Teacher Pedagogical Competence in the Framework of Academic Supervision Implementation at State Senior High School 1 Gubug

Ari Suci Pratiwi[1], Widya Kusumaningsih[2], Qristin Violinda[3]
[1]UPGRIS, Jawa Tengah, Indonesia, arisucipratiwi07@gmail.com
[2]UPGRIS, Jawa Tengah, Indonesia, widyakusumaningsih@upgris.ac.id
[3]UPGRIS, Jawa Tengah, Indonesia, qviolinda@upgris.ac.id

Corresponding Author: arisucipratiwi07@gmail.com[1]

Abstract: Pedagogical competence is a major factor in improving the quality of education, because it includes the ability to manage learning, understand students, and develop curriculum. One of the factors that contributes to improving teacher pedagogical competence is academic supervision. This study aims to 1) describe and analyze the application of academic supervision in improving teacher pedagogical competence at SMA Negeri 1 Gubug and 2) describe and analyze the implications of the application of academic supervision in improving teacher pedagogical competence at SMA Negeri 1 Gubug. Academic supervision is carried out through three stages, namely planning, implementation, and evaluation and follow-up. The approach used in this study is qualitative descriptive research. Data were collected through observation, interviews, and documentation involving the principal, teachers, and students as research subjects. The results of the study indicate that the application of academic supervision in improving teacher pedagogical competence includes increasing teacher ability to outline learning, master learning theories and principles of educational learning, develop curriculum/syllabus, organize educational learning, utilize Information and Communication Technology, evaluate the learning process and outcomes and develop student potential. With systematic academic supervision, improving teachers' pedagogical competence can take place effectively and sustainably.

Keyword: Academic Supervision, Teacher Pedagogical Competence

INTRODUCTION

Teachers are the key actors in learning where they have a very vital and fundamental role in guiding, directing, and educating in the learning process in order to produce a quality next generation of the nation (Ratri, Artharina and Soegeng, 2024). Teachers are responsible for providing knowledge, guidance, and skills training in an integrated manner to students so that they develop into individuals who are fully educated (Antina et al., 2020). Teachers are the determinants of the success of education through their performance and competence. Teacher competence plays an important role in the world of education because it is the main

foundation in realizing quality education. Therefore, quality education can only be achieved if teachers have high and professional competence (Cahyana & Agustin, 2024).

One of the competencies that must be possessed is pedagogical competence. This competence is very important for teachers in carrying out their duties as professional educators. Pedagogical competence reflects the teacher's ability to manage learning (Sumiarsih, 2015; Syarifuddin, 2020). Pedagogical competence is a mandatory component of the competency system required by a teacher (Sergeeva et al., 2020: 528-532). Teachers who have good pedagogical competence will always prepare learning thoroughly before teaching, so that teaching and learning activities can take place more effectively and meaningfully (Nuralan, 2020). Pedagogical competence is a teacher's ability related to managing students which includes understanding the foundations of education, understanding students, developing curriculum/syllabus, designing learning, implementing learning, evaluating learning outcomes, and developing the potential of students (Sormin, 2016). Several factors that influence teachers' pedagogical competence, one of which is the principal's supervision (Widoyoko, 2020).

Supervision activities are needed to support the improvement of teachers' pedagogical competence, so that teachers can manage the learning process of students effectively (Haedar, 2022). Academic supervision is a series of activities designed by supervisors or principals to improve the effectiveness of learning management. This is done by assessing all aspects of learning and the tools used by teachers, so that they can develop professionally (Abdullah & Soegeng, 2020). Academic supervision aims to optimize teacher potential and encourage them to become learners who continue to develop in improving their quality as educators (Baga et al., 2024). Academic supervision also aims to assist teachers in developing their teaching skills in order to achieve learning goals optimally and improve the quality of education (Batkunde, 2022). The main focus of academic supervision is to improve the quality of learning which ultimately contributes to improving student achievement (Erpidawati et al., 2019). In addition, academic supervision also plays a role in developing teacher capacity in achieving learning goals that have been designed, increasing teaching knowledge and skills, and fostering commitment and motivation in carrying out their duties (Machali & Hidayat, 2016).

