

## Virtual Communication in the Program Supervisor Coaching 1-on-1 Rumah Kepemimpinan Scholarship Participants

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### ABSTRACT

*The existence of virtual communication using the internet affects all sectors of society, including education and impact coaching. Virtual communication in the Supervisor Coaching 1-on-1 program conducted by Rumah Kepemimpinan facilitates each participant to enjoy greater flexibility in the process of self-development, where Supervisors dig deeper into the challenges, needs, aspirations of each participant, then discuss problems or obstacles that arise in order to support participants to become the best version of themselves. This research uses a qualitative conceptual model of Computer Mediated Communication with the aim to describe the interaction and engagement (active participation and openness) and the use of the teleconferencing platform (challenges, benefits, and constraints) with analysis leading to a higher level of abstraction; from manifest content to latent content. Data was collected from semi-structured interviews via Zoom Meeting teleconference to 4 participants and 3 Supervisors who had undergone 1-on-1 Supervisor Coaching for 14 months. The results showed that the interaction and active participation of participants with Supervisors in the use of the teleconference platform resulted in effective outcomes to help participants improve themselves, overcome challenges, and be more open in achieving goals. However, obstacles such as signal and internet networks are still a problem.*

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Coaching 1-on-1; Computer mediated communication; Supervisor; Virtual communication.

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### 1. Introduction

The utilization of communication technology is currently increasingly moving to adjust to digital developments. In the past, the concept of communication was declared successful if the message from the messenger (communicator) was sent directly which was able to be understood and responded to by the recipient of the message (communicant). But now, the existence of the concept of virtual or online communication using the internet network affects the sectors of people's lives, including in the education sector and impact development. Quoted from Statista, as many as 5.18 billion internet users from the entire world population to reach 64.6% (Statista, 2023). It shows a significant shift in the dynamics of individuals interacting and communicating that virtual communication, which has begun to be widely practiced in many countries, is able to replace conventional communication (Hendarto, 2020; Al-Obaydi et al., 2022; Rahman, 2017; Suma et al., 2023).

In the context of education and impactful coaching in order to prepare future Indonesian leaders, Rumah Kepemimpinan commonly abbreviated as RK, is a non-profit institution that provides coaching scholarships for hundreds of students from universities in Indonesia has implemented innovative coaching through a Supervisor 1-on-1 Coaching program between supervisors and participants online. The role of the supervisor is responsible for establishing communication with the participants of the RK scholarship and ensuring that the coaching journey is based on the Islamic paradigm and the participants' competencies are in accordance with the Rumah Kepemimpinan values of ROOM-PK (humble, open mind, objective, moderate, prestatative, and contributive) in (Rumah Kepemimpinan, 2023). Meanwhile, participants are required to actively participate in online coaching by following instructions from supervisors for the smooth running of the coaching program.

Supervisor 1-on-1 Coaching as a virtual communication facilitates each participant to enjoy greater flexibility in the process of becoming impactful. In line with previous research by (Setyawan, 2020) in (Ni Komang & I Gede, 2022), flexibility gives individuals a sense of comfort with their work, enabling maximum and improved performance results. The

rapid pace of virtual communication in Supervisor 1-on-1 Coaching is increasingly being applied to formal education and professional coaching programs (Thurlings et al., 2014). Although supervisors act as mentors, it does not mean that they are the only way to determine the success of participants (Wasis, 2018), especially in achieving ROOM-PK values. It can be declared optimal if the virtual coaching involves the active communication role of the participants as independent individuals (Jalal et al., (2022).

The role of virtual communication in the Supervisor Coaching 1-on-1 program makes understanding the dynamics and interactions of virtual communication essential. As researched by Mahdaria and Restuaji (2021), the community has recognized the existence of the use of internet-based communication in virtual coaching as evidenced by the increasing effectiveness of virtual communication in coaching program by accessing the internet network, in this case Supervisor Coaching 1-on-1 using video-audio-based teleconferencing, namely Zoom Meeting. This program is a means for supervisors to dig deeper into the challenges, needs, aspirations of each participant, then discuss problems or obstacles that arise in order to support participants to become the best version of themselves.

