

Implementation of Guidance-Based Educational Supervision in Improving Teachers' Pedagogical Abilities

Hasinah¹

¹SMA Yulis Palembang, South Sumatra, Indonesia

Corresponding author email: hhasinah210@gmail.com

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

Published on 13 September 2024

Abstract: The purpose of this study is to explain how internal supervision can be used to raise student standards. The study was conducted in Palembang's SMA Yulis Palembang. The principal of the school and five of the class XI teachers are the sources of the research data. Qualitative methodologies are employed in the research. Interviews, documentation, and observational methods were used in the data collection process. Qualitative methods were applied to the analysis of the data. The study's findings demonstrate that guidance-based educational supervision activities are implemented in four interconnected stages to enhance teachers' pedagogical skills at SMA Yulis Palembang. These stages include indirect class visits, teacher teaching and learning documentation, and in-person interactions to validate findings pertaining to teaching and learning activities. The findings of this study offer school's principals a helpful substitute: guidance-based educational supervision that is conducted on a regular basis to support teachers' professional development. Six characteristics make up the profile of strengthening Pancasila itself: self-assurance and dedication to the all-powerful God, the world's diverse traits, teamwork, autonomy, fundamental reasoning, and creative thought. Usually, drained configuration Understudies might compete inside the educational system to gain the resources necessary to become members of a society that is genuinely better.

Keywords: Educational Supervision, Pedagogical Abilities, Teachers

A. Introduction

The principal is an educational component that plays an important role in the school. He helps to determine the direction for teachers and staff to achieve goals (Fatimah, 2020). Through the policies adopted by the school's principal, the implementation of the learning process, administrative services, school maintenance and security can run and be controlled structurally, procedurally and systematically to achieve the school's vision and mission. Theoretical facts show that quality education is obtained through quality leadership of the school's principal because he is the main figure who determines and encourages the development and progress of the school (Masruroh, 2023). Therefore, school's principals must have high managerial and

leadership skills so they can lead wisely, lovingly, firmly, innovatively, creatively and can motivate the work of their subordinates, especially their teachers.

The school's principal as a manager plays a role in carrying out supervisory functions over the learning process, both directly and indirectly to improve the quality of education. One form of the principal's role in supervision is supervising teachers' teaching performance. Field facts show that there are problems in implementing educational supervision, namely that there has been no significant change in improving the quality of education after implementing supervision. This is motivated by several factors, first, the supervision results obtained are not used as material by policy makers in preparing strategic plans because the preparation of the strategic plan takes into account the previous school's budget and work program, rather than the results of supervision, even though the results of supervision are accurate and necessary data. which has the potential to urgently need to be repaired. Second, the focus of supervision assessment still lies on the administrative aspect rather than the teacher's pedagogical abilities (Bramastia & Nurhadi Yasin, 2022). These two problems show that the implementation of educational supervision so far has not been on target to improve the quality of education.

In general, the quality of education in Indonesia is still relatively low because schools have not been able to develop strategic plans to overcome complex educational problems, especially in setting goals effectively and efficiently with superior quality and highly competitive students (Fadhli, 2020). Apart from problems in preparing the strategic plan, looking at the teacher aspect, problems were also found, namely the low quantity of teachers taking part in training and community service activities, even though teachers were not fully competent in teaching, and did not understand the school's vision and mission. Therefore, the role of teachers in improving school quality is not yet optimal (Ahmad et al., 2022). In fact, teachers as human resources in educational institutions have an important role in creating a superior learning process for students.

School's principals as leaders should be able to optimize the role of all human resources, both internal and external, to achieve educational goals. School's principals can use certain strategies to realize school success. Strategy achievement can be achieved through support from all school elements, including teachers, in improving their pedagogical quality. School's principals and teachers must evaluate performance periodically, scheduled and continuously to improve and increase the quality of work (Fadhli, 2020). The form of collaboration that can be carried out by school's principals and teachers in improving school quality is through the implementation of educational supervision. The principal can monitor the teacher's performance in teaching so that it goes well. Activities that can be carried out by school's principals in implementing educational supervision on teacher performance, namely (a) class visits, (b) personal talks, (c) group discussions, and (d) building good communication with all teachers (Zhahira, 2022). Through these four

activities, teachers can improve and improve their work abilities, especially in the pedagogical aspect.

