

## Development of Coaching Model in Pumping-HR Based Human Resource Development Model

Amir Tengku Ramly<sup>a\*</sup>, Andi Irawan<sup>b</sup>, Warcito<sup>c</sup>

<sup>a</sup>Universitas Ibn Khaldun, Indonesia

<sup>b</sup>Coach professional, PumpingHR Institute, Indonesia

<sup>c</sup>P2SDM IPB University

\* Corresponding author e-mail: [amir.tengkuramly@uika-bogor.ac.id](mailto:amir.tengkuramly@uika-bogor.ac.id)

### ARTICLE INFO

DOI: [10.32832/jm-uika.v12i3.4718](https://doi.org/10.32832/jm-uika.v12i3.4718)

Article history:

Received:

09 August 2021

Accepted:

20 August 2021

Available online:

01 October 2021

**Keywords:**

**Coaching, Pumping HRM Coach, Iceberg Theory, Pumping HR Model**

### ABSTRACT

Coaching is a partner of development in which a coach supports a learner in achieving a specific personal or professional goal by training and counselling. Pumping HR Model is one of the HR development models based on the iceberg theory, which is divided into the areas of the unconscious (unconscious region), pre-conscious (pre-conscious region) and conscious (conscious region). Pumping HR Model places the unconscious as a function of the heart, the pre-conscious as a function of the brain and conscious as a sensory function of human resources (HR). In practice, Pumping HR Model touches on 3 basic components of human resource development, namely character development, competency development and behavior development. This research goal is the purpose of this study is to prove that the Pumping HR model can be used as a model in the coaching process. The method used is qualitative descriptive & Integrating theory. Research data were obtained through a Focus Group Discussion (FGD) and post-workshop questionnaire. The results of this research: Pumping HRM Coach is unique and can be one of the human resource development models with a coaching approach.

## 1. INTRODUCTION

Coaching is a method of developing human resources, which is now starting to emerge as a model that supports and increases motivation, productivity, and competence. According to Nugroho (2008) the better the process of employee coaching, the work motivation and employee performance will increase. The results also show that the Individual Coaching Program with certain methods can improve the mastery of coaching competencies at the Head of Personnel Subdivision of PDAM Tirta Bumi Serasi Semarang Regency (Indriastuti, 2015). Horne (2008) reports:

*“When coaching opportunities arise on-the-job, the coaching manager uses facilitation skills (effective questioning, active listening, giving feedback, motivating and reflecting) to engage the employee in the problem-solving process”*

According to Ramly (2019) the results of evaluation of training programs for human resource development using the Pumping-HR learning model approach reported at least 3 essential things that must be considered for the development of human success, namely (1) Strengthening the principle of success (*pumping principle*), (2) Competency development for success (*pumping competency*), and (3) practicing successful behavior (*pumping action*).

Pumping HRM Coach is one of the coaching methods offered as an approach for coaches in developing human resources both personally, professionally and institutionally. This paper aims to find out whether the HRM Coach Pumping method can be used as one of the models in developing human resources.

To understand this goal, this paper will answer the following scientific questions: (1) Does the HRM Coach Pumping method have a special uniqueness compared to the existing coaching methods? (2) What is the core strength of the Pumping HRM Model method? (3) What is the name Pumping HRM Coach, a name that is perceived as "marketable" in the world of professionals?

Coaching becomes an important tool in the process of developing one's personality and professionalism. According to Rony (2015), the objective of each Coaching session is to increase self-awareness, build an independent learning process, increase self-effectiveness, build influence and self-confidence, and build resilience and wisdom. According to ICF (in Benyamin, 2018) organizations with a strong coaching culture in place, benefit from increased engagement among employees and stronger business performance.

The effectiveness of this coaching process can be achieved if it is influenced by several things, including the common understanding of the coach and coachee regarding coaching, the awareness to do coaching, the level of coaching competency owned by a coach, and the initiative of the coachee in the coaching process (Gunarso, 2015).

## 2. LITERATURE REVIEW

Training, counselling and coaching activities practically determine HR development in the professional and educational world. According to Mondy (2008: 5), HR development includes elements of training, planning, coaching, guidance, organizational development, management and performance appraisal. Career planning, organizational development, management and performance related to the processes of counselling, coaching and assessment.

Training, coaching, counselling and assessment are important parts of human resource management tools and practices, which help and assist individuals, management and organizations in order to achieve good quality human resources in the learning process. According to Cushion, Armour & Jones (2003), coaching is a continuous process involving important elements of the program, participants and mentors. This continuous process will take place as a way of learning through the proven HR development model, the Pumping HR model (Ramly, 2019).

Whitmore (in 27 Professional Coaches Indonesia, 2015: 52) writes that coaching is a method of unlocking one's potential to maximize performance. According to Passmore, Jonathan, ed. (2016):

*'Coaching is a form of development in which an experienced person, called a coach, supports a learner or client in achieving a specific personal or professional goal by providing training and guidance'.*

Coaching by Carol Wilson (in Hamalik, 2008) is as an activity that helps individuals or organizations to achieve optimal performance, overcome obstacles and obstacles to growth to achieve specific goals and challenges as a means of fulfilment, personal and professional development, balance life and work.

