



Contents lists available at [Journal IICET](https://journal.iicet.org)
JPPI (Jurnal Penelitian Pendidikan Indonesia)
ISSN: 2502-8103 (Print) ISSN: 2477-8524 (Electronic)
Journal homepage: <https://jurnal.iicet.org/index.php/jppi>



Does continuous supervision improve teacher's pedagogical competence?

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Article Info

Article history:

Received Jan 26th, 2022

Revised Feb 25th, 2022

Accepted Mar 20th, 2022

Keyword:

Continuous supervision
Pedagogical competence

ABSTRACT

The purpose of this study is to provide a comprehensive picture of the importance of continuous supervision in the context of optimizing teacher pedagogic competence. In this study, a mixed method was used. This research is also known as population research, because all the teachers on duty at SMP Negeri 2 Cengal, namely 28 people, are the research sample. To obtain accurate data, the instruments are arranged according to indicators of pedagogical competence, namely understanding of students, design & implementation of learning, development of students and evaluation of student learning outcomes. Data analysis was carried out according to this research method, there was a qualitative and quantitative analysis with the stages of data reduction analysis, data display which was then verified so that it became a research conclusion. According to the findings of this study, at least there has been an increase in teacher competence as a result of continuous supervision. This research is unique in that it is tested continuously for several periods of supervision, not just once to determine the effect of the implementation of supervision on teacher performance and competence. The final average obtained in each supervision related to the teacher's pedagogic competence is 77.05; 77.75 and 78.8. Of course, these results can help strengthen policies that regulate the implementation of supervision in every educational institution.



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Introduction

Education is a pillar that underpins the life of a nation and a state. The commitment of a society, nation, or state to providing sustainable education can reveal a nation's future. As a result, education is a critical or determining factor in a nation's future. Because education is one of the most important aspects of a nation's life, it can be viewed as a form of investment (Ekosusilo, 2012). In Indonesia, the implementation of education is commonly referred to as a school.

A school is a formal educational institution that organizes learning process activities in order to achieve educational objectives. The elementary school is a pivotal institution in formal education, serving as the initial foundation for efforts to improve human resources at the level of basic education units. Given the importance of the position of Elementary Schools as an initial milestone in improving human resources and as a foundation for further education, it is necessary to develop education that is directed at elementary schools (Susanto, 2016).

Educators also known as teachers, work as professionals in the implementation of learning in schools. The teacher is a human figure whose presence and role in education are expected, as a source who holds a position and plays an important role in education (Basri, 2009). The quality of the learning process carried out by the teacher has a large influence on the high and low quality of education, because the teacher directly provides guidance and assistance to students in an effort to achieve educational goals.

In terms of educational scope, teachers must possess a number of competencies in order to be successful in carrying out their functions and roles professionally. Competence is the manifestation of knowledge in the form of actions (Nasrul, 2014). Competence can also be defined as a combination of knowledge, skills, values, and attitudes that are reflected in the ways people think and act when performing tasks and work. Teachers, as implementers of the educational process, must have sufficient competence to develop students' potential in order to produce quality human resources through their performance. Teacher competence can also be defined as knowledge, skills, and abilities mastered by someone who is as part and psychomotor as possible (Daryanto & Rachmawati, 2015).

Based on this definition, teacher competence can be defined as a set of understandings of knowledge, skills, and attitudes that a teacher must possess, master, and internalize in order to carry out the learning process in a good and quality manner. According to the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers Chapter IV Article 10 Paragraph 1, a teacher must possess four competencies: pedagogic, personality, social, and professional competencies, all of which are obtained through professional education (Pemerintah Republik Indonesia, 2005). These four competencies play a critical role in enhancing a teacher's professionalism.

Pedagogic competence is one of the four competencies that teachers must have in order to carry out the learning process (Bhakti & Maryani, 2016). A teacher must have pedagogic competence to manage student learning, which includes understanding students, planning and implementing learning, evaluating learning outcomes, and developing students to realize their full potential. Pedagogic competence is the primary competency that teachers must possess in order for learning to take place effectively and dynamically (Darimi, 2015). Based on this understanding, it is possible to conclude that pedagogic competence is a competency that necessitates teachers' ability to manage learning for their students in order to create interesting learning.

