



The Effectiveness of Coaching for Improving Student Competence: A Literature Review

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ABSTRACT

As the future leaders of the nation currently pursuing higher education, students actually seek knowledge, skills, experience, and a strong moral character. On BPS data, the percentage of young people (aged 15–24) who are neither in school, employed, nor enrolled in training—at 19.44% in 2025—remains relatively high, meaning approximately 1 in 5 young people in Indonesia have not yet gained access to quality education, and access to training as preparation for entering the workforce. Objective of systematic literature review (SLR) is to understand how coaching can tangibly enhance students' competencies, as well as the factors that strengthen or weaken this relationship. SLR methodology, which involves the identification, evaluation, and interpretation of relevant research on the effectiveness of coaching methods to student competencies. The results indicate that coaching has a significant impact on improving student competencies. Coaching programs significantly enhance students' knowledge, skills, and attitudes, which are described differently. In conclusion, coaching is effective in improving students' academic and non-academic performance. Students become better at critical thinking, academic planning, and developing a reading culture. Coaching methods are also effective in fostering self-reflection. Higher education institutions should focus on appropriate methods for developing practical skills than interpersonal development.

Keywords: *Coaching; Competence; Effective; Literature Review; Student*

INTRODUCTION

To prepare a generation with comprehensive skills, higher education institutions need to play an active role [1]. Students, as the nation's future generation, pursue higher education with the expectation of gaining knowledge, skills, experience, and a sound moral character that will enable them to compete globally [2]. These aspects serve as preparation for entering the workforce and achieving a prosperous life. In reality, data from Statistics Indonesia show the percentage of young people aged 15–24 who were not in education, employment, or training over the last three years, from 2023 to 2025.

Table 1. Percentage of Youth Aged 15–24 Who Were Not in Education, Employment, or Training (Percent)

| No. | Province | 2023 | 2024 | 2025 |
|-----|-------------------------|-------|-------|-------|
| 1 | Aceh | 29.02 | 28.56 | 24.52 |
| 2 | North Sumatra | 20.08 | 19.78 | 17.42 |
| 3 | West Sumatra | 23.00 | 21.31 | 18.42 |
| 4 | Riau | 23.26 | 21.79 | 19.49 |
| 5 | Jambi | 22.26 | 20.71 | 19.46 |
| 6 | South Sumatra | 23.37 | 23.36 | 21.35 |
| 7 | Bengkulu | 21.77 | 20.92 | 18.61 |
| 8 | Lampung | 22.32 | 22.53 | 18.07 |
| 9 | Bangka Belitung Islands | 21.30 | 21.26 | 18.16 |
| 10 | Riau Islands | 15.04 | 14.52 | 16.16 |
| 11 | DKI Jakarta | 15.49 | 15.19 | 12.83 |
| 12 | West Java | 25.71 | 23.49 | 24.84 |
| 13 | Central Java | 20.99 | 17.93 | 16.67 |
| 14 | DI Yogyakarta | 10.89 | 11.18 | 11.25 |
| 15 | East Java | 19.53 | 17.02 | 16.76 |
| 16 | Banten | 28.80 | 23.79 | 23.72 |
| 17 | Bali | 10.03 | 7.26 | 5.33 |
| 18 | West Nusa Tenggara | 20.45 | 15.44 | 16.37 |
| 19 | East Nusa Tenggara | 18.13 | 17.02 | 17.62 |
| 20 | West Kalimantan | 23.55 | 21.22 | 19.63 |
| 21 | Central Kalimantan | 23.68 | 21.78 | 21.72 |
| 22 | South Kalimantan | 21.17 | 18.69 | 18.59 |
| 23 | East Kalimantan | 18.66 | 19.35 | 18.29 |
| 24 | North Kalimantan | 18.16 | 16.87 | 18.88 |
| 25 | North Sulawesi | 30.73 | 28.33 | 29.52 |
| 26 | Central Sulawesi | 22.39 | 20.67 | 20.14 |
| 27 | South Sulawesi | 22.24 | 21.65 | 19.20 |
| 28 | Southeast Sulawesi | 21.97 | 19.78 | 19.84 |
| 29 | Gorontalo | 24.87 | 21.89 | 23.90 |
| 30 | West Sulawesi | 21.81 | 20.25 | 18.97 |
| 31 | Maluku | 35.38 | 29.43 | 28.49 |
| 32 | North Maluku | 29.71 | 27.85 | 25.65 |
| 33 | West Papua | 27.98 | 26.93 | 24.64 |
| 34 | Southwest Papua | - | 25.04 | 24.97 |
| 35 | Papua | 25.06 | 27.85 | 26.34 |
| 36 | South Papua | - | 23.96 | 21.95 |
| 37 | Central Papua | - | 31.20 | 21.18 |
| 38 | Highland Papua | - | 17.74 | 11.62 |
| 39 | Indonesia | 22.25 | 20.31 | 19.44 |