**ICF Model.** According to Situmorang (2015) coaching in the view of ICF (International Coaching Federation), Coaching is a form of partnership with clients (Coachee) to maximize their personal and professional potential with processes that stimulate and explore creative thoughts and processes. Coaching in the ICF (International Coaching Federation) consists of 11 (eleven) competencies that must be possessed by a coach where parents as effective coaches have 4 (four) competencies out of the 11 competencies.

The four competencies are (1) building ethics and agreement, namely discussing the good deeds and bad deeds of humans to the extent that can be understood by the human mind such as moral principles and behavioral guidelines (2) enhancing relationships and beliefs namely discussing good deeds and bad deeds of humans to the extent which can be understood by the human mind such as moral principles and guidelines for behavior. (3) Effective communication includes active listening knowledge, verbal and non-verbal communication, listening to emotions and feelings, non-judgmental, empowering questions and direct communication and (4) facilitating learning processes and results by building children's awareness, supporting children in make an action plan, assist the child in making his plans in achieving his goals and

monitor progress and maintain the accountability and commitment of the child. Whereas the 11 competencies in the ICF model are as shown in **Figure 1** below.



Figure 1. Eleven Competency Coach

Source: (ICF, 2016)

1. **Ethical Guidelines.** A coach must be able to act in ethical guidelines.
2. **Coaching Agreement.** A coach must be able to make and understand agreements in coaching.
3. **Trust & Intimacy.** A coach must be able to build trust and a comfortable atmosphere.
4. **Coaching Presence.** A coach must be able to fully attend and build relationships with the coachee.
5. **Active Learning.** A coach must be able to understand what the coachee is saying. The coach must be able to hear what the coachee's goals are. Good listening will help coaches in asking questions (ICF, 2016).
6. **Powerful Questioning.** A coach must be able to ask relevant questions, be able to invite the coachee to do self-reflection and foster awareness.
7. **Direct Communication.** A coach must be able to communicate effectively, directly and openly.
8. **Creating Awareness.** A coach must be able to integrate all information obtained during the coaching session to help the coachee find awareness.
9. **Menyusun Rencana Aksi.** A coach must be able to encourage the coachee to develop an action plan.
10. **Planning and Goal Setting.** A coach must have the ability to help coachee make plans to reach goals.
11. **Managing Progress & Accountability.** A coach must be able to manage the progress and accountability of the coachee. Give responsibility to the coachee to implement corrective measures.

According to Brotman, Liberi, & Wasylshyn, Frisch, Hunt, Levinson, MODOONO (in Stern, 2004), a coach must have basic knowledge, namely: (a) Important knowledge and expertise in

psychology, and (b) Important knowledge and expertise in business, (c) Other knowledge needed by a Coach.

Important knowledge and expertise in psychology are (1) Essential knowledge and expertise in psychology, (2) individual assessment, (3) individual differences, (4) adult learning, (5) organizational behaviour, (6) change management, (7) organizational systems theory, (8) leadership, (9) interpersonal and group dynamics, (10) motivation, (11) organizational development.

Meanwhile, important knowledge and expertise in business are (1) familiarity with the language, history, and current conditions of the executive's industry and business environment, (2) strategic and tactical planning and implementation, (3) organizational communication (*employee orientation, information sharing, settings of standards, roles and responsibilities, feedback, plans, changes, customer contacts, and so forth*), (4) business ethics, (5) technology, (6) business functions.

Other knowledge needed by a Coach, such as (1) conflict mediation, (2) development of values, vision, and mission, (3) quality and process management, (4) team development / building, (5) board relations, (6) ) video feedback labor relations, (7) career development, (8) organizational restructuring, (9) work-life balance, and (10) stress management.

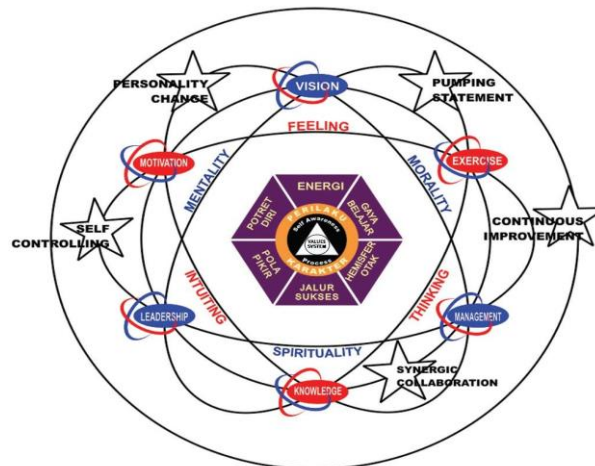


Figure 2. Trust in Coaching

Source: (ICF, 2018)

This program can be run by someone who has coaching skills. The high level of competency possessed by a coach certainly greatly influences the success of this program. In the end this research will produce a learning model that is career coaching (Rony, 2015).

