacher
1	Dela Waliulu	MIS Al-Hilal Dender	Grade 4 Teacher
2	Desy Tehuayo	MIS Al-Hilal Dender	Grade 2 Teacher
3	Sintia Laeta, S.Pd.	MIS Al-Hilal Dender	Grade 5 Teacher

Theoretical Framework

The coaching technique was chosen for this study due to its effectiveness in stimulating the creativity of teachers at MIS Al-Hilal Dender. Etymologically, the term coaching originates from the English word coach, which, when directly translated into Indonesian, means "trainer." However, coaching extends beyond mere training; it is a developmental process in which individuals are provided with the necessary tools, knowledge, and opportunities to foster self-growth and achieve success (Peterson & Hicks, 1996). Scholars Emphasise that coaching is a mentoring process rather than direct teaching, aimed at helping individuals develop their personal capacities. The coaching technique also helps build teachers' confidence, enabling them to recognize their talents and potential, which they can then cultivate and innovate upon. There are several coaching models, including GROW, OCDAC, and IGROW. In this study, the research team selected the GROW Coaching Model which consists of Goal, Reality, Options, and Will due to its practicality and efficiency, making it more suitable for implementation within a shorter timeframe.



Figure 1. GROW Coaching Model
(Source: Sir John Whitmore, 2017)

The GROW Coaching Model was introduced by John Whitmore as a framework for training that aims to enhance performance, improve learning and skills, and assist groups in setting and achieving shared goals. The model consists of four key stages, each with a specific purpose:

1. **Goal:** This stage focuses on setting clear objectives that a team aims to achieve. The goals must be specific, measurable, realistic, attainable, and time-bound (SMART). Before establishing a goal, it is crucial to build mutual understanding and trust within the team to ensure a shared vision and collective effort toward collaboration and goal attainment.
2. **Reality:** This phase involves reflecting on the current situation. Assessment and discussion are essential to evaluate whether the team's current resources and conditions are sufficient to achieve the set goal. This reflection helps in creating a realistic timeline, identifying challenges that may arise, and planning concrete steps to address them.
3. **Options:** This stage focuses on exploring alternative strategies and possible courses of action. While setting goals, it is crucial to prepare for potential challenges by developing multiple contingency plans to accommodate various possible scenarios.
4. **Will:** The final stage is execution, where the team takes direct action to implement the planned steps toward achieving the goal. This phase Emphasises commitment and accountability, ensuring that the strategies and initiatives discussed in the previous stages are effectively carried out.

In this research, the author uses the GROW training model as a method to provide training on the introduction of Kosa Rupa teaching techniques to teachers at MIS Al-Hilal Dender to improve teaching and learning abilities in the classroom. The coaching technique was chosen because researchers saw its effectiveness in sparking the creativity of teachers at MIS Al-Hilal Dender.

RESULT AND DISCUSSION

1. Strategi Pelaksanaan GROW Coaching Model

The implementation of Kosa Rupa training and mentoring is carried out in 4 stages using the GROW Coaching Model, namely: goal, reality, options, and will can be seen in the following chart.



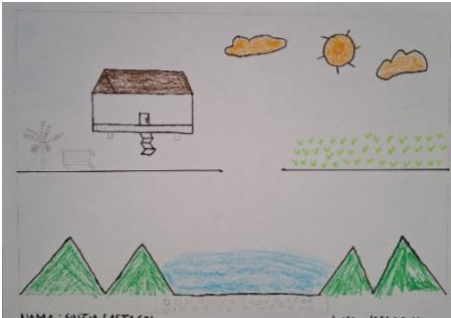
Goal is the first stage of the GROW Coaching Model, the coaching session at this stage is carried out to help teachers clarify the goals of achieving competency by making goal rules from the end point not from the starting point or current conditions. The first meeting session on August 11, 2024 was held with teachers to formulate the goals to be achieved and the results obtained were long-term goals in work professionalism, namely achieving the ability to demonstrate drawing materials to students and the short-term goal was that teachers could draw and Colour using Kosa Rupa books beyond the standard assessment limits.



Figure 2. Goal Setting
(Source: Hadi Alhail Documentation, 2024)

Reality is the second stage which was carried out at the first meeting session on August 11 2024 after the objectives were successfully formulated by the teachers with the help of coach Hadi Alhail. At this stage, teachers are guided to be aware of the current conditions or current position of their competence in drawing. In this context, the coach provides drawing equipment such as drawing books, pencils, erasers, thickening pencils, crayons and rulers, then the coach instructs the teachers to create landscape drawings without being given training within a duration of 60 minutes. Teachers' work results are varied and varied according to their current competencies. The following are the results of the findings identifying the current state of teacher competence in drawing and Colouring.