Source: Statistics Indonesia (www.bps.go.id) [3]

The data show that the 38 provinces implicitly experienced a downward trend in the percentage of young people aged 15-24 who were not in education, employment, or training during the last three years, from 2023 to 2025. On average, Indonesia also showed a consistent decline during this period, suggesting that more young people have entered education, employment, or training and indicating improvements in labor market access and education or training opportunities. However, the 2025 figure of 19.44% remains relatively high. It means that around one in five young people in Indonesia still lacks adequate access to education and training as preparation for entering the workforce. This issue therefore remains strategic in current employment and education policy.

For this reason, improving the competence of Indonesian youth is necessary. One approach is through coaching and mentoring for senior high school students and university students. Coaching is defined as the art of facilitating development, learning, and performance in

others [4]. The purpose of coaching is to empower individuals so that they are willing to take responsibility, increase self-awareness, and improve interpersonal relationships. The relationship between coaching and competence development among high school and higher education students is significant, as demonstrated by various studies highlighting the transformative effects of coaching in educational settings. Coaching not only improves academic skills but also fosters personal development, which leads to increased competence in communication, leadership, and self-regulation. This multifaceted approach is essential to prepare students for the demands of the modern workforce. Coaching programs, such as those implemented by Beastudi Etos, have been shown to significantly improve students' knowledge, skills, and attitudes, especially religious values and general competence [5]. In higher education, coaching has also been associated with academic competence development, with studies showing that structured coaching processes can lead to substantial improvements in student performance [6].

Therefore, a comprehensive literature review is needed to understand how coaching can concretely improve student competence and to identify the factors that strengthen or weaken this relationship. This literature review aims to summarize theoretical and empirical findings from previous studies, identify research gaps, and provide practical implications that can be applied in the design of more effective and contextual human resource development programs. Based on this background, the present study is relevant for addressing the need to improve student competence so that graduates are better prepared to enter the workforce.

RESEARCH METHOD

This study uses a systematic literature review (SLR) methodology, which includes the identification, evaluation, and interpretation of relevant studies on the effectiveness of coaching methods in improving student competence. The identified studies were analyzed, interpreted, and used to support the arguments in the discussion. The literature selection process was carried out in four stages:

- a. Determining inclusion criteria: The reviewed articles had to be original research articles that had been reviewed and published in Indonesian and/or English. The articles also had to contain data or findings related to the effectiveness of coaching in improving student competence.
- b. Determining sources of information: The literature search was conducted using four online databases: Google Scholar, PubMed, ResearchGate, and Springer.
- c. Selecting literature: The literature review criteria were applied by searching for relevant keywords. The search was limited to publications from 2015 to 2025. Data for this literature review were collected manually by filtering the results according to the inclusion criteria and using the keywords "coaching toward competence" and/or "coaching to competency." Using Google Scholar, PubMed, ResearchGate, and Springer, 14 articles were found to be relevant to this literature review.
- d. Quality assessment: This stage assessed the methodological quality and reliability of the information presented in the journals that passed the previous selection stage. The quality assessment criterion established by the researchers was as follows: Q1: Does the study explain the effectiveness of coaching in improving student competence? Each selected journal was assessed using the following categories: Yes: the journal met the criterion (✓). No: the journal did not meet the assessment criterion (×).

RESULTS AND DISCUSSION

A total of 14 journal articles related to the effectiveness of coaching in improving student competence were identified. The search results were compared throughout the discussion to show how the findings support, contradict, or differ from one another.