Therefore, this study aims to analyze how virtual communication takes place in the context of the Supervisor Coaching 1-on-1 program conducted by Rumah Kepemimpinan. All RK's scholarship participants are given 45 minutes each month to conduct this program privately with only one participant and a Supervisor from the same region as the participant to be able to discuss or consult online through Zoom Meeting. Supervisor can explore personal problems and discuss the challenges of self-development action plans that will be carried out by participants within a certain period of time that has been mutually agreed upon.

Supervisor Coaching 1-on-1 can be defined by Computer Mediated Communication (CMC). CMC can be understood as the communication of individuals through electronic devices that include all digital technologies (e.g. email, websites, social networking sites, and text messages) that deliver and shape communication and social behavior (Herring, 2004). CMC is transforming social and culture brought about by computers, more precisely the internet. The development of the internet focuses on social interactions that occur in society regarding patterns of identity, relationships, and society that are increasingly influenced by the internet (Thurlow et al., 2004). The CMC requirement in this study ensures that participants are fully aware of the communication interactions between them using computer technology in the process of message creation and delivery (Lawley, 2002). The manual coding analysis method used in this research to identify and categorize patterns or characteristics in the data aims to achieve higher levels of abstraction, moving from manifest to latent content, and not only to explain qualitative data but also to define structured, time-efficient codes, prioritizing accuracy and systematicity in the analysis process.

The researcher hopes that this study can contribute insights for the Rumah Kepemimpinan in improving the effectiveness of its coaching program and participate in the literature of communication science, especially regarding online communication in the aspect of education and impact coaching.

## **2. Methodology**

This study establishes a qualitative research method. Creswell has stated that qualitative research has its own characteristics, namely relying on text and image data, has unique steps in data analysis, and can use a variety of designs (Creswell, 2018). The communication theory and context listed in qualitative research can help find value in the process, events and authenticity of a research subject (Somantri, G. R., 2021). In this study, the qualitative method makes the researcher the key instrument, namely the qualitative researcher collects his own data through checking documents, observing behavior, or interviewing participants and Supervisors. The researcher is the one who actually collects the information and analyzes it (Creswell, 2018).

Data were coded and then categorized through online interviews with 4 participants and 3 supervisors who underwent the Supervisor Coaching 1-On-1 program from Rumah Kepemimpinan online. The aim was to analyze the program's in-depth coding development in examining the frequency of message exchanges, the depth of discussion, and the content, topics, and discussions in the Supervisor Coaching 1-On-1 sessions. Sample measurements were selected based on active participants and supervisors in the age range of 21-30 years old, with the consideration that participants who qualify for the Rumah Kepemimpinan scholarship as well as their supervisors are young people aged 21-30 years old, who are conducting the Supervisor Coaching 1-On-1 program for one time in each month regularly. All participants are still students at public universities throughout Indonesia. RK Scholarship participation has been ongoing for 14 months. The sample underwent an online interview using Zoom Meeting teleconference to obtain deeper information with a more definitive question structure.

The transcripts of the interview answers will be processed using the manual coding analysis method. Manual coding analysis was chosen in this study in order to determine the codes on the data that have been achieved and then categorized in the form of certain predetermined patterns or characteristics. The manual coding analysis method in this research is in the form of analysis leading to higher levels of abstraction; from manifest to latent content, intended not only to explain qualitative data, but to include the creation of new codes that are more structured and time-efficient. Accuracy and systematicity are necessary for a qualitative researcher to reflect deeply on the emergent patterns and meaning of human experience (Wicks, D: 2017).

### 3. Result and Discussion

The researcher summarized the findings that revealed online communication in Supervisor Coaching 1-on-1 with the CMC concept model that includes: Interaction and engagement (active participation and openness) and the use of teleconference platforms (challenges, benefits, and constraints). Then analysis using analysis leads to a higher level of abstraction; from manifest content to latent content.

#### 3.1. Interaction and Engagement (Active Participation and Openness)

Human interaction behavior that occurs in the Supervisor Coaching 1-on-1 program in the virtual world has changed the physical and psychological communication between Supervisors and RK Scholarship participants. According to Budiargo in (Kapriadi & Irwansyah, 2020). makes both of them have the ability to increase accuracy in recognizing other people's emotions to understand others. The basis of this idea is that the interaction that arises raises active participation non-verbally so that it has a significant difference from face-to-face interaction.

