IMPLEMENTATION OF ACADEMIC SUPERVISION IN IMPROVING TEACHERS' PEDAGOGICAL COMPETENCE

Tutik Yuliarsih[1], Maryanto[2], Ghufron Abdullah[3]

[1,2,3]Department of Educational Management, Universitas PGRI Semarang

Article Info	ABSTRACT
	The purpose of this study is to describe and analyze the planning, implementation, and evaluation of academic supervision in improving the pedagogical competence of teachers at SDN Kalirejo 02 Ungaran Timur. This research is descriptive qualitative research, and the subjects of this study are school principals and teachers. The data collection techniques are interviews, documentation, and observation. The data analysis used is qualitative analysis, including data collection, data reduction, data display, and drawing conclusions. As for the data validity test, it uses source triangulation, technique triangulation, and time triangulation. The research findings indicate that: (1) The planning of academic supervision at SDN Kaliejo 02, East Ungaran, Semarang Regency, begins with several activities, including: developing a supervision program, setting goals and objectives, creating a schedule, and developing academic supervision instruments. (2) Academic supervision at SDN Kaliejo 02, Ungaran Timur, Semarang Regency, is conducted twice a year, namely at the beginning of the odd and even semesters. Academic supervision includes teacher administrative supervision and learning process supervision. Academic supervision is carried out based on the principles of objectivity, democracy, humanism, and sustainability. The techniques used are individual supervision techniques thru classroom visits, classroom observations, and individual meetings, and group supervision techniques thru meetings with teachers. (3) Evaluation of academic supervision is carried out by analyzing the results of teacher administrative supervision and learning process supervision. The follow-up actions include providing motivation, giving direct reprimands and guidance, and involving teachers in training/education activities, workshops, diklat, and KKG. Thru academic supervision, teachers' pedagogical competence improves, leading to better mastery of student characteristics, subject matter, curriculum development, the use of ICT in learning, the development of student potential, good communication with students, and the ability to conduct continuous assessment.
Keywords: Academic supervision, Teacher pedagogical competence	

Corresponding Author:

Tutik Yuliarsih
Educational Management
Universitas PGRI Semarang
utikyuliar02pgsd@gmail.com

1. INTRODUCTION

Quality education can create superior human resources capable of competing both nationally and internationally. To achieve this, it must be supported by managing the education system thru the improvement

of resources involved in the educational process itself. The learning process carried out by a teacher will run smoothly when the teacher is responsible for their duties. A teacher must also possess a number of competencies to master the knowledge, attitudes, and skills related to their field and tasks. The competencies a teacher must possess are pedagogical competence, personality competence, social competence, and professional competence.

National Education Minister Regulation No. 16 of 2007 explains pedagogical competence as follows: (1) Mastering the characteristics of students from physical, moral, social, cultural, emotional, and intellectual aspects; (2) Mastering learning theories and educational learning principles; (3) Utilizing information and communication technology for learning purposes; (4) Facilitating the development of students' potential to actualize their various abilities; (5) Communicating effectively, empathetically, and politely with students; (6) Conducting assessments and evaluations for learning purposes; and (7) Utilizing assessment and evaluation results for learning purposes; (8) Taking reflective actions to improve the quality of learning.In this stage, a teacher needs assistance in the form of planned guidance from a supervisor, namely the school principal, in an activity called supervision. According to Suhartian (in Moh Hasan, 2016: 4), supervision aims to provide services and assistance to improve the quality of teachers' teaching and learning in the classroom and to enhance student learning quality. E. Mulyasa (in Moh Hasan, 2016: 5) also states that to determine the extent to which teachers are able to carry out learning periodically, the principal must conduct supervision activities, one of which is classroom visits to directly observe the learning process, especially in the selection and use of methods, media used, and student involvement in the learning process.

