



**THE INFLUENCE OF ACADEMIC SUPERVISION BY THE
PRINCIPAL AND TRAINING ON THE PEDAGOGICAL
COMPETENCE OF TEACHERS AT MADRASAH
TSANAWIYAH NURUL HUDA SOUTH JAKARTA**

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ABSTRACT

The purpose of this study was to determine the influence of academic supervision and training on pedagogical competence of teachers at Madrasah Tsanawiyah Nurul Huda. The research method used in this study uses a quantitative approach. The population is 41 people. The sampling technique uses saturated samples so that the number of samples in this study is 44 respondents. The data analysis technique uses simple linear regression. The results of the study show that there is a positive and significant effect of the effect of organizational culture on the employee performance at Bungong Jaroe Playground and Restaurant. This is evidenced by the F -count value $> F$ -table, which is $27.951 > 3.24$. The probability value (significance) $= 0.000$ is below 0.050 .

Keywords: academic supervision, training, pedagogical competence.

I. INTRODUCTION

A. Research Background

In the world of education, teachers play a very important role in improving the quality of human resources of their students. Teachers are the spearheads in determining the success of education because teachers are professional workers who have a role in improving the cognitive, psychomotor and affective aspects of students who will later be useful for the nation and state. Professional teachers are people who meet the competency requirements for the duties of the educational profession. As an educator, every teacher must have four types of competencies in order to carry out their main tasks and functions properly and correctly. One of the four competencies is pedagogical competency. This pedagogical competency is generally the teacher's ability to understand students and the ability to manage learning.

Regarding the pedagogical competency of teachers, it is explained in the Government Regulation of the Republic of Indonesia Number 74 of 2008 that: Pedagogical competency as referred to in paragraph (2) is the teacher's ability to manage student learning which at least includes: a. understanding of educational insight or foundation; b. understanding of students; c. curriculum or syllabus development; d. learning design; e. implementation of educational and dialogic learning; f. utilization of learning technology; g. evaluation of learning outcomes; and h. development of students to actualize their own. Various potentials that teacher quality in this case is pedagogical ability must be above average and should not be considered simple. This quality includes three things, namely aspects (a) logic as cognitive development includes abilities regarding the environment, consisting of six types arranged hierarchically from simple to complex, namely knowledge, understanding, application, analysis, synthesis, and assessment; (b) ethics as an affective developer includes emotional abilities in experiencing and experiencing something includes five types of emotional abilities arranged hierarchically, namely patience, participation, appreciation of values, organization of values, and self-characteristics; (c) aesthetics as a psychomotor developer, namely motor skills to activate and coordinate movements. Basically, teacher competence is as a teacher, mentor, and as a class administrator. Regarding the mastery of pedagogical competence, there are 7 aspects that can be assessed, namely aspects of mastering student characteristics, mastering learning theories and principles of educational learning, curriculum development, educational learning activities, developing student potential, communication with students, assessment and evaluation.

However, related to the pedagogical competence possessed by teachers, there are things that are quite concerning and need to be studied for improvement. Although on average nationally, teachers' pedagogical scores are below the Minimum Competency Standards set by the government, there are several regions where the average UKG scores are above or exceed the Minimum Competency Standards. There are several factors that influence the low UKG scores, namely the qualification of a teacher's education diploma, teacher pedagogical competence, teacher professional competence, and facilitation in UKG. Therefore, a concrete effort is needed to improve and enhance various aspects that cause low UKG scores, one of which is improving teacher pedagogical competence. Pedagogical competence is the ability to

manage learning based on student character, by developing learning methods and strategies so that the potential of students can develop well.

Pedagogical competence has aspects, namely: learning management, development of learning strategies, continuous self-development, and utilization and reflection on work results. Teacher pedagogical competence is a very important competence that teachers must have, this competence has a very large role in the success of student learning objectives, where teacher pedagogical competence is closely related to student learning outcomes. In general, teacher pedagogical competence is influenced by external and internal factors. The external and internal factors that influence teacher pedagogical competence are education level, teaching experience, training experience, motivation, facilities and infrastructure, and principal supervision.