SMA Yulis Palembang is one of the middle level schools in Palembang City. Based on the results of interviews with teachers at the school on June 19 2024, it was found that there were problems with the implementation of educational supervision that had been carried out, namely that teachers had not felt any significant changes after the supervision was completed (Anina, 2024). Suarni further said through an interview on June 20 2024 that this problem occurred because so far assessment has been more directed at learning tools rather than service and guidance aspects, even though the aim of implementing supervision is to provide service and guidance to teachers in identifying problems and finding solutions so that the learning process teaching can run smoothly, excel and produce quality output. Problems were also found in the learning process which was considered to be of low quality so that it really needed academic supervision based on teacher guidance, not looking for teacher mistakes without a solution.

According to the Principal of SMA Yulis Palembang through an interview on June 20 2024, educational supervision at this school has taken place regularly every semester or twice a year, and this has followed the recommendation from the Ministry of Education and Culture in 2010, namely at least twice a year (Novianti, 2024). This shows that the frequency of implementation of educational supervision is still at the stage of reaching minimum standards and needs to be increased further. Problems like this are also felt by teachers at other schools in Indonesia. Previous research results show that the frequency of implementation of educational supervision is still relatively low (Ahmad et al., 2022). Apart from the lack of frequency of supervision, school's principals often do not directly observe their teachers' pedagogical abilities when conducting supervision (Hasibuan et al., 2024). The principal must be able to lead the school well for all teachers, education staff and students.

Several studies have been carried out by previous researchers regarding the issue of educational supervision in schools, including Azizudin who researched the issue of clinical supervision, the results showed that this activity was proven to contribute to helping increase teachers' abilities in the learning process after it was implemented (Azizudin, 2022). Azizudin's research has similarities with this research, namely that it both examines teacher competency and educational supervision. The difference between Azizudin's research and this research is that Azizudin places more emphasis on teacher competence in general in the teaching and learning process through clinical supervision as a solution, while this research examines educational supervision through providing guidance to teachers in improving their pedagogical competence. Supervision activities are carried out from internal and external aspects of the school. The school's principal is the implementer of internal supervision, while the implementer of external supervision is the school supervisor. These two supervisors work together to improve the quality of education at the school. School

supervisors must provide assistance to school's principals to carry out internal supervision. The results of research conducted by Laoli stated that the assistance provided by school supervisors can increase the competence of school's principals carrying out academic supervision so that it has a positive impact on improving teacher performance and student learning outcomes (Laoli, 2023). Research conducted by Laoli emphasizes providing supervision by supervisors to school's principals with mentoring solutions. In contrast to Laoli, this research applies educational supervision by the school's principal to teachers through guidance activities so that they are able to improve the weaknesses found in the supervision carried out. Furthermore, Sanglah's research concluded that principal supervision can significantly improve teacher performance (Sanglah, 2021). What this research has in common with Sanglah's research is that they both examine supervision by school's principals and improving teacher performance. The difference is that Sanglah only examined principal supervision and teacher performance in general, whereas in this research guidance activities were carried out as a solution to improve teachers' pedagogical abilities.

Mustari also examined educational supervision by school's principals in his research which concluded that principals' academic supervision had changed teachers' pedagogical abilities and changed the quality of educational services for preparing learning plans, understanding and strengthening mastery of material, class management and time utilization, as well as the ability to communicate with students effectively. good (Mustari, 2022). Mustari's research and this research both examine principal supervision and teacher pedagogical abilities, but this research focuses more on guidance activities as a solution. Similar research conducted by Palinata shows that the overall performance of physical education teachers through the supervision of school's principals is classified as very good with a percentage of 92% (Jecson Palinata et al., 2023). What Palinata's research and this research have in common is that they both examine principal supervision and teacher performance, the difference is that Palinata et al examine teacher performance in general, while this research examines guidance-based educational supervision in improving teacher pedagogical competence.