SD Negeri Kalirejo 02 is the core elementary school in the Ungaran Timur District Education Coordination Unit, and it has good quality. SD Negeri Kalirejo 02 also has a unique aspect regarding academic supervision activities, namely the implementation of structured and innovative supervision. One distinguishing aspect is the use of a data-driven supervision approach, where classroom observation results, teacher performance evaluations, and student learning outcome analyzes are systematically collected and analyzed to design appropriate development steps. Another notable uniqueness is the effective mentoring program between senior and novice teachers, which supports the improvement of pedagogical skills thru guidance. All these factors make supervision at Kalirejo 02 State Elementary School capable of improving the quality of learning and teacher professionalism at the school.The academic supervision conducted by the principal has a direct impact on improving teachers' pedagogical competence, namely helping teachers develop their knowledge, teaching skills, and professionalism, as well as creating a conducive learning environment.

Based on the analysis of the educational report card, it is known that Kalirejo 02 State Elementary School has experienced an increase in indicators related to teachers' pedagogical competence over the past three years. For example, in the classroom management indicator, the school received a score of 78.21 in 2022, which increased by 7.58% to 84.14 in 2023, and then rose again by 0.67% to 84.81 in 2024. The learning method usage indicator increased by 10.06% from 2022 with a score of 65.29 to 71.86 in 2023, and then increased again by 2.30% to 74.16 in 2024. Other indicators, such as teachers' reflection on improving learning, also increased over the past three years. In 2022, the score was 58.33, which increased by 14.59% to 66.84 in 2023 and further increased to 74.08 in 2024. There were three other indicators that also increased: the indicator of learning about learning, which scored 54.38 in 2022, increased by 15.04% to 62.36 in 2023, and then increased by 2.93% to a score of 65.49 in 2024. The indicator of reflection on learning also increased, starting with a score of 56.21 in 2022, then reaching 67.49 in 2023, which represents a significant increase of 20.07%. In 2024, this indicator also saw a significant increase of 1.43% with a score of 78.92. The final indicator, which is the implementation of innovative practices, saw an increase from 2022 with a score of 62.28 to 67.93, and rose again by 4.50% in 2024 to 72.43.

Based on the background that has been described, the researcher is interested in conducting research on the implementation of academic supervision in improving the pedagogical competence of teachers at SD Negeri Kalirejo 02, Ungaran Timur District. The purpose of this research is to deeply describe and analyze the planning, implementation, and evaluation of academic supervision in improving teachers' pedagogical competence at SD Negeri Kalirejo 02, Ungaran Timur District.

2. RESEARCH METHODS

This research uses a qualitative approach. According to Sugiyono (2019: 19), qualitative research is often called naturalistic research because it is conducted in natural conditions (natural setting). A qualitative approach is used to explore and understand the meaning of something within individuals or groups of people, even research procedures that generate descriptive data in the form of written or spoken words from people and observable behaviors (Moleong, 2018; Creswell & Clark, 2017). The data sources for this study are oral data sources and written data sources. Oral data was obtained from the school principal as the supervisor (who conducted the academic supervision) and the teachers of SD Negeri Kalirejo 02, Ungaran Timur, who were supervised. Written

data was obtained from documents held by the school principal and teachers, as well as documentation in the form of images and videos, and some archives of SD Negeri Kalirejo 02, Ungaran Timur. The data collection techniques are interviews, documentation, and observation. The interview used is a structured interview. The data analysis used is qualitative analysis, including data collection, data reduction, data display, and drawing conclusions. Data reduction is done by coding the data. As for data validation testing, it uses source triangulation, which involves using data from various sources; technique triangulation, which tests data credibility by checking the data obtained; and time triangulation, which involves checking data from interviews, observations, or other techniques at different times and in different situations.

3. RESULT AND ANALYSIS
Planning for Academic Supervision

The initial stage in implementing academic supervision is to develop a plan, which is always done by the Principal of SDN Kalirejo 02 Ungaran Timur, Semarang Regency. The planning carried out includes developing a supervision program, setting academic supervision goals and objectives, creating academic supervision instruments, and scheduling academic supervision. Machali & Hidayat (2018: 147-148) in their book state that planning is the initial step in implementing academic supervision, and that planning is part of the preparation for supervision.

