

The Influence of Principal's Supervision on the Pedagogic Competence of Teachers

Yenny Maryati¹

¹SMA Negeri 1 Talang Kelapa, Banyuasin, South Sumatra, Indonesia

Corresponding author email: yennyusnan@gmail.com

Article History: Accepted on 10 July 2024, Revised on 2 September 2024,
Published on 13 September 2024

Abstract: This study aims to find out whether there is an influence between the supervision of the principal on the pedagogic competence of teachers at SMA Negeri 1 Talang Kelapa. This is descriptive quantitative research by looking at the causal relationship between variables to the object to be studied. The method used is a survey method where data were collected from a large number of respondents through questionnaires. The population in this study is teachers of SMA Negeri 1 Talang Kelapa with sampling using probability sampling techniques, where the samples taken are carried out randomly so that the population gets the same opportunity to be selected as a sample. The hypothesis test was carried out using a simple linear regression test. From the results of the study, it was found that there was a significant influence of 55.1% of the principal's supervision on the pedagogic competence of teachers, while the remaining 44.9% was influenced by other factors other than the variables in this study.

Keywords: Competence, Pedagogic, Supervision, Teacher

A. Introduction

Education is a basic need for everyone. Education is expected to realize one's ideals and improve one's quality of life. Education must be done because it will make human abilities and personalities develop (Mardalena et al., 2020). Education can be obtained through formal, informal, and non-formal education. Education itself can be a means to improve the life of the nation. The quality of education must continue to be improved in order to be able to achieve the quality education needed to achieve the ideals of the Indonesian nation and state in looking at the future of Indonesian education. The development of the quality of subjects in the world of education must continue to be carried out (Fitriyanti et al., 2022).

Article 31 Paragraph 1 of the 1945 Constitution of the Republic of Indonesia concerning Education and Culture states, "every citizen has the right to a proper education". From this verse, it is clear that every Indonesian citizen has the right to education. As a result, as the owner of the country, the government has the responsibility to provide accessible educational services for all its citizens. In addition,

article 31 paragraph 2 of the 1945 Constitution of the Republic of Indonesia states, "Every citizen is obliged to attend basic education and the government is obliged to pay for it".

Education must produce sustainable quality that is rooted in the cultural values of the nation and Pancasila and is aimed at the realization of future human beings because it is a continuous and never-ending process. Undoubtedly, Indonesian state law regulates the implementation of education to pay attention to the cultivation of the nation's character, not just academic growth. This is done to provide an outline for the development and implementation of education in Indonesia for the future, so that education can make a clear contribution to the Indonesian society and state (Sujana, 2019).

Law No. 20 of 2003 regulates the direction and manner of implementation of national education, which includes the goals and functions of education in Indonesia. By looking at the goals and functions of education outlined in the law, it is clear that the purpose of education in Indonesia is to prepare a better generation of the nation. The functions and objectives of education, although regulated by Law No. 20 of 2003, can also be adjusted to the vision and mission of the educational institution so that the products produced by the institution can be accepted and have a utility in accordance with the needs of the surrounding community.

Handhini et al., (2020) states the principal as a leader in his school institution has a very important role in supervising the activities that have been programmed by the school so that they are focused, directed, and successful. Likewise, the supervision of human resources who are subordinates, teachers must be supervised by the principal as their superiors, because they are important resources to improve the quality of education (Dody, 2016). One way is to supervise. Supervision itself is a way that can be done to improve the quality of one's self. Similar to the supervision carried out by the principal, it is basically done to improve the competence of the teachers so that quality education can be obtained for the students at the school. According to Keizer (2017), As a supervisor, the principal is responsible for providing training to teachers to become outstanding educators and teachers (Niswah, 2020). This is also in line with Permendiknas number 41 of 2007 concerning Process Standards for Primary and Secondary Education stipulating that one of the aspects of competence of school principals and madrasas is academic supervision (Asmawati, 2020).

