

Role of Principal's Supervision in Improving Teacher's Competency

Helda Lara Aisyah¹

¹SMA Negeri 5 Palembang, South Sumatra, Indonesia

Corresponding author e-mail: heldaaisyah895@gmail.com

Article History: Received on 5 July 2024, Revised on 25 August 2024,
Published on 10 September 2024

Abstract: The problem in this study was the learning process not optimal at SMA Negeri 5 Palembang. This article aims to analyze the role of school's supervision in improving teacher's competency. In this study I use a qualitative approach. By using data collection techniques in the form of observations, interviews and documentation studies. The results showed that academic supervision of school's principals can improve teacher's competency at SMA Negeri 5 Palembang. Academic supervision activities at SMA Negeri 5 Palembang are carried out in several stages, planning, implementation, and evaluation. In improving teacher's competency, it will be assessed and observed the goals of supervision, the objects of supervision and the techniques that will be used in supervision. Next, the implementation of supervision is carried out by visiting classrooms, observation the activities of teachers and students in the learning process, how to use learning media, and the determination of methods with materials. Finally, the evaluation program carried out on the results of the implementation of supervision. This article recommends to do routinely the supervision in order to get quality teacher's competency.

Keywords: Principal, Supervision, Teacher's Competency

A. Introduction

Teachers are the main component in the educational process which plays an important role in creating quality learning. To achieve optimal quality of education, qualified teachers are needed. Teacher's competency not only includes mastery of subject matter, but also includes pedagogic, personality, social, and professional aspects. Therefore, the development and improvement of teacher's competency is a must to be carried out on an ongoing basis. One of the efforts that can be made to improve teacher's competency is through the role of school's principal supervision. The principal has the responsibility to monitor, evaluate, and provide guidance to teachers in improving the quality of the learning process. Principal supervision aims to help teachers develop their professional skills and abilities and overcome problems faced in the teaching and learning process.

The role of school's principal supervision in improving teacher's competence includes several important aspects. First, the principal plays a role in providing direction and guidance to teachers regarding learning planning, implementation, and evaluation. School's principals can provide constructive input and suggestions to teachers to improve more effective teaching methods, strategies, and techniques. This opinion is in line with Suciati & Inayati, (2024) which states that this supervision is carried out to encourage teachers to apply their abilities in carrying out their teaching duties, develop their own abilities, and strengthen their awareness of the tasks and responsibilities they carry out. Meanwhile, according to Pangestuti & Mustofa, (2024) Supervision is an assessment from the principal of a school on teachers which aims to form teachers who are competent in teaching. After the purpose of academic supervision carried out by the principal, there is also a focus that affects the teacher's assessment ability, namely the knowledge ability focus. The principal can carry out supervision by controlling and supervising to improve the teacher's learning performance. Academic supervision is an activity to help teachers develop their potential in managing the learning process so that learning goals can be achieved (Lestari et al., 2023).

Second, the principal is responsible for facilitating the professional development of teachers. This can be done by holding training, workshops, or other activities that aim to improve teachers' knowledge and skills in academic and non-academic fields. Principals can also encourage teachers to engage in scientific activities, such as classroom action research or publication of scientific papers. Third, the principal plays a role in creating a conducive working climate and environment for teachers. A positive and supportive work environment can increase teachers' motivation and enthusiasm in teaching. School's principals can build good relationships with teachers, appreciate teachers' achievements and efforts, and provide support in overcoming the challenges they face. Meanwhile, according to Wardhanie et al., (2023) The important role of school's principals is related to school management. Where school's principals are required to be able to contribute a variety of brilliant ideas as an initiative for new thinking in the school environment by carrying out adjustments as well as changes in goals and objectives, of a learning program. The principal as a leader, needs to be an innovator. Thus, there is a significant role where the success of the learning process in a school depends on the quality of the principal's leadership.

Fourth, the principal must be able to evaluate and assess objectively the performance of teachers. This evaluation not only aims to identify teachers' shortcomings or weaknesses, but also to provide constructive feedback and plan development programs that are appropriate to teachers' needs. Fifth, the principal plays a role in facilitating collaboration and knowledge sharing between teachers. By creating an environment that encourages cooperation and mutual learning, teachers can share experiences, strategies, and best practices in teaching. This can encourage collective competency improvement among teachers. Through an effective supervisory role,

the principal can assist teachers in improving competence in a sustainable manner. Increased teacher's competency will have a positive impact on the quality of learning and student achievement. Therefore, it is important to analyze the role of school's principal supervision in improving teacher's competency in order to identify supporting and inhibiting factors, as well as efforts that can be made to optimize the role of school's principal supervision in achieving these goals.