Table 2 Teachers' Work Results Before Kosa Rupa Training and Mentoring




No	Teacher Name	Painting	Description
1	Dela Waliulu		Based on the results of the initial test at the reality stage, the teacher only used 5 object components in her drawing, out of 5 components only 2 components were made with the right perspective, namely clouds and the sun, and the Colours were made without gradation, so the score obtained was 15.5.
2	Desy Tehuayo		Based on the results of the initial test at the reality stage, the teacher only used 7 object components in her drawing, out of 7 components only 5 components were made with the right perspective, namely the sun, house, tree, flower, and grass, and the Colours were made without gradation, so the score obtained was 32.5.
3	Sintia Laeta, S.Pd.		Based on the results of the initial test at the reality stage, the teacher only used 8 object components in her drawing, out of 8 components only 2 components were made with the right perspective, namely clouds and the sun, and the Colours were made without gradation, so the score obtained was 20.8.

Option is the third stage carried out in the second meeting session on August 12, 2024, this stage functions as a solution stage that will create ideas, produce choices, and provide alternative solutions or steps that can be solutions to existing challenges, in achieving goals, as a coach, it is necessary to help teachers to do 'brainstorming', especially within themselves and explore and find potential and ideal solution choices that they can do in achieving their goals. This session offers a series of choice exploration activities through "The Golden Circle Framework" followed by 30 minutes of training and assistance in drawing and Colouring village-themed Kosa Rupa for 120 minutes.



Figure 3 Determination of Selection and Training and Assistance of Village Theme Kosa Rupa
(Source: Hadi Alhail Documentation, 2024)

Table 3 Results of Teachers' Work During Training and Mentoring of Village Theme Kosa Rupa

No	Teacher Name	Painting	Description
1	Dela Waliulu		Based on the test results at the option stage, the teacher only used 10 object components in his drawing, out of 10 components only 4 components were made with the right perspective, and 7 objects were made with 3 Colour gradations, so the score obtained was 64.7.
2	Desy Tehuayo		Based on the test results at the option stage, the teacher only used 8 object components in his drawing, out of 8 components made with the right perspective, and 5 objects made with 3 Colour gradations, so the score obtained was 75.8.
3	Sintia Laeta, S.Pd.		Based on the test results at the option stage, the teacher only used 10 object components in his drawing, out of 10 components only 7 components were made with the right perspective, and 6 objects were made with 3 Colour gradations, so the score obtained was 78.6.

Will is the fourth stage carried out in the third meeting session on August 13, 2024. This stage of the entire GROW Coaching Model process is the stage that determines the realization of reality and achievement. How they will act, what real steps will be taken, when they will carry out this plan, and so on. This coaching session closes by stating and implementing something measurable and real steps. What is committed by the teachers in this stage can be reviewed as a form of accountability in the next session. Based on the short-term formulation, the teachers have succeeded in achieving above-standard scores through training and mentoring in implementing beach-themed Kosa Rupa for a duration of 120 minutes. While in the long-term formulation, the teachers have committed to the sustainability of implementing Kosa Rupa to students through demonstrations.



Figure 4 Designing Teachers' Follow-up Actions and Implementing Training and Assistance in Beach-themed Kosa Rupa
(Source: Hadi Alhail Documentation, 2024)

2. Results of Achieving Short-Term Goals and Evaluation of Visual Kosa Rupa Drawing Competence


The results of achieving short-term goals and evaluating visual Kosa Rupa drawing competencies were obtained through 3 assessment aspects, namely composition, perspective, and Colour with several indicators with a standard value that needs to be achieved of 75 as follows.

Table 4 Assessment Indicators

No	Assessment Aspect	Indicator
1	Composition	1. Able to use 10 components of Kosa Rupa
		2. Able to place 10 components of Kosa Rupa correctly
		3. Able to apply the size of 10 components of Kosa Rupa correctly
2	Perspective	1. Able to apply the size of the point of view on 10 components of Kosa Rupa correctly
		2. Able to apply the point of view of Colour gradation on 10 components of Kosa Rupa correctly
3	Colour	1. Able to use 3 Colours on 10 components of Kosa Rupa Colour
		2. Able to apply Colour gradation on 10 components of Kosa Rupa
		3. Able to apply free random shading techniques on 10 components of Kosa Rupa
		4. Able to make contour lines on 10 components of Kosa Rupa

Based on the assessment aspects and indicators, the results of the evaluation of drawing Kosa Rupa of 3 teachers as subjects of the study were obtained, namely Dela Waliulu, Desy Tehuayo, Sintia Laeta, S.Pd., from MIS Al-Hilal Dender.