The principal has a managerial function, namely as an educator, manager, administrator, supervisor, leader, innovator, motivator. As a supervisor, the principal is required to have the ability to manage programs to improve the quality of education in schools. Therefore, the principal should be able to carry out supervision activities properly in accordance with Permendiknas No. 13 of 2007 concerning the Standards of School Principals/ Madrasah Principals states that the principal has the task of planning an academic supervision program in the context of teacher professionalism, implementing academic supervision of teachers using appropriate supervision approaches and techniques, and following up on the results of academic supervision of teachers in order to improve teacher professionalism. The implementation of supervision is not intended to find mistakes in teachers, but rather more in the form of coaching and improvement so that teachers can improve the quality of their performance. Follow-up on the findings of this supervision is prioritized for those who have obstacles in carrying out their duties, both in terms of limitations and management of their learning knowledge in the classroom.

The principal as the direct leader of the school, of course, is very aware of the actual situation and conditions of the school. In addition, the principal also knows the weaknesses and strengths of the teachers. Therefore, the principal has an obligation to supervise the teachers in his school without exception.

Principal supervision is very important to improve and enhance teacher teaching performance. A principal must truly understand and carry out the function of supervision correctly and appropriately in the school he leads. The functions of educational supervision are: according to (1) research function, (2) assessment function, (3) improvement function, and (4) development function. In carrying out teaching and learning activities, each teacher should be supervised periodically by the principal. In carrying out the supervision program, the principal can be assisted by senior teachers or teachers who have a higher rank/group. The implementation of supervision is influenced by several things, including the condition of teachers and employees, such as teacher absence due to external and internal factors, can cause the implementation of

supervision to be disrupted. The teacher's ability to manage learning depends on motivation, qualifications, experience, training, talent and other factors.

Teacher competence also depends on their training. Teachers must continue to learn, participate in scientific activities such as training, seminars, workshops to broaden their horizons, improve their experience and apply them in teaching and learning activities carried out by teachers. In other words, teachers' pedagogical competence can be improved through training. Training is used to address the low ability of teachers. Training programs must be provided based on needs. This means that the type of training programmed must be in accordance with the types of abilities that are still low. Training will run optimally if it is designed according to the right needs, methods and time. Training is very suitable for teachers who have high potential but are still weak in their knowledge and skills. Training can have an impact on teacher professionalism in teaching.

In the era of industry 4.0, the implementation of training is expected to be technology-based so that in its application teachers are able to apply the technology in the learning process. This will certainly have an impact on improving the quality of teachers in teaching. Today, countries in various parts of the world are starting to renew their education systems by organizing various effective and efficient training with the aim of improving the quality of teachers to a higher level. This training includes various activities that must be followed by teachers during a certain period, as part of teacher competency development, so it can be interpreted that training has an important influence and role in improving the quality of teachers in teaching. The material presented in the training is able to expand knowledge and improve teacher skills in managing learning. The ability to manage learning includes: 1) mastering student characteristics, 2) mastering learning theories and learning principles, 3) curriculum development, 4) educational learning activities, 5) mastery of information and communication technology (ICT), 6) development of student potential, 7) communication with students and 8) assessment and evaluation. The government should try to improve teacher competency gradually, either through training, continuing education to a higher level, or by encouraging various workshops and seminars at the central level or in each region. Teacher development activities are an inseparable part of every effort to improve the quality of learning.

Based on the problems explained above, the author is interested in conducting a study entitled "**The influence of academic supervision by the principal and training on the pedagogical competence of teachers at Madrasah Tsanawiyah Nurul Huda South Jakarta**".

B. Problem Formulation

Based on the background of the problem that has been explained, the formulation of the problem for this research, namely:

1. Is there any influence of academic supervision by the principal on the pedagogical competence of teachers at Madrasah Tsanawiyah Nurul Huda South Jakarta?
2. Is there any influence of training on the pedagogical competence of teachers at Madrasah Tsanawiyah Nurul Huda South Jakarta?
3. Is there any influence of academic supervision by the principal and training on the pedagogical competence of teachers at Madrasah Tsanawiyah Nurul Huda South Jakarta?