The act of academic supervision, based on the researcher's research, conceptually assists teachers in improving the quality of learning. Academic supervision behavior is directly related to and has an impact on teacher behavior. This means that supervisors can influence teachers' behavior through academic supervision, which makes them better at managing the learning process. In addition, good teaching behavior from teachers will have an impact on student learning behavior. Thus, researchers believe that implementing academic supervision can improve teachers'

pedagogic abilities. The ultimate goal of academic supervision is to improve students' learning behavior.

The principal is an innovator, motivator and supervisor for educators, educators and students. Therefore, school principals really need to supervise, especially teachers, in order to improve and develop teacher competencies, provide services to teachers with the ultimate goal of achieving educational goals and personal growth of students (Anggraini, 2022).

Mulyasa (2006) explained that the word supervision comes from the word super and vision which has the meaning of seeing and seeing from above or assessing or looking from above what is done by the superior to the creativity, activities, and performance of the subordinates (Wijaya, 2021). Principal academic supervision is a professional mentoring activity for teachers to ensure they can carry out their teaching obligations effectively. Soetjipto & Raflis Kosasi (2007) state "judging from the approach, supervision is an effort so that teachers have certain competencies in carrying out their duties". (Bermawi & Fauziah, 2015). Teachers who carry out their duties and obligations well can be considered an indication that the principal is conducting academic supervision properly and appropriately (Nursidah et al., 2021). Through activities that emphasize self-realization, self-growth, and self-development, supervision activities can carry out their function as a process of improving the quality of educators (Supadi, 2022).

There are several reasons why supervision is very important, namely: (1) helping teachers continue to improve and improve the learning process; (2) finding and helping to solve learning problems; (3) helping teachers learn using learning strategies; and (4) help teachers develop independently in their careers and professions (Prayitno, 2019).

Basically, the implementation of supervision will be useful for teachers in improving their quality. But in reality, supervision still cannot be carried out optimally, so the benefits are still not felt by teachers. Supervision activities only collect and check the administration but have not helped improve the competence and performance of teachers. Teachers only prepare teaching equipment in the classroom only when supervision takes place. The lack of continuity of supervision from the principal after the supervision activity takes place causes no improvement in teacher competence and performance after the supervision activity. In fact, after supervision, teachers should improve their quality, (Aminah et al., 2022) Academic supervision should help teachers become more competent by providing an understanding of their abilities in personal, pedagogic, professional, and social fields, so that later it can help improve student achievement.

Supervision in schools still faces many challenges, such as: (1) many teachers are still afraid to become supervisors; (2) many teachers perceive supervision as teacher

evaluation, and (3) teachers continue to see monitoring as a way to find teacher errors (control); (4) evaluation activities carried out by collaborators (long-term teachers) for new teachers who still miss older teachers; (5) supervisors are often inconsistent in giving follow-up instructions to teachers; and (6) the principal's authority to supervise teachers (Arzfi et al., 2022).

The goals of the education system have changed several times to adapt to progress and improve the overall quality of education. Academic supervision is a government program to improve the quality of education. This is an effort to assist teachers in improving their ability to achieve academic goals (Sanoto et al., 2021). Stakeholder Education must immediately consider the issue of improving the quality of education. Teachers are the spearhead of education, so improving teacher professionalism is very necessary (Mustari, 2022). If teachers have good abilities, then the achievement of the goals of the school institution can be carried out well. Teachers must have the ability to give and realize the expectations of everyone, especially the community who have trusted schools and teachers in fostering their students (Dody, 2016).

In the current 21st century, teachers face many challenges in carrying out their duties both as teachers and educators. Today's all-digital era requires teachers to be able to improve their quality in order to adapt to providing teaching that is in accordance with the age of students. 21st century teachers face a greater challenge to master the development of information and communication where they must have a high standard of competence (Somantri, 2021).