It is necessary to improve teachers' pedagogical competence in learning so that learning becomes more effective and efficient, and the expected goals can be met. It was discovered that pedagogic competence is an absolute competency possessed by teachers, as well as a distinguishing factor between teachers and other professions. This competency includes broad and in-depth knowledge and skills about student characteristics and psychology (Akbar, 2021). One method for achieving optimal competence is through continuous supervision. As one of a principal's responsibilities is as a supervisor. Through the supervisory authority contained in the process, the principal can play a role in improving teachers' pedagogical competence (Listiana, 2018). This supervision is expected to provide services for learning problems encountered by teachers, either individually or in groups.

According to Article 15 of Minister of Education and Culture Number 6 of 2018 concerning Assignment of Teachers as School Principals, one of the main tasks and functions of school principals is controlling or supervising students (Kementerian Pendidikan dan Kebudayaan, 2018). The supervision of school principals must be carried out on a continuous basis. Education units frequently run in place because they are less sensitive and responsive to reading the conditions of the education unit. Internal school conflicts are common and can jeopardize the school's stability.

In today's environment, it is critical to promote educational supervision in educational units, including academic supervision of learning, in order to improve learning outcomes, which in turn improves the overall quality of education. The primary goal of supervision is to improve educational quality. As previously stated, the goal of supervision is to assist teachers in developing their competencies, developing curriculum, forming teacher working groups, and guiding classroom action research (Prasodjo & Sudiyono, 2011). Thus, supervision is expected to increase teachers' understanding of their pedagogic competencies, which will synergize to create education that is consistent with national education goals.

According to this description, this research becomes more meaningful if it is conducted with a specific goal in mind, namely to answer assumptions about teacher pedagogic competencies that are optimized through continuous supervision.

Method

The main object of this research is a phenomenon in education administration, so the research method that is considered appropriate to obtain answers to the problems taken and in accordance with the objectives of this research is a mixed research method. The use of this method involves philosophical assumptions that provide direction in the collection and analysis of a mixture of qualitative and quantitative at each stage of the research (Creswell, 2014). The intended stages are starting from the data collection process, analyzing the data obtained through a series of studies that utilize both research methods. When viewed from other aspects, this research can be categorized as case study research because it is carried out at certain schools (Sugiyono, 2018). As the researcher refers to the opinion which states that case study research means that it is carried out on a certain object in order to provide a clear picture related to the focus of the researcher (Moleong, 2016).

The use of the mixed method is seen from the qualitative aspect through various data collection processes such as interviews which are then studied in more depth. On the quantitative aspect, this study conducted a scoring in the observation sheet to measure indicators in pedagogic competence. Indicators as instruments measured by researchers related to the pedagogic competence of teachers can be seen in the following table.

Table 1. Indicators of Research Instruments (Pedagogic Competence)

Number	Description
1	Understanding of Students
2	Design & Implementation of Learning
3	Student Development
4	Evaluation of Student Learning Outcomes

As a complement to research data, the researcher also collects all relevant matters as part of data collection through documentation techniques. A total of 28 teachers at SMP Negeri 2 Cengal were respondents in this study, therefore this study is also referred to as a population study. The data obtained from the implementation of the research that has been carried out is then analyzed comprehensively, as well as the data is reduced and then displayed and verified to become the results or conclusions of the study (Miles & Huberman, 2014).

Results and Discussions

This study was carried out to provide a comprehensive description of the implementation of supervision by stakeholders at SMP Negeri 2 Cengal in order to improve educators' pedagogic competence. As a result, the researcher works with these stakeholders to ensure that supervision is carried out on time and that the results of the supervision process are analyzed. As a result, in the process of implementing supervision, the researcher does not act as a supervisor but rather as a companion who is interested in the success of the data obtained.

