



## INCREASING PEDAGOGICAL COMPETENCE THROUGH OPTIMIZATION OF TEACHERS' ACADEMIC SUPERVISION AT SMP NEGERI 11 DUMAI

Leni Suryani

SMP Negeri 11 Dumai, Riau, Indonesia  
[Lenisuryani07.07@gmail.com](mailto:Lenisuryani07.07@gmail.com)

## PENINGKATAN KOMPETENSI PEDAGOGIK MELALUI OPTIMALISASI SUPERVISI AKADEMIK PADA GURU SMP NEGERI 11 DUMAI

### ARTICLE HISTORY

**Submitted:**

14 Desember 2022  
14<sup>th</sup> December 2022

**Accepted:**

19 Februari 2023  
19<sup>th</sup> February 2023

**Published:**

27 Februari 2023  
27<sup>th</sup> February 2023

### ABSTRACT

**Abstract:** This paper discusses the improvement of teachers' pedagogical competence through optimizing academic supervision. Establishing educational programs without being accompanied by the ability of educators is meaningless. A good educator is knowledgeable. Educators would like to complete their obligations intentionally if they have pedagogical competence because each teacher's obligation requires a variety of abilities. Competence is the ability or people's capability to do something based on their ability. Meanwhile, pedagogy is an ability that must be owned by educators (pedagogic), which is in terms of teachers, with various planned actions to educate (pedagogy) such as planned activities in the process of learning activity management at schools that require certain abilities from teachers and an effort to transform the science (pedagogic) towards students. The research is a school action research (PTS), which aims to determine the success of increasing teachers' pedagogical competence in teaching through the utilization of audio-visual media at SMP Negeri 11 Dumai. Based on the results of the analysis and discussion, it can be concluded that the percentage of teachers' pedagogical competence was 63% in the first cycle with the good category and increased to 82% in the second cycle with the good category. Thus, the optimization of academic supervision to improve the teachers' pedagogical competence at SMP Negeri 11 Dumai is successful.

**Keywords:** academic supervision, pedagogical competence, elementary school teacher

**Abstrak:** Tulisan ini membahas peningkatan kompetensi pedagogik guru melalui optimalisasi supervisi akademik. Program pendidikan tanpa diimbangi dengan kemampuan pendidik untuk melaksanakannya, semuanya tidak berarti. Pendidik yang baik adalah guru yang berwawasan luas. Pendidik akan benar-benar ingin menyelesaikan kewajibannya jika memiliki kompetensi pedagogik, karena setiap kewajiban membutuhkan berbagai kemampuan. Kompetensi merupakan kemampuan atau kapasitas seseorang untuk melakukan sesuatu sesuai dengan kemampuannya. Sedangkan pedagogik merupakan suatu kemampuan yang harus dimiliki orang sebagai pendidik (pedagogik), yang dalam hal ini adalah guru, dengan berbagai perbuatan terencana untuk mendidik (pedagogi) seperti dalam kegiatan terencana pada proses kegiatan pengelolaan pembelajaran di sekolah yang membutuhkan kemampuan tertentu dari guru dan dalam upaya menstransformasikan tentang hal ilmu pengetahuan (pedagogik), terhadap peserta didik yaitu siswa. Jenis penelitian adalah penelitian tindakan sekolah (PTS) yang bertujuan untuk mengetahui keberhasilan tentang peningkatan kompetensi pedagogik guru dalam mengajar melalui pemanfaatan media audio visual di SMP Negeri 11 Dumai. Berdasarkan hasil analisis dan pembahasan, dapat disimpulkan bahwa kompetensi pedagogik guru didapatkan pada siklus I sebesar 63% dengan kategori baik dan pada siklus II meningkat menjadi 82% dengan kategori baik. Artinya bahwa optimalisasi supervisi akademik untuk meningkatkan kompetensi pedagogik guru di SMP Negeri 11 Dumai dikatakan berhasil.