Table 5 Implementation of Visual Kosa Rupa on the Beach Theme by Dela Waliulu


		
No	Assessment Aspect	Score
1	Composition	100
2	Perspective	95
3	Colour	92,5
Total Score		95,8

Based on the assessment results of Mrs. Dela Waliulu's work 1, the data obtained on the competency achievement achieved by the teacher was 95.8. This achievement has exceeded the standard achievement limit of 75 points. In terms of composition, work 1 can meet 10 out of 10 target achievements in the use of image components from the visual Kosa Rupa (clouds and sun, birds, coconut trees, surfboards, ships, rocks, sand castles, grass, shells, and starfish), work 1 places 10 out

of 10 visual Kosa Rupa components correctly (clouds and sun, birds, coconut trees, surfboards, ships, rocks, sand castles, grass, shells, and starfish), work 1 applies 10 out of 10 component layout sizes correctly (clouds and sun, birds, coconut trees, surfboards, ships, rocks, sand castles, grass, shells, and starfish).

In terms of perspective, work 1 applies 10 out of 10 points of view of the visual Kosa Rupa components correctly (clouds and sun, birds, coconut trees, surfboards, ships, rocks, sand castles, grass, shells, and starfish), work 1 applies 9 out of 10 perspectives on Colour gradation correctly (clouds and sun, birds, coconut trees, ships, rocks, sand castles, grass, shells, and starfish). In terms of Colour, work 1 uses 8 out of 10 components of the visual Kosa Rupa that are graded with 3 Colours (clouds and sun, birds, coconut trees, ships, sand castles, grass, shells, and starfish), work 1 uses 10 out of 10 components of the visual Kosa Rupa that use Colour gradation (clouds and sun, birds, coconut trees, surfboards, ships, rocks, sand castles, grass, shells, and starfish), work 1 applies 9 out of 10 components of the visual Kosa Rupa in shading with the right free random shading technique (clouds and sun, birds, coconut trees, surfboards, ships, sand castles, grass, shells, and starfish), work 1 applies 10 out of 10 contour lines on the components of the visual Kosa Rupa (clouds and sun, birds, coconut trees, surfboards, ships, rocks, sand castles, grass, shells, and starfish).

Table 6 Implementation of Beach Themed Kosa Rupa by Desy Tehuayo


		
No	Assessment Aspect	Score
1	Composition	96,7
2	Perspective	100
3	Colour	95
Total Score		97, 2

Based on the assessment results of Mrs. Desy Tehuayo's work 2, the data obtained on the competency achievement achieved by the teacher was 97.2. This achievement has exceeded the standard achievement limit of 75 points. In terms of composition, work 2 can meet 10 out of 10 target achievements in the use of image components from visual Kosa Rupa (clouds, sun, birds, coconut trees, surfboards, ship 1, ship 2, rocks, sand castles, grass, and shells), work 2 places 10 out of 10 visual Kosa Rupa components correctly (clouds, sun, birds, coconut trees, surfboards, ship 1, ship 2, rocks, sand castles, grass, and shells), work 2 applies 9 out of 10 component layout sizes correctly (clouds, sun, birds, surfboards, ship 1, ship 2, rocks, sand castles, grass, and shells). In terms of perspective, work 2 applies 10 out of 10 points of view of the visual Kosa Rupa components correctly (clouds, sun, birds, coconut trees, surfboards, ship 1, ship 2, rocks, sand castles, grass, and shells), work 2 applies 10 out of 10 perspectives on Colour gradation correctly (clouds, sun, birds, coconut trees, surfboards, ship 1, ship 2, rocks, sand castles, grass, and shells).

In terms of Colour, work 2 uses 9 out of 10 components of the visual Kosa Rupa that are graded with 3 Colours (clouds, sun, birds, coconut trees, surfboards, ship 1, ship 2, rocks, sand castles, and

grass), work 2 uses 10 out of 10 components of the visual Kosa Rupa that use Colour gradation (clouds, sun, birds, coconut trees, surfboards, ship 1, ship 2, rocks, sand castles, grass, and shells), work 2 applies 9 out of 10 components of the visual Kosa Rupa in shading with the right free random shading technique (clouds, sun, birds, surfboards, ship 1, ship 2, rocks, sand castles, grass, and shells), work 2 applies 10 out of 10 contour lines on the visual Kosa Rupa components (clouds, sun, birds, coconut trees, surfboards, ship 1, ship 2, rocks, sand castles, grass, and shells).

Table 7 Implementation of Beach Theme Kosa Rupa by Sintia Laeta, S.Pd.