Thru the academic supervision planning stage, it is hoped that the principal will feel even more confident during implementation. Additionally, the school's allocated costs, manpower, and resources will be more effective. The goals of academic supervision are the teachers' pedagogical competencies, which include their ability to prepare teacher administration and their skills in managing classroom learning from the opening, core activities, and closing of the lesson, as well as their ability to create an effective and enjoyable learning environment. Thru academic supervision, the principal has specific competency targets they want to achieve for the teachers, namely the improvement of their pedagogical competencies. In addition, the principal also observed by visiting classrooms to observe the teaching process, particularly how teachers use methods and media.

This aligns with Darmadi's (2018: 117) opinion that the targets of academic supervision are teachers in the learning process, which includes core content in the learning process, syllabus and lesson plan development, selection of learning strategies/methods/techniques, use of media and information technology in learning, assessment of learning processes and outcomes, and classroom action research. Muriel Crosby (in Amien et al., 2024: 6) stated that educational supervision aims to guide and sharpen teachers or educators so that they can better and more independently carry out their duties as good teachers.

In practice, the head of SDN Kalirejo 02 Ungaran Timur, Semarang Regency, did not assign tasks to the academic supervision team. Therefore, in its implementation, the principal directly manages everything, from supervising teacher administration and classroom visits or observations, to following up on supervision, which is also directly handled by the principal. This is not in line with Syahruddin et al. (2022), who stated that in carrying out academic supervision, school principals should develop cooperation with other teachers, meaning dividing tasks so that academic supervision activities can run optimally and achieve maximum goals. If the principal runs it themselves, the result is as found in the research: the academic supervision schedule changes during implementation due to the principal's busy schedule.

Implementation of Academic Supervision

The implementation of academic supervision programd by the principal of SDN Kalirejo 02 Ungaran Timur, Semarang Regency, for the 2024/2025 academic year has been carried out in the first semester. Basically, academic supervision at SDN Kalirejo 02 Ungaran Timur, Semarang Regency, is always conducted once every semester. In the first semester of the 2024/2025 academic year, academic supervision was carried out in January, February, and March. In conducting academic supervision, the principal of SDN Kalirejo 02 Ungaran Timur, Semarang Regency, carried it out independently without involving other subject teachers or senior teachers to supervise teacher administration or classroom visits. However, the principal has implemented the academic supervision program well according to the planned schedule, although sometimes changes occurred due to the principal's own busy schedule.

Machali & Hidayat (2018: 147-148) in their book state that implementation is the effort to realize what has been planned. In implementing this supervision, a supervisor, namely the school principal, must consider the methods, approaches, and techniques of supervision being carried out. In addition, supervisory principles such as objectivity, democracy, humanism, continuity, and others are important in carrying out the supervisory process.

In implementing academic supervision, the principal of SDN Kalirejo 02 Ungaran Timur, Semarang Regency, applies the following principles and techniques of academic supervision:

Principles of supervision

In the implementation of academic supervision by the principal of SDN Kalirejo 02 Ungaran Timur, Semarang Regency, cooperation was less than optimal because the supervision activities were carried out solely by the principal, without involving other teachers. However, on the other hand, the principal of SDN Kalirejo 02 Ungaran Timur, Semarang Regency, has successfully implemented academic supervision techniques, approaches, and principles well, as stated by Machali & Hidayat (2018: 147-148), that the principles of academic supervision must be objective, democratic, humanistic, and continuous. The principal of SDN Kalirejo 02 Ungaran Timur, Semarang Regency, in carrying out and implementing the academic supervision program, has adhered to the principles of objectivity, democracy, humanism, and continuity.