The implementation of CMC in Supervisor Coaching 1-on-1 leads to a communication system that occurs in virtual coaching. Citing research from (Tasya, 2021; Thurlow et al., 2004, p.221) in his book identifies the meaning of involvement in virtual coaching can be studied based on aspects: 1) Communicate: eliciting conversations between participants and supervisors. 2) Collaborate: self-involvement, active participation, cooperation in a common task. 3) Create: applying modern virtual learning tools (internet, search engine system, teleconference) for discovery and data mining. 4) Collect: collect resources, read and process data. 5) Critique: evaluate the value of the findings and their relevance to the objectives of virtual coaching.

**Table. 1. Interaction and engagement by participants through understanding coaching (using analysis leads to a higher level of abstraction; from manifest content to latent content).**

Understanding Coaching (by Participants)				
Participants	The Role of The Supervisor	Self-Improvement of Participants	P2 : The supervisor will develop what the participant is struggling with through briefings	Progressing and there is someone who acts as a facilitator and he will develop what we have done so that we can develop even better. Continue to be directed too. And given input if for example there is something that we can actually improve.
		Improvement of Failures	P2 : Participants experienced failures in achieving goals can be corrected with suggestions	So if for example we are now progressing like we have goals. Well then in the process of achieving those goals we have successes and failures like that, right? Well the point of coaching is so that those who fail can be improved like that so that input is given.
	The Purpose of Coaching	Directing and Evaluating	P1 : Step by step activities, from evaluation, progress, to the final goal as desired	Not only directed step by step but how to evaluate and what about the progress, the end goal is in accordance with what we want to achieve.

		Recognizing Obstacles	P3 : Regarding the extent of his/her development and recognizing his/her constraints	So usually more. How far have you progressed? If there are obstacles, what do you do to minimize them?
		Gaining Insight	P4 : Getting insights from specific experts according to what participants feel	I think coaching is learning where we learn from people who are experts where what is discussed is not only something general but also specific.

**Table. 2. Interaction and engagement by Supervisor through understanding coaching (using analysis leads to a higher level of abstraction; from manifest content to latent content).**

Understanding Coaching (by Supervisor)				
Supervisor	The Role of The Supervisor	Find Problem	S1 : Trigger the participant to frame the problem and come up with a goal that the participant needs.	Coaching is more about sparking. participants may have gaps that have not been met, and the coaching function is to find the gaps in the coaching. Well-framed which will eventually have an output.
		Explore Participants Focus	S2 : Focus on optimizing settlement options	Coaching is one of the approaches used to further explore a person. but explore what is his concert. until he realizes finally optimizing the best possible options they think.
		Encourage Participants Thoughts	S2 : Does not provide solutions, but rather encourages awareness	It doesn't provide a specific solution. So how do we bring the things below his subconscious to the surface so that it becomes the driving force for him to achieve his goals.
	The Purpose of Coaching	The Motives of Participants	S2 : It is important to know what kind of goals they (participants) want to achieve because each participant has a certain motive.	It's really important that we know what kind of goals (participants) want to achieve. Why is that so important for him because actually each person has their goals... has certain motives.
			S3 : The process of changing participants, the role of Supervisors who help them	...We don't change the participants, but we help them to change themselves and pick up the best version of themselves.

The first question posed from the researcher to both participants and Supervisors was "What do you understand about the definition of Coaching?". This question was the starting point for interaction and engagement for both parties.

It was found that "The Role of the Supervisor" and "The Purpose of Coaching", are two categories that simultaneously become views that are present among Supervisors and participants in aspects of interaction and involvement.

The category of "The Role of Supervisor" in the view of the participants was again divided into two codes, namely: self-improvement of participants and improvement of failures.

Self-improvement of participants:

**Data 1**

*"Progressing and there is someone who acts as a facilitator and he will develop what we have done so that we can develop even better. Then we are directed too. And given input if for example there is something that we can actually improve.",* said Participant 2.