To face the challenges in the world of education, the role of teachers has become more strategic. Teachers play an important role in building Indonesian human civilization in the future. The strategic role of teachers requires professional work and the ability to develop various latent potentials in their students (Ramadona & Wibowo, 2016). The role of teachers is crucial in changing civilization through their students, which will determine the future. The existence of continuous innovation and improvement to improve quality encourages the ability of teachers to carry out their role as an educator. For example, in this era of industry 4.0, the procurement of training on the use of technology is very necessary so that teachers can effectively use technology applications in learning (Pratama & Lestari, 2020). Of course, things like this can improve the quality of teachers in teaching. A teacher must not only tell students what they should know, but also teach them to be useful people wherever they are, whether at home, at school, or in the community (Prastania & Sanoto, 2021). To ensure the success of the learning process in the classroom, teachers must continue to be improved and empowered in quality. Walking in tandem for the competence of teachers themselves is a right that is certainly related to the teachers themselves in terms of attitudes, actions, and skills and abilities in carrying out their responsibilities as educators. The skills here are intended to relate to learning so that learning can run optimally. A teacher must have the ability to discover and develop the interests and talents of his students and provide motivation that can boost their enthusiasm more

than his own students (Marsela Yulianti et al., 2022). Although it is not easy, a quality teacher, who is shown by his qualified and responsible ability in carrying out his duties as a teacher, then a better education for the nation's children can be achieved.

Good human resources are produced from good quality education. Learning as the key to education, shown by the professionalism of teachers in their work and the responsibility of teachers in schools (Ariyadi Raberi, Happy Fitria, 2020). The existence of competent teachers will be able to facilitate the achievement of quality education goals. According to Paidia (2018), a teacher's skills will improve if the teacher has the ability to complete his or her responsibilities, which in turn will support the resulting performance (Wardani et al., 2022), quality teachers not only teach, but also educate and train. To fulfill their duties and responsibilities properly, teachers must have abilities that are in accordance with academic qualification standards, namely competencies that are in accordance with the Permendiknas (Aprida et al., 2020). According to Law no. 14 of 2005, there are four competencies that must be possessed by teachers, namely pedagogical competence, professional competence, personality competence and social competence.

In the law, it is explained about what qualifies the various types of competencies. Pedagogic competence is defined as the ability of an educator to manage student learning, which can be seen from a teacher's ability to plan teaching and learning programs, the ability to carry out interactions or manage the teaching and learning process, and the ability to conduct assessments. Professional competence can be defined as the ability of an educator to master the learning material broadly and explore the structure and methodology of the science, as well as the mastery of the structure that includes the mastery of the subject curriculum material in school and the scientific substance that overshadows the material so that it allows them to guide peer students in mastering the material taught.

Social competence is the ability of a teacher to communicate and get along effectively, both with students, education staff, parents or guardians of students and the surrounding community. This competency is related to the ability of educators as social beings and members of society. Personality competence is a competency that refers to how a teacher is able to act in accordance with religious norms, legal norms, social norms and Indonesian national culture.

There have been many studies that discuss the influence of principal supervision on teacher competence. In the previous studies, what was widely studied was the relationship between the principal supervision variable and other variables in the form of teacher performance variables, leadership style, school quality, and overall teacher competence. In this journal, the researcher only looked at the influence of the principal's supervision on the teacher's pedagogic competence. This is because the pedagogic competence of teachers plays an important role in the learning process. How a teacher can design an interesting learning process and manage learning well

will determine the achievement of a learning goal. This is in line with Mulyati's (2019) statement that students want their teachers to be able to manage learning in a fun way (Bukit & Tarigan, 2022). If learning is fun, students will be motivated to learn which will later have an impact on students' learning achievements.

From research journals that discuss teacher competence, generally the problem boils down to one thing, namely the problem of learning tools that are relevant to the development of the student era today. According to the findings of previous research, the problem of teachers' learning tools during the learning process is a matter of concern, because it is usually only prepared optimally when supervision is carried out in schools. However, after the supervision activities are completed, there are many indications that teachers will return to their old habits by only teaching with the provision of makeshift devices and media. This has shown that school principals do not pay enough attention to teacher follow-up after supervision activities, such as continuous monitoring and evaluation activities. Therefore, researchers suspect that some teachers can only use learning devices to their full potential as long as they are only under supervision. Teachers lack pedagogical skills so that the teaching and learning process becomes less effective and optimal. In fact, teachers' pedagogic abilities are one of the causal factors that greatly determine the success of achieving a learning goal.