In the modern era, supervision is not only carried out manually and directly, but can also be carried out indirectly using digital applications, making it easier to save time. The implementation of digital supervision was studied by Danial in his research which showed that academic supervision carried out by school's principals had used digital applications such as Google Drive, Google Class and e-learning to identify teacher weaknesses, increase professional abilities and improve teaching abilities (Danial et al., 2022). What Danial et al's research has in common with this research is that they both examine educational supervision and teacher performance, the difference is that Danial et al examine teachers' professional abilities while this research examines pedagogical abilities. Furthermore, Nindya's (2023) research shows that the evaluation results for the Context, Process and Product components

are in the good category, while the Input component is in the quite good category. The conclusion from this research is that the evaluation of the implementation of the Guidance and Counseling program using the CIPP evaluation model is in the good category (Ayu Pristanti & Ardhiyah, 2023). What Nindya's research has in common with this research is that they both examine guidance-based supervision, The difference is that Nindya examines the implementation of supervision carried out in the field of guidance and counseling, while this research examines the implementation of guidance-based educational supervision.

The educational supervision carried out should adapt to teacher needs because the implications of implementing supervision aim to improve teacher performance. Therefore, supervision must be planned optimally. The researchers who highlighted the problem of planning supervision activities were Angga and friends. The results of their research show that they plan a guidance and counseling service supervision program based on the needs of guidance counselors, carry out supervision of guidance and counseling services through observation, coaching and assessment of all guidance and counseling service implementation activities, and carry out follow-up on the results of supervision of guidance and counseling services by providing reinforcement and rewards, educational warnings, and provide opportunities to take part in further training or upgrading (Angga Putra et al., 2023). What Angga et al.'s research has in common with this research is that they both examine educational supervision involving school's principals. The difference is that Angga et al. examines the implementation of supervision in guidance and counseling activities, whereas in this research, they examine the implementation of guidance-based supervision by school's principals to improve teachers' pedagogical abilities.

Changes in supervision activities specifically found in research by Wulandari and Sofiandi in their research show that the implementation of supervision by school's principals has implications for increasing teacher professional competence from aspects of material, competency standards, subject matter development, professional development, and the use of technology and information (Wuladari & Sofiandi, 2023). Supervision should be carried out programmatically and continuously. Needs analysis is needed in supervision activities, especially to create concrete programs. The research results of Marsidi and friends show that supervision helps school's principals guide teachers to plan, implement and evaluate learning in accordance with the independent learning policy for creating supervision programs (Marsidi et al., 2022). What Marsidi's research and this research have in common is that they both examine educational supervision, the difference is that Marsidi et al examines the abilities of teachers and staff while this research only examines teachers' pedagogical abilities.

Putra and his friends were more interested in the teacher's literacy skills. The results of the research show that there is a relationship between digital literacy ability and teacher pedagogical competence, the higher the digital literacy mastered by the

teacher, the higher the pedagogical ability (Ebyatiswara Putra et al., 2023). This research both examines pedagogical competence, the difference is that Putra's research examines digital literacy mastered by teachers with pedagogical abilities, while this research examines the implementation of guidance-based supervision by increasing teachers' pedagogical abilities. Lestari et al in their research concluded that teachers' pedagogical competence in implementing the independent curriculum is still relatively lacking (Lestari et al., 2023). This research both examines pedagogical competence, the difference is research Lestari et al researched the implementation of the independent curriculum, while this research examined the implementation of guidance-based principal supervision by increasing teachers' pedagogical abilities.

Supervision activities have not only been proven to be able to improve teacher performance, moreover they have been able to improve the quality of national education. This fact was discovered by Ismail and Arifin in their research which shows that changes to national assessments through educational supervision practices have significant potential in advancing education in Indonesia. The difference between Arifin and Ismail's research and this research is that Ismail and Arifin looked at the impact of changes in national assessment to improve national educational progress, while this research examines the implementation of educational supervision through guidance activities for teachers to improve pedagogical competence. Furthermore, the research results of Putra and his friends show that the implementation of supervision is carried out in stages using a certain supervision model to assist school's principals in understanding and carrying out their duties and functions as supervisors, monitoring and evaluating the pedagogical competence of classroom teachers. The final results are academic through four stages, namely planning, performance, evaluation and follow-up (Putra et al., 2020). Putra's research and this research both examine the issue of supervision and pedagogical abilities, the difference lies in the activities carried out in the research. Putra et.al carried out monitoring and evaluation activities to improve teachers' pedagogical abilities, while in this study the researchers carried out guidance activities.