Academic supervision consists of three main stages, namely planning, implementation, and evaluation and follow-up (Sudiana, 2023). Effective academic supervision involves teachers, the supervision team, and the curriculum development team. The process begins with planning, where the supervisor socializes the supervision plan and prepares a technical schedule through teacher work meetings. In its implementation, the principal forms a supervision team and appoints a senior teacher as a companion. Evaluation and follow-up are carried out through coaching, providing feedback, and suggestions for improvement. The evaluation results are used by the curriculum development team to design IHT or training aimed at improving teacher competence based on supervision findings (Ernawati, Widyakusumaningsih & Ginting, 2024).

The process of academic supervision and development of teacher pedagogical competence requires the involvement of various stakeholders and effective strategies. Various studies have shown that academic supervision plays an important role in improving teacher competence. A study conducted at SMA Negeri 1 Parakansalak found that academic supervision provides benefits for teachers in gaining new insights, identifying their strengths and weaknesses in teaching, and supporting self-development in order to improve their knowledge and skills (Mitra et al, 2024). The principal's systematic approach to supervision, from planning, implementation, to follow-up, has a significant impact on improving teacher professionalism and student learning outcomes (Julianda et al., 2024). Academic supervision has various positive impacts, including increasing teacher understanding of learning theory, increasing skills in compiling and using learning tools, and teachers' ability to develop

curriculum more effectively. In addition, teachers are also increasingly proficient in integrating technology into the learning process. The positive impact of this supervision is not only felt by teachers, but also by students, who show developments in their potential and learning outcomes (Nasution et al., 2022).

The purpose of this study is to 1) describe and analyze the implementation of academic supervision in improving the pedagogical competence of teachers at SMA Negeri 1 Gubug, 2) describe and analyze the implications of the implementation of academic supervision in improving the pedagogical competence of teachers at SMA Negeri 1 Gubug.

METHOD

This study aims to describe and analyze the implementation of academic supervision in improving teacher pedagogical competence. The approach used in this study is qualitative research with descriptive methods, in which researchers explore in depth the experiences and practices of academic supervision applied. The results of the study are presented in the form of narrative descriptions that describe the behavior, experiences, and implications of the implementation of academic supervision on teacher competence. Data were collected through observation, interviews, and documentation involving principals, teachers, and students as research subjects. In qualitative research, researchers act as the main instrument tasked with determining data collection techniques, assessing data validity, interpreting findings, and drawing conclusions. The data analysis process is carried out systematically through the stages of data collection, data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

Implementation of Academic Supervision in Improving Teachers' Pedagogical Competence at SMA Negeri 1 Gubug

The results of the study on the application of academic supervision in improving the pedagogical competence of teachers at SMA Negeri 1 Gubug were carried out through three stages, namely the planning stage, the implementation stage, and the evaluation and follow-up stage of academic supervision.

1. Academic Supervision Planning

Academic supervision planning at SMA Negeri 1 Gubug begins with the preparation of a supervision program that is carried out periodically at the beginning of the school year and evaluated every semester. The supervision team, consisting of the principal and several related parties, is responsible for preparing the program based on the results of the previous supervision evaluation and analysis of the education report card. The supervision program covers various aspects, but its preparation only involves the supervision team without direct involvement from all teachers, and is still integrated with the principal's managerial supervision. Academic supervision instruments, including pre-observation, observation, and post-observation, are developed based on teacher needs analysis through interviews and observations. The academic supervision program and instruments are prepared by the academic supervision team and then socialized through task division meetings, initial briefings, and communication media such as WhatsApp and bulletin boards. In academic supervision planning, the determination of methods and techniques is adjusted to the needs of teachers and aims to improve the quality of learning. Supervision is scheduled systematically by including important information, but the time for pre-observation and post-observation remains flexible according to the agreement. Academic supervision is carried out twice a year, namely in October 2024 and March 2025, with the second semester schedule moved forward to February 2025 to avoid clashing with the Final Summative Assessment schedule for grade XII. Planning in the evaluation of academic supervision is carried out through teacher reflection on strengths, weaknesses, and challenges in learning. Evaluation indicators cover

various aspects, such as the preparation of teaching modules, classroom management, use of technology, and assessment. The evaluation criteria for academic supervision at SMA Negeri 1 Gubug are arranged in more detail compared to the rubric for observing performance practices in the application of the teacher and education personnel community space (Ruang GTK).