**Kata Kunci:** supervisi akademik, kompetensi pedagogik, guru sekolah dasar

### CITATION

Suryani, L. (2023). Increasing Pedagogical Competence Through Optimization Of Teachers' Academic Supervision At Smp Negeri 11 Dumai. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 12 (1), 179-189. DOI: <http://dx.doi.org/10.33578/jpfkip.v12i1.9598>.

## INTRODUCTION

Improving the quality of human resources is inseparable from the important role of education (Syafmawati, 2013). The teacher is one of the human elements in the educational process, in the educational process at school, the teacher holds a dual task, namely as a teacher and educator. As a teacher the teacher is tasked with pouring a number of learning materials into the students' brains, while as an educator the teacher is tasked with guiding and fostering students so that they become capable, active, creative and independent moral human beings (Annury, 2018). Haug and Mork, (2021) state that teachers must be able to think critically and be sensitive to change in order to always be able to adapt to the changes that occur. Educational programs without being matched by the ability of educators to carry them out are meaningless.

Good educators are knowledgeable teachers, educators will really want to complete their obligations if they have pedagogical competence, each obligation requires various abilities. Competence is a person's ability or capacity to do something according to his abilities (Sutisna & Widodo, 2020). Meanwhile, pedagogy is an ability that must be owned by people as educators (padagok) in this case teachers, with various planned actions to educate (pedagogy) namely in planned activities in the process of managing learning activities in schools that require certain abilities from teachers, in an effort to transform about science (pedagogiek), towards students namely) students (Soengeng, & Sudarmo, 2016).

Competence is a person's ability or capacity to do something according to his abilities (Sutisna & Widodo, 2020). Meanwhile, pedagogy is an ability that must be owned by people as educators (padagok) in this case teachers, with various planned actions to educate (pedagogy) namely in

planned activities in the process of managing learning activities in schools that require certain abilities from teachers, in an effort to transform about science (pedagogiek), towards students namely) students (Soengeng, & Sudarmo, 2016). Competence is a person's ability or capacity to do something according to his abilities (Sutisna & Widodo, 2020). Meanwhile, pedagogy is an ability that must be owned by people as educators (padagok) in this case teachers, with various planned actions to educate (pedagogy) namely in planned activities in the process of managing learning activities in schools that require certain abilities from teachers, in an effort to transform about science (pedagogiek), towards students namely) students (Soengeng, 2012).

However, in actual circumstances the teacher's teaching ability still needs to be addressed. The preliminary study conducted by the author at SMP Negeri 11 Dumai illustrates that in general the teachers in the field of study are alumni of teacher education institutions (Faculty of Teaching and Education, this is indicated by the diplomas and teaching certificates they obtained AKTA IV. Considering these teachers alumni of teacher education institutions (Faculty of Teacher Training and Education), meaning that in general they have mastered the field of study they care for, education, and matters related to the learning process. This can be seen from the symptoms, including: 1) There are still teachers who do not explain learning objectives,

The phenomenon that often occurs is that teaching staff, especially at SMP Negeri 11 Dumai, have not met the qualifications as competent teachers, namely teachers no longer act as information presenters but must also have special pedagogic competencies related to learning management. For example, teachers have not been able to utilize learning technology or have not been able to develop good learning designs for around 40% of the

total. Padahalpu acts as a facilitator, motivator, and mentor who always tries to maximize the potential development of students. This supports the research of Fathurrahman et al; (2019) which proves that there are still many teachers who do not master teaching materials and media. Then in research conducted by Prayitno (2019), it was found that teacher performance in the learning process was still not optimal.

One of the important steps with the aim of further developing the performance of educators must be carried out with appropriate supervision methods and in accordance with the capacity and desires of teachers with ongoing efforts according to the ultimate goal to improve and further develop teacher capacity in the learning system (Daryanto, 2015). One type of supervision identified with the learning system is academic supervision (Lantip, 2011) states that academic supervision is basically coaching educators to improve the quality of the learning system. Hardono et al; (2017) also stated that this academic supervision is able to provide coaching services to teachers in achieving quality learning.