The implementation of academic supervision has a positive impact on improving the pedagogical competence of teachers at SDN Kalirejo 02, East Ungaran, Semarang Regency, as teachers are now able to prepare complete and well-organized administrative documents. The research results indicate that in the implementation of administrative supervision for teachers, teachers are already prepared by completing their teacher administration. This is because the school provides supporting facilities and infrastructure such as laptops and printers to assist teachers in completing their administration. Every teacher is required to have complete teacher administration, including annual lesson plans (prota), semester lesson plans (promes), the academic calendar, learning achievement (CP), formulation of learning objectives (TP), and learning objective flow (ATP), teaching modules, P5 Project modules, minimum passing grade (KKM), and teaching schedule, daily teacher agenda, attendance lists, grade lists, and so on.

The research findings are in line with the Minister of National Education Regulation Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, which states that the pedagogical competence of elementary school teachers includes the competence to develop a curriculum related to the subjects/development areas they teach. This means that every teacher must be able to prepare good and complete administrative documents as a guide in carrying out their duties, which is to manage learning well and enjoyably, as stated by Hatta (2018: 79) that pedagogical competence is a description of a teacher's ability to manage learning, which has characteristics that can distinguish teachers from other professions and can determine the level of success of students' learning process and outcomes, and at the same time become a source of pride for teachers in the learning process. Pedagogical competence includes a teacher's ability to implement learning. In addition, pedagogical competence is also one of the success factors in the learning process.

Academic supervision techniques

The academic supervision technique used by the principal of SDN Kalirejo 02 Ungaran Timur, Semarang Regency, is to conduct classroom visits or observations to assess teachers' performance in managing learning. This aligns with the opinion of Nasution et al. (2020: 25-27), who explain that supervision techniques categorized as individual techniques include: classroom visits, classroom observations, and individual meetings. The principal of SDN Kalirejo 02 Ungaran Timur, Semarang Regency, in conducting academic supervision to improve teacher competence, has used individual and group techniques.

Individual academic supervision techniques are carried out thru classroom visits, classroom observations, and individual meetings. Class visits and observations were conducted in every class at SDN Kalirejo 02, East Ungaran, Semarang Regency. The classes supervised were only those currently in session and according to the planned schedule. During classroom visits or observations, the principal stays from the beginning to the end of the lesson, unless there's a specific reason and it's felt that enough time has been spent, in which case they might leave briefly before the lesson is over. In addition to classroom visits and observations, the principal also holds individual meetings or calls the relevant teachers to meet individually for direct guidance and motivation from the principal.

In addition to implementing individual techniques including classroom visits, classroom observations, and individual meetings to provide direct motivation and guidance to teachers who have completed supervision, the principal of SDN Kalirejo 02 Ungaran Timur, Semarang Regency, also conducts group academic supervision techniques, namely holding meetings with teachers after all academic supervision is complete.

Evaluation of Academic Supervision

Academic supervision conducted at SDN Kalirejo 02 Ungaran Timur, Semarang Regency, has two aspects: teacher administrative assessment and teaching practice or learning process assessment. Administrative assessment includes annual plans, semester plans, academic calendars, learning achievements (CP), formulation of learning objectives (TP) and learning objective pathways (ATP), teaching modules, P5 Project modules, minimum completeness criteria (KKM), teaching schedules, daily teacher agendas, attendance lists, grade lists, and so on. Meanwhile, teaching practices are evaluated based on how teachers teach in the classroom using

PowerPoint presentations, the alignment of learning materials with lesson plans, the use of visual aids, and other learning media. In observing the teacher's teaching practices, the principal observes the stages of learning from the opening to the closing. If there are any missing steps or if something doesn't align with the teaching module, the principal will call the relevant teacher outside of teaching hours to provide comments, motivation, and guidance so that the teacher can address those shortcomings.

Based on Kemendikbud (2019: 35 - 36), it is explained that the evaluation stage of supervision involves analyzing the data from the academic supervision results that have been collected as a basis for providing input or feedback and planning follow-up actions to improve teacher performance in learning. The analysis is conducted to identify teachers' strengths and weaknesses, including problems and their underlying factors, so that necessary improvement priorities can be found, which will later help teachers improve the quality of their teaching. Machali & Hidayah (2018: 148) state that evaluation in educational supervision activities is a series of steps to assess and determine a predetermined learning process activity, which is then used as a consideration and decision for supervision.

