

## The Principal's Role as Supervisor to Develop Pedagogic Competence of the Elementary School's Teacher

Dea Mustika<sup>1\*</sup>, Nurhayati<sup>2</sup>, Zulhendri<sup>3</sup>, Rusdinal<sup>4</sup>, Nurhizrah Gistituati<sup>5</sup>  
<sup>1</sup>Universitas Islam Riau, <sup>2</sup>UIN Suska Riau, <sup>3</sup>Universitas Pahlawan Tuanku  
Tambusai, <sup>4,5</sup>Universitas Negeri Padang

**ABSTRACT:** This study aims to determine the role of school principals in the development of teacher pedagogic competencies in elementary schools. For the development of teacher pedagogic competence, this research refers to the academic supervision of teachers. This study used descriptive qualitative method. Data collection techniques through observation, interviews and documentation review. Testing the validity of the data using source triangulation and technical triangulation. Data analysis techniques include data collection, data reduction, data presentation and drawing conclusions. The conclusion of this study is that the principal acts as a supervisor in the development of teacher pedagogical competencies through the implementation of activities to review learning tools, monitor learning tools and choose supervision assessment instruments.

**Keywords:** Implementation, Principal, Pedagogic Competence

*Submitted: 03-05-2022; Revised: 12-05-2022; Accepted: 23-05-2022*

## **INTRODUCTION**

Nowadays, education can be seen from the benchmark for the success of learning. With the hope of improving education in learning organizing institutions through school leaders called school principals. The principal comes from two words, namely "Head" and "School". The word head can be interpreted as a chairman or leader in an organization or an institution, while a school is an institution where it is a place to receive and give lessons (Sidoarjo et al., 2016). In general, the principal can be said to be a leader in an institution who can receive and teach lessons. The principal is a person who plays an important role in improving the quality and quality of a school (Yahdiyani et al., 2020). Principal leadership is the ability to mobilize existing resources in the school and use them in the best way to achieve the desired goals.

The principal determines the success or failure of a school in achieving the goals of its educational plan. Thus, the education system must be developed in accordance with developments occurring at the local, national and global levels. One of the important components of the education system is the teacher, because the teacher is the component of education that is in direct contact with students. Good or bad the results of a learning process are largely determined by the teacher's ability to manage the learning process.

The learning process will run well when a teacher is responsible for his duties, a teacher must also have a number of competencies to master the knowledge, attitudes, and skills related to his field and duties. Teachers as professional educators are required to be able to develop knowledge (Mustika & Ain, 2020). It is the teacher who acts as a planner, implementer, assessor and developer of the actual curriculum (Rusnawati, 2015). Competencies that must be possessed by a teacher are pedagogic competence, personality competence, social competence, and professional competence. Pedagogic competence is related to the teacher's ability to manage learning, personality competence reflects a stable, mature, noble, wise, and authoritative personality and is a role model for students. Social competence is related to the ability to communicate and interact between individuals in public life. And professional competence is related to the teacher's ability to master learning materials and areas of expertise (Khasanati & Mustika, 2021). Teachers who have all these competencies are teachers who are ready to educate the nation's children who are ready to carry out their duties and responsibilities at the school/madrasa where they work. In this case, the researcher focuses the study on the development of pedagogic competence.

Pedagogic competence is a kind of ability related to student understanding and educational learning managers and is open (Sudarman, 2018). Pedagogic competence is the ability of teachers to manage student learning (Asari et al., 2018). This must be able to be realized by every teacher to educate the nation's life (Kurniawan & Astuti, 2017). The pedagogical competence of teachers in the regulation of the minister of national education 16 of 2007 describes pedagogic competence as follows: (1) Mastering the characteristics of students from the physical, moral, social, cultural, emotional, and intellectual aspects; (2) Mastering learning theory and educational learning principles; (3) Utilizing information and communication technology for learning purposes; (4) Facilitating the development of the potential of students to actualize their various potentials; (5) Communicate effectively, empathically,

and politely with students; (6) Conducting assessments and evaluations for the benefit of learning; and (7) Utilizing the results of the assessment and evaluation for learning purposes; (8) Take reflective action to improve the quality of learning.

At this case, a teacher needs assistance in the form of planned guidance from a supervisor. The supervisor of a school is the school supervisor, principal, and other supervisors. Considering one of the principal's roles as supervisors, it is the principal's duty to carry out supervision of teachers in schools. Supervision is a coaching activity for teachers and education staff with certain techniques to create the effectiveness of teacher performance in carrying out their duties (Griffiths et al., 2021). Educational supervision is the provision of services and assistance to improve the quality of education (Haris et al., 2018; Suryani, 2015). Supervision aims to provide services and assistance to improve the quality of teaching and learning in the classroom and produce the quality of student learning (Lazwardi, 2016). To find out the extent to which teachers are able to carry out learning on a regular basis, the principal must carry out supervision activities in one way, namely class visits to observe the learning process directly, especially in the selection and use of methods, the media used and the involvement of students in the learning process (Hasan, 2010). 2016).