C. Research Objectives

1. To determine the influence of academic supervision by the principal on the pedagogical competence of teachers at Madrasah Tsanawiyah Nurul Huda South Jakarta.
2. To determine the influence of training on the pedagogical competence of teachers at Madrasah Tsanawiyah Nurul Huda South Jakarta.
3. To determine the influence of academic supervision by the principal and training on the pedagogical competence of teachers at Madrasah Tsanawiyah Nurul Huda South Jakarta.

II. LITERATURE REVIEW

A. Supervision

In essence, supervision is professional assistance and guidance for teachers in carrying out instructional tasks to improve learning and teaching by continuously stimulating, coordinating, and guiding to improve the growth of individual and group teacher positions (Raberi et al., 2020). Educational supervision can also be interpreted as an activity of the guidance process from superiors to teachers and school personnel who directly handle student learning, to improve the teaching and learning situation so that students can learn effectively and efficiently with increasing learning achievements and quality (Purwanto, 2021).

The purpose of supervision can be divided into several aspects, namely coaching, supervision, motivation, monitoring carried out to improve and develop capacity and professionalism as a teacher (Fitriyanti et al., 2022).

Based on the opinions of these experts, it can be concluded that principal supervision is a process of supervision and guidance carried out by the principal towards teachers and staff at school. The purpose of this supervision is to improve the quality of learning, develop teacher professionalism, and create a better learning environment for students. Through effective supervision, the principal can ensure that all aspects of the school run well and achieve the desired educational goals.

B. Training

Training is an activity to improve the abilities, skills, knowledge and changes in attitudes of individuals in a company so that they can carry out their duties better, in other words, every employee needs training to improve their performance (Ridwan, 2023). Training is a human resource development program that is implemented in a planned manner and carried out in a relatively short time with the aim of increasing knowledge, abilities, skills, and improving a person's attitude and responsibility in carrying out their work (Kultsum, 2023).

According to Ramdhan & Pasaribu (2022), training is all activities to provide, obtain, improve and develop work competencies, productivity, discipline, attitudes and work ethic at a certain level of skills and expertise according to the level and qualifications of the job.

Based on the opinions of the experts above, it can generally be concluded that training is a learning process designed to improve a person's skills, knowledge, or abilities in a particular field. Training objectives can vary, from professional development, improving work performance, to preparation for new tasks or roles.

C. Pedagogical Competence

Pedagogical competence is a teacher's competence related to the ability to understand students and deliver learning according to these characteristics appropriately (Putra et al., 2023).

According to Akbar (2021), pedagogical competence is the ability related to students' understanding and management of educational and dialogical learning. Pedagogical competence is the competence related to mastery of teaching and learning theories and principles of educational learning. According to Mulyasa (2021), pedagogical competence is the ability that teachers must have in understanding the characteristics of students from physical, moral, social, cultural, emotional and intellectual aspects, mastering learning theories and principles of educational learning, mastering the curriculum related to the subjects/development areas taught, organizing educational learning, utilizing information and communication technology for learning purposes, facilitating the development of potential, communicating effectively, empirically, and politely with students, conducting assessments and evaluations for learning purposes, taking reflective actions to improve the quality of learning.

Based on the above, it can be concluded that pedagogical competence is the ability possessed by an educator to design, implement, and evaluate the learning process effectively. This includes the knowledge, skills, and attitudes needed to manage learning and create an environment that supports students. This competence is very important for teachers to be able to meet students' learning needs effectively.

III. RESEARCH METHODOLOGY

A. Research Scope

This research was conducted at Madrasah Tsanawiyah Nurul Huda located at Jl. Taman Margasatwa Raya Blok Gotong Royong 2 No.4 5, RT.5/RW.1 12540 DKI Jakarta. The research method is quantitative descriptive, namely a research method that describes the conditions and phenomena that occur in the research object at the time the research is conducted and then analyzed in depth, systematically and logically.

B. Population and Sample

Population is used to refer to a group or cluster of objects that are the target of research. Therefore, the population is the entirety of research objects which can be humans, animals, events and so on, so that these objects can be sources of research data. Population according to Sugiyono & Lestari (2021) states that "Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics. determined by researchers to be studied and then conclusions drawn". Samples are an inseparable part of the population. And the sample in this case must be able to represent the characteristics of the entire population. In other words, population and sample are two things that are interrelated and inseparable (Ramdhan, 2021). The sample determined by the author is 41 respondents.

