

Development of a Coaching Model for the Outstanding Student Selection Program in Higher Education

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Abstract

The Outstanding Student Selection Program (Pemilihan Mahasiswa Berprestasi—Pilmapres) is a strategic initiative aimed at developing students' academic and non-academic competencies through the integration of hard skills and soft skills. However, the implementation of the program is often constrained by students' limited understanding of the selection procedures and the lack of systematic guidance provided by higher education institutions. This study aimed to develop a coaching model for the Pilmapres. The research employed a Research and Development (R&D) approach based on the Borg and Gall development model, consisting of stages including research and information collection, planning, product development, validation, field testing, revision, and dissemination. Data were collected through questionnaires, expert validation sheets, and practicality assessments. The findings revealed that the developed Pilmapres Coaching Model achieved a mean validity score of 3.82, indicating that the model is valid and suitable for implementation. The Pilmapres Coaching Module obtained a mean validity score of 3.65, which also falls within the valid category. Furthermore, the practicality assessment yielded an overall mean score of 3.78, demonstrating that the model is practical and feasible for use. The implementation of the model resulted in six students successfully passing the faculty-level selection and advancing to the university-level selection process. These findings indicate that the developed Pilmapres Coaching Model is valid, practical, and effective in supporting student preparation and participation in the Outstanding Student Selection Program.

Keywords: coaching model, outstanding student selection program (Pilmapres), student achievement, research and development, higher education.

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1. Introduction

One of the primary objectives of higher education development is the enhancement of human resource quality through systematic planning, implementation, and evaluation processes. In addition to strengthening knowledge and technical competencies, students are also expected to possess both hard skills and soft skills, as the integration of these competencies is essential for achieving success in academic, professional, and social contexts.

The rapid advancement of information technology requires students to continuously adapt to changing environments, maintain strong learning motivation, and actively contribute to sustainable development. Policies introduced by the Indonesian Ministry of Education, Culture, Research, and Technology encourage students not only to excel academically but also to become creative, innovative, competitive, and highly responsible individuals with strong character.

In this regard, higher education institutions play a crucial role in equipping students with the competencies and competitiveness required in the contemporary workforce. Today, employers no longer focus solely on fresh graduates' academic achievements, as reflected by high grade point averages, but also seek candidates who possess various complementary skills, including leadership, communication, problem-solving, teamwork, and innovation capabilities.

Consequently, universities are required to develop comprehensive and relevant curricular, co-curricular, and extracurricular programs that align with current societal and labor market demands. Such programs are expected to contribute significantly to the development of high-quality human resources. In line with this objective, the Indonesian National Achievement Center (*Pusat Prestasi Nasional—Puspresnas*) formulates technical policies, implements, monitors, evaluates, and reports various student achievement development programs, including the Outstanding Student Selection Program (*Pemilihan Mahasiswa Berprestasi—Pilmapres*). This program serves as a platform for balancing students' hard skills and soft skills while encouraging higher education institutions to foster an academic culture that supports students in achieving excellence across multiple dimensions.

However, several challenges have hindered the effective implementation of the Pilmapres Program, preventing the achievement of its intended objectives. One of the major obstacles is the limited understanding among students regarding the program's procedures, requirements, and selection stages. This condition highlights the need for systematic guidance and coaching programs to prepare students adequately for participation in Pilmapres. Considering the increasing demand for high-quality university graduates and the importance of preparing students for competitive achievement programs, students at Medan State University (*Universitas Negeri Medan—UNIMED*) should be equipped from an early stage through a structured coaching model designed to support their participation and success in future Pilmapres competitions.

2. Literature Review

According to Miftah Thoha (2020, p. 31), coaching refers to a series of efforts and activities undertaken to achieve better outcomes from planned programs and activities. Similarly, Firdaus (2021, p. 14) defines coaching as an action aimed at promoting progress, improvement, growth, and development, thereby enhancing the effectiveness of various activities. Based on these perspectives, coaching can be understood as a systematic process carried out by a coach or mentor to guide and develop individuals or groups, including students, in order to facilitate positive change and achieve optimal outcomes.