Table 2. Literature Review Results

| No. | Author(s) and Year | Citation | Title | Findings/Theory | Q1 |
|-----|--|----------|---|---|----|
| 1 | Purwa Udiutoma and Yulya Srinovita (2015) | [5] | The Effect of Coaching and Mentoring Programs to Improve Students Competencies: Case Study of Beastudi Etos Scholarship. | The Beastudi Etos coaching and mentoring program significantly improved students' knowledge, skills, and attitudes. The program had a prominent positive effect on strengthening religious values among students. However, its effect on improving IT skills among scholarship recipients was less significant. The strongest impact on knowledge competence was observed in critical thinking, academic planning, reading culture, and scientific attitude indicators. | ✓ |
| 2 | Andrew S. Parsons, Rachel H. Kon, Margaret Plews-Ogan, and Maryellen E. Gusic (2021) | [7] | You can have both: Coaching to promote clinical competency and professional identity formation. | Coaching promoted clinical competence and professional identity formation. A trusting relationship enhanced self-directed learning and lifelong reflective practice. | ✓ |
| 3 | Jacobus Wiwin (2023) | [8] | Effectiveness of the Coaching Method in Entrepreneurship Mentoring to Improve the Success of Student Digital Start-ups at Universitas PGRI Kanjuruhan Malang. | Coaching is an integrative activity in entrepreneurship mentoring. Together with mentoring, counseling, and other elements, coaching strongly influences the quality of entrepreneurship guidance and can improve the success of student digital start-ups at Universitas PGRI Kanjuruhan Malang. | ✓ |
| 4 | Rusmini, Desty Emilyani, and Awan | [9] | Effectiveness of the Coaching Management Approach Model in | Academic guidance using both coaching management and conventional methods was effective in improving | ✓ |

| No. | Author(s) and Year | Citation | Title | Findings/Theory | Q1 |
|-----|--|----------|---|---|----|
| | Dramawan (2023) | | Academic Guidance on the GPA of Nursing Department Students. | students' GPA. The average GPA difference before and after the intervention was significantly higher in the conventional academic guidance group than in the coaching management group. | |
| 5 | Sulastri, Dian H. Utama, Girang Razati, Bambang Widjajanta, and Puspo Dewi Dirgantari (2024) | [10] | Improving Students' Entrepreneurial Competence through the GROW Coaching Model. | The program successfully improved students' entrepreneurial competence. Eighty percent of participants reported that they were able to prepare measurable business plans. The program also contributed to improving students' soft skills and hard skills, which are important for business success. | ✓ |
| 6 | Margaret Wolff, Helen Morgan, Jasmyne Jackson, Eric P. Skye, Maya M. Hammoud, and Paula T. Ross (2020) | [11] | Academic coaching: Insights from the medical student's perspective. | The study identified four themes describing students' perceptions of successful coaching experiences: coach attributes, relational skills, coaching skills, and coaching utilization. Each theme had specific dimensions contributing to the overall perception of successful coaching. | ✓ |
| 7 | Joanna Pereira Perez (2023) | [12] | Improving Student Achievement of the Mandarin Department of Surabaya State University Through Coaching and Mentoring Methods. | The implementation of coaching and mentoring methods resulted in significant improvements in student activity and creativity. Students' academic and non-academic achievements in the Mandarin Department increased significantly compared with previous years. Coaching and mentoring methods were effective in optimizing student achievement according to students' interests and talents. | ✓ |
| 8 | Jessica L. Alzen, Amy Burkhardt, Elena Diaz-Bilello, Eryn | [13] | Academic Coaching and its Relationship to Student Performance, Retention, and Credit Completion. | Students who participated in coaching had higher GPAs during the coaching semester. | ✓ |

| No. | Author(s) and Year | Citation | Title | Findings/Theory | Q1 |
|-----|---|----------|--|---|----|
| | Elder, Alicia Sepulveda, Audrey Blankenheim, and Lily Board (2021) | | | | |
| 9 | M. L. Ivleva, E. V. Nezhnikova, and N. B. Safronova (2020) | [14] | The Study of the Impact of Coaching on the Efficiency of Learning in Higher Education. | The proposed coaching methodology positively influenced students' behavioral and cognitive engagement. The study concluded that the coaching approach contributed to the quality of graduates' human resources in the field of management. | ✓ |
| 10 | Niels van der Baan, Wendy Nuis, Simon Beusaert, Wim H. Gijsselaers, and Inken Gast (2024) | [15] | Developing employability competences through career coaching in higher education: supporting students' learning process. | The study found a positive relationship between coaching and competence development. Effective coaching encouraged self-reflection. | ✓ |
| 11 | Niels van der Baan, Inken Gast, Wim Gijsselaers, and Simon Beusaert (2022) | [16] | Coaching to prepare students for their school-to-work transition: conceptualizing core coaching competences. | The coaching process created a safe environment, supported goal setting, and encouraged reflective questioning. | ✓ |
| 12 | Aidan Topping (2017) | [17] | Coaching for Communicative Competence: A Student-Focused Approach. | Student-focused coaching sessions improved communicative competence among senior design students. Individual coaching and targeted instruction improved student scores. | ✓ |
| 13 | Qori Fanani and Janes Jainurakhma (2022) | [18] | Effectiveness of the GROW Virtual Coaching Model in Improving Nursing Students' Career Planning Skills. | The GROW coaching method developed in a nursing development course achieved its objective: students were able to conduct career planning and showed satisfactory improvement in learning competence achievement. The effectiveness of virtual GROW coaching was influenced by clear | ✓ |