For participants, the role of the Supervisor is not only to improve themselves, but also in order to improvement of failures related to the need for direction from a Supervisor:

**Data 2**

*"So if for example we are now progressing like we have goals. In the process of achieving those goals, some of us succeed and some of us fail, right? Well the point of coaching is so that the failures can be corrected like that so that input is given.",* said Participant 2.

Meanwhile, the category "The Role of Supervisor" in the Supervisor's view is again divided into three codes, namely: find problems, explore participants' focus, and encourage participants' thoughts :

Find the problem, Supervisor Coaching 1-on-1 is considered by the Supervisor as a method of triggering the participant's problem so that the participant can produce the final result (output) of a structured solution:

**Data 3**

*"Coaching is more towards triggering. participants may have gaps that have not been met, and the coaching function is to find the trigger in the coaching. It is well structured which will eventually have an output",* said Supervisor 1.

Explore participants' focus,

**Data 4**

*"Coaching is one of the approaches used to further explore a person. but exploring what is his concert. until he realizes finally optimizing the best possible options they think.",* said Supervisor 2.

Encouraging participants' thoughts,

**Data 5**

*"Not giving a specific solution. So how do we bring things under their consciousness to the surface so that it becomes the driving force for them to achieve their goals.",* added Supervisor 2.

The second category, namely "The Purpose of Coaching" in the view of participants is divided into three codes, namely: directing and evaluating, recognizing obstacles, and gaining insight :

Directing and evaluating:

**Data 6**

*"Not only directed step by step but how to evaluate and what about the progress, the final goal is in accordance with what we want to achieve.",* said Participant 1.

Recognizing constraints:

**Data 7**

*"So it's usually more. How far have you progressed? If there are obstacles, what do you do to minimize them?",* said Participant 3.

Gaining insight:

**Data 8**

*"Coaching is, in my opinion, learning where we learn from people who are experts where what is discussed is not only something general but also specific."*, said Participant 4.

These three codes indicate that participants believe that their interaction and involvement in Supervisor Coaching 1-on-1 is based on the goals they can obtain if they actively participate in the program by openly answering questions raised by the Supervisor. The impact of the interaction and involvement of the participants led to the progress of self-development and recognition of obstacles, in the end participants will get memorable learning that is specific to what they need. For the supervisor, the interaction and involvement of participants is very useful to help participants determine the goals they want to achieve. The simultaneous mechanism in virtual communication between Supervisors and participants formed by the CMC process is able to impress one's behavior towards changes in the attitude and behavior of the interlocutor (Pang et al., 2018). So that participants have their own impression of the Supervisor's role, and the Supervisor tries to adjust the expectations of the participants' impressions of themselves.

Reflected in the second category "Coaching Goals" according to the Supervisor, one code appeared, namely knowing the motives of the participants:

**Data 9**

*"It is very important that we know what kind of goals (participants) want to achieve. Why is that so important for him because actually each person has his goals... has certain motives."*, said Supervisor 2.

**Data 10**

*"...we are not the ones who change the participants but we help the participants to change themselves to pick up the best version of themselves."*, said Supervisor 3.

The interaction of participants in establishing virtual communication in the Supervisor Coaching 1-on-1 program with their Supervisor has great potential to use Computer Mediated Communication effectively. Proven by the involvement of participants who are able to create social change and Supervisors who have a big share in encouraging participants to progress themselves (Eckstein, 2012).

**3.2. Use of Teleconference Platforms (Challenges, Benefits, and Constraints)**

Supervisor Coaching 1-on-1 for participants and Supervisors cannot be separated from the challenges, obstacles, and benefits that include the virtual communication process that occurs between them. The use of Zoom Meeting teleconference media is a CMC support tool; most mediated interactions are now carried out digitally (Carr, 2020).

a. Challenges

**Table. 3. Participants' use of the teleconference platform for the Supervisor Coaching 1-on-1 challenge (using analysis leads to a higher level of abstraction; from manifest content to latent content)**

Challenge in Supervisor Coaching 1-on-1 (by Supervisor)				
Supervisor	Time	Participant Attendance	S1 : Failure of participants to attend the agenda at the specified time	One, Time. Sometimes participants can't make appointments.
	Supervision	Progress Supervision	S1 : Oversee the progress of participants to keep it running	Second, supervision must be followed up after coaching. Because sometimes they feel that the coaching is over and the action plan is not considered. This is a challenge for Supervisor's to monitor participants to stay on the track and pay

			attention to the action plan.
	Catchiness	S2 : Participant responsiveness in relation to supervision	If participants do not have the ability to catch up, it is relatively difficult to monitor.
	Supervision and Reminders	S3 : Supervise and remind participants' progress to remain consistent.	The challenge is tracking the challenges given to the participants after the coaching. So usually we give them this challenge. Well that usually has to be constantly reminded so that it is carried out. That's a bit tricky because maybe you have to do it regularly every 3 days, once a week, for the reminder.