The pedagogic competence at the center of this study is the teacher's understanding of students, particularly aspects of students' characteristics in participating in learning. This understanding can make it easier for educators to present learning materials that are tailored to the needs of students and aligned with the learning objectives. The importance of teachers' pedagogical competence is thought to be one of the reasons for achieving optimal learning quality (Habibullah, 2012). The second ability referred to in pedagogic competence is the ability of educators or teachers to prepare and implement lesson plans. The main key to educational success is when educators are able to properly and optimally plan and implement lesson plans.

The third ability included in pedagogic competence is the ability to develop students' potential. As a result, an educator must be able to manage themselves so that they have the sensitivity to develop students' potential. Educators not only transform knowledge, but also instill values and maximize students' self-potential achievement. In this regard, it is clear that a teacher who is skilled at developing students' potential has a high success rate in classroom learning (Khofiatun, Akbar, & Ramli, 2016).

The fourth ability concerns educators' abilities in assessing students' learning outcomes. If a teacher can evaluate well, he can, of course, provide a clear picture of students' abilities in the context of developing their potential. As a result, teachers' pedagogical competence will have a broad impact on the achievement of quality education, particularly in the implementation of learning.

As a result, researchers collaborate and coordinate with stakeholders in order to improve the quality and quantity of supervision. This is thought to be one method of improving the pedagogical competence of the teachers on duty. In most cases, stakeholders conduct supervision only once a year. In this case, however, researchers and stakeholders agreed to supervise four times a year. The supervision schedule is carried out in the middle of each semester's learning and at the end of each semester's learning.

This condition is performed to directly observe the impact if the supervision is performed on an ongoing basis. Of course, academic supervision takes precedence because it is related to the implementation of education in schools. In the early stages of implementing supervision, it can be seen that the average achievement of teacher pedagogic competence at SMP Negeri 2 Cengal is 77.05, which falls into the category of good competence. This condition is performed to directly observe the impact if the supervision is performed on an ongoing basis. Of course, academic supervision takes precedence because it is related to the implementation of education in schools. In the early stages of implementing supervision, it can be seen that the average achievement of teacher pedagogic competence at SMP Negeri 2 Cengal is 77.05, which falls into the category of good competence.

The average pedagogic competence score achieved by teachers at SMP Negeri 2 Cengal in the second supervision stage was 77.77. The average value was derived from a number of abilities, including students' understanding (76.9), learning design and implementation (79.8), student development (76.1), and evaluation of student learning outcomes (78.2).

The average value of the teacher's pedagogic competence was 78.8 in the third implementation. As previously stated, students' understanding in the implementation of the third supervision was 77.5; learning design and implementation was 81.1; student potential development was 77.3; and evaluation of student learning outcomes was 79.3. According to the process carried out by researchers in collaboration with stakeholders, it is clear that continuous supervision will improve the pedagogic competence of teachers who teach at SMP Negeri 2 Cengal. To make it easier to understand the trend of achievement in each indicator in the implementation of research, you can pay attention to the following picture.