**Pumping HR Model.** Pumping Model is a learning concept that is used in training and HR development programs as a learning approach model. The pumping model is an intellectual work of the author that has been tested on training programs for 10 years since 2004. The pumping model has received intellectual property rights (HAKI) from Kemenkumham with No Haki: IDM000427876, August 15, 2011. Framework, structure, and the components of the concept of learning pumping models are as shown in Figure 3 below.



**Gambar 3. Konsep Belajar Pendekatan Pumping HR Model Sumber: (Ramly, 2019)**

According to Ramly (2019) the Pumping Model Framework is formed in 3 main foundations namely pumping principle, Pumping Competency and Pumping Action which are sourced from existing theoretical approaches and scientifically tested, namely: (1) using a good tree parable consisting of roots, stems and fruit / leaves (QS.14: 24 dalam Laili, 2018), (2) relying on the principles of the milky way model (solar system) consisting of the center of the orbit, the orbital point and orbit line (Gyanjar dalam Mashuri, 2014), (3) relies on Iceberg's theory that shows 3 human realms, namely the unconscious, conscious and conscious (Goodman, 2016), (4) relies on modern theories of human grace, namely the senses, intuition, and heart (Ramly, 2011).

Research conducted by Ramly (2016) produced several important conclusions related to the concept of learning Pumping HR models, namely: (1) Pumping HR Model-based HR development training program is an effective training program, beneficial, and has an impact on the performance of training alumni, (2) Pumping HR based training program has increased motivation and professional work behaviour of participants through strengthening beliefs (principle) at work, the growth of competencies in successful behavior (competency) in the profession that is being carried out, and the activation of encouragement for successful actions (actions) in daily work through sensory activities, brain and heart, (3) a training program based on the Pumping HR Model is felt very big benefits, both for yourself, work, family and life in general. The most felt benefits are in terms of the ability to understand colleagues, work motivation, work behaviour and performance improvement in daily work, (4) 77% of the Pumping HR-based training model is fun, which has a positive impact on employee work productivity,

(5) There are three important influences from the Training on HR Development based on Pumping HR Model, namely (a) of 82.4% influencing self confidence and work (Pumping Principle), (b) of 78.8% influencing the strengthening of soft skills (Pumping Competency), (c) of 81.8% influence the development of attitudes, behavior and mentality at work (Pumping Action).

In Ramly (2019) the Pumping Principle in the parable of the tree is the root of a good tree. In the parable of the milky way is the center of the orbit of the solar system. In the Iceberg theory concept is an unconscious realm (the invisible iceberg). In the concept of human intelligence, pumping principle is a function of the human heart. Pumping principle has four main variables, namely (1) Belief System, (2) Awareness, (3) values, (4) Personality, as shown in Figure 4 below.

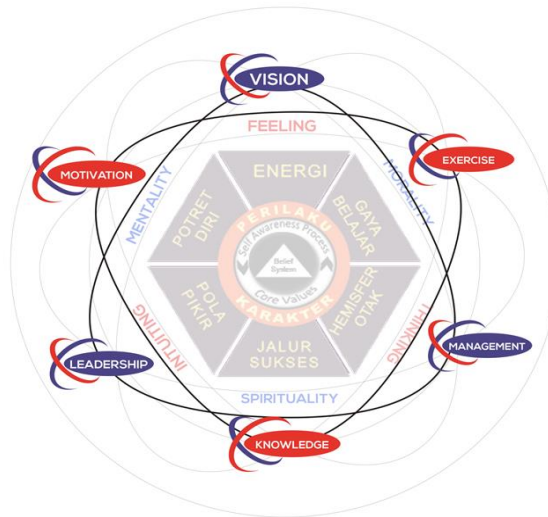


**Figure 4. Pumping Principle model**

Source: Ramly (2019)

Personality is a combination of behaviour with character. In Figure 4 the behavior consists of (1) energy, (2) Self-portrait and (3) learning styles. While the characters consist of (1) the path of success, (2) mindset, and (3) brain hemispheres.

Pumping competency in the concept of a good tree (Qs: 14: 24 dalam Laili, 2018) is a pillar/stem of human success. In the parable of the milky way are the orbital points of the solar system. In Iceberg's theory, pumping competency is a pre-conscious region (the middle region of the iceberg that sometimes seems to sometimes sink). In the concept of human intelligence, pumping competency is a function of the brain/human mind. There are 6 main components/variables of pumping competency, as shown in Figure 5.

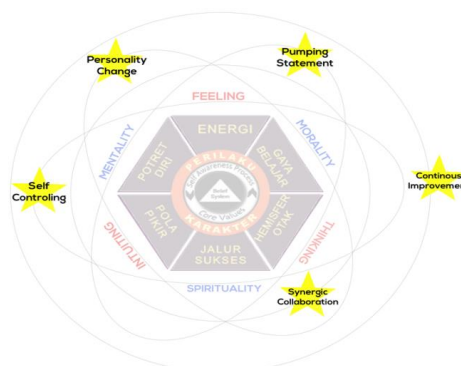


**Figure 5. Pumping Competency model**

Source: Ramly (2019)

The six important components of pumping competency are (1) vision, (2) motivation, (3) leadership, (4) knowledge, (5) management, and (6) practice/exercise (Ramly, 2019). To support the six components in daily practice, it requires 2 pumping components, with 6 main variables, namely (a) Personal mastery support, namely (1) mentality, (2) morality, (3) spirituality, and (b) Profession mastery support, namely (4) feeling, (5) intuition, and (6) thinking.