The components assessed by the principal are aligned with what is included in the assessment format, which broadly covers the following components: a) general information, consisting of: initial competencies, Pancasila student profile, facilities and infrastructure, student targets, learning model; b) core components, consisting of: learning objectives, meaningful understanding, stimulating questions, structured learning activities, assessment, enrichment and remediation, student and teacher reflection. The aspects or components evaluated by the principal are in accordance with the criteria or components in the teaching module to improve teacher performance.

The principal of SDN Kalirejo 02 Ungaran Timur, Semarang Regency, also followed up on the academic supervision by providing individual guidance, holding meetings with teachers to solve problems and find solutions, and involving teachers in various activities. The individual guidance sessions were conducted after the teachers finished teaching or at times that did not coincide with the teachers' teaching schedules. The meeting was held to present the results of academic supervision to all teachers. During the meeting, issues or results of academic supervision were discussed comprehensively, followed by collaborative problem-solving and finding solutions together. The meeting focused more on discussion to address problems and find solutions to the shortcomings of the supervision results for all teachers. Other forms of follow-up include involving teachers in activities such as training, workshops, education and training, and KKG (Teacher Working Groups). Follow-up is not only provided to teachers whose assessment results are above standard, but teachers who are deemed not to have reached the assessment standard will also be given follow-up in the form of direct guidance or participation in competency development activities. Based on the research results, it shows that the pedagogical competence of teachers at SDN Kalirejo 02 Ungaran Timur, Semarang Regency, improved after academic supervision was conducted by the school principal. Each teacher possesses the following abilities: 1) mastering student characteristics, 2) mastering educational learning theories and principles, 3) being able to develop a curriculum related to the subjects taught, 4) being able to utilize ICT in learning, 5) being able to develop students' potential, 6) being able to communicate well with students, and 7) being able to conduct continuous learning assessment and evaluation.

4. CONCLUSION

The planning for academic supervision at SDN Kaliejo 02, East Ungaran, Semarang Regency, began with several activities: (a) developing a supervision program involving all teachers, (b) determining the goals and objectives of academic supervision, (c) creating an academic supervision schedule, and (d) developing academic supervision instruments. Academic supervision at SDN Kaliejo 02, East Ungaran, Semarang Regency, is conducted twice a year, at the beginning of the odd and even semesters. Academic supervision includes teacher administrative supervision and learning process supervision. Academic supervision is carried out based on the principles of objectivity, democracy, humanism, and sustainability.

The techniques used are individual supervision techniques thru classroom visits, classroom observations, and individual meetings, and group supervision techniques thru meetings with teachers. 3. The evaluation of academic supervision at SDN Kaliejo 02, Ungaran Timur, Semarang Regency, is by analyzing the results of teacher administration supervision and learning process supervision. The follow-up to the academic supervision results included providing motivation, reprimands, and direct guidance, as well as involving teachers in training/education activities, workshops, in-service training, and KKG (Teacher Working Groups). The pedagogical competence of teachers at SDN Kalirejo 02 Ungaran Timur, Semarang Regency, increased after academic supervision was conducted by the principal.

Each teacher possessed the following abilities: 1) mastering student characteristics, 2) mastering educational learning theories and principles, 3) being able to develop a curriculum related to the subjects taught, 4) being able to utilize ICT in learning, 5) being able to develop student potential, 6) being able to communicate well with students, and 7) being able to conduct continuous learning assessments and evaluations. As for the

recommendations that can be suggested, they include: 1) the principal should prioritize the principle of cooperation in carrying out academic supervision so that the academic supervision program runs smoothly and its results can be maximized, 2) teachers are expected to continue to improve their professionalism by enhancing teaching skills and utilizing technology in learning, and 3) the education department should encourage the principal to collaborate with school supervisors in carrying out their duties as supervisors so that supervision activities achieve the expected targets.

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