Implementation of the academic supervision policy by school principals in enhancing the pedagogical competence of class teachers

Daeng Ayub Natuna[1], M. Jaya Adi Putra[2], Tresia Pakpahan[3]

Education Administration, Postgraduate, University of Riau, Indonesia

Info Articles
_____

Abstract
_____

Qualified teachers have responsibilities, tasks, functions, and significant roles in shaping students' future abilities. Through the implementation of academic supervision, schools aim to enhance one aspect of teacher competence, which is pedagogical competence. The objectives of this research are to describe and analyze the planning, implementation, evaluation, and follow-up actions of the school principal in implementing academic supervision, as well as to describe and analyze the pedagogical competence of class teachers at Esa Sejahtera Primary School Pekanbaru. The implementation research design with a qualitative approach. The data sources collected and used include primary data and secondary data. Data collection techniques involve document review, summarizing observation results, and condensing interview findings from sources or informants. The result of the research shows that: The planning of academic supervision policy is categorized as very good. The implementation, evaluation and the follow up of academic supervision policy is categorized as good. The pedagogical competence of class teachers at Esa Sejahtera Primary School in Pekanbaru is categorized as good. Teachers need to understand educational concepts or foundations, an understanding of the physical, psychological, social, and emotional characteristics of students, the ability to develop the curriculum and syllabus, design instruction, conduct educational and dialogical teaching, utilize instructional technology, perform learning outcome assessments, and foster student development by actualizing various potentials they possess. This research contributes valuable insights into the academic supervision process and pedagogical competence, offering practical implications for educational management and teacher development. Its novel approach and localized focus make it a significant addition to the field of educational research.

*Correspondence Address:
E-mail: daengayub@lecturer.unri.ac.id

INTRODUCTION

The teaching profession today continues to develop along with the need for superior education (Salsabila et al., 2021). Teachers who are well qualified and supervise the learning process can improve student achievement (Economics et al., 2020). Qualified teachers have important responsibilities, duties, functions, and roles in shaping students' abilities in the future (District, 2023). The teaching profession must be constantly updated and in line with the position of teacher through continuous professional development (PKB), which can be achieved through personal development activities, scientific publications, and/or innovation (Muñiz, 2019). To ensure that the functions and duties of teachers related to their positions can be carried out in accordance with applicable regulations, it is important to conduct teacher competency assessments to ensure the quality of learning at all levels of education (Zamri &; Hamzah, 2019).

The quality of teachers in a school is also influenced by leadership qualities (Liu et al., 2021). The quality of leadership in schools is closely related to national standards of education that must be met by schools in order to better education (Kaso et al., 2021). Reviewed based on the medium-term work plan document then explained in the annual work plan of SD Esa Sejahtera, one of the programs prepared by the principal is an academic supervision program for all class teachers. The principal as a supervisor compiles a comprehensive academic supervision program and systematically outlines the activities that are expected to be carried out and monitors the results of academic supervision after the activities are carried out so that they become an important reference in learning activities aimed at achieving goals (Nurlaili et al., 2021). As a learning leader, principals need to ensure that all teachers and education staff can benefit from supervision services (Zakaria et al., 2023). The implementation of academic supervision by the principal involves proactive academic supervision measures, including classroom supervision and personal guidance.

However, here are some teacher responses regarding the obstacles to implementing learning supervision in the field. Based on the documents of teacher council meetings in schools, problems were recorded such as changes in supervision schedules with deadlines that were too early or less than a week. In this case, the teacher must prepare the class well. If the specified time is too fast, it can affect the preparation of the teacher. Furthermore, supervisors should arrive on time and focus on conducting assessments throughout the supervision period, from beginning to end and there are still supervisors who are late in entering the classroom to supervise and leave before the learning process is complete by the teacher. In addition, feedback after supervision is considered long enough, supervisors should not wait too long to provide feedback after supervision is complete. In addition, it is known that the way feedback is given is considered subjective and does not motivate some teachers to improve their teaching. It is expected that supervisors provide detailed, objective, and motivating evaluations.

Furthermore, based on the results of teacher competency assessments in pedagogic competence for the period 2020 to 2021, there were 7% with a "less" assessment, 60% with a "sufficient" assessment, 29% with a "good" assessment and 4% with a "very good" assessment. So that when viewed from the percentage of pedagogic assessment of teachers who are more than 50% in the sufficient category, the pedagogical competence of class teachers of SD Esa Sejahtera Pekanbaru needs to be improved. Furthermore, based on the results of the review of the supervision report document, there is an explanation of the pedagogical competence of class teachers still to be improved, namely understanding of students such as in terms of classroom management so that students follow the learning process conducively, obstacles in classroom management are usually experienced by new teachers who have approximately one year of experience.