In this study, I found an article title that is exactly the same as the title raised by the researcher, namely "The Influence of Principal Supervision on Teachers' Pedagogic Competence" (Anggraini, 2022). The similarity of the research in this article with the researcher's article is the use of the same variables in the research. The author of the article and the researcher both made the principal supervision variable as the independent variable (X) and the teacher pedagogic competency variable as the bound variable (Y). The difference is the place where the research was carried out, where the researcher in the article carried it out at SD Negeri 104 Palembang, while the researcher himself carried it out at Sman 1 Talang Kelapa, Banyuasin Regency. In addition, there are differences in research samples in articles and researchers. From the results of the research obtained by the researcher in the article, it turns out that there is an influence of the principal's supervision on the pedagogic competence of teachers at SDN 104 Palembang. The results of the hypothesis test were obtained from regression analysis, where it was found that the principal supervision variable (X) had a significant influence on the pedagogic competence of teachers (Y). The t-count value of 4.964 is greater than the t-table value of 2.048, and the probability of significance is $0.000 < (\alpha) 0.05$. From the determination test, it was obtained that the supervision of the principal could affect 48.7% of the teacher's pedagogic competence, while other factors that were not studied or outside the variables affected as much as 51.3%.

I consider it is important to conduct this research because as explained above, pedagogic competence is a differentiating competence between the teaching profession and other professions. A teacher must have pedagogic skills, because it is

an important factor in the success of the teaching and learning process in the classroom. Improving teachers' pedagogic abilities must always be carried out and must continue to be monitored and evaluated by the principal as the highest leadership in a school institution. This is none other than to maintain the quality of education in schools. One way that can be done is by conducting supervision activities.

As previously explained, pedagogic competence is a competency to manage student learning, which includes understanding students, planning and implementing learning, evaluating learning outcomes, and developing students to maximize their potential (Wahyuningsih, 2021). Teachers' pedagogic abilities include: (a) understanding of educational insights or foundations, (b) understanding of students, (c) curriculum or syllabus development, (d) learning design, (e) implementation of educational and dialogical learning, (f) understanding of learning technology, (g) assessment of learning outcomes, and (h) helping students develop their potential (Setiyowati & Arifianto, 2020).

Meanwhile, according to Permenegpan and RB 16/2009 concerning Teachers' Functional Positions and Credit Scores, in mastering pedagogical competence, teachers must be able to understand the characteristics of students, understand learning theories and educational learning principles, develop curriculum, learning activities, communicate with students, and evaluate and assess students (Mujiono, 2020). By referring to these things, teachers can reflect on themselves so that later they can continue to improve their quality which has an impact on student achievement.

A teacher must have pedagogical competence, which includes extensive and in-depth knowledge and skills about the characteristics and psychology of students. It is the competency that distinguishes teachers from other jobs (Akbar, 2021). Teachers must be able to manage learning by paying attention to planning, student characteristics, students' understanding of competencies and materials studied, including paying attention to potential development, and assessing and assessing the level of competency achievement of students (Mujiono, 2020). A teacher can hone his pedagogical abilities from his or her years of teaching experience (Surahmi et al., 2022). Good teachers must always prepare themselves for their duties as educators, from their abilities to the equipment needed to teach. They must prepare themselves for their duties as educators at all times, not just before supervision (Efrizal et al., 2022). Awareness of this must continue to be fostered so that teachers can carry out their duties well and full of a sense of responsibility.