Ashlan (2017) states that the problems that are often encountered in the implementation of academic supervision are about the lack of the teacher's level of trust in the school principal. Research conducted by Mujiono, (2020) found that the implementation of academic supervision can run well if the school principal is able to carry out his role as a supervisor in accordance with the steps of academic supervision in improving teacher pedagogic competence, these steps are, namely, creating a harmonious relationship, needs analysis, developing strategies and media, assessing, and revising. This is evidenced from observations of academic supervision that has been carried out based on teacher pedagogic competencies which include: 1) mastery of student character, 2) mastery of learning theories and principles, 3)

curriculum development, 4) educational learning activities, 5) developing the potential of students, 6) communication with students, and 7) assessment & evaluation. Furthermore, there is academic supervision so that the teacher's pedagogic competence increases in creating a teaching and learning system including the essence of material in the learning system, the use of media and data innovation in learning, evaluation of the system along with learning achievements, and observation of class action activities.

## **METHODS**

This type of research is School Action Research (PTS) located at SMP Negeri 11 Dumai. The purpose of this research is to improve teacher pedagogical competence through optimizing academic supervision, which is aimed at teachers and principals. The main reason is from the results of observations and information from teachers, that the pedagogical competence of teachers is still relatively lacking. The population in this study were all teachers at SMP Negeri 11 Dumai who were in the area of the Researcher's guidance as school supervisors, totaling 17 people. This research consisted of 2 cycles, while each cycle was carried out in 2 meetings. As for the stages that were passed in the classroom action research as disclosed by Arikunto (2016), namely:

1. Action planning/preparation
2. Implementation of actions
3. Observation
4. Reflection

While the method of collecting data is by observing and the data analysis technique in this study is to use the percentage formula (Sudijono, 2016).

## **RESULTS AND DISCUSSION**

In the planning stage of cycle I activities the researcher prepared an arrangement of operational objectives, made worksheets and compiled teacher worksheets

to determine teacher pedagogic competence, prepared formats for observing the learning process which consisted of teaching and learning activity situations, teacher activeness in learning, also compiled pedagogic competency measurement sheets teacher. In the implementation of optimizing the mentoring delivered by the researcher for the

first time in cycle I, it was seen that the achievement of 54% of all aspects was observed and assessed. This means that it still requires repetition in the next cycle because it is not very satisfying. The results of research observations on the activities of researchers or facilitators who at that time provided direction will be described in table 1 below.

**Table 1. Aspects of Academic Supervision Activities in Cycle I**

NO.	EVALUATION	SB	B	SD	KB	TB	TOTAL	
1.	Researchers focused on the material so that the objectives of this research can be achieved.		√				4	
2.	Researchers create adequate communication between resource persons and participants.				√		2	
3.	Researchers conducted guidance and objective assessment of the participants.				√		2	
4.	Researchers make use of resources such as involving several competent teachers to help carry out research.			√			3	
5.	The researcher conveys a clear identity to the participants and vice versa the participants have a clear identity both name, NIP and place of work.	√					4	
6.	The researcher explained the material clearly, and spoke good language so that the participants understood the material presented by the facilitator.			√			3	
7.	Researchers develop innovative learning models so that learning is carried out not monotonous.				√		2	
8.	Researchers carry out research autonomously and are not influenced by other parties.				√		2	
9.	The researcher adapts with the participants so that effective learning is established.				√		2	
10.	Researchers provide alternatives or problem solving for the difficulties faced by teachers related to efforts to increase teacher pedagogic competence.			√			3	
<b>TOTAL</b>					8	9	10	27

Source: Observation Data, 2022

**Information:**

- SB : Very good = 5
- B : Well = 4
- SD : Currently = 3
- KB : Not good = 2
- SJ : Not good = 1

From the table above it can be explained as follows:

- 1) The researcher focuses on the material so that the objectives of this research can be achieved, which is classified as good.
- 2) Researchers create adequate communication between resource persons and participants, classified as not good.
- 3) Researchers conducted guidance and objective assessment of the participants, classified as not good.
- 4) Researchers make use of resources such as involving several competent teachers to

- help carry out research, moderate or good enough.
- 5) Researchers convey a clear identity to the participants and conversely the participants have a clear identity both name, NIP and place of work, classified as good.
  - 6) Researchers convey explanations about the material clearly, and speak good language so that participants understand the material presented by the facilitator, classified as moderate or good enough.
  - 7) Researchers develop innovative learning models so that learning is not monotonous, moderate or good enough.
  - 8) Researchers carry out research autonomously and are not influenced by other parties, classified as moderate or good enough.
  - 9) Researchers adapt with participants so that effective learning is established, classified as moderate or good enough.
  - 10) Researchers provide alternatives or problem solving for the difficulties faced by teachers related to efforts to increase teacher pedagogic competence, which is quite good.
- Then to find out the teacher's pedagogic competence can be seen from the results of the following assessment.

**Table 2. Teacher Pedagogic Competence in Cycle I**

NO.	PEDGOGIC COMPETENCE	PERCENTAGE
1.	Understanding insight or educational foundation	59%
2.	Understanding of students	65%
3.	Curriculum or syllabus development	76%
4.	Learning design	71%
5.	Implementation of educational and dialogic learning	53%
6.	Utilization of learning technology	47%
7.	Evaluation of learning outcomes	71%
<b>AVERAGE</b>		<b>63%</b>

Source: Observation data, 2022

**Table 3. Assessment criteria**

No.	Classification	Percentage (%)
1.	Very good	81 - 100
2.	Well	61 - 80
3.	Enough	41-60
4.	Not enough	21 - 40
5.	Less Once	0 - 20

From the data above it can be concluded that obtaining a percentage of the teacher's pedagogical competence aspect obtained an average percentage of achievement of 63% or in the good category. For more details, it can be seen in the following description:

- a. An understanding of the insight or educational foundation of the teacher's ability is obtained by an average of 59%.
- b. Understanding of students' ability of teachers by 65%.
- c. Curriculum or syllabus development of teacher abilities by 76%
- d. Learning design teacher ability by 71%
- e. Implementation of learning that educates and dialogues the ability of teachers by 53%
- f. Utilization of teacher learning technology is 47%.

g. Evaluation of teacher learning outcomes by 71%

The results of data analysis for each step of the implementation of the action are described by the author at the reflection stage. So according to the results of the study it cannot be said to be successful because the score obtained can still be improved. Teacher pedagogic competence as a whole has only reached 58%. While other aspects also still need correction and improvement in the next cycle, namely cycle II.

In the implementation of optimizing the assistance delivered by researchers for the first time in cycle I, it was seen that the achievement of 92% of all aspects was observed and assessed. This means that the supervision activities carried out by researchers are classified as very good. The results of research observations on the activities of researchers or facilitators in cycle II will be described in table 4 below.

**Table 4. Aspects of Supervision Activities in Cycle II**

NO.	EVALUATION	SB	B	SD	KB	TB	TOTAL
1.	Researchers focused on the material so that the objectives of this research can be achieved.	√					5
2.	Researchers create adequate communication between resource persons and participants.	√					5
3.	Researchers conducted guidance and objective assessment of the participants.		√				4
4.	Researchers make use of resources such as involving several competent teachers to help carry out research.	√					5
5.	The researcher conveys a clear identity to the participants and vice versa the participants have a clear identity both name, NIP and place of work.	√					5
6.	The researcher explained the material clearly, and spoke good language so that the participants understood the material presented by the facilitator.		√				4
7.	Researchers develop innovative learning models so that learning is carried out not monotonous.		√				4
8.	Researchers carry out research autonomously and are not influenced by other parties.		√				4
9.	The researcher adapts with the participants so that effective learning is established.	√					5
10.	Researchers provide alternatives or problem solving for the difficulties faced by teachers related to efforts to increase teacher pedagogic competence.	√					5
<b>TOTAL</b>		<b>30</b>	<b>16</b>				<b>46</b>

Source: Observation Data, 2022

From the table above it can be explained as follows:

1) The researcher focuses on the material so that the objectives of this research can be achieved, which is classified as very good.