Participants categorized the challenges into "Supervisor assessment" and "motivation".

In the "Supervisor's assessment" category, participants coded it as fear of disclosure, fear of openness, and fear of lack of progress. The fear was born from participants' concerns that the Supervisor Coaching 1-on-1 program should be able to report progress that is much more performance than previous coaching.

Fear of disclosure:

**Data 11**

*"I'm afraid that the Supervisor's expectations don't match what I'm doing. How do I tell the Supervisor the truth?"*, said participant 1.

Fear of being open:

**Data 12**

*"The way we package a problem and we open it up to others, maybe there are some people who might feel like this doesn't need to be conveyed to others and becomes our own problem, but the challenge in online coaching is that we just open up."*, said Participant 4.

Fear of lack of progress:

**Data 13**

*"Because 1-on-1 means that we are the subjects who will be questioned or asked, so we are responsible for the answers. That's what's difficult in my opinion, like how can we manage to convey something that we are progressing, like if there is something missing,"* said Participant 2.

While participants were prone to worry during the SPV Coaching 1-on-1, these feelings helped them train themselves to manage the delivery of future events (Getzfeld, 2006).

In the second category, "motivation", participants coded it as pushing themselves forward and doing well. Not without reason, participants felt that by joining the Supervisor Coaching 1-on-1 program, laziness to develop must be defeated by the desire to progress.

**Data 14**

*"The challenge is more to ourselves. We have to want it or not, let's get this done whether we are lazy or don't know what the heck we are doing,"* said participant 1.

**Data 15**

*"In terms of laziness, it's more about yourself when you feel you get a challenge and then it's hard to do it"*, said participant 3.

Implementing Supervisor Coaching 1-on-1 with limited face-to-face interaction can be more challenging for participants to stay motivated and seek the help they need (Dung et al., 2023). Even so, there was also a participant who felt there were no major challenges in running the Supervisor Coaching 1-on-1 program.

**Data 16**

*"I feel there are no challenges,"* said participant 2.

Supervisors categorize the challenges of Supervisor Coaching 1-on-1 into two, namely, "time" (one code: participant attendance) and "supervision" (there are three codes: progress supervision, catchiness, and supervision and reminders) :

The "time" category with the participant attendance code is a challenge for Supervisors because it talks about the commitment of participant attendance:

**Data 17**

*"One, Time. Sometimes participants can't make appointments."*, said Supervisor 1.

The category "supervision" with the code progress supervision. Supervisors feel that participants often neglect their tasks after the end of Supervisor Coaching 1-on-1, therefore progress supervision is needed by paying attention to the action plans that have been made by participants:

**Data 18**

*"supervision must be followed up after coaching. Because sometimes they feel that the coaching is over and the action plan is not considered. This is a challenge for Supervisor's to monitor participants to stay on the track and pay attention to the action plan"*, said Supervisor 1.

The category "supervision" with the code of participant's catchiness indicates that Supervisors need to support participants in having catchiness when Supervisor Coaching 1-on-1 takes place so that it is easy to monitor their development progress after the program:

**Data 19**

*"If the participant does not have the ability to catch up, it is relatively difficult to monitor"*, said Supervisor 2.