Pumping action (pumping do it) in the concept of a good tree is part of the fruit and leaves. In the parable of the milky way is the orbit of the solar system. In Iceberg's theory, pumping action is a conscious region (the upper region of the iceberg visible). In the concept of human intelligence, pumping action is a function of the human senses. There are 5 main components/variables of pumping action, as shown in **Figure 6**.



**Figure 6. Pumping Action model**

Source: Ramly (2019)

The five important components of pumping action are (1) Statement, (2) Personality Change, (3) Self Controlling, (4) Synergic-Collaboration, and (5) Continuous Improvement (Ramly,



2019).

**Meta Coach Model.** In the meta coach model, coaching is a process of glorifying human beings with all their strengths; thought, taste and behaviour. In the view of meta coach (2016) Coaching is a process of building and facilitating creativity. Coach and Coachee together create an atmosphere and unlimited brainstorming. The coach facilitates the coachee to always extend the limits (extending and expanding the limits) so that the coachee feels new experiences about how they see life, work, performance, process, leadership management and contribution more creatively.

In view of the Meta-Coach model (2016), Coaching is a conversation. Coaching is about facilitating someone or yourself through questions, giving feedback and using help to facilitate someone who questions the process or structure of how to increase the power of our brain to improve our performance.

According to DesJardins (2009), meta coaching has 7 core coaching skills. These core-coaching skills are: (1) Listening, (2) Supporting, (3) Questioning, (4) Meta-Questioning, (5) Inducing States, (6) Giving Feedback, (7) Receiving Feedback.

So that a coach is able to listen actively and effectively needed; (1) the ability of the senses to see and detect someone's state, (2) the understanding of the representation system needed to detect, recognize and record the sensory representations and the meta-representational system that a person uses in understanding something he faces, (3) knowledge wins eye signals ( Eye Accessing Cues) and sharpness see how someone processes information, the following states that occur, and (4) knowledge understands the predicate used to detect the type of language patterns that someone uses (Meta-Coach, 2016).

According to Hall (2010) the meta coach has 7 meta-models which are the framework of the art of communication and coaching, namely: (1) NLP Communication model, (2) The Meta-States model, (3) The Axes of Change model, (4) The Benchmarking model, (5) The Matrix model, (6) Self-Actualization models, and (7) The Matrix Business Plan.

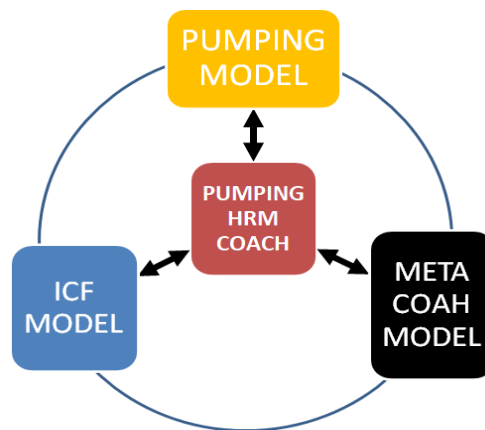
According to Linder, Pelz & Hall (in Lawly, 2016) Meta-Coaching, a goal-focused method that is based explicitly on cognitive-behavioural psychology was chosen because of a standard, specific list of benchmarks. Indicators of competency behaviour are routinely used to observe, assess and state the coach's readiness for the coaching process (Hall, 2010). The validity of assessing Meta-Coaching competencies using a comparison score sheet has been documented previously (Linder-Pelz, in Lawly, 2016).

### **3. RESEARCH METHODS**

This research uses a qualitative descriptive method and the Integrating Theory approach. The

qualitative method is through the perception of the workshop participants, using the FGD (Focus Group Discussion) technique and the distribution of post-workshop questionnaires via Google Form. Participants who attended this workshop were trainers, coaches and NLP experts. The results of the questionnaire were processed and described with the help of a Likert scale.

This research uses a qualitative descriptive method and the Integrating Theory approach. The qualitative method is through the perception of the workshop participants, using the FGD (Focus Group Discussion) technique and the distribution of post-workshop questionnaires via Google Form. Participants who attended this workshop were trainers, coaches and NLP experts. The results of the questionnaire were processed and described with the help of a Likert scale.