B. Methods

This is quantitative descriptive research. Quantitative research itself is research that has a method based on the philosophy of positivism, which is used to research on certain populations or samples, data collection using research instruments, statistical

data analysis that aims to test hypotheses that have been determined (Sugiyono, 2007). This study uses the application of descriptive statistics because it describes activities in the form of data collection, data preparation, data processing, and data presentation in the form of tables, so as to provide an orderly, concise and clear picture of a phenomenon. This research was carried out using the correlational method, which is to analyze the causal relationship in order to prove the hypothesis of all the variables studied. There are two variables in this study, namely the principal supervision variable (X) and the teacher's pedagogic competency variable (Y). The hypothesis that will be tested in this study is that there is an influence of the principal's supervision on the teacher's pedagogic competence.

This hypothesis will be tested in SMA Negeri 1 Talang Kelapa with a population and sample of teachers of SMA Negeri 1 Talang Kelapa, Banyuasin Regency. Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics that are determined by the researcher to be studied and drawn conclusions. While the sample itself is part of the number and characteristics possessed by the population (Sugiyono, 2007). The sample used was 16 teachers of SMA Negeri 1 Talang Kelapa. The sampling technique uses *simple random sampling* because the sampling of sample members and population is carried out randomly without paying attention to the strata in the population.

The data collection technique uses a questionnaire with measurements using the Likert scale. The Likert Scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about a social phenomenon. In the study, researchers have established themselves specific social phenomena. This phenomenon will later be referred to as a research variable. From this Likert scale, variables will be measured so that they can be described as variable indicators. Then from this indicator, a starting point can be found for arranging instrument items which can be in the form of questions or questions.

In principle, research is an action to make measurements, because a good measuring tool is needed. The measuring instrument in the study is called a research instrument. Therefore, it can be said that a research instrument is a tool used in measuring a natural phenomenon or observed social phenomenon, which in this case is observed in the form of research variables that have been determined. The measured variables are the principal supervision variable (X) and the teacher's pedagogic competence variable (Y), with each variable using a likert scale of 5.

To be able to establish the indicators of each research variable, it is necessary to have a broad and deep insight into the variables being studied and the theories that support them. The use of this theory is intended so that we as researchers can prepare instruments carefully so that valid research instruments can be used. In this study, the research instrument used two questionnaires to obtain data about the variables measured. Questionnaire or questionnaire is a data collection technique that is carried

out by giving a set of written questions to respondents to answer. Questionnaire is an efficient data collection technique if the researcher knows exactly the variables to be measured and knows what the respondents expect. This questionnaire can be in the form of closed or open questions or statements, which can be given in person or sent by post or internet to respondents.

Calculation to find out the test results using the SPSS version 26 application. The SPSS application is a data application program that has a fairly high statistical analysis ability and a data management system in a graphical environment using descriptive menus and simple dialog boxes so that it is easy to understand in the operation of the data. For this type of quantitative research, this application is very helpful in the process of processing data that has been obtained in a fast and accurate way.

The analysis of the validity and reliability of the data was carried out to ensure that the instruments used were suitable for use in measuring the variables to be studied. If the instrument used is valid, then the instrument can be used to measure objects that have been designated to be measured.

Hypothesis testing uses simple linear regression because it tests an independent variable against a bound variable. Simple linear regression can be analyzed because it is based on the functional relationship or causal relationship (causal) of the independent variable (X) to the bound variable (Y). The significant level uses 5% so that the data produced is more accurate, The equation of a simple linear regression test, namely:

$$Y = a + bX$$

With:

Y = Projected bound variable subject

X = An independent variable that has a specific value to predict

a = Constant values

b = The direction value is a determinant of the forecast (prediction) that indicates the value of increase (+) or the value of decrease (-)

If the value of b is positive, then the Y variable will increase, on the other hand, if the value of b is negative, then the Y variable will decrease. In addition, the simple linear regression testing rules can be summarized as follows:

Ha is rejected if F counts > F table

Ho is accepted if F counts ≤ F table

C. Results and Discussion

This study will test the hypothesis of the influence of the supervision of the principal (X) on the pedagogic competence of teachers (Y). The instrument used as a questionnaire has been tested for validity and reliability so that it can be used in

research. The hypothesis test uses a simple linear regression test. The formulation of hypothesis testing is as follows:

Ho : There is no influence of the principal's supervision on the teacher's pedagogic competence.