Meanwhile, according to Isbianti & Andriani, (2021) the principal is the leader as well as the person in charge of implementing quality learning in schools. Therefore, school's principals need to develop the professionalism and performance of teachers in their schools. One of the efforts that can be made is to carry out academic supervision. Meanwhile, according to Ilmu et al., (2023) the task of supervision is attached to the position of school's principal. These abilities need to be supported by technical mastery and how to supervise that can show the implementation of the independent curriculum in its entirety, starting from planning to the learning process and its follow-up in the education unit. For this reason, school's principals must have and master the concept of academic supervision which includes: definition and concept, purpose and function, principles, and dimensions of academic supervision substance.

According to Rosidin, (2021) teachers are the key holders of an interesting and effective learning process, therefore a teacher is not only required to be able to liven up the classroom atmosphere but also be able to make learning a process in improving the personality of students. which means that if the professional standard at the time of teaching can improve the quality in some systems. The essence of teacher's competency is the mental and physical strength to perform tasks or skills that are cultivated through practice and practice of (Musfah, 2012).

Competence is a skill and knowledge derived from the social and work life environment that is absorbed, mastered and used as an instrument to create value by carrying out tasks and work as well as possible (Hartanto & Sumardjoko, 2018). The indicators of teacher's competency can be measured through the following indicators: (1) Learning management, related to the teacher's ability to systematically sequence learning objectives, adjustment of learning media to the material presented, (2) scientific mastery, related to teachers in adjusting learning materials to core teacher competencies and basic teacher competencies, (3) attitude or personality, related to teachers' personalities by presenting themselves as honest, noble character, and exemplary for students and society, (4) social interaction, related to the interaction between teachers and students both during and outside of school (Koswara & Rasto, 2016).

Meanwhile, according to Febriana, (2021) competency comes from the word competency which means ability, capability, proficiency, proficiency, qualification, eligibility, readiness, skill, and adequacy. This opinion is reinforced by Setiabudi &

Anggraini,(2021) who stated that several elements are contained in the concept of competence, namely knowledge, understanding, skills, values, and interests.

Where this opinion is described as follows 1) knowledge, which is awareness in the cognitive field. For example, a teacher knows how to carry out identification, counseling and learning process activities for learning residents; 2) understanding is the cognitive and effective depth that students have. For example, a teacher who will carry out activities must have a good understanding of the safety and conditions of residents learning in the field, so that they can carry out the activity program properly and effectively; 3) skill is the ability of an individual to perform a task or work that is imposed on him. For example, the ability possessed by teachers to compile educational tools in a simple way; 4) value is a norm that has been believed or psychologically integrated in an individual; 5) interest is the underlying state of individual motivation, sustainable desire, and psychological orientation. For example, good teachers are always interested in learning residents in terms of fostering and motivating them so that they can learn as expected.

As a profession, there are a number of teacher competencies that must be possessed by a teacher (Sanjaya, 2011). In the Regulation of the Minister of National Education No. 16 of 2007 (dated May 4, 2007) describes the requirements for academic credentials and teacher competencies. According to the academic credential requirements and teacher competencies published in 2007, instructors/teachers are required to have four competencies: personality competence, pedagogical competence, social competence, and professional competence.

The components of the four teacher competencies are as follows: 1) Pedagogic competence, some of the components that are in pedagogic competence are: a) Understanding the characteristics of students, b) Being able to carry out challenging learning, c) Developing a curriculum, d) Implementing educational learning, e) Optimizing technology during learning, f) Encouraging the development of student potential, g) Being able to communicate with students, h) Carry out assessments and evaluations of learning processes and outcomes, i) Use learning outcomes and evaluations, j) Self-reflection to improve the quality of learning. 2) Personality competence, in personality competence, the criteria that are seen are: a) Act in accordance with applicable values and norms, b) Noble character, c) Authoritative, d) Show work ethic, high responsibility, pride in being a teacher, and self-confidence, e) Uphold the code of ethics of the teaching profession. 3) Social competence, as for those included in social competence, are: a) Avoiding intolerance, bullying and sexual violence, b) Communicating well with various parties, c) Able to adapt to the surrounding environment, d) Establishing communication with other professional communities orally, in writing and in other forms. 4) Professional competence, as for things that are related to professional competence are: a) Mastering lessons in terms of material and content, b) Developing lesson concepts in

an interesting and fun way, c) Conducting self-development, d) Maximizing technology in learning and self-development.