This is in line with the results of research conducted by Dewi Alfiani in 2019, which stated that pedagogic competence is very crucial because teachers act as managers in the learning process, with responsibility in planning, implementing, and evaluating changes or improvements to learning programs, and all these things are related to teacher pedagogic competence. Therefore, based on the

analysis of several conditions in the field of pedagogic competence of class teachers that need to be improved, it is expected that the implementation of the academic supervision policy by the principal will be able to improve the pedagogic competence of teachers at SD Esa Sejahtera Pekanbaru. Related to the background description, the formulation of this research problem is how the principal plans, implements, and follows up on the results of the principal's academic supervision at Esa Sejahtera Elementary School Pekanbaru, as well as how the pedagogical competence of class teachers at Esa Sejahtera Elementary School Pekanbaru.

This study aims to (1) To describe and analyze the principal's planning in implementing academic supervision; (2) To describe and analyze the implementation of academic supervision; (3) To describe and analyze the evaluation of the results of academic supervision; (4) To describe and analyze the follow-up results of academic supervision; and (5) To describe and analyze the pedagogical competence of class teachers at Esa Sejahtera Elementary School Pekanbaru. Theoretically, the results of this research are expected to be useful, namely (1) In the aspect of the results of this research, theoretically it is expected to produce a deeper understanding of the basic principles for the principal in carrying out academic supervision in the school he leads. (2) Increase knowledge and insight to understand the importance of the role and strategy of academic supervision of the principal in improving teacher pedagogic competence. (3) Can be used as a reference for subsequent researchers with relevant topics.

Practically, for the Principal; as input in determining policies related to academic supervision competence in improving teacher performance. For teachers, it can be a guideline for teachers to develop themselves and their profession and increase their competence as teachers. For researchers, as a deepening and strengthening of knowledge that is useful in improving self-quality and insight into knowledge, especially in the problem of improving teacher pedagogic abilities.

RESEARCH METHODS

This research uses a type of implementation research with a qualitative approach. This research was conducted at Esa Sejahtera Elementary School which is located at Jalan Soekarno Hatta No. 98, Payung Sekaki District, Pekanbaru. The research subjects that became the center of attention of researchers were a number of elements that were part of SD Esa Sejahtera. The data sources collected and used in this study are primary data and secondary data. Primary data were collected from documents, observations and interviews with the school. The secondary source of data in this study is the observation of activities held in schools. The analysis model applied by researchers in this study is an interactive approach using inductive data analysis techniques, focusing on elements that will be integrated into the new theory after implementation. With stages in data analysis are reduction, presentation of data and drawing conclusions. Data validity techniques used to test data credibility are extended observations, increased persistence, triangulation and member check.

RESULTS AND DISCUSSION

George Edward III, identified four elements that have an impact on the success or failure of policy implementation (Hutagalung &; Indrajat, 2022). These elements include communication, resources, disposition, and bureaucratic structure. Communication is defined as "the process of conveying information from communicator to communicator". These resources include human resources, budget resources, material resources, and authority resources. Disposition, considered as "the desire and tendency of those responsible for the implementation of the policy to take the policy seriously in order to achieve the policy objectives". The organizational structure responsible for policy implementation has a significant influence on policy implementation.

Supervision is not a new term in education, in its development, the concept of educational supervision has undergone significant development (Gordon, 2019). In the beginning, supervision was often only identified as an inspection in certain situations. But today, supervision is no longer seen as an authoritarian authority, instead it is considered as a democratic effort to achieve a common goal, requiring the cooperation of all teachers and school administrators.

Meanwhile, according to the views of Hartanto Setyo and Sodiq (Purwanto, 2019), supervision is all forms of support or guidance sourced from school principals to improve the competence of teachers and staff in terms of leadership, in order to achieve the vision set. Education supervision is a series of activities that provide support and services to guide, facilitate, motivate and evaluate teachers in carrying out effective learning and professional development activities to improve the quality of education (Wahyu, W. 2020; Hapsari &; Shofwan, 2023).