Ho is rejected if the significant probability value < 0.05

Ha : There is an influence of the principal's supervision on the pedagogic competence of teachers.

Ha is accepted if the significant probability value ≥ 0.05

After the data is entered in the SPSS 26 application, the results of the data testing are obtained in the following table:

Table 1. Simple Regression Test Results

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13,985	6,865		2,037	,061
	Principal' Supervision	,646	,156	,742	4,142	,001

a. Dependent Variable: Pedagogic competence

Based on table 1, it is obtained that the value of the regression equation constant a = 13.985 and the value of the free variable coefficient b = 0.646, then the regression equation is obtained as follows:

$$Y = a + bX$$

$$Y = 13,985 + 0,646 X$$

The value of the coefficient b obtained is positive. This means that teachers' pedagogic abilities have improved positively with the supervision of school principals. In addition, to find out the correctness of this hypothesis test, it can be seen from the results of the F test (Anova or regression fingerprint) as seen in the following table 2:

Table 2. Regression Variety Test

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	96,603	1	96,603	17,155	,001 ^b
	Residual	78,835	14	5,631		
	Total	175,438	15			

a. Dependent Variable: Pedagogic Competence

b. Predictors: (Constant), Supervision of Principal

From table 2, it can be seen that the significant value of 0.001 is less than 0.05 so Ho is rejected. This can be interpreted that there is a significant influence between the supervision of the principal and the pedagogic ability of teachers at Sman 1 Talang Kelapa. To find out how much the influence of the independent variable on the

dependent variable can be seen from the results of the determination coefficient test in table three below:

Table 3. Coefficient of determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,742 ^a	,551	,519	2,373

a. Predictors: (Constant), Supervision of Principal

From table three, the *R Square value* is 0.551 which means that the determination coefficient is 55.1 %. Thus, it can be stated that in SMA Negeri 1 Talang Kelapa, the teacher's pedagogic competence is influenced by the supervision of the principal by 55.1%, while the remaining 44.9% is influenced by other factors outside this variable.

D. Conclusion

From the research that has been conducted, it can be concluded that in SMA Negeri 1 Talang Kelapa, Principal Supervision has a significant influence on improving pedagogical competence. This can be seen in the value of the independent variable coefficient which has a positive value of 0.646 which means that there is a positive increase in the pedagogic competence of teachers. An $F < 0.05$, which means that H_0 was rejected, also indicates that there is a significant influence of the principal's supervision on the pedagogic competence of teachers at SMA Negeri 1 Talang Kelapa. The results of the determination test showed that the influence was 55.1%, while the remaining 44.9% was influenced by other factors outside the variables studied.

E. Acknowledgments

I would like to express my deepest gratitude to all parties who have contributed to the writing of this journal, especially fellow teachers at SMA Negeri 1 Talang Kelapa.

References

- Akbar, A. (2021). The Importance of Teacher Pedagogical Competence. *JPG: Jurnal Pendidikan Guru*, 2(1), 23. <https://doi.org/10.32832/jpg.v2i1.4099>
- Aminah, N., Kartono, K., & Rusilowati, A. (2022). The Influence of Academic Supervision in Improving Teachers' Pedagogical Competence. *Jurnal Hurriah: Jurnal Evaluasi Pendidikan dan Penelitian*, 3(3), 28-42. <https://doi.org/10.56806/jh.v3i3.94>
- Anggraini, M. (2022). The Influence of Principal Supervision on Teacher Pedagogical Competence. *Journal of Innovation in Teaching and Instructional Media*, 2(3), 170-174. <https://doi.org/10.52690/jitim.v2i3.301>
- Aprida, Y., Fitria, H., & Nurkhalis. (2020). The Influence of Principal Academic Supervision and Teacher Work Motivation on Teacher Performance. *Journal of Education Researh*, 1(2), 181-184. <https://doi.org/10.52690/jitim.v2i3.303>