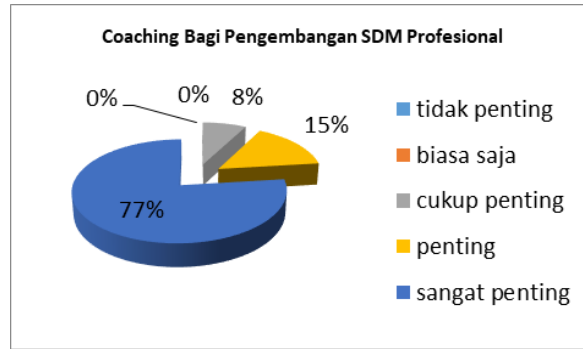


**Figure 7.** Model Integrated Pumping HRM Coach

According to Mayer (2013) there are 3 main factors that determine the success of this approach, is (1) two theories can speak to the same phenomenon but from different perspectives (i.e., same dependent variable but different explanatory variables). (2) two seemingly disparate streams of research can be shown to actually not be so disparate after all (e.g., they may share implicit assumptions or some other nonobvious link). (3) two theories may primarily address different phenomena, but applying one theory to the domain of the other can generate new insights. Finally, two theories may address related phenomena but draw on a related or common set of explanatory factors.

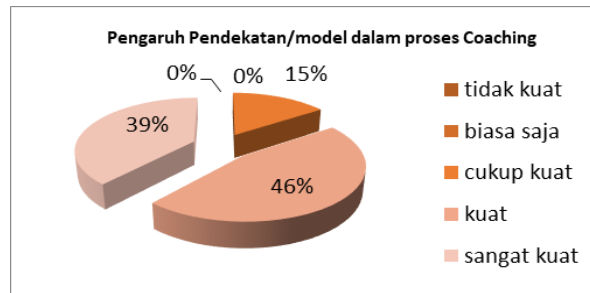
#### 4. RESULTS

The results of a survey of Coaching, Trainer, and Hypnotherapy practitioners who were involved in the HRM Coach Pumping workshop said that the coaching program was very important for the development of professional human resources (HR). 77% thought it was very important and 15% was important and 8% were quite important. Complete as shown in **Figure 8** below.



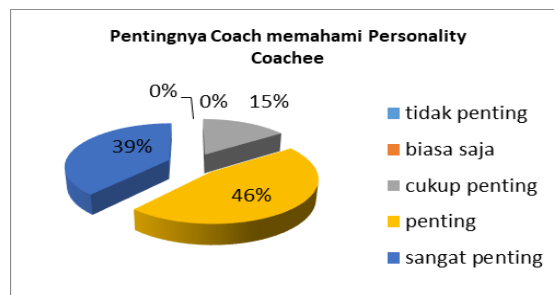
**Figure 8:** Importance of Coaching in Development HR Professional.

Related to the approach in the coaching process, the survey results show that the approach used by a Coach is very influential on the success of coaching itself. The survey found that 46% of participants said that the influence of an approach to the success of the coaching process was strong, and 39% said that the effect was strong, as in **Figure 9** below:



**Figure 9.** Effect of an Inside Approach Coaching Process

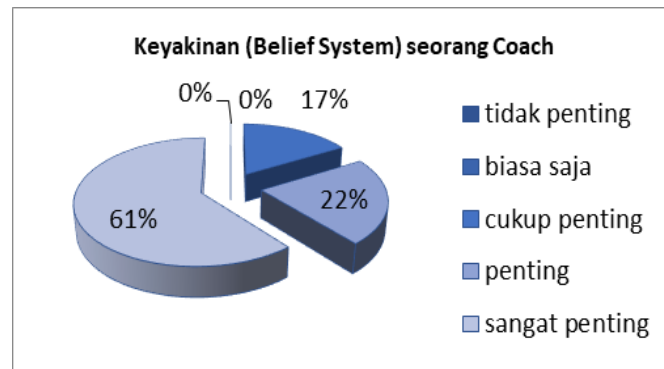
The survey also asked whether, for the success of a coaching process, coaches need an understanding of the personality of the coaches. The result 46% was stated to be very important and 39% was important. The full details are presented in **Figure 10**.



**Figure 10.** The Importance of a Coach Understanding Personality Coachee

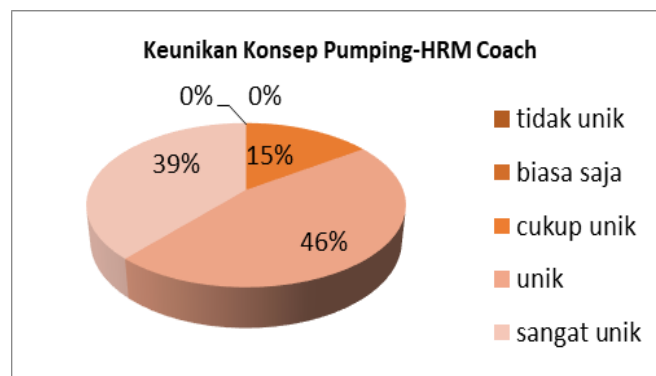
About the figure of a good coach and gives positive energy to the coachee, it takes a strong belief (Belief System) for a Coach. The survey results show that 61% is very important for coaches to have self-confidence and the coachee they face. As many as 22% stated important,

as shown in Figure 11.