2) Researchers created adequate communication between resource persons and participants, classified as very good.

3) The researcher carried out objective guidance and assessment of the participants, which was classified as good.

- 4) The researcher made use of resources such as involving several competent teachers to help carry out the research, which was quite good.
  - 5) Researchers convey a clear identity to the participants and conversely the participants have a clear identity both name, NIP and place of work, classified as very good.
  - 6) The researcher conveys an explanation of the material clearly, and speaks good language so that the participants understand the material presented by the facilitator, which is quite good.
  - 7) Researchers develop innovative learning models so that the learning carried out is not monotonous, it is classified as good.
  - 8) Researchers carry out research autonomously and are not influenced by other parties, classified as good.
  - 9) The researcher adapted the participants so that effective learning was established, which was classified as very good.
  - 10) Researchers provide alternatives or problem solving for the difficulties faced by teachers related to efforts to increase teacher pedagogic competence, which is very good.
- Improved supervision activities carried out by researchers have had a good impact on teacher pedagogic competence. Then to find out the teacher's pedagogical competence can be seen from the results of the following assessment:

**Table 5. Teacher Pedagogic Competence in Cycle II**

NO.	PEDGOGIC COMPETENCE	PERCENTAGE
1.	Understanding insight or educational foundation	82%
2.	Understanding of students	82%
3.	Curriculum or syllabus development	94%
4.	Learning design	76%
5.	Implementation of educational and dialogic learning	76%
6.	Utilization of learning technology	88%
7.	Evaluation of learning outcomes	76%
<b>AVERAGE</b>		<b>82%</b>

Source: Observation data, 2022

From the data above it can be concluded that obtaining a percentage of the teacher's pedagogical competence aspect obtained an average percentage of achievement of 81% or in the very good category. For more details, it can be seen in the following description:

- a. Understanding of the insight or educational foundation of the teacher's ability is 82%.
- b. Understanding of students' teacher abilities is 82%.
- c. Curriculum or syllabus development of teacher ability by 94%
- d. Learning design teacher ability by 76%
- e. Implementation of educational and dialogic learning of teacher abilities by 76%

f. Utilization of teacher learning technology is 88%.

g. Evaluation of teacher ability learning outcomes by 76%

Based on the data obtained from the observations, it can be concluded that all academic supervision activities carried out by researchers have experienced developments in 2 cycles. Thus there is no need for the next cycle of activities because according to the researcher the expected competencies have been achieved with good grades.

The results of the research in cycle I showed that aspects of the teacher's pedagogic competence in cycle I had not yet reached the set mastery indicators. This indicates that the

academic supervision provided by researchers still needs better planning by taking into account the strengths weaknesses that have

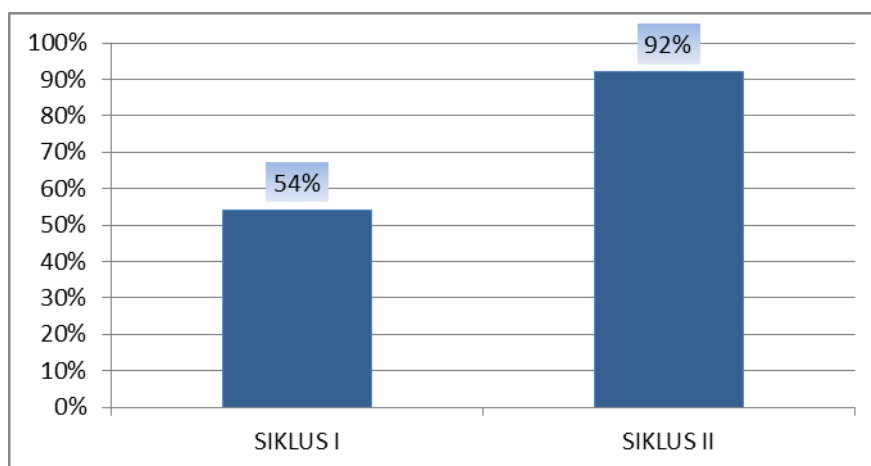
been identified in cycle I as the basis for improvement in cycle II.