B. Methods

This research is qualitative and uses descriptive analysis techniques that aim to accurately describe or define the nature or something that is happening and taking place at the time the research is conducted. The research approach produces written or oral data from people and behaviors that can be taken. Principal's supervision is used to improve teacher's competency at SMA Negeri 5 Palembang, and a descriptive approach is used to collect and analyze data with steps, data reduction, presentation, and conclusion drawing (Sugiyono & Lestari, 2021). This study focuses on analyzing the role of the principal's supervision on teacher's competency at SMA Negeri 5 Palembang. What is categorized as follows, the benefits obtained from the supervision of the principal and the achievements in the implementation of the supervision. The location and site of this research were taken at SMA Negeri 5 Palembang. The data collection technique uses interview, observation and documentation.

C. Results and Discussion

The Role of Principal Supervision at SMA Negeri 5 Palembang

The academic supervision plan is made by the principal of SMA Negeri 5 Palembang where before conducting observations and evaluation stages, the principal coordinates with the academic team and the deputy principal for academic affairs selected from senior teachers who have the competence to carry out academic supervision at SMA Negeri 5 Palembang, then designs an academic supervision program that includes the goals and objectives of activities, schedule for the implementation of supervision, and the instruments that will be used by the principal to carry out academic supervision. According to Bermawi & Fauziah, (2015) As an education leader, a school's principal in addition to functioning as an administrator also functions as a supervisor whose essence is to provide professional services in improving the professional competence of teachers and school's principals, both directly and indirectly. This task has been carried out by education leaders, although not all of them comprehensively.

The principal is responsible for the duties that have been entrusted to him. A Principal is considered successful if his group is successful, and vice versa. In other words, the most important thing of the principal is to help his group succeed. According to Mantiri et al., (2024) school's principals must have a big role in accordance with their main duties and functions, namely as educators, managers, administrators, supervisors, leaders, innovators, and motivators. In addition, the principal must have a leadership trait and style that can really be exemplified and

proud of his subordinates, especially teachers. If the supervision of the principal is effective, in the sense that it is accepted by his subordinates, it will have a positive effect on the performance of teachers in particular. Academic supervision is a process of supervision carried out by the principal over academic activities in the school, which aims to improve the quality of learning and the achievement of educational goals that have been set. Here are some steps to implement academic supervision that can be done: a) Academic Supervision Planning The first stage is supervision planning. The planning stage is very important to learn because good planning will help the principal in carrying out academic supervision activities in a good, effective, efficient, meaningful and sustainable manner.

Through academic supervision, teachers are expected to improve their competencies continuously so that the learning process and student learning outcomes increase. To begin planning academic supervision, the principal must carry out a series of activities in sequence. The principals were asked to work on the activities in the learning activities. b) The implementation of the second phase of academic supervision is the implementation of learning. After completing the preparation of the academic supervision plan, the principal will carry out academic supervision. Therefore, education supervision has a position as a series of educational administrative activities that carry out personal development programs in the field of education. Educational supervision in a macro sense is a science that studies how to foster human resources whose implementing object is education (teachers) which aims to be organized in accordance with the goals that have been set according to mutual agreement and carried out education supervision by (Hidayat, 2019). Thus, academic supervision is one of the things that needs to be considered to improve these competencies because supervision aims to provide technical assistance and guidance to teachers so that they can improve the quality of their performance.