The purpose of academic supervision is to provide support to teachers in improving their competence and professionalism in carrying out their role as teachers in the classroom (Lorensius et al., 2022). This supervision includes planning, implementing, and evaluating the teaching-learning process, with the main objective of assisting students in the learning process and achieving the desired learning goals (Lisliana et al., 2020). In the training module on strengthening principals, supervision and teacher performance appraisal, there are three types of monitoring methods, namely: 1) Direct approach, which involves direct interaction with a problem, where the role of the supervisor dominates. 2) Indirect contact, is a way to deal with problems indirectly, where supervisors only need to listen, provide support, explain, and collaborate in solving problems together, (Sudjana, 2019)

In Government Regulation Number 19 of 2017 concerning Amendments to Government Regulation Number 74 of 2008 concerning Teachers, namely Teacher Education Standards, teaching competence is the teacher's ability to manage learning, at least including: (a) understanding educational ideas or foundations, (b) understanding students, (c) developing curriculum, (d) designing learning activities, (e) carrying out learning activities that present education and dialogue, (1) utilization of learning technology, (g) assessment of learning outcomes, (h) development of students to realize their various potentials.

Based on the two views above, it can be concluded that teaching competence is the main ability that a teacher needs to have, because teaching competence provides a view of how a teacher should act and behave when teaching in the classroom. Aside from teaching skills related to their subject area, teachers must also have the ability to carry out their daily tasks. Planning academic supervision by the headmaster is an important step in ensuring the quality of education in schools. As a school principal, this role in supervision is crucial, because the principal is the educational leader who makes policies in the school. For planning the principal's academic supervision policy, there are steps implemented by the principal, namely 1) Disseminating academic supervision policies to teachers, 2) Preparing academic supervision programs, 3) Preparing academic supervision schedules. The following will discuss the steps regarding planning academic supervision to schools.

The principal carries out socialization including the principal's job description policy listed in the decision letter issued by the Esa Sejahtera Foundation, a decree regarding the implementation of academic supervision as part of the principal's work program, the implementation of academic supervision included in the school RKAS, Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 15 of 2018, Law number 20 of 2003 concerning the National Education System, Article 66.

In relation to the preparation of the academic supervision program, the principal of SD Esa Sejahtera Pekanbaru created an academic supervision program. This supervision program is used as a guide in carrying out academic supervision in schools. The principal's academic supervision program includes the background, objectives, expected results based on the previous year's reporting results. There are scopes and components that will supervise, instruments and schedules of supervision.

Planning is an absolute requirement to be able to implement a good program, the program prepared provides guidelines and direction (Guo, 2020). Planning must have alternatives, both

regarding materials, time, labor, costs and so on. Furthermore, the principal appoints supervisors involving senior teachers who have academic supervision competence, this shows the existence of a bureaucratic structure. The supervisory team should consist of individuals who have the appropriate qualifications, experience, and skills to perform the supervision task effectively. The headmaster involves experienced teachers as well as curriculum coordinators. The supervisory team should have a strong commitment to the improvement of education in the school, should focus on providing constructive support and feedback to teachers to improve teaching and learning outcomes of learners.

The implementation of academic supervision is an important process in helping teachers improve the quality of learning in the classroom. Effective academic supervision is an ongoing and collaborative process to enhance learning in schools. It must be done with an approach that supports and empowers teachers. For the implementation of the principal's academic supervision policy, there are steps implemented by the principal, namely 1) carrying out supervision in accordance with the schedule, 2) carrying out supervision assessments, 3) providing feedback on the results of academic supervision, 4) making reports on the implementation and results of teacher supervision.

Ensuring the academic supervision schedule is in accordance with the agreed schedule is an important step in running an effective supervision program. The principal enters the classroom to carry out academic supervision according to the predetermined time. What is done by the principal of SD Esa Sejahtera so that the implementation of supervision according to schedule is to make an academic supervision schedule in writing and then distribute the supervised teacher. The schedule consists of the date, time, and place of supervision.

This is in accordance with the opinion (Damayanti and Shofina Eka, 2023), the academic supervision schedule must be managed properly so that it is scheduled according to the Education calendar and agreed with the teacher to be supervised. At the appointed time according to the agreed supervision schedule, the teacher teaches in class. The teacher carries out learning starting from the opening, core, and closing completely. The principal who is conducting academic supervision observes every activity carried out by the teacher. The principal fills out the supervision assessment instrument, including filling in each observed aspect point by giving a scale of 1–4, writing appreciation or evaluation notes on the academic supervision instrument sheet. The assessment instrument filled in by the principal is based on observations that include the behavior of teachers and students, during the learning process from the introduction to the closing activity.

Supervision assessment carried out by the principal by writing notes containing positive feedback to the teacher. Praise for strong aspects of teaching and good student achievement can increase teacher motivation. In addition to positive feedback, also clearly identify areas that need improvement. Avoid unconstructive criticism and focus on suggestions that can help teachers improve their performance. This is in accordance with what is said by (Setyo and Sodiq, 2019) that observation by supervisors uses predetermined instruments. However, the supervisor may find something interesting outside the instrument. Findings in the form of teacher strengths or weaknesses during learning that are not accommodated in observation instruments should still be considered as reinforcement or feedback material.