From the previous literature above, it has not been found that the implementation of educational supervision by school's principals based on guidance has improved teachers' pedagogical abilities. So far, educational supervision research has not studied in depth and emphasized guidance activities as a follow-up solution in carrying out supervision so that changes are expected. This research aims to examine the implementation of educational supervision carried out by the principal at SMA Yulis Palembang in improving teachers' pedagogical abilities. The problem is formulated through the question, namely how is the implementation of educational supervision carried out by the school's principal in improving the pedagogical abilities of teachers? So far, several researchers have studied the implementation of educational supervision on teacher performance, especially in pedagogical and

professional aspects, but are still limited to the implementation of administrative assessments. No research has been found that examines the implementation of guidance-based supervision to improve teachers' pedagogical teaching abilities, therefore this research was conducted.

B. Methods

The type of research is field research. The method used in this research is qualitative and descriptive approach. The reason for choosing qualitative was because the researcher intended to obtain an in-depth picture of the implementation of guidance-based educational supervision in improving teachers' pedagogical abilities. The location of this research was carried out at SMA Yulis Palembang in June 2024. The research informants were taken by the school's principal and five teachers who taught at the school and had been supervised by the school's principal. Data were collected through direct observation techniques, structured interviews and documentation. Observations were carried out using an observation sheet in the supervision process carried out by the school's principal. After making observations, the researcher interviewed the principal and teachers to collect information related to the activities of providing guidance to teachers carried out by the principal during supervision. During the research process, researchers documented activities and searched for documents in the school.

Before presenting the data, the I confirmed with the school's principal and teachers to ensure that the data obtained was correct and there were no errors. Next, the data is presented and analyzed using qualitative analysis techniques which are carried out through four stages, namely data collection, data presentation, data interpretation, and drawing conclusions.

C. Results and Discussion

This research was conducted in June 2024 at SMA Yulis Palembang, South Sumatra, Indonesia. The problem studied is the implementation of educational supervision by the principal at the high school, especially in providing guidance to improve teachers' pedagogical abilities. The pedagogical aspects studied are limited to aspects of planning, learning processes and evaluation because these three aspects are the main and important things in teaching and learning activities in schools. The research results found are as follows.

Implementation of Educational Supervision

Data from interviews with the principal of SMA Yulis Palembang regarding the implementation of guidance-based educational supervision is shown, namely.

Table 1. Interview Results on the Implementation of Guidance-Based Education Supervision by School's principals

No	Supervision Techniques	Method	Tool	Guidance Material	Reason
1	Class visit	KTL routine every semester	roll call, RPS, learning tools, and reports KBM teacher	Preparation of RPS, teaching methods and techniques at Kurmer	Independence, trust, responsibility
2	Personal conversation	Teacher and KSL interaction, teacher motivation	TA	Teaching materials, methods, techniques and teaching strategies	Family Trust
3	Group discussion	Teachers meeting	KBM report and teacher notes	Teaching materials, methods, techniques, teaching strategies, objectives	Independence, trust, sportsmanship, togetherness, family
4	Building communication among all teachers	Personal interaction and teacher meetings, school environment	TA	Teaching materials, methods, techniques and teaching strategies	Family Trust

Source: (Novianti, 2024)

From Table 1 above, it is known that the implementation of educational supervision at SMA Yulis Palembang is carried out by school's principals from four techniques, namely as follows:

Class Visit

In the table above, it is known that the principal of SMA Yulis Palembang conducted class visits indirectly, by asking teachers to report on the teaching and learning activities they carried out in class. Documentation of activities asked by teachers first concerns the completeness of teaching administration, such as absences, RPS, learning tools and teacher teaching and learning reports. Then the teacher makes notes regarding weaknesses for personal guidance. Guidance material in the form of preparation of RPS, teaching methods and techniques in the independent curriculum.