Through this activity, school's principals can find the strengths and weaknesses of teachers in the learning process. The results of these findings can be used as a reference in providing feedback to improve teacher professionalism. Professional teachers will be able to provide quality learning so that students' learning achievement increases. The learning process is one of the important elements in quality education. Quality education consists of five elements, namely: 1) Quality students; 2) Quality learning environment; 3) Quality content; 4) Quality learning process; 5) Quality outcomes. In the description of the quality learning process above, it is clear that the quality learning process is very determined by qualified teachers. Then, the next question is what is meant by a qualified teacher. A qualified teacher is a teacher who masters the subject matter (content) taught and pedagogically. However, along with the development of technology, qualified teachers are now defined as teachers who master pedagogic technology knowledge and content, known as TPACK (Technological Pedagogical Content Knowledge).

The curriculum, syllabus, and annual program are some of the components of the preparation for the implementation of learning. The principal of SMA Negeri 5 Palembang is responsible for annual planning, semester programs, and learning programs. This planning has been scheduled regularly, so the principal monitors every teacher who teaches at the school. In the next stage, the teacher trains teaching skills based on the components that have been agreed, then the principal observes and records and records the teacher's behavior when teaching which refers to the skill components agreed upon by the teacher and the principal. Not only teachers, students involved in the observation process are also observed by looking at the interaction between teachers and students during the learning process. The principal must be objective in analyzing cooperatively with the teacher about what has taken place in teaching so that it can be a reference and guideline for the process of fostering and improving teachers' professional abilities. The things that must be considered in the evaluation are: a) Review the summary of the assessment results, b) If the goals of academic supervision and learning standards have not been achieved, the supervisor should re-evaluate the knowledge, skills, and attitudes of the teacher who is the goal of coaching or redesigning the teacher's academic supervision program for the next period, c) Making an action plan for the next academic supervision, d) Implement the action plan in the next period.

Based on the results of interviews conducted by the researcher to the principal of SMA Negeri 5 Palembang, it was found that the results of academic observations conducted by the principal showed that the teacher's competence in the learning process had increased, therefore the supervision carried out by the principal had a positive impact on the teaching process activities and educational activities carried out by teachers. In the process, the principal has an important role where the role of the supervisor is inseparable from the techniques and efforts as well as the guidance model carried out by the principal to the teacher. This is done to improve the competence of teachers in teaching.

In the coaching process carried out by the principal for teachers, there are several techniques that are carried out starting from direct techniques carried out during the implementation of teacher meetings, workshop and class visits that are carried out periodically by the principal. In addition, the principal also provides individual guidance so that teachers better understand the techniques or how to convey material well during the learning process in the classroom. The technique used to improve teacher's competency in the learning process is by conducting class visits and then conducting observations and impromptu tests to find out the achievers in the teaching process. From the results of the supervision carried out by the principal with these various techniques, it can be concluded that the techniques used by the principal are quite good and can improve the competence of teachers when teaching. This is in line with the opinion of Nurul Zahriani Jf et al., (2022) who said that educational supervision is essentially a series of activities to help personnel improve their abilities.

Teaching in schools, the essence of which is a teaching program supported by other elements, such as teachers, infrastructure, curriculum, teaching system, and assessment. Here the supervisor is tasked and responsible for observing the development of these elements on an ongoing basis, not looking for mistakes that lead to spying as the traditional concept of inspection or supervision is. Meanwhile, according to Mustari, (2022) academic supervision is closely related to the assessment of teacher performance in learning, so that teacher's competency must always be improved. The initial activity of the principal as a supervisor focuses on learning tools, as well as learning scenarios that will be implemented. At the core activity stage, the principal as a supervisor observes: class mastery both when leading classically and if students are divided into groups. Observing whether the media and learning tools used are relevant to the learning material, whether they are able to support the teacher's explanation, and whether it makes it easier for students to understand the material.

A supervisor can be seen from the tasks he performs. An education leader who functions as a supervisor seems to have a clear role. In accordance with the essential meaning of supervision, supervision plays a role or is tasked with providing support, helping and participating. In addition, a supervisor serves as: (1) Coordinator; (2) Consultant; (3) Group Leader; and (4) Evaluator. Other duties for an academic supervisor include the following: First, Strive for teachers to be more serious and work harder and be enthusiastic in teaching; Second, Strive for the teaching system to be arranged in such a way that the principle of complete learning applies, that is, teachers must strive for students to really master what has been taught and not just continue teaching to a higher level if students have not completed their mastery; Third, Putting pressure on teachers to achieve their teaching objectives, accompanied by adequate assistance for the success of their tasks. The target of academic supervision is teachers when carrying out learning in the classroom in the form of learning subject matter, compiling lesson plans, choosing learning models and techniques, using media or information technology sources during learning, assessing learning outcomes and expected to conduct classroom action research. Several studies show that supervision by school's principals can improve the professional competence of teachers Sabudora, (2024), (2024); Fourth: Making agreements with teachers and schools on the types and levels of output targets that they must achieve in relation to teaching success.