Based on the research results, the supervision planning process at the South Aceh Education Office consists of four steps, namely holding a joint coordination meeting, determining objects, creating instruments and distributing supervision tasks according to school needs (Sapwan et al. 2025). The results of this study are reinforced by the results of other studies which show that academic supervision planning at SMK Ma'arif NU Pecalungan is made at the beginning of each semester by considering school conditions and resources to be more applicable (Jabar, Miyono & Rasiman, 2024). This is in line with other studies which emphasize the importance of coordination meetings in preparing academic supervision plans so that they are more focused and in line with teacher needs (Ernawati, Kusumangingsih, & Ginting, 2024). Academic supervision can improve teacher competence in preparing learning plans, preparing learning assessment administration and the learning process is carried out (Bano, 2018).

2. Implementation of Academic Supervision

The implementation of academic supervision at SMA Negeri 1 Gubug is carried out based on a pre-designed schedule without disrupting the learning process through three main stages, namely pre-observation, observation, and post-observation. Pre-observation begins with a review of learning administration, where the supervision team reviews documents such as teaching modules, syllabus, teaching journals, and assessment instruments to ensure their compliance with educational standards. In accordance with the results of the study, academic supervision includes an examination of learning administration devices to ensure their compliance with applicable educational standards (Santoso & Nusyirwan, 2019). This process is carried out through a pre-observation form that covers various important aspects, including the integration of character values in learning devices as part of the school's commitment to integrity. In addition, discussions regarding areas of self-development that teachers want to improve in a comfortable atmosphere so that teachers do not feel tense are also carried out by the supervision team. This is in line with the results of research that emphasizes the importance of building teacher trust in supervisors from an early stage (Ernawati, Kusumangersih & Ginting, 2024).

The implementation of academic supervision, the observation stage of academic supervision is scheduled twice a year, in reality it is carried out more often through visits by the principal to the class to ensure that learning is going well without notification to the teacher. Observations are carried out directly by assessing aspects such as teacher understanding of students, mastery of material, curriculum development, application of technology, and assessment or assessment. In line with the results of the study that the principal directly monitors the learning process in the classroom, both through scheduled and unannounced observations. This observation covers various aspects, such as teaching strategies, teacher and student interactions, student participation, and learning effectiveness (Saman & Hasanah, 2024). In addition, various methods, approaches, and supervision techniques are applied to increase its effectiveness including classroom observations, class visits, and individual interviews, while the supervision approach is collaborative with discussions between supervisors and teachers. Supervision techniques are applied individually or in groups through meetings, In House Training (IHT), and workshops. This is in accordance with previous research stating that this technique is not only individual, but also group. Efforts to improve teacher professionalism are carried out by mapping MGMP

(Subject Teacher Deliberation) groups and then holding seminars, training and workshops by inviting speakers/resource persons from supervisors (Fathurrahman, 2019).

In the post-observation stage, the supervisor evaluates the learning activities that have been carried out by the teacher. The evaluation is carried out on the same day or the next day so as not to interfere with the teacher's main tasks in the classroom. Overall, the results of this study show that the implementation of academic supervision which consists of three main stages of observation, pre-observation, and post-observation contributes significantly to improving teacher pedagogical competence. However, obstacles were found such as a sense of reluctance from the supervision team in assessing colleagues due to personal closeness factors.