The category "supervision" with the code supervision and reminders, is carried out by Supervisors regularly and periodically so that the participants' action plans are achieved according to the agreed time target:

**Data 20**

*"The challenge is tracking the challenges given to the participants after the coaching. Now that usually has to be constantly reminded so that it is carried out. That's a bit tricky because maybe it has to be routine every 3 days, once a week, for the reminder,"* said Supervisor 3.

b. Constraints

**Table 4. Participants' use of teleconference platforms against Supervisor Coaching 1-on-1 constraints (using analysis leading to a higher level of abstraction; from manifest content to latent content)**

Constraints of Supervisor Coaching 1-on-1 (by Participants)				
Participants	Time	Time Management	P1: time management in undergoing post Supervisor Coaching 1-on-1 challenges and dealing with his various activities	Sometimes when coaching, we do other things and then forget the things that need to be fixed so they are covered by our other activities.
		Time Difference	P4 : Time difference	just the difference in time and network speed



	Difficult to Determine the Time	P4 : Difficult to determine a suitable time for the 1-on-1 Coaching agenda	It's a little difficult to determine the time sometimes we have determined the time, already block time there, suddenly our emergency agenda cannot be done.
Signal	Signal Speed	P3 : Signal in Medan that is hampered by weather is often an obstacle	In terms of signal, if it rains a lot in Medan. lights out or the network is not good. and it's out of my control. if you can meet virtually it's during the day, not at night.
Not Constrained	Not Constrained	P2 : Enjoy	No, I like my life to be like online. So I really enjoy

**Table. 5. Supervisors' use of teleconference platforms against Supervisor Coaching 1-on-1 constraints (using analysis leading to a higher level of abstraction; from manifest content to latent content)**

Constraints of Supervisor Coaching 1-on-1 (by Supervisor)				
Supervisor	Multi-tasking	Working on Concurrent Activities	S1 : Former participants have done 1-on-1 Supervisor Coaching while doing other activities	I've done Supervisor Coaching 1 on 1 but the participants were on the side. Virtual we can't be sure who is on the right side of who on the left side. Maybe either intentionally or maybe unintentionally
	Signal	Signal Speed	S1 : Failed to meet because of signal constraints	"Second, signal constraints. I've attached the schedule but I can't."
			S2 : Poor network makes the discussion less interactive	"Network network is not good so it is more difficult to be interactive."
			S3 : The distance difference despite being connected by a fixed network makes the agenda less interactive	"Signal constraints are an obstacle. Sometimes if the distance is different, the conversation is a bit delayed, so it's not good. Even though if Supervisor Coaching 1on1 it must be tektokan right."
	Schedule Accuracy	Prioritize Offline Agenda	S2 : Prioritization of offline agenda makes online agenda weaken energy when meeting	"Looking for the right timing. Definitely prioritize the offline ones. If it's virtual, the energy is not really captured between us."
		Conflicting Schedule	S3 : Choosing the right schedule and in accordance with the free time of participants and Supervisors by	"Match the time. Now that the students are coaching online, but the organization's lectures are all offline. So it's difficult to adjust the time sometimes we have to deliberate first,

			deliberation.	whether the Supervisor wants to determine the time of the cat or determine it ourselves."
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From both participants and Supervisors, the "signal" category is a common obstacle in the implementation of Supervisor Coaching 1-on-1. Virtual communication relying on Computer Mediated Communication cannot be denied the occurrence of obstacles that can be coded as signal speed :

**Data 21**

*"In terms of signal, in Medan it often rains. lights out or the network is not good. and that is out of my control.",* complained participant 3.

Interactive difficulties hampered the Supervisor Coaching 1-on-1 program.

**Data 22**

*"Sometimes if the distance is different, the conversation is a bit delayed so it's not good. Even though Supervisor Coaching 1on1 must be done right,"* said Supervisor 3.

**Data 23**

*The network ... is not good so it is more difficult to be interactive,"* said Supervisor 2.

Not only hindering the program, signal constraints often thwart Supervisors' virtual meetings with their participants.

**Data 24**

*"signal constraints, I have attached a schedule but I can't",* said Supervisor 1.

The next categories that included constraints according to participants were "time" and "not constrained". The "time" category (there are three codes: time management, time difference, and difficult to determine the time):

Time management,

**Data 25**

*"Sometimes when we are coaching, we do other things and then we forget the things that need to be fixed so they are covered by our other activities",* said participant 1.

Time difference and difficulty determining time,

**Data 26**

*"it's just the time difference and sometimes we've already set the time, we've already blocked the time there, suddenly there's an emergency agenda cannot be done",* said participant 4.