**Table 6. Comparison of Supervision Activities in Cycles I and II**

KET	PERCENTAGE OF CLASSIC ACTIVITY	CATEGORY
Cycle I	54%	Pretty good
Cycle II	92%	Very good

From the table above it is known that from the aspect it is known that supervision activities from cycle I increased in cycle II. If in cycle I you get an achievement score of

54%, then in cycle II it is better to get an achievement score of 92. To make it clearer, it can also be seen in Figure 1.



**Figure 1. Curve Comparison of Supervision Activities in Cycles I and II**

The increase in the delivery of material by researchers who are also

facilitators also has implications for improvement teacher pedagogic competence.

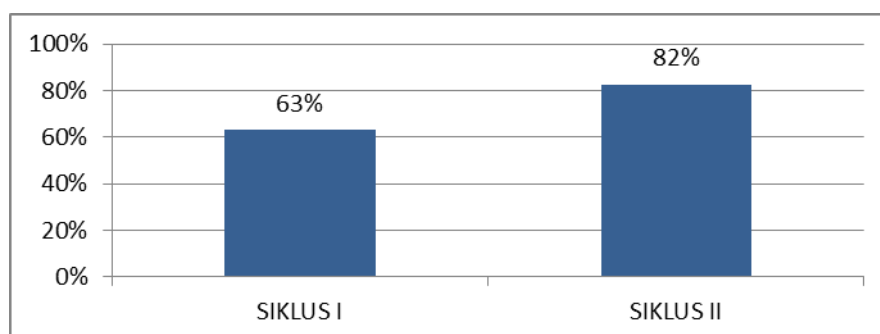
**Table 7. Comparison of Teacher Pedagogic Competence in Cycles I and II**

KET	CLASSIC PERCENTAGE	CATEGORY
Cycle I	63%	Well
Cycle II	82%	Very good

In the aspect of teacher pedagogic competence, it was found that in cycle I it was 63% in the good category and in cycle II it

increased to 82% in the very good category. To make it clearer, it can be seen in the following curve.





**Figure 2. Teacher Pedagogic Competency Comparison Curves in Cycles I and II**

The increase in supervision activities from cycle I to cycle II has implications for teacher pedagogical competence. Thus, if this success has been achieved, there is no need for the next cycle. The results of this study support the research conducted by Mujiono (2020) found that the implementation of academic supervision can run well if the school principal is able to carry out his role as a supervisor in accordance with the steps of academic supervision in improving teacher pedagogical competence. Furthermore, research conducted by Akhmad, (2022) found that academic supervision was able to improve teacher teaching competence from the aspects of mastery of teaching materials, lesson planning, implementation of learning, and assessment of learning outcomes. In implementing the strategy carried out, namely by increasing the intensity and continuous academic supervision development program.

The results of supervision will create a better learning atmosphere and teachers will also gain mastery in technology when carried out in a collaborative approach, where teachers and principals can discuss with each other to determine what needs to be done during the supervision program (Budiyanti et al, 2021) . Research conducted by Murniati & Harun, (2015) found that school principals have an important role in improving the quality of education, one of which is by conducting academic supervision to determine the success

of the teaching and learning process and to provide guidance on teacher teaching competence. For the success of academic supervision,

Next, in research conducted by Azizah & Roesminingsih (2021), it was found that school principals have the authority to provide guidance and develop teacher competencies, one of which is through academic supervision. This is done through 3 stages, namely the planning, implementation, and evaluation stages. This stage must be carried out correctly so that supervision can be directed and effective in improving the teacher's teaching competence. Then research conducted by Fatmayani, (2022) found the result that academic supervision will get maximum results when the principal is able to carry out the arrangement of supervision activities on an ongoing basis through several cycles, and in each cycle there are 4 stages namely planning, implementation, reflection, and action carry on.