At the time of providing feedback, principals are open to two-way communication and create an environment where teachers feel supported in their efforts to improve the quality of teaching. Positive and constructive feedback can contribute to the professional development of teachers and improve the quality of education in schools. The headmaster uses simple and clear language and avoids using technical terms or complex language that may be difficult for teachers to understand. Approach positively by starting feedback by mentioning things that have worked or are good at teacher teaching, then offering concrete solutions or suggestions for improvement. Furthermore, it provides opportunities for teachers to speak and give their input on the results of supervision as well as listen well and show concern for the teacher's perspective.

This is in accordance with what was said by (Ulfah, V. T., et all 2021) that feedback and preparing a follow-up plan are very important to be carried out by the principal after carrying out an

analysis of the results of academic supervision. Through providing feedback, the principal can convey the strengths and weaknesses of teachers in managing learning in the classroom. The report provides an in-depth understanding of what is happening in the classroom, as it highlights areas for improvement, it helps teachers to focus on developing and using learning strategies more effectively. This is in accordance with what Dian Fajarwati said (Fernando et al., 2020), The meaningfulness and measurability of the results of teacher supervision reporting will reflect the teacher's quality profile and as a marker of good/bad learning quality. The preparation of academic supervision reports needs to be carried out as an accountability effort for the implementation of supervision by the principal (Sandyawati et al., 2022). School principals can use reports on the results of academic supervision as material for continuous professional development, for example in the form of school action research (PTS).

Evaluation of the implementation of the principal's academic supervision policy is an important process to assess the extent to which the supervision policy has been implemented in accordance with the original plan and achieved the objectives set. This evaluation helps in identifying successes, obstacles, and improvements that may be required in the implementation of the policy. The headmaster conducts a good evaluation to assess the extent to which the supervision policy has been implemented in accordance with the original plan and achieved the objectives set.

Based on the findings in the field, the headmaster finds aspects that have been successful and that need improvement, thus planning better professional development as it provides the necessary information. The evaluation report of the results of supervision is used as an important consideration in making major decisions, such as the promotion of teachers to vice principals and also rewarding teachers. This is in accordance with the opinion (Saputra, I. 2019), utilizing the results of the evaluation of educational supervision to direct teachers in improving the skills of managing the process of learning activities and administration as a support for learning activities in order to achieve noble national education goals and maintain the quality of education.

Follow-up implementation of the principal's academic supervision policy are concrete steps taken after the implementation of the supervision policy to ensure that the policy has a positive impact on education in schools. It involves planning and implementing ongoing actions to improve or maintain the implementation of supervision policies.

School principals implement follow-up as an important step in ensuring that supervision is not only an observation process, but also a tool for improving the quality of education and teacher professional development. With effective follow-up, teachers can develop their skills and improve their teaching, which will ultimately benefit learners and the school as a whole.

Based on findings in the field, the principal of SD Esa Sejahtera Pekanbaru carried out follow-up activities for teacher academic supervision, namely providing reinforcement to teachers, rewarding teachers, providing opportunities for teachers to take part in continuous professional development programs such as training, training, KKG. For the implementation of corrective actions, the principal conducts additional guidance and support to the teacher, provides assistance by experienced teachers or mentors. This is in accordance with the opinion (Sudadi, 2021), follow-up supervision results such as, making learning process improvement programs, implementing learning process improvement programs including: in-house training, training and consultation between teachers, rewarding teachers who carry out the learning process according to standards.

Pedagogic Competence of Class Teachers at SD Esa Sejahtera Pekanbaru

The pedagogic competence of teachers is very important because it has a direct impact on the quality of education and the development of learners. Pedagogically competent teachers have the ability to effectively plan, implement, and evaluate learning. This means learners will have a better learning experience, which then contributes to the improvement of their learning outcomes.

Based on the analysis of the pedagogic competency assessment results of class teachers at Esa Sejahtera Elementary School Pekanbaru, an increase in pedagogic assessment results was found from

the previous academic year. The average assessment result is calculated from a scale of 1-4. In the 2021/2022 school year, with an average pedagogic score of class teachers of 3.37, it increased in the 2022/2023 school year to 3.72 from the very good category. With a percentage of pedagogic competence assessment of 25% of the good category and 75% of the excellent category.