This supervision activity can find out the weaknesses and strengths of a teacher in implementing PBM (teaching and learning process), and the level of mastery of the competence of the teacher concerned. Furthermore, the role of the principal as a supervisor is required to provide solutions, guidance and certain follow-ups so that teachers can correct existing deficiencies and maintain their superiority in carrying out learning. Therefore, the principal has a strategic role to improve the quality of education in the institution he leads.

Based on the initial interview with the principal of SDN 86 Pekanbaru, information was obtained that the school had carried out supervision to develop the pedagogic competence of teachers. However, there are still problems that arise, including: First, some teachers still have not maximized the application of learning methods, and only focus on one method such as the lecture method so that the learning process becomes passive and boring. Second, the teacher's lack of ability to understand how students learn so that it affects the lack of knowledge about the needs of students to be able to understand the material presented. Third, some teachers still have not completed the learning tools, one of which is the syllabus and lesson plan (RPP) when carrying out learning.

The same thing was also expressed by (Bano, 2018) regarding teacher activities in carrying out their duties as follows: 1) teachers often do not do academic administration (lesson plan is made by copying other people's property, assessment administration and learning journals have not been well documented; 2) most of the teachers still apply conventional learning with the lecture method, question and answer, assignment; 3) the teacher's interest and motivation in innovation is still low, this is indicated by the attitude of the teacher who tends to be apathetic with various updates, and feels comfortable with his routine conditions; 4) in carrying out learning the teacher rarely uses the media, so that learning tends to lead students only to imagine what is being learned (lesson learning is real/less); 5) the teacher often leaves the class during teaching hours and is not present on time during teaching hours. With the same problem, the principal's role is needed in improving teacher pedagogic

competence.

(Hakim, 2015; Mirzagitova & Akhmetov, 2015) in his research explained that pedagogical competence is the main competence that must be possessed by teachers apart from communication, culture, information, and intellectuals. The formation of pedagogic competence alone is not enough, so it must be added with an evaluation from school leaders. Evaluations carried out by school leaders will be able to train the pedagogical competence of teachers and prospective teachers. (Alias et al., 2015; Kaya et al., 2014; Smylie, 2014) also stated that it is necessary to carry out continuous evaluation and supervision for teachers if they want to improve or improve the quality of schools. The misalignment between evaluation and supervision can affect the understanding of teaching tasks and the improvement of the learning and learning process. In addition, teachers also need to be given the opportunity to improve teaching practices outside of evaluation and supervision activities.

Based on the explanation above, the formulation of the problem in this study is "How is the implementation of the principal's role in developing teacher pedagogic competencies in elementary school?". With the aim of research to determine the implementation of the principal's role in the development of teacher pedagogic competencies in elementary schools.

## **THEORETICAL REVIEW**

### *Principal as Supervisor*

Schools are part of a social system in the form of work organizations that accommodate a number of people working together to achieve certain goals. The principal is the person who is responsible for managing and developing the various potentials of the community and parents in order to realize the vision, mission and goals of the school (Said, 2018). The principal plays an important role in improving the quality and quality of a school. The principal must be willing to accept opinions and suggestions from subordinates so that every idea from each member can be accepted and realized (A & Mustika, 2021).

The principal has duties and responsibilities that are directly related to the learning process in schools. The tasks that must be carried out by the principal include (1) raising the trust and loyalty of subordinates; (2) communicating ideas to others; (3) influencing others; and (4) coordinating a number of activities. The principal is an important foundation of strength in the management of education. The principal must treat his subordinates well and be able to provide suggestions for improvements needed by teachers, staff and students (Sholeh, 2017). Principals who always motivate will be able to arouse the enthusiasm of teachers, staff and students so that they can together achieve the goals that have been set. The principal has a role to improve the quality of education, such roles include (1) educator; (2) managers; (3) administrators; (4) supervisors; (5) leaders; (6) innovator; (7) motivator (Julaiha, 2019). The principal must show a responsible attitude towards all actions taken by subordinates. As a supervisor, the principal must monitor, foster, and improve the learning process in schools (A & Mustika, 2021). In addition, as supervisors, principals are also required to be able to observe, identify things that are true, not true and not true with the intention of being right for the

purpose of providing guidance.

### *Pedagogic Competence*

Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers, states that a teacher is a professional educator whose main task is to educate, guide, teach, assess, train, and evaluate students starting from early childhood education, basic education, secondary education and formal education. In addition, in article 8, it is explained that teacher competencies include personality competencies, pedagogical competencies, social competencies, and professional competencies that will be obtained when participating in professional education (Center, 2005).