In facing the challenges of the 21st century, teachers need to develop pedagogical competencies to improve the learning process, especially in the field of information and communication technology in the world of education so that teachers can utilize more learning media and become more varied in the learning process (Sahmudin & Prayoga, 2019 ). At the planning stage, in-house training activities can be carried out to provide

guidance to teachers in compiling syllabus and lesson plans, lesson schedules, in addition to preparing guidelines for academic supervision, and supervision schedules (Nurakmal et al, 2022). Based on research conducted by Fikriyah and Riyanto (2018) it was found that the principal has an obligation as an academic supervisor for each teacher. Therefore, every school principal must have the ability and knowledge regarding academic supervision to be able to control and assess and always develop learning activities in the school. Academic supervision can run smoothly when the principal as the supervisor can carry out the right planning and techniques in its implementation. Apart from that, to get maximum results, it can be increased in the intensity of its implementation and made into a sustainable program. Academic supervision can run smoothly when the principal as the supervisor can carry out the right planning and techniques in its implementation. Apart from that, to get maximum results, it can be increased in the intensity of its implementation and made into a sustainable program. Academic supervision can run smoothly when the principal as the supervisor can carry out the right planning and techniques in its implementation. Apart from that, to get maximum results, it can be increased in the intensity of its implementation and made into a sustainable program (Saihu, 2020).

### CONCLUSIONS AND SUGGESTIONS

From the description of data processing and discussion, it can be concluded that the teacher's pedagogical competence was obtained in cycle I by 63% in the good category and in cycle II it increased to 82% in the good category. It means that optimization of academic supervision to improve teacher pedagogical competence at SMP Negeri 11 Dumai is said to be successful.

Based on the research findings above, and given that Optimizing Academic Supervision to Improve Teacher Pedagogic

Competence at SMP Negeri 11 Dumai, it is suggested that this activity should be increased in the future. In this regard, it is suggested to various parties to follow up on the results of this study. For school supervisors to improve teacher pedagogic competence it is necessary to provide training and assistance to improve the quality of education, education and training for teachers is necessary and must be carried out to improve teacher pedagogic competence.

### REFERENCES

- Annury, N., & Muhammad. (2018). Peningkatan Kompetensi Profesional Guru Melalui Penelitian Tindakan Kelas. *Jurnal DIMAS*, 18(2), 177-193.
- Akhmad, F. A. P. (2022). Efektivitas Pelaksanaan Supervisi Akademik Pengawas Dalam Meningkatkan Kompetensi Profesional Guru PAI SD di Kecamatan Tambun Selatan. *Parameter*, 7(1), 26-40.
- Arikunto, S. (2016). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineksa Cipta.
- Ashlan, S. (2017). Implementing the teaching supervision by principals in improving the performance of teachers in Aceh Besar. *Jurnal Ilmiah Peuradeun*, 5(1), 25-36.
- Azizah, E. N., & Roesminingsih, E. (2021). Supervisi Akademik Terhadap Kinerja Guru Sekolah Dasar. *Jurnal Inspirasi Manajemen Pendidikan*, 9(4), 859-872.
- Budiyanti, N., Aziz, A. A., Sunandar, D., & Erihadiana, M. (2021). Supervisi Kepala Sekolah Untuk Meningkatkan Kompetensi Pedagogik Spiritual Pendidik. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 4(01), 188-201.
- Daryanto. (2011). *Kepala Sekolah Sebagai Pemimpin Pembelajaran*. Yogyakarta : Gava Media.