Relating to understanding the insight or educational foundation of class teachers, teachers need to have a deep understanding of the basic concepts of education, such as educational objectives, learning processes, measurement of learning outcomes, and the role of teachers in achieving educational goals. From the findings in the field, it is known that class teachers at SD Esa Sejahtera Pekanbaru have shown to have an understanding of educational insights or foundations, such as knowing the legal aspects that underlie and underlie education such as laws which are then spelled out in government regulations and ministerial regulations. Furthermore, regarding the role of schools, teachers understand that schools are institutions that have the potential to advance society. Teachers stay abreast of the latest trends in education such as understanding well the curriculum applicable in their schools, including the objectives, content, and learning approaches compiled by the curriculum.

The ability to understand the educational foundation is related to the concepts and problems of education and teaching with sociological, philosophical, historical and psychological, and pedagogical points of view, recognize the function of schools as social institutions that have the potential to advance society in a broad sense and the mutual influence between schools and the community and recognize the characteristics of students both physically and psychologically, (Son, K. T. H., et all 2021).

The pedagogical competence of teachers in the scope of understanding of students is one of the important aspects in carrying out duties as an educator (Omar et al., 2020). Teachers have an understanding of the physical, psychological, social, and emotional characteristics of learners. This includes an understanding of their physical development and cognitive development. From the findings in the field, it is known that the understanding of class teachers at SD Esa Sejahtera Pekanbaru towards students can be seen from the good relationship between teachers and students. Class teachers build warm and close communication with students, facilitate children's learning styles, by presenting a visual learning process, then kinesthetic and audio, so that children's needs in learning can be met and children can enjoy their learning at school.

In accordance with the opinion Sulfemi,W.B (Ilyas, 2022), Teachers are required to have a deeper understanding of the characteristics and development of students, then adjust the material to be taught according to the characteristics of students. In addition to the needs, motivations and developmental tasks that need to be met at certain age levels, as well as the phases of development that they undergo.

The development of a curriculum or syllabus is an ongoing process, and needs to be continuously adapted to developments in education and the needs of learners (Aziz et al., 2022). The teacher plans how the material will be organized in the lesson. This includes the order of teaching, the division of topics, and the grouping of concepts or learning units. From the findings in the field, it is known that class teachers at SD Esa Sejahtera Pekanbaru have carried out curriculum development or syllabus, namely the school has a curriculum development team consisting of teachers, vice principals and principals, who will be responsible for planning and implementing curriculum development. The development of the curriculum or syllabus is carried out by the teacher by first understanding the condition of the character of students, learning materials, and appropriate teaching methods.

KThe curriculum holds a key position in education, because it is related to determining the direction, content and process of education, which ultimately determines the type and qualifications of graduates of an educational institution (Ansori, 2021). In curriculum development, teachers develop curricula according to the needs and character of the students they serve (Baharun et al., 2022). The principal and teachers work together to develop a curriculum in accordance with the character of students in order to realize success in learning, one of which they work together in making lesson implementation plans in accordance with learning materials, and teaching methods.

Teachers create learning environments that encourage learner interaction, questioning, discussion, and reflection. Through the learning design process requires teachers to plan carefully, solve problems that may arise, and identify effective solutions, thus honing critical thinking and creativity. With regard to findings in the field for learning design, class teachers of SD Esa Sejahtera Pekanbaru, namely the ability to describe each component of the curriculum into a lesson plan include the ability to formulate achievement indicator objectives to learning objectives, the ability to recognize and choose teaching methods, then compile appropriate instructional procedures, design assessments, plan and implement remedial teaching. Teachers create learning environments that encourage learner interaction, questioning, discussion, and reflection. Active involvement of learners can increase understanding.

In line with the description above, (Widiyanto, I.P., &; Wahyuni, E. T. 2020) Learning planning is very important because it becomes a guideline and standard in an effort to achieve goals. Good learning planning will make the implementation of learning will run well too. Learning planning at the education unit level is a preparation that must be carried out by teachers as a first step in a process of teaching and learning activities. A teacher is a curriculum review developed in the form of a syllabus and then a lesson plan. Furthermore, it is developed into an active, creative, innovative and fun teaching and learning process. Good planning will also have a good impact on the teaching and learning process.

Teachers create a classroom environment that encourages active participation and involvement of learners in learning. Students are given the opportunity to speak, ask, discuss, and contribute to the learning process. Regarding the activities of SD Esa Sejahtera Pekanbaru class teachers in the field, in the learning process students are active not passive. Teachers create space for better dialogue and collaboration. Teachers facilitate classroom discussions that encourage active participation and involvement of learners in learning. Provide open-ended questions that stimulate learners' critical thinking thereby enabling learners to think more deeply about the material. Facilitate learners to become independent and critical learners about the information they receive and encourage ethics in communicating and discussing.