Competence is an attribute to put human resources that have good and superior quality. These attributes include skills, knowledge, and expertise or certain characteristics. Pedagogic competence is the ability of a teacher to understand students, design and implement learning, develop students, and evaluate student learning outcomes to actualize their potential (Mirzagitova & Akhmetov, 2015; Nur, A., 2014).

## **METHODOLOGY**

The research method used is descriptive qualitative. This research was conducted based on the theme and object of research and observation of existing facts. In this study, the researcher is the main data collector, meaning that the research cannot be represented. Therefore, research is combined with research topics to obtain in-depth information.

In this study the data used are primary data and secondary data. Primary data is data that researchers get through interviews, observations and documentation regarding the role of school principals in the development of pedagogic competencies. Meanwhile, secondary data in this study is in the form of supporting data including supervision schedules, supervision implementation books, as well as relevant references and studies. The data source involved 1 principal and 2 teachers at SDN 86 Pekanbaru. The criteria for the sample data source are teachers who have participated in supervision activities.

Data collection techniques include interviews with instruments in the form of interview guidelines, observations with instruments in the form of observation sheets and documentation. The validity of the research data was tested using source triangulation and technical triangulation. Data were obtained through interviews, observations and documentation obtained from school principals and teachers as well as documents so as to obtain reliable data. Data analysis techniques include research data collection, data reduction, data presentation and drawing conclusions.

## **RESULTS**

From the results of interviews with the principal, information was obtained that the academic supervision activities carried out by the principal were in the form of studying learning tools, which had been made by the teacher, starting from the annual program, semester program, syllabus, lesson plans, educational calendar, learning schedule and so on. Monitoring learning tools, especially in lesson plans and selecting academic supervision assessment

instruments. Learning tools seen from are such as annual programs, semester programs, weekly limits, syllabus, lesson plans. The class administration includes student attendance lists, student picket schedules, class plans, class inventory lists, books, student achievement notes, and grade recap books.

After conducting an administrative check, the principal continued with class visits and class observations. Regular class visits are carried out every week or every 2 weeks. This is done to monitor all forms of activities carried out by teachers in teaching and learning activities. The principal brings a supervisory assessment instrument to carry out the assessment activities. The principal sees the compatibility between the lesson plans and the learning activities carried out by the teacher. If there are problems in implementing, the principal provides solutions, direction and reinforcement for teachers to further develop their pedagogical competencies at performance meetings.

The principal also observes and records student behavior in class as well as teacher and student interactions. This is evidenced by the existence of documents from teachers in the form of lesson plans and the results of observations of academic supervision. The implementation schedule is carried out according to schedule and some are carried out outside the schedule or are not known by the teachers. The goal is that teachers must be ready at any time to be assessed and evaluated without prior planning. Supervision schedule is carried out every week or every 2 weeks.

## **DISCUSSION**

In the language of implementation means implementation, application. In general, implementation is the action or execution of a plan that has been carefully, carefully and in detail (Nilahatun, 2019). Implementation activities are supervisors providing guidance activities to teachers so that they are carried out effectively and their implementation must be carried out according to a predetermined plan and there must be follow-up to observe the process and results of supervision (Larasati, 2019; Simangunsong & Mustika, 2022). The benefits of implementing supervision can provide changes in teaching and learning activities from the previous one. The implementation of supervision begins with checking the completeness of the administration of learning devices that have been prepared by the teacher before the learning process.

(Dwikurnaningsih, 2018; Mutohar & Trisnantari, 2020) stated that the implementation of supervision includes checking the completeness of learning tools. The learning tools that have been made by the teacher are checked and assessed through instruments, observing the learning process carried out by the teacher and filling out the learning implementation instruments as well as observing how the teacher conducts learning assessments. In addition (Hasan, 2016; Hvidston et al., 2016) suggested that the supervision carried out by the principal aims to shape and improve the ability of teachers in the teaching and learning process. Supervision can help improve professional abilities so that teachers can complete their duties and responsibilities well and create comfortable and enjoyable learning conditions.

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on interviews, observations and documentation that have been carried out, it can be concluded that the principal has carried out his role as a

supervisor who is responsible for guiding, supervising, and evaluating teachers for the development of teacher pedagogic competencies by conducting academic supervision through the implementation process by carrying out activities reviewing learning tools carried out. before carrying out learning activities. Meanwhile, monitoring of learning devices is carried out during learning activities in order to see the suitability of the lesson plans with learning activities. Choose a supervisory assessment instrument in accordance with the ongoing activity. Although it is undeniable that there are still teachers who do not comply with the RPP given to the principal. It is suggested that further researchers can develop this research further by examining the role of other school principals to determine the role of school principals in the pedagogic competence of teachers so as to obtain better research results.

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