C. Research Type

This research was conducted using quantitative descriptive statistical research methods. This research is intended to describe or depict existing phenomena, both natural and human-engineered. Quantitative Descriptive Research describes its study using a measure of quantity, or frequency (Sukmadinata, 2019).

IV. RESEARCH RESULT

A. The Influence of Academic Supervision on Pedagogical Competence

1. Correlation Coefficient Test

Table 1
Correlation Coefficient Test
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.583 ^a	.340	.323	4.795

a. Predictors: (Constant), supervision

b. Dependent Variable: competence

Source: SPSS Data Processing version 22, 2024.

The correlation coefficient is a value that measures the significance, direction, and intensity of the relationship between two variables. The goal is to obtain patterns and the closeness or strength of the relationship between two or more variables.

Based on the table above, the R (correlation coefficient) figure is 0.583. This shows that there is a sufficient or moderate relationship between academic supervision and pedagogical competence.

2. Determination Coefficient Test

The determination coefficient test (R^2) is carried out to determine and predict how large or important the contribution of influence given by the independent variables together is to the dependent variable.

Based on table 1, the R^2 (R Square) value is 0.340. This shows that 34% of academic supervision has a contribution to influence on teachers pedagogical competence, while the remaining 66% is influenced by other variables not examined in this study.

3. Hypotesis Test

Table 2
Linear Regression Test
Coefficients^a

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	22.182	3.590		6.179	.000
training	.423	.095	.583	4.478	.000

a. Dependent Variable: competence

Source: SPSS Data Processing version 22, 2024.

The T-test is a statistical test used to test the truth or falsity of a hypothesis which states that there is no significant difference between two sample means taken randomly from the same population.

Based on the table above, the simple linear regression equation is as follows: $Y = 22.182 + 0.423 X$. The hypothesis in this study was tested using the t-test. If we look at the results of the table above, the t-count value for the academic supervision variable (X_1) on teachers pedagogical competence (Y) is 4.478, while the t-table value for $n = 41$ is 2.024. So because the t-count value $>$ t-table, which is $4.478 > 2.024$. The probability value (significance) = 0.000 is below 0.050, thus H_a is accepted, it can be concluded that there is a positive and significant influence of the academic supervision variable (X_1) on teachers pedagogical competence (Y).

B. The Influence of Training on Pedagogical Competence

1. Correlation Coefficient Test

Table 3
Correlation Coefficient Test
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.770 ^a	.593	.583	3.762

a. Predictors: (Constant), training

b. Dependent Variable: competence

Source: SPSS Data Processing version 22, 2024.

The correlation coefficient is a value that measures the significance, direction, and intensity of the relationship between two variables. The goal is to obtain

patterns and the closeness or strength of the relationship between two or more variables.

Based on the table above, the R (correlation coefficient) figure is 0.770. This shows that there is a strong relationship between training and pedagogical competence.

2. Determination Coefficient Test

The determination coefficient test (R^2) is carried out to determine and predict how large or important the contribution of influence given by the independent variables together is to the dependent variable.

Based on table 3, the R^2 (R Square) value is 0.593. This shows that 59.3% of training has a contribution to influence on teachers pedadodic competence, while the remaining 40.7% is influenced by other variables not examined in this study.

3. Hypotesis Test

Table 4
Linear Regression Test
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	15.921	2.973		5.356	.000
training	.600	.080	.770	7.544	.000

a. Dependent Variable: competence

Source: SPSS Data Processing version 22, 2024.

The T-test is a statistical test used to test the truth or falsity of a hypothesis which states that there is no significant difference between two sample means taken randomly from the same population.

Based on the table above, the simple linear regression equation is as follows: $Y = 15.921 + 0.600 X_2$. The hypothesis in this study was tested using the t-test. If we look at the results of the table above, the t-count value for the training variable (X_2) on teachers pedagogical competence (Y) is 7.544, while the t-table value for $n = 41$ is 2.024. So because the t-count value $>$ t-table, which is $7.544 > 2.024$. The probability value (significance) = 0.000 is below 0.050, thus H_a is accepted, it can be concluded that there is a positive and significant influence of the training variable (X_2) on teachers pedagogical competence (Y).