In line with the description above, (Teo, 2019) In his research, he said that the implementation of learning must depart from a dialogical process so as to give birth to critical and communicative thinking. Learning is essentially the process of interaction between students and their environment so that there is a change in behavior for the better.

Teachers integrate technology into curriculum and teaching. Incorporating technological tools into subject matter such as the utilization of multiple applications or the web in the learning process. Technological advances are constantly changing, so teachers need to be flexible and ready to learn and adapt to new developments in learning technology. Related to findings in the field, it shows that Esa Sejahtera Elementary School class teachers integrate technology in the classroom during the learning process, such as the use of internet learning resources, skills in using laptops, projectors and television. Using various technologies in learning, such as learning software, apps, interactive tools, and online platforms with educational games that help learners understand concepts in a more fun and interactive way, then there are quizzes like games during the learning process. The utilization of learning technology increases efficiency in teaching and also prepares learners to face an increasingly digital world.

In line with the description above, (Sohaya, E. M. 2019) said that in this modern era, technological developments have certainly shown extraordinary progress. It is better to deliver learning using information technology media so that learning is more interesting and there are dynamics or variations in the delivery of material to students. Teachers are expected to act as innovators or agents of change, so teachers need to have adequate insight into various educational innovations and technologies.

The teacher chooses the evaluation method that best suits the learning objectives. After collecting the evaluation results, the teacher conducts careful data analysis. With regard to findings in the field, Esa Sejahtera Elementary School teachers carry out evaluation of learning outcomes by

carrying out authentic assessments, namely assessing attitudes, knowledge and skills in learning. Examples of assessment methods used are written exams, project assignments, presentations, observations, and portfolio assessments. The class teacher creates assessment rubrics that help in grading and provide more detailed feedback to the learners. Class teachers conduct daily test assessments, midterm exams, and semester exams. The class teacher makes and reports the results of the evaluation to students and parents. The report includes ratings, comments, and recommendations for improvement.

Based on the discussion of the evaluation of learning outcomes according to Nuryono,M.D.P (Berlyana &; Purwaningsih, 2019), that for learners, didactic evaluation of education will be able to provide encouragement to them to be able to improve, improve and maintain their achievements. Evaluation of learning outcomes is carried out by measuring the attitudes, knowledge and skills of students after the learning process is complete.

Listening to learners is an important step in understanding their aspirations and potential. Encourage learners to explore their interests further, such as involving extracurricular activities, clubs, special projects, or independent learning in areas of interest. With regard to the findings in the field, the class teacher of SD Esa Sejahtera Pekanbaru understands that each student has different uniqueness, talents, interests, and potentials. Facilitate active learning, which encourages learners to think critically, collaborate, and explore their own ideas. Class teachers collaborate with parents and school counselors to support student development including information sharing. Class teachers communicate with parents to discuss the potential and development of students.

In line with the description above, (Sutisna &; Widodo, 2020) said that class teachers develop students to actualize various potential students, namely by providing the widest possible facilities to students, in this case it is very supportive of every teacher who discovers certain talents from students by providing the necessary facilities.

CONCLUSIONS

The follow-up results of the implementation of the principal's academic supervision policy are already in the good category. The follow-up of teacher academic supervision carried out is to provide reinforcement to teachers, reward teachers, provide opportunities for teachers to take part in continuous professional development programs. The pedagogical competence of the class teacher is already in the good category. Teachers need to have an understanding of educational insights or foundations, have an understanding of the physical, psychological, social, and emotional characteristics of students, develop curriculum and syllabus, design learning, carry out educational and dialogical learning, utilize learning technology, carry out evaluation of learning outcomes and carry out student development by actualizing various potentials possessed. The recommendation given is that academic supervision is one of the important duties of a principal to ensure the quality of education in schools. Therefore, it is important for school principals to continue to develop competencies in terms of academic supervision in order to contribute significantly to improving the quality of education in schools. Improving pedagogic competence is an ongoing journey that teachers will undertake. By focusing on self-development and continuously striving to become a better teacher, teachers will be able to provide a better learning experience to students.