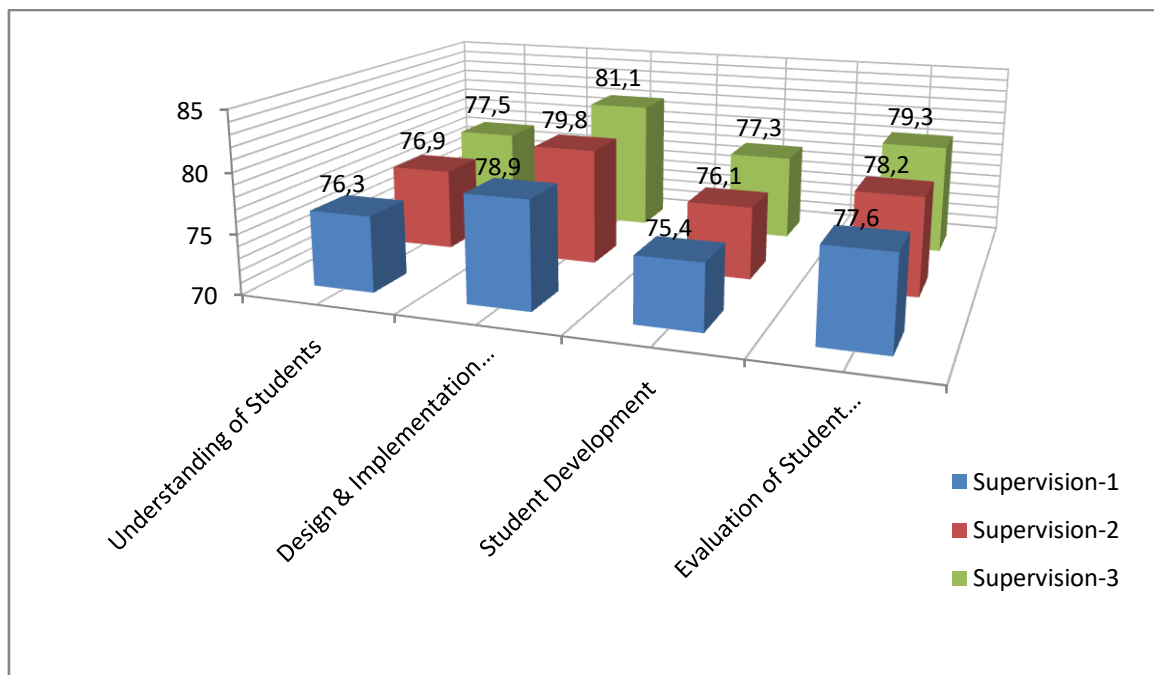


Figure 1. Recapitulation of Research Results

The average value obtained in each implementation of supervision for pedagogic competence shows that the achievement of the score is increasing over time. This is also supported by statements from stakeholders obtained through interviews, indicating that teachers are more motivated to continue optimizing their competencies as a result of the implementation of continuous academic supervision.

Researchers' interviews have confirmed that teachers require firmness in the application of supervision. If supervision is carried out not only as a formality of documents, as it is currently done, teachers will be eager to collaborate and compete to become more professional educators. As a result, it can be stated that continuous supervision can improve the pedagogical competence of the teacher on duty.

Continuous academic supervision, as previously stated, has been scientifically proven to improve teacher competence in compiling the syllabus and lesson plans at MA Darullnabah, both in quantity and quality (Najmiah, 2021). That is, implementing continuous supervision can improve teachers' pedagogical competence as well as their ability to develop learning designs such as syllabus and lesson plans. Can also pay attention to studies that show that when clinical supervision is done properly, teachers' competence improves

(Fatimah, 2020). In fact, good pedagogical competence can also contribute to the optimal achievement of educational quality in schools (Tyagita & Iriani, 2018).

Continuous supervision can also improve teachers' professionalism, so it is clear that it is critical to carry out continuous supervision (Dede, 2021). There is even research that shows that ongoing academic supervision has a positive relationship with teachers' attainment of better pedagogical competencies (Dari, Marsidin, Rifma, & Al-Kadri, 2022). As stated, learning as part of teachers' pedagogic competence can be optimized with combined supervision guidance, and the results obtained show that most teachers fall into a good category for carrying out learning with combined supervision (Amrullah, 2021).

The confirmation of a positive relationship between supervision and various teacher competencies can occur in professional skills as well as pedagogical competencies. It is claimed that implementing continuous academic supervision has a positive and significant correlation with the achievement of various teacher competencies, including teacher professional and pedagogical competencies (Prastania & Sanoto, 2021). As a result, every aspect of education should be properly supervised. One of the references is that the previous study stated unequivocally that academic supervision is one of the factors that have a positive influence on increasing teacher pedagogic competence (Mujiono, 2020).

As a result, the findings of this study back up previous research. That the implementation of continuous supervision has the potential to improve the pedagogical competence of on-duty teachers. As a result, stakeholders are strongly advised to carry out supervision in accordance with applicable operational standards, particularly not only administratively but also operationally.

Conclusions

Following an in-depth investigation, it was determined that the pedagogic competence of teachers at SMP Negeri 2 Cengal can be improved through continuous supervision. The average achievement score of teachers for several abilities included in the category of teacher pedagogic competence shows an increase in teacher pedagogic competence. The results of this study are useful in optimizing the implementation of ongoing academic supervision. Likewise, learning for other schools to apply the same thing as an effort to improve the quality of education.

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