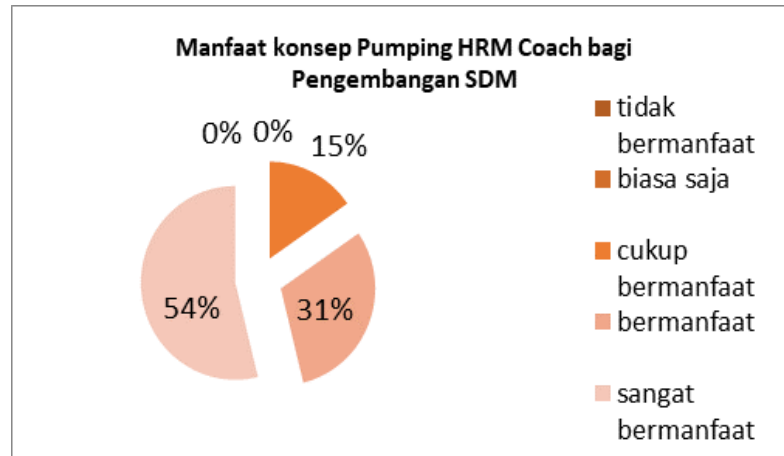
**Figure 11.** Importance of a Coach Belief System

Does the concept of Pumping HRM Coach sourced from the concept of learning Pumping HR Model is unique or has a character compared to the ICF and Meta-Coach models? The survey results obtained, 46% stated very uniquely and 39% stated union, as in **Figure 12**.



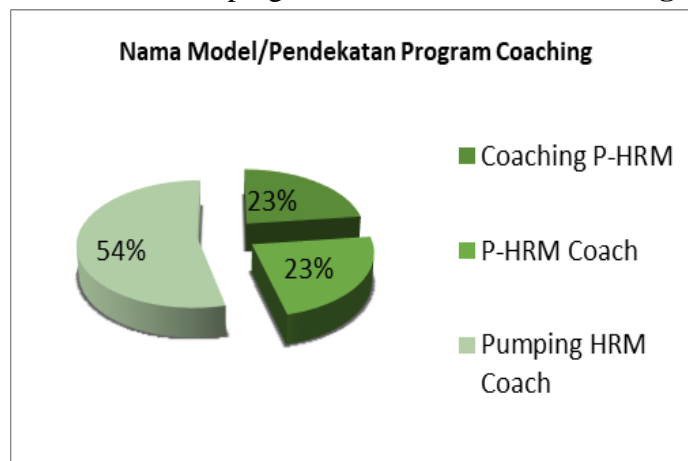
**Figure 12.** The Uniqueness of the HRM Coach Pumping Concept

The survey results also showed that the HRM Coach Pumping program was felt to be beneficial for personal and institutional HR development. Participants said up to 54% of the program was very useful and 36% useful, as shown in **Figure 13**.



**Figure 13.** Benefits of the HRM Coach Pumping Concept for Personal & Organizational HR Development

After training the coaches also gave input the most suitable and marketable name. 54% of participants recommended the name Pumping HRM Coach, as shown in **Figure 14**.



**Figure 14.** The Name of the Most Coaching Program Model Suitable.  
*Source: Research Results (2019).*

Pumping HRM Coach is a learning concept and a coaching process approach that is sourced from the principles, competencies and successful actions of the Pumping Model. Pumping HRM Coach has 3 touches of coaching, 17 basic competencies sourced from 4 basic principles (Pumping Principle), 6 basic competencies (Pumping Competency), and 5 steps of action (Pumping Action), as well as 2 supporting components (Pumping Supporting), and 9 coaching process steps.

Three touches of coaching are sourced from 3 areas of concern for pumping models in the development of HR for success, namely: the subconscious area, the pre-conscious area and the area of awareness. The 3 touch Pumping HRM Coach is as shown in Figure 15.

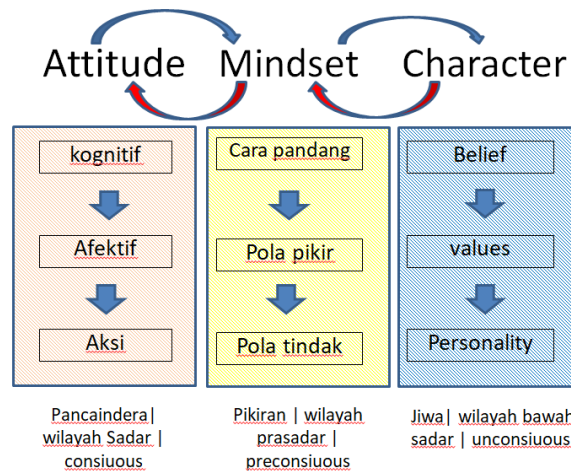


Figure 15. Three Touch Pumping HRM Coach

The first touch is character through strengthening Belief, Values and Personality. This touch is in the unconscious (unconscious) region, the second touch is the mindset through changes in perspective, mindset and action patterns. This touch is in the preconscious region. The third touch is attitude, namely through cognitive, affective and action. Seventeen Competencies of Pumping HRM Coach are as shown in Figure 16 below.