REFERENCES

Ansori, M. (2021). Pengembangan Kurikulum Madrasah Di Pesantren. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, *1*(1), 41–50. https://doi.org/10.31538/munaddhomah.v1i1.32

Aziz, F. Z., Setiawan, F., Hariadi, D., & Setianingsih, F. N. (2022). Transformasi kebijakan kurikulum pendidikan di Indonesia sebagai landasan pengelolaan pendidikan. *Attractive : Innovative Education Journal*, *4*(2), 217–228. http://dx.doi.org/10.51278/aj.v4i2.438

Baharun, H., Wahid, A. H., Muali, C., Rozi, F., & Fajry, M. W. (2022). Building Public Trust in Islamic School Through Adaptive Curriculum. *Jurnal Pendidikan Islam*, *8*(1), 1–14. ttps://doi.org/10.15575/jpi.v8i1.17163

Berlyana, M. D. P., & Purwaningsih, Y. (2019). Experimentation of STAD and Jigsaw Learning Models on Learning Achievements in terms of Learning Motivation. *International Journal of Educational Research Review*, *4*(4), 517–524. https://doi.org/10.24331/ijere.628311

Damayanti, S. E. (2023). *Manajemen Supervisi Akademik Kepala Sekolah Dalam Meningkatkan Kompetensi Pedagogik Guru di MA Wali Songo Putri* (Doctoral dissertation, IAIN Ponorogo). http://eprints.unisnu.ac.id/id/eprint/1518

Dewi Alfiani. 2019. Implementasi Supervisi Akademik Dalam Meningkatkan Kompetensi Pedagogik Dan Profesional Guru. Tesis, Jurusan Manajemen Pendidikan Islam Fakultas Tarbiyah Dan Ilmu Keguruan, Ponorogo: Institut Agama Islam Negeri Ponorogo. https://etheses.iainponorogo.ac.id/6477/1/pdf

District, K. (2023). *Empowering Education : The Crucial Role Of Teacher Leadership Qualities In Shaping Students And Society*. *44*(5), 2541–2548. https://doi.org/10.52783/tjjpt.v44.i5.2997

Economics, P., Khaldoon, A., Ahmad, A., Wei, H., Yousaf, I., Ali, S. S., Naveed, M., Latif, A. S., Abdullah, F., Ab Razak, N. H., Palahuddin, S. H., Tasneem Sajjad , Nasir Abbas, Shahzad Hussain, SabeehUllah, A. W., Gulzar, M. A., Zongjun, W., Gunderson, M., Gloy, B., Rodgers, C., Orazalin, N., Mahmood, M., Ishak, R. B. (2020). Concept Of Supervision Of Learning Process In Increasing The Quality Of Education Results In Madrasah. *Corporate Governance (Bingley)*, *10*(1), 54–75. https://doi.org/10.15575/ijni.v8i1.8913

Fernando, R. L. S., Geethamali, H. D. M. K., & Kularathna, E. A. I. (2020). Leadership and School Performance in Central Colleges in the Western Province of Sri Lanka: An Exploratory Study. *International Journal of Learning*, *6*(2), 111–118. https://doi.org/10.18178/IJLT.6.2.111-118

Gordon, S. (2019). Educational Supervision: Reflections on Its Past, Present, and Future. *Journal of Educational Supervision*, *2*(2), 27–52. https://doi.org/10.31045/jes.2.2.3

Guo, K. L. (2020). DECIDE: A decision-making model for more effective decision making by health care managers. *Health Care Manager*, *39*(3), 133–141. https://doi.org/10.1097/HCM.0000000000000299

Hapsari, R. A., & Shofwan, I. (2023). Evaluasi Model Kirkpatrick dalam Pembelajaran Kesetaraan Paket B di SKB Banjarnegara. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *7*(6), 6666-6676. https://doi.org/10.31004/obsesi.v7i6.5476

Hutagalung, S. S., & Indrajat, H. (2022). Policy Implementation on Guidelines for New Habits Adaptation Lampung Province: Survey on Student Groups. *Proceedings of the Universitas Lampung International Conference on Social Sciences (ULICoSS 2021)*, *628*(ULICoSS 2021), 526–533. https://doi.org/10.2991/assehr.k.220102.070

Ilyas, I. (2022). Strategi Peningkatan Kompetensi Profesional Guru. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, *2*(1), 34–40. https://doi.org/10.54371/jiepp.v2i1.158

Kaso, N., Mariani, M., Ilham, D., Firman, F., Aswar, N., & Iksan, M. (2021). The Principal's Leadership: How to Improve the Quality of Teaching and Learning Process in State Junior High School of Luwu. *Jurnal Ad'ministrare*, *8*(1), 49. https://doi.org/10.26858/ja.v8i1.19126

Lisliana, L., Fitria, H., & Rohana, R. (2020). The Implementation of Class Supervision and Its Positive Impact. *Journal of Social Work and Science Education*, *1*(2), 146–160. https://doi.org/10.52690/jswse.v1i2.43