Furthermore, Mangunharjana (2005, p. 16) identifies three primary sub-functions of coaching: controlling, supervising, and monitoring. The controlling function is generally directed toward institutions responsible for implementing a program, ensuring that organizational activities align with established objectives and standards. The supervising function focuses on individuals responsible for carrying out program activities, while the monitoring function is concerned with observing and evaluating the implementation process to ensure its effectiveness and efficiency.

In line with this perspective, Djuju Sudjana (2008, p. 9) argues that the primary function of coaching is to maintain and ensure that program implementation is conducted consistently in accordance with predetermined plans and objectives. Therefore, coaching serves as a mechanism for sustaining program quality while facilitating continuous improvement throughout the implementation process.

Based on the foregoing explanations, coaching can be defined as a systematic process of guidance, supervision, monitoring, and development conducted efficiently and effectively to achieve better results. It encompasses activities aimed not only at maintaining existing achievements and standards but also at continuously improving and refining them to support the growth and success of individuals and organizations.

3. Methodology

This study employed a Research and Development (R&D) approach by adopting the development model proposed by Walter R. Borg and Meredith D. Gall (1983). Research and Development, often referred to as research-based development, is intended to improve the quality of human resources through educational innovation and systematic product development. In addition to generating and validating educational products, this approach is widely used to design, test, and refine educational models and programs.

In the present study, the R&D methodology was utilized to develop a coaching model for the Outstanding Student Selection Program (*Pemilihan Mahasiswa Berprestasi—Pilmapres*) at Medan State University (UNIMED). The development of this model was intended to enhance student participation and achievement in both academic and non-academic fields by providing structured guidance, mentoring, and preparation for Pilmapres competitions.

The development process followed the stages outlined in the Borg and Gall model, which include: research and information collecting, planning, developing a preliminary form of the product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, and dissemination and implementation. These stages were conducted systematically to ensure the validity, practicality, and effectiveness of the coaching model.

The design of the development process for the student reasoning and creativity enhancement program is illustrated in the following scheme.

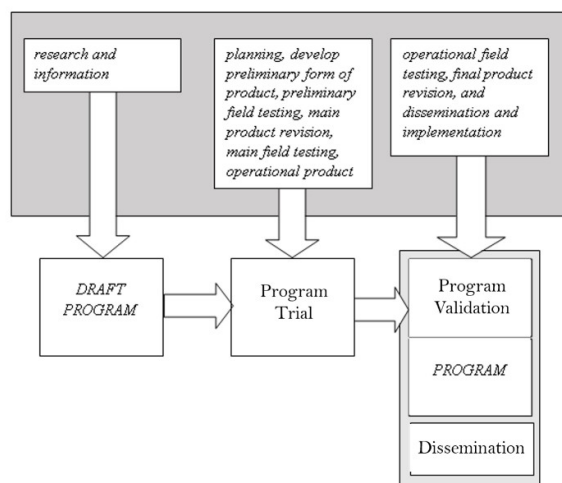


Figure 1. Stages in the Development of the Pilmapres Coaching Model

4. Results

At this stage, the researchers conducted a series of preliminary activities as the foundation for developing the Pilmapres coaching model. The primary objective of this stage was to identify students' needs, expectations, and perceptions regarding a coaching program that could effectively prepare them to participate in the Outstanding Student Selection Program (*Pemilihan Mahasiswa Berprestasi—Pilmapres*).

Data were collected through a closed-ended questionnaire administered to 50 fourth-semester students at Medan State University (Universitas Negeri Medan). The respondents were selected to represent students who had already experienced academic and extracurricular activities and were potential candidates for future participation in Pilmapres. The questionnaire was designed to gather information concerning students' understanding of Pilmapres, their perceived readiness to participate, the challenges they encounter, and the types of coaching and support they expect from the university.