The two codes above seem to align with the constraints also experienced by Supervisors in the "schedule accuracy" category by referring to the two codes, namely prioritize offline agenda and conflicting schedules:

It is known that participants are not difficult to determine the time when Supervisor Coaching 1-on-1, but they prioritize the offline agenda more than online or virtual and this is something that is natural until finally deliberation is needed to avoid conflicting schedules:

**Data 27**

*"Looking for the right timing. definitely prioritize offline. if virtual energy is not too caught between us",* said Supervisor 2.

**Data 28**

*"Matching the time. Now if the students are online coaching but the organization's lectures are offline, they are all offline. So it's difficult to adjust the time sometimes we have to deliberate first,*

*whether the Supervisor wants to determine the time of the cat or determine it yourself,"* said Supervisor 3.

Boehm & Aniola-Jedrzejek, (2012) in undergoing CMC, it is easy to have potential obstacles in the form of misunderstandings due to the lack of social cues such as gestures, facial expressions, and body language. However, CMC allows participants to enjoy renewable learning opportunities. On the other hand, there was a statement from a participant who considered that there were no significant obstacles in undergoing the Supervisor Coaching 1-on-1 program, he felt that he enjoyed it because he was used to virtual activities.

**Data 29**

*"Nothing, I like my life online. So I really enjoy it",* said participant 2.

Even so, once a Supervisor found a participant working on concurrent activities, which is a code for including Supervisor Coaching 1-on-1 obstacles in the "multi-tasking" category for Supervisors:

**Data 30**

*"I once did Supervisor Coaching 1 on 1 but the participant was multi-tasking. Virtual we cannot be sure who is on the right side of who on the left side. It may or may not be intentional",* said Supervisor 3.

c. Benefits

**Table 6. Participants' use of the teleconference platform through 1-on-1 Supervisor Coaching benefits (using analysis leads to a higher level of abstraction; from manifest content to latent content)**

Benefits of Supervisor Coaching 1-on-1 (by Participants)				
Participants	Realief, Knowing the Solution	Telling to Know How to Solve It	P1 : Releasing thoughts by confiding in the Supervisor makes you relieved and know how to overcome it	We have a place to pour ourselves out. If we confide in a friend, we may only be listened to but not answered professionally. But if we're in a coaching position, it's different when we release our thoughts and what has happened, we feel relieved and know how to overcome it.
	Supervisor's Role	Awarness of The Supervisor's Role	P1 : Importance of having a Supervisor as a mentor to help participants grow	Indirectly tell others that mentors are that important. If we want to grow, we need a coach. I know how important mentors are with this Supervisor 1on1.
		Learning from The Supervisor's Experience	P2 : Can learn from the Supervisor's experience so as not to repeat the same mistakes and be wiser in dealing with them.	We can learn from the coach's experience. without us needing to go directly, we already know the knowledge later if one day we deal with the same thing so that mistakes. Once there it doesn't happen again. We also become wiser in tackling it.
		Not Hesitating to Tell Stories	P3 : Talking about dreams and aspirations to Supervisors helps participants rise to pursue dreams without hesitation again	from coaching can be when we already talk to people who really pay attention to our dreams.

Improving the Participant's Self	Self-Knowledge	P2: get to know yourself better.	Benefits of getting to know yourself better
		P4 : Finding solutions trains critical thinking	Finding solutions to our problems can make us think critically.
	Self-Contribution	P2: know the contribution that can be increased	We can find out what contributions we can actually increase like that.
	Be Open	P4 : Open to yourself	the third makes us more open to ourselves
Positive Energy	Challenge	P4 : Challenges make positive energy come	that was feeling challenged. positive energy comes

The benefits of Supervisor Coaching 1-on-1 conducted virtually led to a variety of benefits felt by the participants. The categories that were formed ranged from feelings of "relief, knowing the solution", "Supervisor role", "improving participants' self", to "positive energy".

The category "relieved, know the solution" was coded with the sentence telling to know how to solve it:

**Data 31**

*"We have a place to pour ourselves out. For example, if we vent to a friend, we may only be listened to but not answered professionally. But if we are in a coaching position, it is different when we release our thoughts and what has happened, we feel relieved and know how to overcome it,"* said participant 1.