Liu, Y., Bellibaş, M. Ş., & Gümüş, S. (2021). The Effect of Instructional Leadership and Distributed Leadership on Teacher Self-efficacy and Job Satisfaction: Mediating Roles of Supportive School Culture and Teacher Collaboration. *Educational Management Administration and Leadership*, *49*(3), 430–453. https://doi.org/10.1177/1741143220910438

Lorensius, L., Anggal, N., & Lugan, S. (2022). Academic Supervision in the Improvement of Teachers' Professional Competencies: Effective Practices on the Emergence. *EduLine: Journal of Education*

and Learning Innovation, *2*(2), 99–107. https://doi.org/10.35877/454RI.eduline805

Muñiz, J. (2019). Culturally Responsive Teaching: A 50-State Survey of Teaching Standards. *New America*, *March*, 2–51. https://eric.ed.gov/?id=ED594599

Nurlaili, N., Warman, W., & Raolah, R. (2021). Improvement of principals' supervision competence through accompaniment in principal working groups. *Cypriot Journal of Educational Sciences*, *16*(4), 1704–1720. https://doi.ord/10.18844/cjes.v16i4.6033

Omar, M. K., Zahar, F. N., & Rashid, A. M. (2020). Knowledge, skills, and attitudes as predictors in determining teachers' competency in Malaysian TVET institutions. *Universal Journal of Educational Research*, *8*(3 3C), 95–104. https://doi.org/10.13189/ujer.2020.081612

Salsabila, U. H., Ilmi, M. U., Aisyah, S., Nurfadila, N., & Saputra, R. (2021). Peran Teknologi Pendidikan dalam Meningkatkan Kualitas Pendidikan di Era Disrupsi. *Journal on Education*, *3*(01), 104–112. https://doi.org/10.31004/joe.v3i01.348

Sandyawati, N. S., MS, R. H., & SU, A. D. (2022). Integration of School Administration System and Academic Supervision As an Efforts To Improve the Quality of Education. *International Journal of Multidisciplinary Research and Literature*, *1*(1), 71–85. https://doi.org/10.53067/ijomral.v1i1.9

Saputra, I. (2019). *Kepemimpinan kepala madrasah dalam pengelolaan unit penjamin mutu di MANm 2 Mataram Tahun Pelajaran 2018/2019* (Doctoral dissertation, UIN Mataram). http://etheses.uinmataram.ac.id/id/eprint/1893

Sohaya, E. M. (2019). Pemanfaatan Model Pembelajaran Blended Learning dalam Mengembangkan dan Meningkatkan Keprofesionalan Pendidik di Era Revolusi Industri 4.0. http://digilib.unimed.ac.id/id/eprint/38852

Sudadi. 2021. Supervisi Pendidikan Konsep Teori dan Implementasi, Pustaka Ilmu. Yogyakarta. http://eprints.iainu-kebumen.ac.id/id/eprint/307

Sutisna, D., & Widodo, A. (2020). Peran Kompetensi Guru Sekolah Dasar Dalam Meningkatkan Efektivitas Pembelajaran Daring. Jurnal Bahan Manajemen Pendidikan, 9(2), 58–64. https://doi.org/10.24036/jbmp.v9i2

Teo, P. (2019). *Learning, Culture, and Social Interaction, 21, 170-178*. 170–178. https://doi.org/10.1016/j.lcsi.2021.100491

Ulfah, V. T., Santoso, Y., Rifma, R., & Ermita, E. (2021). Komparasi Pelaksanaan Supervisi Akademik Kepala Sekolah di SMKN 1 Padang Gelugur dengan SMKN 1 Rao Selatan. *Journal of Educational Administration and Leadership*, *2*(2), 236-242. https://doi.org/10.24036/jeal.v2i2.168

Widiyanto, I. P., & Wahyuni, E. T. (2020). Implementasi Perencanaan Pembelajaran. *Satya Sastraharing: Jurnal Manajemen*, *4*(2), 16-35. https://doi.org/10.33363/satya-sastraharing.v4i2.607.

Zakariyah, M., Riyanto, Y., Lestari, G., & Zawawi, A. (2023). Implementation of Digital Literacy in the Development of Extracurricular Programs at Universitas Negeri Surabaya Laboratory Elementary School. *Edukasi, 17*(1), 67-76. doi:https://doi.org/10.15294/edukasi.v17i1.44684

Zamri, N. B. M., & Hamzah, M. I. B. (2019). Teachers' Competency in Implementation of Classroom Assessment in Learning. *Creative Education*, *10*(12), 2939–2946. https://doi.org/10.4236/ce.2019.1012218.