The findings obtained from the questionnaire served as the basis for formulating the components and implementation strategies of the proposed coaching model. The recapitulation of students' needs regarding the Pilmapres coaching model is presented in **Table 1**.

Table 1. Recapitulation of Students' Needs Regarding the Pilmapres Coaching Model.

Statement	Response		(%)
	Yes	No	
1. You are aware of the Pilmapres program conducted annually.	35	15	70%
			30%
2. You are interested in participating in the program.	40	10	80%
			20%
3. You seek information about the program from various sources, such as official websites and YouTube	42	8	84%
			16%
4. You need the university to provide coaching and socialization activities regarding the program	46	4	92%
			8%

Subsequently, the validation of the UNIMED Pilmapres Coaching Model was conducted based on the following assessment aspects: (1) the sequence and coherence of the selection stages, beginning from the lowest level (study program) to the national level; (2) the description of activities at each selection stage, including the qualifications required for candidate assessment and selection; (3) the clarity, comprehensibility, and unambiguity of the activity descriptions provided for participants; and (4) the evaluation outcomes of the Pilmapres program.

The expert validation process was carried out to assess the feasibility, relevance, and practicality of the developed coaching model. The results of the expert validation of the Pilmapres Coaching Model are presented in Table 2.

Tabel 2. Expert Validation of the Pilmapres Coaching Model.

No	Assessment Aspect	Validator			Mean Score
		1	2	3	
1	Sequence of Selection Stages	3,75	3,80	3,85	3,80
2	Description of Activities at Each Selection Stage	3,66	3,60	4,00	3,75
3	Clarity of Activity Descriptions	3,83	3,85	3,75	3,81
4	Evaluation of Pilmapres Outcomes	4,00	3,85	4,00	3,95
					3,82

Based on the mean score obtained across all assessed aspects, the validation of the Pilmapres Coaching Model achieved an overall average score of 3.82. Referring to the validation criteria established prior to the study, a mean score of 3.82 indicates that the Pilmapres Coaching Model falls within the valid category. Therefore, it can be concluded that the developed coaching model possesses an adequate level of validity and is suitable for implementation as a guideline for preparing and assisting students participating in the Pilmapres program.

The validation of the Pilmapres Coaching Module was carried out by evaluating two main aspects. The first aspect was the module design and presentation, which comprised the cover, presentation format, print quality, font style, and font size. The second aspect was the completeness of the module content, which included the preface, table of contents, module information, instructions for use, an overview of the Pilmapres program, the objectives of Pilmapres, eligibility requirements, a flowchart illustrating the selection process at each level, and detailed descriptions of the qualifications that prospective participants should prepare prior to the selection process.

Table 3. Expert Validation of the Pilmapres Coaching Module

No	Assessment Aspect	Validator			Mean Score
		1	2	3	
1	Module Appearance	3,55	3,70	3,65	3,67
2	Module Completeness	3,64	3,60	3,75	3,63
					3,65

As shown in Table 3, the overall mean score across all validation aspects was 3.65. According to the predetermined validation criteria, this score places the Pilmapres Coaching Module in the valid category. These findings indicate that the module meets the required standards in terms of content quality, presentation, and completeness, and is therefore suitable for implementation as a guide for students participating in the Pilmapres Coaching Program.

Tabel 4. Results of the Practicality Validation Assessment of the Pilmapres Coaching Model

No	Assessment Aspect	Validator			Mean Score
		1	2	3	
Syntax					
1	Overall implementation of the model stages	3,75	3,65	3,85	3,75
2	Coverage of important aspects in the coaching process	3,70	3,80	4,00	3,83
3	mplementation of activity sequences and collaboration during the coaching process	3,65	4,00	3,50	3,71
		Syntax Average			3,76
Social System					
1	Students' active participation in the coaching process	3,85	4,00	3,75	3,86
2	Level of implementation of learning situations	3,75	3,65	4,00	3,8
3	Level of cooperation, mutual respect, and mutual support among students	4,00	4,00	3,75	4,91
		Social System Average			3,85
Principles of Reaction					
1	Implementation of a conducive coaching environment	3,75	3,65	4,00	3,8
2	Availability of opportunities for students to ask questions during the coaching process	3,00	4,00	4,00	3,66
3	Availability of activities focused on directing, guiding, and motivating students	4,00	3,65	3,75	3,8
		Principles of Reaction Average			3,75
	Overall Mean Score				3,78