| No. | Author(s) and Year | Citation | Title | Findings/Theory | Q1 |
|-----|--|----------|---|--|----|
| | | | | coaching program outcomes, availability of e-learning facilities and infrastructure, effective synchronous virtual communication, appropriate GROW coaching strategies, interactive coaches who facilitated coachees in achieving their goals, and the motivation and active participation of coachees in completing the virtual coaching process. | |
| 14 | Hui-Jeong Yun, Kyoung-A Kim, Jieun Kim, Ae-jung Kim, and Jinkyung Kim (2025) | [19] | Development and Evaluation of a Career Group Coaching Program for University Students Based on Action Research. | The study empirically demonstrated the effectiveness of group coaching as an educational intervention for improving students' career competence. | ✓ |

The review results show that coaching has a significant influence on improving student competence. Coaching programs significantly improve students' knowledge, skills, and attitudes, although the specific forms of improvement differ across studies. Several studies indicate that coaching affects students' GPA, class activeness, and participation during the learning process [7], [9], [11], [12], [13], [14], [15], [16], [17], [18], [19].

Coaching methods that focus on entrepreneurship mentoring have also shown positive and significant effects on improving entrepreneurial knowledge. Students reported that they were able to prepare measurable business plans, and improvements were found in both soft skills and hard skills, which play an important role in the success of their businesses both in the present and in the future [8], [10].

The strongest effects were also found in the improvement of knowledge competence, particularly in critical thinking, academic planning, reading culture, and scientific attitude indicators [5]. Coaching methods were also effective in encouraging self-reflection. The results showed that coaching could create a safe environment, support goal setting, and encourage students to ask reflective questions [7]. Ultimately, these outcomes can improve the quality of graduates as human resources in management and other fields, preparing them to enter the workforce.

Based on the reviewed studies, the effectiveness of coaching programs is influenced by several factors, including the availability of e-learning facilities and infrastructure, effective synchronous virtual communication, the appropriateness of the GROW coaching strategy, interactive coaches who can facilitate coachees in achieving their goals, motivation, and the active role of coachees in completing the virtual coaching process. A trusting relationship also enhances self-directed learning and lifelong reflective practice [7], [18].

Other factors include students' positive perceptions of successful coaching experiences, including coach attributes, relational skills, coaching skills, and coaching utilization [11]. Coaches need to create an environment that encourages self-reflection and awareness, which is important for transformative learning [20]. Program structure and methodology are also important factors in the success of coaching programs, particularly in career groups. These factors include an action

research basis, core components, self-understanding of strengths, interests, and talents, concrete action planning, peer feedback as part of building a supportive learning environment, and reflection on experiences and learning [19].

Article [5] states that the Beastudi Etos coaching method can improve students' knowledge, skills, and attitudes. The program significantly strengthened religious values but had a less significant effect on improving IT skills among scholarship recipients. The strongest impact of the Beastudi Etos coaching and mentoring skills was observed in achievement motivation, leadership skills, network management, and communication. Meanwhile, its impact on technological competence was smaller. This indicates that Beastudi Etos coaching and mentoring for competence development still focused more on interpersonal skills, such as leadership and communication. Technical skills, however, were more personal and had not been sufficiently accommodated. This should be considered when coaching methods are intended to improve students' technical skills.

CONCLUSION

Based on the systematic review of 14 scientific articles, it can be concluded that coaching has a positive effect on improving student competence, although the context and degree of influence vary. Coaching is effective in improving students' academic and non-academic achievement. Students become better at critical thinking, academic planning, and developing a stronger reading culture. Coaching methods are also effective in encouraging self-reflection. The results show that coaching can create a safe environment, support goal setting, and encourage students to ask reflective questions, thereby improving the quality of graduates as human resources in the field of management and other fields, and preparing them to enter the workforce. This study provides practical implications for human resource development units in higher education institutions in designing student competence development programs that are not only responsive to workforce needs but also adaptive to individual needs. Higher education institutions also need to pay attention to appropriate methods for developing practical skills, in addition to focusing on students' interpersonal development. Future research is recommended to explore the mechanisms of interaction among coaching, mentoring, and other mediating variables in various industrial contexts to broaden existing empirical understanding.

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