- Ariyadi Raberi, Happy Fitria, Y. F. (2020). The Influence of Principal Supervision and the Role of the School Committee on Teacher Performance. *Jurnal Al-Qiyam*, 1(1), 11–20. <https://doi.org/10.33648/alqiyam.v1i1.123>
- Arzfi, B. P., Ananda, R., Putri, V. M., Gistituati, N., & Rusdinal, R. (2022). Implementation of Supervision by the Principal in Improving the Pedagogical Competence of Teachers in Elementary Schools. *Jurnal Basicedu*, 6(4), 5946–5952. <https://doi.org/10.31004/basicedu.v6i4.3174>
- Asmawati, E. (2020). The Influence of Principal Academic Supervision on Teacher Teaching Performance. *Muntazam: Jurnal Manajemen Pendidikan Islam*, 1(1), 44–54.
- Bermawi, Y., & Fauziah, T. (2015). Principal Supervision of Teacher Professional Competence. *Pesona Dasar*, 1(4), 16–24.
- Bukit, S., & Tarigan, E. (2022). Teacher Pedagogical Competence in Forming Elementary School Students' Characters. *Widya Genitri: Jurnal Ilmiah Pendidikan, Agama Dan Kebudayaan Hindu*, 13(2), 110–120. <https://doi.org/10.36417/widyagenitri.v13i2.490>
- Dody, S. (2016). The Role of Self Awareness in Mediating the Influence of Supervisors' Academic Supervision and Principals' Managerial Ability on Teacher Competence. *Jurnal Pendidikan Ilmu Sosial*, 26(1), 35–43. <http://journals.ums.ac.id/index.php/jpis/article/view/2063>
- Efrizal, E., Firmayanti, A. I., & Ekowati, E. (2022). Teacher Pedagogy at Darul Muttaqin Baturaja Islamic Senior High School. *Inisan Jurnal*, 1(3).
- Fitriyanti, Haryati, S., & Zuhairi, A. (2022). The Influence of Principal Supervision and Teacher Work Motivation on Teacher Performance. *Jurnal Pendidikan Tambusai*, 6(3), 14018–14017. <https://doi.org/10.31004/jptam.v6i3.4930>
- Handhini, L. S., Ahmad, S., & Wahidy, A. (2020). The Influence of Principal Academic Supervision and School Culture on Teacher Teaching Quality. *Journal of Innovation in Teaching and Instructional Media*, 1(1), 90–103.
- Mardalena, M., Arafat, Y., & Fitria, H. (2020). The Influence of Academic Supervision and Teacher Professional Competence on Teacher Performance in State Senior High Schools in Tanjung Raja District. *Jurnal Intelektualita: Keislaman, Sosial Dan Sains*, 9(1), 103–114. <https://doi.org/10.19109/intelektualita.v9i1.5582>
- Marsela Yulianti, Divana Leli Anggraini, Siti Nurfaizah, & Anjani Putri Belawati Pandiangan. (2022). The Role of Teachers in Developing the Independent Curriculum. *Jurnal Ilmu Pendidikan Dan Sosial*, 1(3), 290–298. <https://doi.org/10.58540/jipsi.v1i3.53>
- Mujiono, H. (2020). Academic Supervision Improves Teachers' Pedagogical Competence. *Jurnal Dinamika Manajemen Pendidikan*, 4(2), 113. <https://doi.org/10.26740/jdmp.v4n2.p113-121>
- Mustari, M. (2022). Principal Supervision in Improving Pedagogical Competence During the Covid 19 Pandemic. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(3), 2296–2303. <https://doi.org/10.31004/obsesi.v6i3.1963>
- Niswah, W. (2020). Analysis of Principal Academic Supervision and School Culture on Elementary School Teacher Pedagogical Competence in Demak Regency.