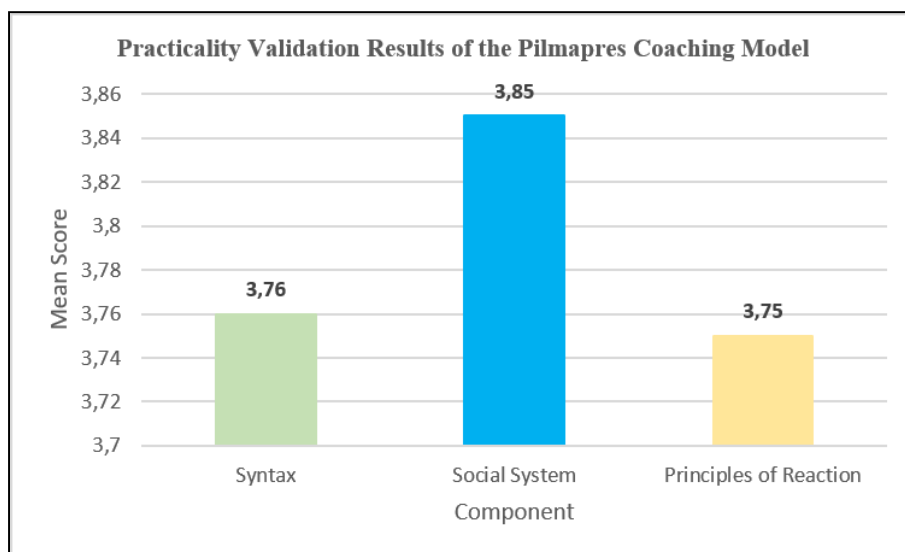


Figure 2. Graph Practicality Validation Assessment of the Pilmapres Coaching Model

Based on the data presented in Table 4 and Figure 2., the mean score for the Syntax aspect was 3.76, the mean score for the Social System aspect was 3.85, and the mean score for the Principles of Reaction aspect was 3.75. The overall mean score across all aspects was 3.78.

Referring to the overall mean score of 3.78 for the practicality assessment of the Pilmapres Coaching Model and considering the validation criteria established prior to the study, it can be concluded that the practicality level of the Pilmapres Coaching Model falls within the valid category. These findings indicate that the model is practical, feasible, and suitable for implementation in supporting the preparation and development of students participating in the Outstanding Student Selection Program (Pilmapres).

5. Conclusion

Based on the results of this research and development study, it can be concluded that the Pilmapres Coaching Model of Medan State University (UNIMED) was successfully developed through the stages of the Borg and Gall Research and Development (R&D) model. The development process included needs assessment, program drafting, field testing, expert validation, revision, and the finalization of both the coaching model and the coaching module.

The expert validation results indicated that the Pilmapres Coaching Model achieved a mean score of 3.82, which falls within the valid category. The Pilmapres Coaching Module obtained a mean score of 3.65, also categorized as valid. Furthermore, the practicality assessment yielded an overall mean score of 3.78, indicating that the developed model is practical and feasible for implementation.

These findings demonstrate that the developed coaching model meets the required standards of validity and practicality in terms of syntax, social system, and principles of reaction. The model provides a systematic framework for students and mentors in preparing for the Outstanding Student Selection Program (Pilmapres), from the study program level through the national level.

Based on the findings, discussion, and data analysis, the following conclusions can be drawn:

1. The developed Pilmapres Coaching Model was found to be valid and practical for implementation.
2. The Pilmapres Coaching Model was proven to be effective.

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