3. Evaluation and Follow-up of Academic Supervision

Evaluation and follow-up of academic supervision carried out by the principal and supervisor team through coaching-based discussions. Evaluation of academic supervision begins with reflection on the learning process, where the supervisor provides feedback to the teacher regarding strengths, weaknesses, and improvement strategies that can be applied. In line with the research results, it states that evaluation and analysis of academic supervision include providing input or feedback and planning improvement steps to improve teacher performance in the learning process (Santoso & Nusyirwan, 2019). The academic supervision evaluation and follow-up program is in the form of individual meetings to discuss shortcomings during the learning process and find solutions, so that supervision is not felt as something foreign to teachers (Lutter & Sasongko, 2021).

As a follow-up, teachers who have met the standards are given appreciation, while those who have not met the standards receive guidance and the opportunity to take part in training to improve their competence. Theoretically, this statement is in line with the opinion of Sudiana (2023), who emphasized that follow-up academic supervision includes coaching through individual and group approaches, as well as improving academic supervision instruments carried out through group discussions on supervision methods. To support the development of pedagogical competence, teachers are given the opportunity to take part in various activities such as In House Training (IHT), workshops, and Subject Teacher Deliberations (MGMP). This is reinforced by the results of research which show that follow-up academic supervision is carried out with several motivational efforts to improve teacher pedagogical competence through IHT, PMM, KKG and Learning Communities (Ernawati, Kusumangingsih & Ginting, 2024). This activity aims to broaden teachers' insights and skills in teaching. In addition, sharing good practices in learning communities is also encouraged as part of improving teacher professionalism. In order for improvements to take place sustainably, supervisors and teachers together prepare a follow-up plan which is stated in the post-supervision instrument. This instrument serves as a guide in improving the effectiveness of teaching in the classroom. The entire academic supervision process is documented in the form of a report that covers various aspects, from pre-supervision, implementation, to post-supervision. This report contains the results of supervision, descriptions of the learning process, and teacher administration such as teaching modules and supervision instruments. Each supervisor prepares a separate report according to the results of his observations.

Implications of the Implementation of Academic Supervision in Improving Teachers' Pedagogical Competence at SMA Negeri 1 Gubug
1. Understanding Student Characteristics

Based on the results of interviews with teachers, this study shows that the design of systematic and continuous academic supervision contributes significantly to improving teachers' pedagogical competence. The implications of the implementation of academic supervision at SMA Negeri 1 Gubug can improve teachers' pedagogical competence,

especially in understanding the characteristics of students. Through academic supervision, teachers receive continuous guidance and evaluation in recognizing individual differences, both in terms of cognitive, emotional, social, and cultural background. Teachers stated that before preparing a learning plan, they must conduct diagnostic assessments such as distributing learning style questionnaires, analyzing student needs or simply observing student abilities, so that teachers are better able to understand the characteristics of students, allowing teachers to design learning strategies that are in accordance with their needs and potential, and the learning process becomes more effective and inclusive.

Another implication of academic supervision is the increasing awareness of teachers towards the importance of psychological approaches in educating. Teachers who are guided through academic supervision will better understand how psychological factors, such as learning motivation, self-confidence, and stress levels, can affect student learning outcomes. With this understanding, teachers can provide better emotional support, build positive interactions in the classroom, and create a more enjoyable and inspiring learning atmosphere. Thus, academic supervision plays an important role in improving the quality of learning by adjusting teaching strategies based on the diverse characteristics of students.

2. Mastering learning theories and educational learning principles

The implementation of academic supervision at SMA Negeri 1 Gubug has significant implications in improving teacher pedagogical competence, especially in terms of mastering learning theories and educational learning principles. Through academic supervision, teachers receive assistance and guidance in designing learning that is in accordance with the characteristics of students, thereby increasing the effectiveness of the teaching and learning process in the classroom. In addition, it also helps teachers in implementing educational learning principles, such as student-centered learning, active learning, and in accordance with individual needs. The principal and supervision team provide feedback and strategies that teachers can apply in developing more innovative and interactive teaching methods. This has an impact on improving the quality of learning, where students become more active in the learning process, have a deeper understanding of the material, and feel more motivated to learn.