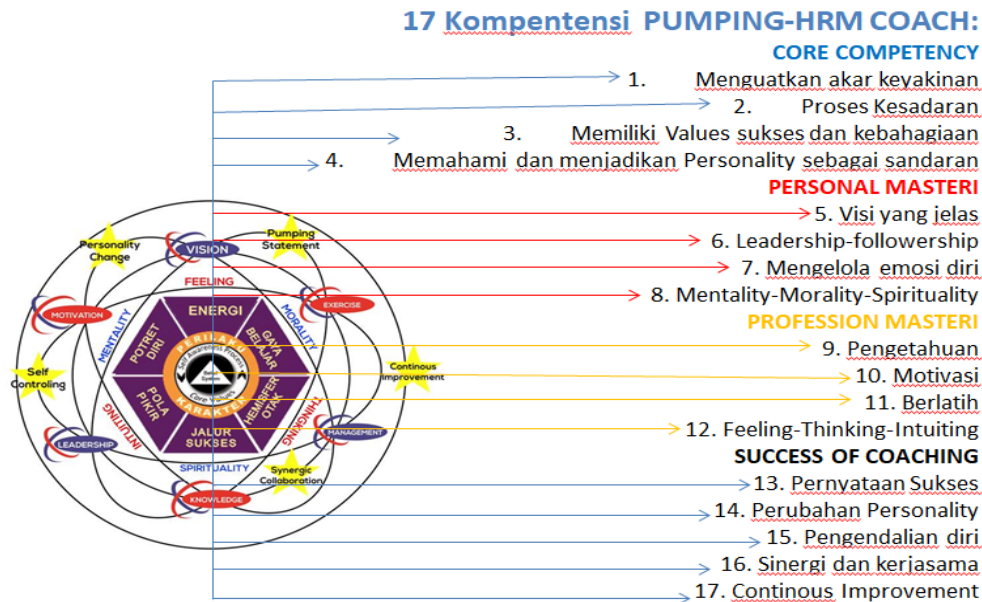


Figure 16. Seventeen Basic competencies in Pumping HRM Coach

The 17 competencies of Pumping HRM Coach can be explained as follows:

**Core Competency**, namely (1) The coach must have the competence to strengthen his belief that the coaching process will succeed because he has good intentions and the coachee will be willing to work together, have trust and a bright future, (2) a coach must have full awareness of his profession as a coach. The coach's awareness process is to realize wholeheartedly that

coaching is a process and endeavour and preaching for the good of others, by striving to be self and making God the source of human change in goodness, (3) The coach must have the competence to produce and understand the values of goodness and always able to appear happy, (4) Coach must have competence in understanding the personality of themselves and the trainees, as well as making the personality a backrest against the coachee in the coaching process that is conducted.

**Personal Mastery**, namely (5) a coach must have competence to build and understand a clear vision of himself and a coachee, (6) Coach must have the ability to manage themselves in the leadership circle and follow the mindset, attitude and actions of a Coachee (Leadership-Followership Circle ), (7), Coach must have the ability to manage his emotions (Self Management), (8) Coach must have the ability to maintain mental-moral stability and spiritual values in the coaching process.

**Profession Mastery**, namely (9) The coach must have extensive knowledge (knowledge Power) about coaching both the professional and personal coaches themselves, (10) A Coach must have the ability to present and maintain the rhythm of self, team and coachee motivation, (11) The coach must continue hone skills both through the process of practice (exercise) and experience, (12) a coach has the ability to understand and practice preference feelings (F), thinking (T) and intuition (N).

**Success for Coaching**, namely (13) a coach is able to evoke the behavior of coaches to be ready to achieve success with real actions, (14) The coach is able to make changes to the personality (personality) themselves and the coachees, (15) Coach has the ability to control themselves (patience and sincerity) face the knowledge, attitude and behaviour of the coachees, (16) A coach has the ability to build synergy, and cooperation with the coachees, and (17) The coach must be able to develop the principle of continuous learning.

## 5. CONCLUSION AND SUGGESTION

The most suitable name for a coaching approach in developing human resources is Pumping HRM Coach. This model has its own uniqueness as a model of human resource development. Pumping HRM Coach has 3 main touches, 17 competencies and 9 steps coaching process. Suggestions for further research are to focus on the coachee to see the perceived benefits.

