

## Effect of Principal Supervision on Teacher Pedagogic Competencies

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### ABSTRACT

The research aims to Effect of Principal Supervision on Teacher Pedagogic Competencies at Public Elementary School 237 Aletellue in Soppeng Regency. This research use quantitative methodology with correlational ex post facto design to explain the research questions. To understand the issue, this research use methodological approach (quantitative-positivistic) and scientific approach (pedagogic and psychological). The participants of this research are 13 teachers at Public Elementary School 237 Aletellue. The data were gathered using survey and dokumentasi, and then analysed through descriptive statistic with hypothesis testing using correlation and linear regression coefficient. The research reveals some key findings. The first finding shows that the supervision of principals shows a comparison of the competence of pedagogic teachers. This, seen from every activity of the teacher who is able to be effective in improving the competencies possessed. Helps develop science with innovation and creativity.

**Keywords:** *Supervision, Principal, Superintendent, Teachers' Pedagogical Competence.*

### INTRODUCTION

The teacher has a strategic role in the field of education (Badia & Chumpitaz-Campos, 2018; Dobber, Zwart, Tanis, & van Oers, 2017; Koivuniemi, Järvenoja, & Järvelä, 2018; Munthe & Rogne, 2015; Tapola, 2011). In order to become an expected teacher it is not easy, because it must have many competencies, including pedagogical competencies (Akib & Saleh, 2015; Amaliyah, Akib, & Tambe, 2015; Megawati & Kahar, 2017). Pedagogic competencies, namely competencies that master learning and get to know students (Dahlan, Iriawan, & Hamdan, 2017; Darwis, Batari, Salam, Kasmita, & Baharuddin, 2019; Fransiska, 2016). The quality of learning is greatly influenced by the pedagogical competence of teachers in managing students, so teachers need to be continuously nurtured and trained to improve their pedagogical competencies, one of which is education supervision.

Educational supervision is supervisory activities carried out by superiors to their subordinates by helping to improve their competence in developing quality learning processes. Supervision in the learning process is very important and influential in improving teacher pedagogical competence. Supervision must be done really to help and solve problems faced by the teacher (Altunay, Arlı, Öz, & Yalçinkaya, 2013).

According to Government Regulation Number 74 of 2008 concerning Teachers Article 54 paragraph 8 point d states that teachers appointed in the position of supervisor of the education unit carry out the task of mentoring and professional training of teachers and supervisory duties. The task of supervision in question is to carry out academic and managerial supervision

activities. This is in line with the Regulation of the Minister of Administrative Reform and Bureaucracy Utilization Number 14 of 2016 concerning Amendments to the Regulation of the Minister of Administrative Reform and Bureaucracy Utilization Number 21 of 2010 concerning the Functional Position of School Supervisors and Credit Figures Chapter II Article 5 stating that the main tasks The school supervisor is carrying out academic and managerial supervisory duties in the education unit which includes the preparation of supervision programs, implementation of guidance, monitoring, implementation of eight national standards of education, assessment and guidance and professional training of teachers, evaluation of the results of the supervision program implementation.

With the existing legal basis, supervision must be carried out based on the issuance of these regulations and carried out continuously so that teachers have good pedagogical competence in improving the quality and implementation of education. As in Law Number 20 of 2003 concerning the National Education System.

Based on the results of interviews with the principal at 237 Aletellue Elementary School in Soppeng District, the supervision carried out by the supervisor has gone well but still needs to be improved. The principal also urgently needs guidance from the supervisors of the target schools in improving the competencies of principals, teachers, other staff and students to be able to compete with other schools where he leads schools and teachers.

Based on the results of the above observations, it can be said that supervision is very important in improving the quality of the process of implementing education. Supervision if carried out continuously and continuously in accordance with the plan carried out by the principal and the school supervisor will improve the quality of the pedagogical competence of the teacher in managing students.

Supervised teachers are very helpful in improving their pedagogical competencies, namely managing students in the classroom including insights and understanding of the teacher towards students, developing curricula, arranging learning implementation plans, developing learning methods and strategies well, and being able to develop students' talents and interests.