Personal conversation

Personal discussions are carried out by the school's principal by asking about the obstacles found by the teacher in compiling learning tools, as well as guiding the teacher by directly discussing the problems the teacher faces. Guidance is carried out with materials in the form of subject matter, methods, techniques and teaching strategies. In personal discussions the principal always provides motivation to the teacher.

Group discussion

As a follow-up and development of supervision for all teachers, group discussions were held. The principal of SMA Yulis Palembang specifically scheduled a meeting to discuss the problems faced by teachers in the classroom learning process. Teachers are asked to talk directly about their difficulties so that they can find solutions together.

Communication with Teachers

The principal of SMA Yulis Palembang establishes regular communication with all teachers. Not only in meetings but also every day when in the school environment. Communication is carried out by the principal and teachers in meetings and in the school environment. Communication asks between chats if the teacher has any problems during teaching.

Teacher's Pedagogical Ability

Teacher pedagogical ability is the teacher's ability to carry out the learning process, including planning, implementation and evaluation (Cahyana & Agustin, 2024). The pedagogical abilities of teachers in this research are summarized and limited to three abilities, namely the ability to prepare lesson plans, manage the class, and manage learning. The interview results show the abilities of teachers at SMA Yulis Palembang as follows:

Ability to Compile Lesson Plan

The ability to prepare lesson plans is the ability to plan learning. The lesson plan is presented specifically because it serves as a guideline for carrying out teaching and learning activities. In the independent curriculum, lesson plans are made simple, including objectives, activities and assessments. Guidance activities in supervision by the school's principal are considered capable of providing personal understanding to teachers at SMA Yulis Palembang. This was said by Hasinah and friends that: *After carrying out guidance-based supervision, I was able to prepare [RPP] well, concisely and clearly in accordance with the independent curriculum (Hasinah, 2024). I am able to prepare [RPP] well (Anina, 2024). Guidance on preparing [RPP] by the school's principal is quite good (Suarni, 2024). I understand preparing [RPP] after being told by the principal directly (Winarti, 2024); I am better able to prepare the independent curriculum [RPP] after supervision (Pahriansyah, 2024).*

From the interview, it is known that supervision by the principal makes it easier for teachers to prepare [RPP] because they are guided directly by the principal. This activity shows that the principal supports the teaching activities carried out by the teacher to achieve the goals. The research results show that achieving educational

goals is determined by teachers through support from the school's principal, providing encouragement, motivation and direction in achieving goals (Mushthofa et al., 2022). The results of research in Australia show that teachers' motivation to teach depends on their self-perception in society. Internationally there has been a significant increase in career choices as a teacher (Alexander et al., 2020).

Class Management Ability

The teacher is the implementer of learning administration so that the process can run well (Salmiah et al., 2023). Learning administration activities also include management of classes that have been well planned and organized. The ability to manage a class includes the ability to prepare or adjust students' seating positions, room lighting, preparing learning facilities in the classroom, and paying attention to the comfortable atmosphere of the learning environment. The research results show: *I can manage the class well after supervision (Hasinah, 2024); (Anina, 2024); (Suarni, 2024). I have a lot of inspiration in creating a comfortable classroom atmosphere for students (Winarti, 2024); I can manage the class better (Pahriansyah, 2024).*

The teacher's ability to manage the class is important in helping to implement the learning process well. The interview results showed that after supervision and guidance on classroom management by the school's principal, the teacher's abilities increased. Teacher pedagogical competence is carried out on an ongoing basis and is continuously improved to adapt to current developments so that the learning process is successful (Manik et al., 2023).

Ability to Manage Learning

The ability to manage learning includes the teacher's ability to choose and determine appropriate methods, techniques, strategies and learning approaches to use in the teaching and learning process for students. Good learning management is included in the teacher's pedagogical abilities, the higher the teacher's pedagogical abilities, the higher the student motivation (Melati & Susanto, 2023). This shows that this ability is important in helping the success of the learning process. Also included in this capability are activities to develop material, deliver material and carry out assessments. The interview results show that teachers are able to manage learning after educational supervision by the principal based on personal and group guidance. *I can choose teaching methods, techniques and approaches well, especially in the use of digital technology because directly through group guidance problems and solutions are found together (Hasinah, 2024). I was able to deliver the material well because I was guided in preparing the material digitally in the independent curriculum (Anina, 2024). I can use various teaching techniques well and obtain varied teaching materials after supervision (Suarni, 2024). I can use various media in teaching the independent curriculum and conducting assessments (Winarti, 2024); I can use various teaching resources, methods and*

media as well as various assessments in the independent curriculum through guidance-based supervision (Pahriansyah, 2024).