- JPAI: *Jurnal Perempuan Dan Anak Indonesia*, 2(1), 43.
<https://doi.org/10.35801/jpai.2.1.2020.31181>
- Nursidah, N., Yunus, M., & Elpisah, E. (2021). The Influence of Principal Academic Supervision and School Culture on Teacher Teaching Quality. *Jurnal Pendidikan Ekonomi (JUPE)*, 10(1), 38–44. <https://doi.org/10.26740/jupe.v10n1.p38-44>
- Prastania, M. S., & Sanoto, H. (2021). Correlation between Academic Supervision and Teacher Professional Competence in Elementary Schools. *Jurnal Basicedu*, 5(2), 861–868. <https://doi.org/10.31004/basicedu.v5i2.834>
- Pratama, L. D., & Lestari, W. (2020). The Influence of Training on the Pedagogical Competence of Mathematics Teachers. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 4(1), 278–285. <https://doi.org/10.31004/cendekia.v4i1.207>
- Prayitno, P. J. (2019). Implementation of Academic Supervision to Improve Pedagogical Competence of High School Teachers. *Jurnal Visi Ilmu Pendidikan*, 11(2), 46. <https://doi.org/10.26418/jvip.v11i2.33209>
- Ramadona, M., & Wibowo, R. (2016). The Influence of Principal Supervision on Teacher Performance at SMP K 1 Penabur Pasar Baru Central Jakarta. *Research and Development Journal of Education*, 3(1), 27–34.
- Sanoto, H., Soesanto, Soegito, A., & Kardoyo. (2021). The Influence of Academic Supervision on Improving Teacher Competence in 3T (Frontier, Remote, Underdeveloped) Regions. *Scholarria Jurnal Pendidikan Dan Kebudayaan*, 11(2), 166–172.
- Setiyowati, E. P., & Arifianto, Y. A. (2020). The Relationship between Teachers' Pedagogical Competence and Students' Learning Achievement in Christian Religious Education Subjects. *SIKIP: Jurnal Pendidikan Agama Kristen*, 1(2), 78–95. <https://doi.org/10.52220/sikip.v1i2.57>
- Somantri, D. (2021). 21st Century the Importance of Teacher Pedagogical Competence. *Equilibrium: Urnal Penelitian, Pendidikan Dan Ekonomi*, 18(2). <https://doi.org/10.32832/jpg.v2i1.4099>
- Sugiyono. (2007). *Statistics For Research*. Alfabeta.
- Sujana, I. wayan cong. (2019). Functions and Objectives of Indonesian Education. *Jurnal Pendidikan Dasar*, April, 29–39.
- Supadi, A. (2022). The Influence of Academic Supervision of Madrasah Principals on the Pedagogical Competence of Educators at Miftahul Ulum Gunung Mas Middle School, Marga Sekampung District, East Lampung Regency. *Enggang: Jurnal Pendidikan, Bahasa, Sastra, Seni, Dan Budaya*, 3(1), 156–172. <https://e-journal.upr.ac.id/index.php/enggang/article/view/8380%0A>
- Surahmi, Y. D., Fitriani, E., Pradita, A. A., & Ummah, S. A. (2022). *Pedagogical Competence of Elementary School Teachers in Managing Integrated Learning in the 2013 Curriculum*. 8(1), 135–146.
- Wahyuningsih, R. (2021). Student Learning Achievement: Teacher Pedagogical Competence and Student Learning Motivation. *Jurnal Paedagogy*, 8(2), 117–124. <https://e-journal.undikma.ac.id/index.php/pedagogy/index>
- Wardani, I. K., Ibrahim, M. M., Baharuddin, B., & Rahman, D. (2022). Academic Supervision and Pedagogical Competence as Determinants of Teacher

Performance. *Manajemen Pendidikan*, 17(1), 50–61.
<https://doi.org/10.23917/jmp.v17i1.16261>

Wijaya, S. (2021). The Influence of the Principal's Supervisory Role on Teacher Competence and Work Motivation and Its Implications on Teacher Performance (Survey on Economics Teachers at State Vocational Schools in Kuningan). *Equilibrium: Jurnal Penelitian Pendidikan Dan Ekonomi*, 18(2), 149–158.
<https://journal.uniku.ac.id/index.php/Equilibrium>