Fifth, periodically monitor and assess the success of teacher teaching, especially in relation to the agreement made in point (4) above; Sixth, making preparations and work planning in the context of implementing the above items, compiling documentation and reports for each activity, and developing a data management system for supervisory results; Seventh, Coordinate and make necessary agreements with the principal, especially in matters related to monitoring and controlling the effectiveness of teaching and matters related to the accreditation of the school

concerned. Meanwhile, according to M. Dian & Nasir, (2021) Supervision is an effort to stimulate, coordinate and guide the continuous growth of teachers in schools both individually and collectively, in order to better understand and be more effective in realizing all teaching functions.

Meanwhile, according to Ridwan et al., (2023) The implementation of supervision by school's principals has a positive impact on the process of controlling educational activities in schools. Where the main goal is more of a predetermined goal. Supervision and control are also a preventive measure to prevent teachers and education personnel from making deviations and be more careful in carrying out their work. In addition, they become more disciplined in their work and form quality education and create professional teachers. Thus, academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning goals.

Teacher's Competency of SMA Negeri 5 Palembang

Competencies that must be possessed by a teacher include personality competence, pedagogical competence, social competence, and professional competence. According to Musri et al., (2023) an effective teacher is a teacher who is able to bring his students by successfully achieving teaching goals. Teaching in front of the classroom is a manifestation of interaction in the communication process. According to the Law on Teachers and Lecturers, social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community.

Teachers must have noble moral character, especially religious and moral values. This can be seen from his appearance, calmness, and very polite attitude. His expression of emotions and time management reflects a good but firm image in speaking. There is always advice given, and guidance given in a way that is not excessive, so it is very admirable. In addition, teachers are also very strict in terms of attendance. The duties and responsibilities of a teacher are not light. When carrying out daily tasks, teachers will always face various problems, both problems that exist in students and personal problems of the teacher himself, which can arise during or not during the learning process. The problem that will arise when teachers teach is how teachers manage the class well.

According to Muaini & Nurlaela, (2023) these factors involve teacher habits that have become a culture, low teacher's competency in the learning process in the classroom, lack of preparation of learning tools before entering the classroom, teachers' inability to change their teaching mindset towards learning based on the active role of students, and other conventional reasons, such as the view that the most important thing is to teach with any method that considered not too complicated, as well as the belief that the learning material has been completed even

though it is not fully understood. Meanwhile, according to Fathul et al., (2023) the factors that cause teachers to not optimally carry out learning management appropriately are because the ability to prepare a learning implementation plan is not optimal, and some even do not make it. Therefore, teachers are required to have the ability and knowledge to manage the classroom, because teachers play an important role in classroom management. If teachers do not carry out their duties properly, the results of the implementation of management or classroom management will not be satisfactory. In addition, the success of classroom management also has an influence on increasing learning effectiveness. Thus, students will be actively involved in the teaching and learning process which can affect student learning achievement.

The presentation of the results of this research is based on research carried out at SMA Negeri 5 Palembang. This study aims to obtain data on how school supervision plays a role in teacher's competency in carrying out learning activities and what are the factors that play a role in teacher's competency in carrying out learning activities. This is in line with the opinion of Amini et al., (2021) who said that in essence supervision is a coaching activity for teachers and education personnel through techniques and objectives to create the effectiveness of teachers in carrying out their duties well, as well as coaching activities that are planned to help teachers and school supervisors to provide services to teachers both individually and in groups in improving their competence.