**REFERENCES**

- [1] Benyamin, Aleander (2018). Building A Coaching Culture: Coaching Impact to Strengthening the Organization Competitiveness. ICF Jakarta Chapter Charter Monthly Learning and Sharing Series. Jakarta: International Coach Federation.
- [2] Conger, J. A., & Kanungo, R. N. (1988). The empowerment process: Integrating theory and practice. *Academy of management review*, 13(3), 471-482.
- [3] Cushion, C. J., Armour, K. M., & Jones, R. L. (2003). Coach education and continuing professional development: Experience and learning to coach. *Quest*, 55(3), 215-230.
- [4] DesJardins, C. (2009). A phenomenological study of business leaders' self-actualization experience in business since participating in Meta-Coach training (Doctoral dissertation, Capella University).
- [5] Dua Puluh Tujuh (27) Profesional Coaches. 2015. Sukses dengan Coaching. Jakarta: PLP Book.
- [6] Goodman, M. Iceberg model. *ASCD Online*, [http://www.ascd.org/ASCD/pdf/journals/ed\\_lead/el200910\\_kohm\\_iceberg.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200910_kohm_iceberg.pdf) (diakses tanggal 27 November 2014).
- [7] Gunarso, D. A. (2015). *Peran Dan Model Coaching Bagi Pengembangan Karyawan Pt Bca Tbk Di Kantor Wilayah Ii Semarang* (Doctoral Dissertation, Magister Manajemen Unika Soegijapranata).
- [8] Hall, L. M., & Duval, M. (2002). Meta-coach training system and certification. *Clifton, VA: Neuro-Semantic Publications*.
- [9] Hamalik, O. (2008). *Proses Belajar Mengajar*. Jakarta: PT Bumi Aksara.
- [10] Hamdani, D. (2013). Perancangan Model Digital Dashboard HRIS Menggunakan Pendekatan CBHRM (Studi Kasus di PT. Daya Adicipta Mustika).
- [11] Hall, L. M. (2010). 7+ 2 Keys To Becoming A World-Class Coach. *ACUITY*, 49.
- [12] Horne, K. A. (2008). *An analysis of the coaching competencies of managers in the eastern cape* (Doctoral dissertation, University of South Africa).
- [13] ICF (2016). 11 Competency IC. Training Modul. International Coaching Federation.
- [14] Indriastuti, M., Hindiarso, F., & Haryanti, K. (2015). Individual Coaching Program Dengan Metode Grow Untuk Meningkatkan Kompetensi Coaching Kepala Sub Bagian Personalia Pdam Tirta Bumi Serasi Kabupaten Semarang. *PREDIKSI*, 4(1), 61.
- [15] Kim, D. K., Zhang, W., Hiriart-Baer, V., Wellen, C., Long, T., Boyd, D., & Arhonditsis, G. B. (2014). Towards the development of integrated modelling systems in aquatic biogeochemistry: a Bayesian approach. *Journal of Great Lakes Research*, 40, 73-87.
- [16] Laili, F. (2018). *Makna kalimat tayyibah dalam al-Qur'an: analisa teori penafsiran Wahbah Zuhaili dan al-Tabari atas surah Ibrahim ayat 24* (Doctoral dissertation, UIN Sunan Ampel Surabaya).
- [17] Lawley, J., & Linder-Pelz, S. (2016). Evidence of competency: Exploring coach, coachee and expert evaluations of coaching. *Coaching: An International Journal of Theory, Research and Practice*, 9(2), 110-128.
- [18] Mayer, K. J., & Sparrowe, R. T. (2013). Integrating theories in AMJ articles.
- [19] Mashuri, I. (2014). Konsep Emotional Spiritual Quotient (ESQ) dalam Membentuk Karakter Religius Peserta Didik (Studi Pemikiran Ary Ginanjar Agustian).
- [20] Meta-Coach (2016) *Coaching & Communication Essentials, Module 1. The International Meta-*



Coach Training System. Meta Inovasi.

- [21] Mondy R Wayne. 2008. *Manajemen Sumber Daya Manusia*. Jakarta: Erlangga.
- [22] Nugroho, E. A., Hasanuddin, B., & Brasit, N. (2008). Pengaruh Coaching Terhadap Motivasi Kerja dan Kinerja Individual. *diakses melalui: [http://pasca.unhas.ac.id/jurnal/files/1554236aa\\_aa372f424b662cf83f097e4](http://pasca.unhas.ac.id/jurnal/files/1554236aa_aa372f424b662cf83f097e4)*. Pdf (Diakses tanggal 25 oktober 2015).
- [23] Ramly, A. T. (2019). Evaluation of Pumping HR (Human Resources) Model-Based Training Program on Human Resources Development at Bogor Agricultural University (IPB). *Integrated Journal of Business and Economics*, 3(2), 153-163. DOI: <http://dx.doi.org/10.33019/ijbe.v3i2.154>.
- [24] Rony, Z. T. (2015). Kesiapan Lulusan Perguruan Tinggi Menetapkan Awal Pemilihan Karier Dengan Model Coaching. *Parameter: Jurnal Pendidikan Universitas Negeri Jakarta*, 26 (1), 107-117.
- [25] Situmorang, N. Z. (2015). Metode Coaching Sebagai Pendekatan Dalam Pola Asuh Anak.
- [26] Stern, L. R. (2004). Executive coaching: A working definition. *Consulting Psychology Journal: Practice and Research*, 56(3), 154.
- [27] Passmore, Jonathan, ed. (2016) [2006]. *Excellence in Coaching: The Industry Guide* (3rd ed.). London; Philadelphia: Koganpage. ISBN 9780749474461.OCLC 92719233