		
No	Assessment Aspect	Score
1	Composition	100
2	Perspective	100
3	Colour	100
Total Score		100

Based on the assessment results of the work of Mrs. Sintia Laeta, S.Pd., the data obtained on the achievement of competency achieved by the teacher was 100. This achievement has exceeded the standard achievement limit of 75 points. In the composition aspect, work 3 can meet 10 out of 10 target achievements in the use of image components from visual Kosa Rupa (clouds, sun, birds, coconut trees, surfboards, boats, rocks, trees, grass, and crabs), work 3 places 10 out of 10 visual Kosa Rupa components correctly (clouds, sun, birds, coconut trees, surfboards, boats, rocks, trees, grass, and crabs), work 3 applies 10 out of 10 component layout sizes correctly (clouds, sun, birds, coconut trees, surfboards, boats, rocks, trees, grass, and crabs). In terms of perspective, work 3 applies 10 out of 10 points of view of the visual Kosa Rupa components correctly (clouds, sun, birds, coconut trees, surfboards, boats, rocks, trees, grass, and crabs), work 3 applies 10 out of 10 perspectives on Colour gradation correctly (clouds, sun, birds, coconut trees, surfboards, boats, rocks, trees, grass, and crabs).

In terms of perspective, work 3 applies 10 out of 10 points of view of the visual Kosa Rupa components correctly (clouds, sun, birds, coconut trees, surfboards, boats, rocks, trees, grass, and crabs), work 3 applies 10 out of 10 perspectives on Colour gradation correctly (clouds, sun, birds, coconut trees, surfboards, boats, rocks, trees, grass, and crabs). In terms of Colour, work 3 uses 10 out of 10 components of the visual Kosa Rupa that are graded with 3 Colours (clouds, sun, birds, coconut trees, surfboards, boats, rocks, trees, grass, and crabs), work 3 uses 10 out of 10 components of the visual Kosa Rupa that use Colour gradation (clouds, sun, birds, coconut trees, surfboards, boats, rocks, trees, grass, and crabs), work 3 applies 10 out of 10 components of the visual Kosa Rupa in shading with the right free random shading technique (clouds, sun, birds, coconut trees, surfboards, boats, rocks, trees, grass, and crabs), work 3 applies 10 out of 10 contour lines to the visual Kosa Rupa components (clouds, sun, birds, coconut trees, surfboards, boats, rocks, trees, grass,

and crabs).

3. Teacher Response Results

Based on the results of the interview with the principal and teachers of MIS Al-Hilaal Dender, they gave a positive response to the training and learning media for the Kosa Rupa book. The principal was satisfied with the Kosa Rupa training provided, because in addition to complex and detailed, the Kosa Rupa book teaches teachers new knowledge about the world of drawing, especially in determining the sketch of the picture. The principal hopes that in the future teachers will find it easier to implement it to students. (Interview Gaya, August 12, 2024). Teachers are very satisfied with the Kosa Rupa training and mentoring, teachers feel a significant change between work one and work two after the explanation of the concept of Kosa Rupa, then further improvement in the third work, greatly shows the effectiveness of the training and mentoring provided. (Interview with Sintia, August 13, 2024). The Kosa Rupa book is very helpful for teachers in maximizing learning demonstrations related to drawing to students, in addition, teachers gain a lot of knowledge related to the use of composition, perspective and Colour gradation more practically and easily through the training and mentoring carried out. (Interview with Desi, August 13, 2024).



Figure 5 Submission of Kosa Rupa Module for Program Sustainability
(Source: Hadi Alhail Documentation, 2024)

CONCLUSION

Kosa Rupa training with the GROW coaching model strategy has a positive impact on the development of the drawing and Colouring potential of MIS Al-Hilal Dender teachers, visually and the acquisition of scores from the comparison of work 1, work 2, and work 3 shows an increase in the teacher's drawing and Colouring competence. The GROW (goal, reality, option, and will) coaching model is an important procedure in training that contains 4 stages, namely: 1) the goal of teachers based on long-term goals in work professionalism is the achievement of the ability to demonstrate drawing materials to students and the short-term goal is that teachers can draw and Colour using Kosa Rupa books beyond the standard assessment limit, 2) the reality of the teachers' work for the conditions before the Kosa Rupa training did not meet the standards of composition, perspective, and proper Colour, 3) the option obtained by the teachers was Kosa Rupa training for 30 minutes and assistance in drawing and Colouring village-themed Kosa Rupa for a duration of 120 minutes, 4) the will from the short-term formulation is that teachers have succeeded in achieving above-standard scores through training and assistance in applying beach-themed Kosa Rupa for a duration of 120 minutes. Meanwhile, in the long-term formulation, teachers have committed to the sustainability of implementing Kosa Rupa for students through demonstrations.

It is hoped that this research can contribute to the world of education, especially elementary school teachers in various regions of Indonesia, to be able to Optimise the ability to draw visual Kosa Rupa. This research also aims to provide a new perspective in the management program for developing the capacity of educators.

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