According to Aryzona et al., (2023) the cause of teachers having professional competence that is still lacking is also seen from the ability of teachers who have not been able to apply computers or laptops in making teaching materials at school. Teachers have a lazy habit in making learning tools, even though learning tools are very important so that the implementation of learning activities can also run according to the plan that has been made. The lack of teacher discipline is also one of the reasons why teachers have professional competence that is still lacking. The fact states that the current teacher competencies in the sub-component of competency learning management competencies prepare learning plans with indicators: a) Describe learning objectives; b) Determine the material in accordance with the predetermined competencies; c) Organizing the material in order and group; d) Allocating time; e) Determine appropriate learning methods; f) Planning learning procedures; g) Determine the learning media/practicum equipment (and materials) to be used; h) Determine appropriate learning resources (in the form of books, modules, computer programs and the like); i) Determine appropriate assessment techniques (Fathul et al., 2023). Teachers also do not use learning media in carrying out their learning activities so that learning becomes ineffective and seems boring for their students.

Meanwhile, according to Umasugi et al., (2014) teacher's competency according to the community's assumption is still low. This is shown by the existence of teachers

who are not in their field (mismatch), weak mastery of the field of study, lack of familiarity of prospective teachers with the school situation. To capture data in the field, the author uses data collection techniques with observation, interviews and documentation. The author carried out 1 observation to 1 teacher. The author conducted interviews with 2 respondents, namely the subject teacher and the principal of SMA Negeri 5 Palembang. Then the author collects documents related to the research to support the data that has been obtained from the results of observations and interviews.

D. Conclusions

Based on the results of observations and interviews conducted by the author, it can be concluded that 1) The competence of subject teachers has increased, this is supported by factors that play a role in the competence of subject teachers, among others. a) Teachers have work ethic and enthusiasm, b) Have qualifications or expertise in education, c) Teachers have teaching experience, d) Teachers have teaching materials, e) The welfare of the educational environment, f) Teachers have a clear status, g) Teachers can use school infrastructure, h) Teachers participate in trainings. 2) Academic supervision of the principal can improve the competence of teachers at SMA Negeri 5 Palembang which is carried out in several stages, namely planning, implementation, and evaluation.

E. Acknowledgement

The author would like to thank all parties who have helped in completing the writing process especially from SMA Negeri 5 Palembang. Therefore, the author can complete the writing properly and on time without any obstacles.

References

- Amini, A., Kesumawaty, S., & Aktar, S. (2021). Analysis of the Implementation of Principal Supervision in Improving Teacher's competency at SMA Negeri 5 Pematangsiantar. *Edumaspul: Journal of Education*, 5(2), 660-667. <https://doi.org/10.33487/edumaspul.v5i2.2174>
- Aryzona, E. F., Asrin, A., & Syazali, M. (2023). Analysis of Teacher's competency and Learning Design in Carrying Out Learning Activities in Accordance with the Independent Curriculum of SD Negeri 1 Jantuk for the 2022-2023 Academic Year. *Scientific Journal of the Educational Profession*, 8(1), 424-432. <https://doi.org/10.29303/jipp.v8i1.1156>
- Bermawi, Y., & Fauziah, T. (2015). Supervision of the Principal on the Professional Competence of Teachers. *Jurnal Pesona Dasar: Jurnal Pendidikan Dasar dan Humaniora*, 1(4), 16-24.
- Fathul, M. I. S., Namosain, M., & Kupang, K. (2023). Efforts To Improve Teacher's competency Make Innovative Daily Lesson Plans through the Internal