Furthermore, academic supervision encourages teachers to always reflect on the learning practices that have been carried out. With the evaluation and follow-up of the results of supervision, teachers can identify aspects that need to be improved and develop their teaching skills continuously. This process not only improves the teacher's pedagogical competence but also creates a conducive and quality learning environment. Effective academic supervision at SMA Negeri 1 Gubug can be a major factor in improving the quality of education by improving teacher professionalism in mastering learning theories and educational learning principles. This study is supported by several studies that have been conducted previously and are relevant to those that reveal that teacher pedagogical competence can determine success in learning as is the case in elementary schools in Ukui District (Kinanty & Ramadan, 2021). Further research reveals that to improve the quality and professionalism of teachers in teaching, an increase in pedagogical competence is needed. (Maiza & Nurhafizah, 2019).

3. Developing curriculum/syllabus

Through academic supervision, teachers receive guidance in developing a curriculum and syllabus that is in accordance with the needs of students and applicable demands. This is evident in the results of the study where the principal or supervision team conducted pre-observations starting with reviewing the learning administration to review documents such as teaching modules, syllabuses, teaching journals, and assessment instruments to ensure their compliance with educational standards. This supervision helps teachers understand how to set

learning objectives, design relevant materials, and determine effective learning methods and strategies. Thus, the curriculum that is developed can be more flexible and adaptive to developments in science and technology, as well as the needs of the world of work.

In addition, academic supervision provides an opportunity for teachers to discuss and collaborate with the principal and curriculum development team in refining the syllabus. Teachers are given input based on the results of observations and evaluations so that they can improve learning planning more systematically. Supervision also encourages teachers to apply the principles of differentiation in curriculum development, which allows for more inclusive learning and is in accordance with various student learning styles. This not only increases the effectiveness of learning but also creates a more dynamic and interesting classroom atmosphere for students. The implications of academic supervision in curriculum and syllabus development are also seen in increasing teacher professionalism in designing learning evaluations or assessments. Teachers are encouraged to develop assessment instruments that not only focus on cognitive aspects, but also affective and psychomotor aspects, in accordance with the results of documentation on the learning devices owned by the teacher. With ongoing academic supervision, teachers can be more reflective of the effectiveness of the curriculum being implemented and make continuous improvements. This contributes to improving the quality of education at SMA Negeri 1 Gubug, where the curriculum developed is more contextual, oriented to the needs of students, and is able to improve the overall quality of learning. This is in accordance with the results of the study, data obtained that the ability of teachers to make plans is classified as very good, learning planning has a percentage of 83.3% with a very high category so that it can be concluded that teachers already have good competence in designing professional learning plans (Cahyana & Agustin, 2024).

4. Organizing educational learning

Positive impact in improving teacher pedagogical competence, especially in organizing educational learning. Through academic supervision, teachers receive guidance in implementing learning methods that not only transfer knowledge, but also shape the character of students. Supervision helps teachers in designing learning that fosters values of honesty, discipline, and a sense of responsibility, the learning process is not only oriented towards academic achievement, but also builds the personality and positive attitudes of students.

Academic supervision encourages teachers to be more creative and innovative in managing the class, so that an interactive and enjoyable learning environment is created. Based on the results of observations made, it can be seen that teachers are able to develop active and interactive learning such as group discussions, making mind mapping, presentations using paper or digital media, doing ice breaking and giving questions with games. Furthermore, academic supervision also has an impact on improving the evaluation of educational learning. Teachers are encouraged to use assessments that not only assess academic results, but also character development and social skills.

5. Utilizing Information and Communication Technology

The implementation of academic supervision at SMA Negeri 1 Gubug has a significant impact on improving teachers' pedagogical competence, especially in the utilization of Information and Communication Technology (ICT) in learning. Through academic supervision, teachers receive direction and assistance in integrating technology into the learning process, so that learning becomes more interesting, interactive, and relevant to current developments. Based on the results of the follow-up study of academic supervision in the form of facilitating teachers in IHT activities, workshops, relevant training, or sharing good practices in learning communities and providing opportunities for teachers to be active in Subject Teacher Deliberation (MGMP) activities both at school and outside school, teacher competence in the field of technology is growing. Strengthened by the results of interviews

with students stating that teachers use various technological media both in learning and assessments such as googleclassroom, quizziz, pedlet and the like. In accordance with the results of the study, it states that In House Training can improve pedagogical competence during the pandemic in the good category (Diana, 2021).