- Fathurrahman, A., Sumardi, S., Yusuf, A. E., & Harijanto, S. (2019). Peningkatan Efektivitas Pembelajaran Melalui Peningkatan Kompetensi Pedagogik Dan Teamwork. *Jurnal Manajemen Pendidikan*, 7(2), 843–850.
- Fatmayani, F. (2022). Upaya Meningkatkan Kompetensi Pedagogik Guru dalam Pengintegrasian Keterampilan Abad Ke21 melalui Seperviisi Akademik di SMAN 2 Pinggir Kabupaten Bengkalis. *Jurnal Pendidikan Tambusai*, 6(1), 3468–3484.
- Fikriyah, M., & Riyanto, Y. (2018). The Principals' Leadership As Academic Supervisor In Elementary School. In 2nd International Conference on Education Innovation (ICEI). *Atlantis Press*. 157–161.
- Hardono, H., Haryono, H., & Yusuf, A. (2017). Kepemimpinan kepala sekolah, supervisi akademik, dan motivasi kerja dalam meningkatkan kinerja guru. *Educational Management*, 6(1), 26–33.
- Haug, B. S., & Mork, S. M. (2021). Taking 21st century skills from vision to classroom: What teachers highlight as supportive professional development in the light of new demands from educational reforms. *Teaching and Teacher Education*, 100, 103286.
- Lantip, Diat P., S. (2011). *Supervisi Pendidikan*. Yogyakarta: Gava Media
- Mujiono, H. (2020). Supervisi Akademik Meningkatkan Kompetensi Pedagogik Guru. *JDMP (Jurnal Dinamika Manajemen Pendidikan)*, 4(2), 113–121.
- Murniati, A. R., & Harun, C. Z. (2015). Strategi Kepala Sekolah Dalam Peningkatan Mutu Di Sd Negeri 1 Peukan Bada Aceh Besar. *Jurnal Administrasi Pendidikan: Program Pascasarjana Unsyiah*, 3(3).
- Nurakmal, G., Syaodih, C., & Muchtar, H. S. (2022). Manajemen Supervisi Akademik Kepala Sekolah dalam Meningkatkan Kompetensi Guru di Kota Bandung (Studi Deskriptif pada SD Muhammadiyah 7 dan SD Muhammadiyah 3). *JIP-Jurnal Ilmiah Ilmu Pendidikan*, 5(4), 1090–1101.
- Prayitno, P. J. (2019). Pelaksanaan Supervisi Akademik Untuk Meningkatkan Kompetensi Pedagogik Guru SMA. *Jurnal Visi Ilmu Pendidikan*, 11(2), 46–55.
- Sahmudin., & Prayoga, A. (2019). Meningkatkan Kompetensi Pedagogik Pendidik dalam Pembelajaran Melalui Supervisi Akademik. *AlMau'izhoh*, 1(2), 12-22.
- Saihu, S. (2020). The Urgency Of Total Quality Management In Academic Supervision To Improve The Competency Of Teachers. *Edukasi Islami: Jurnal Pendidikan Islam*, 9(02), 297–323.
- Soengeng, & Sudarmo. (2016). *Dasar-dasar penelitian: bidang sosial, psikologi, dan pendidikan*. Yogyakarta: Magnum Pustaka Utama
- Sudijono, A., (2016). *Pengantar evaluasi pendidikan*. Jakarta : RajaGrafindo Persada
- Sutisna, D., & Widodo, A. (2020). Peran Kompetensi Guru Sekolah Dasar Dalam Meningkatkan Efektivitas Pembelajaran Daring. *Jurnal Bahana Manajemen Pendidikan*, 9(2), 58–64.
- Syafmawati, I. (2013). Persepsi Guru tentang Kompetensi Supervisi Kepala Sekolah SD Negeri Kecamatan Padang Timur Kota Padang. *Jurnal Administrasi Pendidikan*, 1(1), 93–100.