## **METHOD**

This type of research is classified as quantitative research through ex post facto method with methodological (positivistic-quantitative) and scientific (pedagogical and psychological) approaches. Respondents in this study were all teachers at 237 Aletellue Elementary School in Soppeng Regency, totaling 13 people. Data collection techniques used were questionnaires and documentation, while the analysis technique used was descriptive statistics by testing hypotheses using correlation analysis and linear regression.

## **RESULT AND DISCUSSION**

### **Data Analysis Results**

Testing the hypothesis of the effect of the principal's supervision on the pedagogical competence of teachers in 237 Aletellue Soppeng Public Elementary School is carried out using

product moment correlation analysis and simple linear regression, then the determinant test to determine the effect of variable X (supervision of the principal) on Y (teacher's pedagogical competence).

Relationship, direction and level of relationship between variables X1 (supervision of the principal) with Y (pedagogical competence of teachers) at 237 Aletellue Elementary School in Soppeng Regency can be known using product moment correlation analysis. Calculations to obtain a correlation index number between variables X1 with variable Y. The results of the analysis, can be seen in table 1.

**Table 1.**  
**Relationship between Principal Supervision and Teacher Pedagogic Competence**  
**Correlations**

		Principal Supervision	Teacher's Pedagogic Competence
Principal Supervision	Pearson Correlation	1	.535
	Sig. (2-tailed)		.059
	N	13	13
Teacher's Pedagogic Competence	Pearson Correlation	.535	1
	Sig. (2-tailed)	.059	
	N	13	13

Based on the calculation and analysis, the product moment correlation value was obtained between the supervision of the principal and the teacher's pedagogical competence of 0.535. Subsequent analysis, using a simple linear regression analysis. This analysis is used to predict changes in the value of the variable Y (teacher's pedagogical competence) if the variable X1 (supervision of the principal) is manipulated or increased. The results of the analysis, can be seen in table 2.

**Table 2**  
**Output Results of the Simple Regression Model of Principal Supervision and Teacher Pedagogic Competence**

		Coefficients <sup>a</sup>		
Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	6.537	30.905	
	Principal Supervision	.790	.376	.535

a. Dependent Variable: Teacher's Pedagogic Competence

Based on the calculation and analysis, the regression equation is obtained, namely  $Y = 6.537 + 0.790X$ . then, the Determination test is presented in table 3.

**Table 3.**  
**Results of the Large Output Effect of Principal Supervision on Teacher Pedagogic Competencies**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.535 <sup>a</sup>	.286	.222	2.91760

a. Predictors: (Constant), Principal Supervision

Based on these calculations, it can be seen that the effect of school principals' supervision on teacher pedagogical competencies is 29%.

### Discussion

Based on the results of statistical analysis shows that the supervision of the principal in increasing pedagogical competence of the teacher obtaining a correlation coefficient ( $r$ ) is 0.621, while the coefficient of determination ( $r^2$ ) is 0.286. This shows that there is a strong influence between the supervision of the principal on the teacher's pedagogical competence and the contribution of the principal's supervision of teacher's pedagogical competence by 29%. These results, indicate that supervision of the principal has an influence that cannot be separated from one another.

The results of this study indicate that the school principal's efforts in supervising the teacher will influence the pedagogical competence factor of the teacher in conducting the learning process for students. So that the teacher's professionalism in carrying out basic tasks and functions will develop faster and be able to keep up with the times. This is in accordance with the opinions of experts who revealed that supervision carried out by the school will help teachers to develop innovation and creativity they have. So as to be able to compete and be efficient in order to improve the quality of education (Amanda, Salam, & Saggaf, 2017; Astuti, 2016, 2017; Da'i, 2009; Farida, 2017; Syamsiar, Saggaf, Salam, & Ihsan, 2018)

### CONCLUSION

Supervision of school principals has had a positive influence in order to improve the pedagogical competence of teachers at 237 Aletellue Elementary School in Soppeng Regency. This can be seen from every activity carried out by teachers who are able to improve creative and innovative competencies.

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