In the interview, it was discovered that the teacher felt there was a change in managing learning well after guidance-based educational supervision was carried out. Teachers receive benefits according to the problems they find, especially using technology. Teachers feel ready to use technology because they understand it well. The research results show that teachers' readiness to use technology and integrate it in the learning process at secondary level schools in Malaysia is categorized as high (Ismail et al., 2022). The success of learning cannot be separated from the school's principal's efforts in directing, guiding, supporting and motivating teachers to always improve their abilities (Jaya & Halik, 2023).

As a teacher, having high pedagogical competence is important in order to be able to provide understanding to students, design and implement the teaching and learning process, deliver material well, create a comfortable and enjoyable learning atmosphere for students, evaluate student learning processes and outcomes, and encourage students to can implement the various potentials of students so that they develop better (Wahyudi et al., 2024). Pedagogical competence is needed as a form of responsibility to students to be able to receive material and participate in learning activities well so that after participating in learning activities they are able to increase their potential from cognitive, affective and psychomotor aspects.

Based on the explanation above, it is known that educational supervision carried out by providing guidance to teachers regarding problems in the teaching and learning process in the classroom is the right action to improve teachers' pedagogical abilities. So far, supervision activities have only been limited to assessing administration and looking for teacher errors, which is an unwise action in supervision because it not only wastes time and energy, but does not produce results in changes. Good supervision should provide changes to the teacher's abilities, when problems are found, solutions are provided together so that the problem does not happen again in the future.

Guidance-based educational supervision can be carried out periodically and continuously at least once every 2 years, but can be increased to a minimum of once every 2 months so that it is carried out 6 times in one year. This is important because a superior learning process determines the achievement of superior results. Therefore, more frequent supervision can improve even better results. This is because student development always experiences changes both in terms of attitude, cognitive and affective aspects, coupled with an increase in the competitive aspect. The rapid progress of the digital world and the increasing process of human civilization development are also in line with the demand for increased literacy skills in 21st century learning so that students as education graduates are expected to have skills according to the needs of the 21st century, ready to work and compete well

according to the demands of job providers in the world. public. The superior learning process developed by teachers following the direction of 21st century developments is important, so that the quality of teachers from the aspect of their pedagogical abilities must be pursued by school's principals. continuously through educational supervision so as to produce the best graduates.

D. Conclusion

Based on the results and discussion, it can be concluded that the implementation of educational supervision by the principal at SMA Yulis Palembang through guidance to improve teachers' pedagogical abilities is carried out in four ways, namely conducting class visits, personal talks, group discussions and intimate communication with all teachers. Through indirect visits, the principal receives documentation in the form of complete learning administration made by the teacher, as well as a teaching learning report as a first step in assessing the teacher's weaknesses. After that, the principal through personal discussions provides guidance as a follow-up regarding the weaknesses found. The approach is carried out in a family manner. After all teachers have been personally assessed, group guidance is carried out through teacher meetings, the material discussed is according to the results of the assessment during indirect visits, personal talks and group discussions at meetings. The principal asks about the teacher's problems and looks for solutions together in meetings. The last activity was to build good cooperation among all teachers by interacting and communicating closely. Guidance-based supervision activities are considered capable of improving pedagogical abilities for all teachers. The limitations of this research only limit it to three pedagogical abilities. Therefore, in the future this research can be continued on other pedagogical aspects. It is hoped that the implications of this research can be emulated by school's principals in other schools to implement guidance-based educational supervision periodically and continuously to improve teachers' teaching abilities.

E. Acknowledgment

I thank to all respondents and stakeholders of SMA Yulis Palembang.

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