6. Conducting evaluation of learning processes and outcomes

Academic supervision guides teachers in designing and implementing evaluations that are in accordance with learning objectives, so that they can measure student development and understanding more accurately. Through supervision, teachers get feedback on effective evaluation techniques, both through formative assessments carried out during the learning process and summative assessments carried out at the end of learning. Thus, teachers can identify the strengths and weaknesses of students and adjust teaching methods to be more optimal. In addition, it also encourages teachers to use various evaluation strategies that are more varied and data-based. Teachers are taught not to only rely on written tests as a measure of student learning success, but also to use other methods such as portfolios, observations, and project assessments. Academic supervision plays a role in increasing teacher awareness of the importance of evaluation as a reflection tool in developing learning strategies.

This is in accordance with one study which revealed that teacher pedagogical competence in learning using media can help students improve learning outcomes (Karom, 2014). If the teacher is able to prepare everything optimally, then it can be said that the teacher already has pedagogical competence that is useful for learning purposes (Jatiningsih et al., 2018; Sukriadi & Arif, 2021).

7. Developing students' potential

Academic supervision provides teachers with insight into various learning methods that can stimulate students' creativity and independence. Teachers are encouraged to apply a differentiated approach to learning, namely by giving assignments or projects that are in accordance with the potential of each student. With guidance from the supervisor, teachers can also create a learning environment that supports exploration and innovation, either through open discussions, project-based learning, or the use of technology in learning. This not only increases students' learning motivation but also helps them hone their critical thinking and problem-solving skills. This is evident in the implementation of P5 (Pancasila Student Profile Strengthening Project), where students are given the opportunity to develop their potential within the school environment to produce a work according to their talents and interests, even with simple facilities and infrastructure and utilizing used goods.

CONCLUSION

Based on the results of research at SMA Negeri 1 Gubug, teacher pedagogical competence can be improved through the implementation of academic supervision through three stages, namely planning, implementation, and evaluation and follow-up systematically and continuously. The planning process is carried out routinely at the beginning of the school year and is evaluated every semester to ensure its effectiveness. The supervision team, consisting of the principal, vice principal, and senior teachers, prepares a supervision program based on the evaluation of previous supervision and aspects that still need to be improved in the education report. This has a positive impact on teachers in conducting diagnostic assessments so that they are able to understand the characteristics of students and develop the curriculum/syllabus. Thus, academic supervision plays an important role in improving the quality of learning by adjusting teaching strategies based on the diverse characteristics of students. At the implementation stage, academic supervision includes three main stages including pre-observation, observation, and post-observation. In the pre-observation stage, an examination of learning administration and discussions are carried out regarding aspects that

the teacher wants to develop. Observations are carried out by directly monitoring the learning process in the classroom, while post-observations aim to reflect and evaluate in order to improve the quality of teaching. The impact of its implementation is that teachers have mastery of learning theories and principles and are able to organize educational learning. In addition, with the implementation of academic supervision, teachers are able to develop the potential of students by creating a learning environment that supports exploration and innovation, both through open discussions and project-based learning. Evaluation and follow-up of academic supervision are designed to provide constructive feedback, both individually and classically. Individually, supervisors provide direction and motivation to teachers after observation. Classically, follow-up is realized in the form of training facilitation, such as In House Training (IHT), workshops, and sharing good practices through learning communities or Subject Teacher Deliberations (MGMP). The impact is that teachers are able to utilize information and communication technology (ICT) in a creative, innovative and interactive learning process and are able to evaluate the learning process and outcomes. With this structured and sustainable academic supervision system, improving teachers' pedagogical competence can be done optimally through comprehensive evaluation and development programs that are in accordance with teacher needs.

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