- Supervision of the Principal At MIS Imam Nawawi.
- Febriana, R. (2021). *Teacher's competence*. Bumi Aksara.
- Hartanto, S., & Sumardjoko, B. (2018). Management of Teacher Performance Assessment at SMK Muhammadiyah 4 Surakarta. University of Muhammadiyah Surakarta.
- Hidayat, M. A. (2019). Considering Postmodern Social Theories: History, Thought, Criticism and the Future of Postmodernism. *Journal of Urban Sociology*, 2(1), 42–64.
- Ilmu, J., Turmuzi, A., Jerowaru, S. M. P. N., Timur, L., & Correspondence, E. (2023). Improving Teacher's competency in Compiling Independent Curriculum Teaching Tools through Academic Supervision at State Junior High School 4. 1(1), 24–38.
- Isbianti, P., & Andriani, D. E. (2021). Implementation of Academic Supervision by the Principal of State Junior High School in Klaten, Central Java. *Journal of Educational Management: Scientific Journal of Educational Administration, Management and Leadership*, 3(1), 75–85. <https://doi.org/10.21831/jump.v3i1.39020>
- Koswara, K., & Rasto, R. (2016). Teacher's competency and Performance Based on Professional Certification. *Journal of Office Management Education*, 1(1), 61. <https://doi.org/10.17509/jpm.v1i1.3269>
- Lestari, W., Sugiyo, S., & Sutarto, J. (2023). The Effect of Academic Supervision on Teacher Performance through Kindergarten Teacher Motivation. 7(6), 7329–7337. <https://doi.org/10.31004/obsesi.v7i6.4213>
- M. Dian, W., & Nasir, M. (2021). The effectiveness of academic supervision by the principal for teacher development. *Journal of Serunai Educational Administration*, 10(2), 60–64.
- Mantiri, R. E., Tuerah, R., Sumual, S. D. M., Sony, J., & Lengkong, J. (2024). The Influence of Principal Supervision and School Climate on the Performance of Kindergarten Teachers in Tomohon City. 9(1), 546–551.
- Musfah, J. (2012). *Teacher competency improvement: Through training and learning resources for theory and practice*. Gold.
- Musri, N. A., Grogot, T., & Kalimantan, E. (2023). Competence of Fiqh Subject Teachers in Improving the Uniqueness of Learning. 3(1), 33–42. <https://doi.org/10.30872/jimpian.v3i1.2203>
- Mustari, M. (2022). Supervision of School's principals in Improving Pedagogical Competence during the Covid 19 Pandemic. *Journal of Obsession: Journal of Early Childhood Education*, 6(3), 2296–2303. <https://doi.org/10.31004/obsesi.v6i3.1963>
- Nurul Zahriani Jf, Nur Ainun Mukhrimah, Putri Ayu Lestari, & Kiki Utami. (2022). Supervision in Education: A Study of the Performance of School's principals and School Supervisors. *Abdi Cendekia: Journal of Community Service*, 1(1), 1–9. <https://doi.org/10.61253/abdicendekia.v1i1.29>
- Pangestuti, N. A., & Mustofa, T. A. (2024). Implementation of Academic Supervision of School's principals in Improving Teacher's competency at Al-Islam Kartasura Junior High School. 13(2), 1701–1710.

- Ridwan, A., Aina, N., Anwar, K., Hairunnisah, & Suryani, D. (2023). Academic Supervision of School's principals in Improving Teacher Performance (Analysis of Supervision of the Principal of Al-Himmah Muara Tebo Kindergarten). *Mitra Ash-Shibyan: Journal of Education and Counseling*, 6(01), 1-12. <https://doi.org/10.46963/mash.v6i01.553>
- Rosidin. (2021). Efforts to Improve Teacher's competency through Classroom Action Research Training. *Istifkar*, 1(1), 1-20. <https://doi.org/10.62509/ji.v1i1.20>
- Sabudora, Y. (2024). The Implementation of Academic Supervision to Improve Teacher's competency in Compiling the Learning Administration of SD Inpres Bokong 1 Year. 3(2), 10-16.
- Sanjaya, W. (2011). Learning strategies are oriented to the standards of the educational process.
- Setiabudi, D., & Anggraini, D. (2021). Employee Competency Development Strategy at the National Development Planning Agency (Bappenas). *International Journal of Social and Public Administration*, 1(1), 1-11.
- Suciati, A. R., & Inayati, N. L. (2024). Implementation of Academic Supervision of School's principals in Improving the Quality of Teacher Performance at SMK Muhammadiyah Cawas for the 2023/2024 Academic Year. 13(2), 1889-1900.
- Sugiyono, S., & Lestari, P. (2021). Communication research methods (Quantitative, qualitative, and easy ways to write articles in international journals). Alfabeta.
- Umasugi, M., Mardiyono, M., & Sawarno, S. (2014). Analysis of Permendiknas Number 16 of 2007 in order to ensure the standardization of academic qualifications and teacher competencies in Sula Islands Regency. *Journal of Reformasi*, 4(1), 16-22.
- Wardhanie, D. F., Putu, L., Budyawati, I., & Zahro, I. R. (2023). The Role Of The Principal As A Supervisor of Teachers' Professional Competence In Carrying Out Academic Supervision At Kindergarten Plus Al-Hujjah For The 2022/2023 School Year. 7, 88-94.