The category "Supervisor's role" gave birth to three codes, namely awareness of the Supervisor's role, learning from the Supervisor's experience, and not hesitating to tell stories:

**Data 32**

*"Indirectly telling others that mentors are that important. If we want to grow, we need a coach. I know how important mentors are with this 1-on-1 Supervisor,"* said participant 1 - awareness of the Supervisor's role.

**Data 33**

*"We can learn from the coach's experience. without us needing to go directly we already know the knowledge later if one day we deal with the same thing so that the mistakes. Once there it doesn't happen again. We will be wiser in tackling it",* said participant 2 - learning from the Supervisor's experience

**Data 34**

*"from coaching, we can talk to people who really pay attention to our dreams",* said participant 3 - not hesitating to share.

The category "improving the participant's self" reflects three codes: self-knowledge, self-contribution, and be open.

**Data 35**

*"The benefit of getting to know myself better", said participant 2 - know myself*

**Data 36**

*"It's finding solutions so solving our problems can make us think critically", said participant 4 - self-knowledge,*

**Data 37**

*"It can find out what contributions we can actually improve like that", said participant 2 - self-contribution.*

**Data 38**

*"The third one makes us more open to ourselves", said participant 4. – be open*

The category "positive energy" describes one code, namely challenge

**Data 39**

*"I felt challenged. Positive energy came", said participant 4.*

The dimension of benefits obtained by participants in the Supervisor Coaching 1-on-1 program emphasizes nonverbal aspects to build participants' feelings of comfort when telling stories, increase participants' understanding of themselves, bring up positive energy, and connect emotionally between Supervisors and participants through Supervisor experiences. The communication from the Supervisor to the participant is not limited to the participant's self, but also the participant's lifestyle, ideas, education, concerns, achievements, and understanding to live their dreams (Valentini et al., 2019).

#### 4. Conclusion

Virtual communication in 1-on-1 Supervisor Coaching using the Computer Mediated Communication concept model gave rise to two significant ideas, namely the interaction and involvement of participants and the use of a teleconference platform.

The theme of interaction and engagement gave rise to two categories that both Supervisors and participants focused on, namely "Supervisor's role" and "coaching objectives". Participants viewed the Supervisor's role as a mentor who could help them improve themselves and overcome failures from the various phenomena of problems that participants experienced. Meanwhile, the purpose of coaching for participants is for the supervisor to be involved in guiding their goals, evaluating their progress, addressing their obstacles and encouraging them to gain new insights.

Supervisors emphasized problem discovery, exploration of the participant's focus, and encouraging the participant's thoughts by starting the interaction with the question "What do you understand about the definition of Coaching?" which was a precursor to opening the interaction and engagement for the participant.

The second theme was the use of the teleconference platform (challenges, benefits and constraints). Participants argued that challenges such as Supervisor judgment, motivation, time, and openness, triggered their concerns about Supervisor expectations, concerns about openness of storytelling, and concerns about their own progress. This was followed by motivational challenges, where participants tried to overcome laziness by being actively involved in each program. Lastly, time is also a challenge for participants, including time management as well as difficulties in determining the appropriate time for the implementation of Supervisor Coaching 1-on-1.

Challenges from the Supervisor's perspective are related to time and supervision. Supervision of participant progress, comprehension, and reminders are a major part of the Supervisor's role in ensuring the success of Supervisor Coaching 1-on-1 for each participant.

Supervisors and participants agreed that obstacles including signal issues, especially in areas with unstable weather and interactive difficulties also affected the smooth exchange of voice and picture messages. Other constraints

included time, time management, and time zone differences between participants and supervisors in the implementation of the program.

Participants informed that they gained various benefits, such as a feeling of relief and knowledge of solutions after successfully opening up to share their stories, understanding of the Supervisor's role, self-improvement by getting to know themselves better, self-contribution, and openness. Other benefits included the positive energy that emerged due to the challenges that participants tried to solve after the Supervisor Coaching 1-on-1.

Supervisor Coaching 1-on-1 through virtual communication with the Computer Mediated Communication method proved to be effective in helping participants improve themselves, overcome challenges, and be more open.

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