C. The Influence of Academic Supervision and Training on Pedagogical Competence

1. Correlation Coefficient Test

Table 5
Correlation Coefficient Test
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.772 ^a	.595	.574	3.742

a. Predictors: (Constant), training, supervision

b. Dependent Variable: competence

Source: SPSS Data Processing version 22, 2024.

The correlation coefficient is a value that measures the significance, direction, and intensity of the relationship between two variables. The goal is to obtain patterns and the closeness or strength of the relationship between two or more variables.

Based on the table above, the R (correlation coefficient) figure is 0.772. This shows that there is a strong relationship between academic supervision and training on teachers pedagogical competence.

2. Determination Coefficient Test

The determination coefficient test (R^2) is carried out to determine and predict how large or important the contribution of influence given by the independent variables together is to the dependent variable.

Based on table 5, the R^2 (R Square) value is 0.595. This shows that 59.5% of academic supervision and training has a contribution to influence on teachers pedagogical competence, while the remaining 40.5% is influenced by other variables not examined in this study.

3. Hypotesis Test

Table 6
F Test
ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	782.917	2	391.459	27.951	.000 ^b
Residual	532.205	38	14.005		
Total	1315.122	40			

a. Dependent Variable: competence

b. Predictors: (Constant), training, supervision

Source: SPSS Data Processing version 22, 2024.

The hypothesis in this study was tested using the F-test. If we look at the results of the table above, the F-count value for the academic supervision (X_1) and training variable (X_2) on teachers pedagogical competence (Y) is 27.951, while the F-table value for $n = 41$ is 3.24. So because the F-count value $>$ F-table, which is $27.951 > 3.24$. The probability value (significance) = 0.000 is below 0.050, thus H_a is accepted, it can be concluded that there is a positive and significant influence of the academic competence (X_1) and training variable (X_2) on teachers pedagogical competence (Y).

V. CLOSURE

A. Conclusion

Based on the results of the research and data analysis conducted in this study, the authors conclude as :

1. There is a positive and significant effect of the academic supervision variable on pedagogical competence. This is because the t-count value $>$ t-table, which is

4.478 > 2.024. The probability value (significance) = 0.000 is below 0.050, thus H_a is accepted, it can be concluded that there is a positive and significant influence of the academic supervision variable (X1) on teachers pedagogical competence (Y) of teachers at Madrasah Tsanawiyah Nurul Huda South Jakarta.

2. There is a positive and significant effect of the training variable on pedagogical competence. This is because the t-count value > t-table, which is 7.544 > 2.024. The probability value (significance) = 0.000 is below 0.050, thus H_a is accepted, it can be concluded that there is a positive and significant influence of the training variable (X2) on teachers pedagogical competence (Y) of teachers at Madrasah Tsanawiyah Nurul Huda South Jakarta.
3. There is a positive and significant effect of the training variable on pedagogical competence. This is because the F-count value > F-table, which is 27.951 > 3.24. The probability value (significance) = 0.000 is below 0.050, thus H_a is accepted, it can be concluded that there is a positive and significant influence of the academic competence (X1) and training variable (X2) on teachers pedagogical competence (Y) at Madrasah Tsanawiyah Nurul Huda South Jakarta.

B. Suggestion

Based on the results of the analysis, the author provides several suggestions, namely as follows:

1. For the school

As explained by the researcher, the principals and vice principals of Madrasah Tsanawiyah Nurul Huda should review and pay attention to the principal's academic supervision, teacher training, and teacher tenure which have a significant effect on the teacher's pedagogical competence. To improve teacher pedagogical competence, effective and efficient supervision or training can be carried out without making teachers bored and uncomfortable. So that learning objectives and educational institution objectives can be achieved optimally. And for the teachers of Madrasah Tsanawiyah Nurul Huda to improve the ability of the four teacher competencies, especially pedagogical competence in carrying out their duties and responsibilities as teachers. All teachers must also always discipline themselves and adjust their duties to their responsibilities at school.

2. For further researchers

The suggestion for further researchers who are interested in researching the quality of learning can try with other variables to be studied, such as management and leadership, curriculum, learning facilities, learning environment, operational funds, teacher abilities. Then further researchers are expected to be able to study more sources or references related to the quality of learning so that the results of their research can be better and more complete.

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