

HEADMASTER ACADEMIC SUPERVISION MANAGEMENT IN IMPROVING THE COMPETENCE OF PRIMARY SCHOOL TEACHERS THROUGH SUSTAINABLE PROFESSIONAL DEVELOPMENT

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ABSTRACT

The background to this dissertation is that school principals have a very important role in influencing the school system. Operationally, the school principal is the person at the forefront of coordinating efforts to improve quality learning. This research is motivated by the phenomenon of the emergence of a gap between demands for improving school quality and the competence of school principals, namely 65.64% has not met the optimal standards of competency required. Principal supervision competency is an activity carried out by the principal professionally in order to help teachers and education staff to improve the effectiveness and quality of education and learning implementation. Continuous professional development can help teachers in developing their careers as teachers. The purpose of this research is to analyze: 1) Planning, 2) Organizing, 3) Implementation, 4) Assessment, 5) Problems and Solutions. The management theory taken is from George Terry's theory, the research method uses a qualitative approach with a phenomenological study method, data collection techniques are interviews, observation, documentation. The results of this research: 1) the reality is that planning has been running but has not been maximized and has not had an effect on increasing teacher competency, 2) implementation has only met technical instructions 65% of the time, 3) supervision has not been consistently implemented, 4) programs and continuous professional development still need to involve experts and professional teachers. In conclusion, this research has been carried out but the implementation has not fully referred to supervision guidelines and used correct management principles, has not been systematic and is not sustainable and the results have not shown optimal efforts to increase teacher competency significantly. Planning, organizing, implementing and assessing activities have not been able to increase competence significantly and still need further improvement, the progress of this supervision has not been properly evaluated, ultimately the principal does not know more about the program's achievements and what needs to be followed up.

Keywords: Supervision management, teacher competency, sustainable professional development.

INTRODUCTION

Danim and Danim (2011:19) state that a school principal must be able to carry out areas of educational administration activities such as: (a) curriculum administration, (b) personnel administration, (c) student administration, (d) financial administration, and (e) administration of preventive maintenance of school facilities and infrastructure. That's why teachers must

understand the position of the principal, because the principal's job is to overcome anything that hinders the progress of teaching activities by providing continuous and directed supervision.

Zafira and Gunansyah (2015) Law of the Republic of Indonesia no. 14 of 2005 article 10 paragraph 1 and Legislation of the Republic of Indonesia no. 19 of 2005 Article 28 paragraph 3 states that teacher competency is defined as a completeness of knowledge, skills and attitudes which are manifested in the form of intelligent and responsible actions possessed by someone who holds the position of professional teacher.

He, Lundgren and Pynes (Nellitawati, 2019) the role of the teacher as an educator must master knowledge, including having extensive knowledge related to the subject matter as well as knowledge related to the subject that is the teacher's focus before it is presented and discussed with students in class. , theory and practice in education, theory and subject matter, educational technology, evaluation theory and learning psychology. This role is what is called pedagogical competence.

In creating professional teachers, it is necessary for the principal as a manager who has the main duties and functions of carrying out supervision with good management in addition to the teacher himself improving his competence.

Academic supervision is a series of activities to help teachers develop their abilities in managing the learning process so that they can improve pedagogical and professional competence, which leads to improving the quality of student graduates (Glickman)((Sonia, 2022)). Meanwhile, Daresh (2001) states that academic supervision is an effort to help teachers develop their abilities to achieve teaching goals. Academic supervision activities carried out by school principals are aimed at teachers with the aim of providing professional assistance. Apart from that, academic supervision also aims to improve professional competence and pedagogical competence which will have an impact on increasing the competence of teachers in schools.

The new paradigm of education management in order to improve quality effectively and efficiently gives broad authority to school principals in planning, organizing, implementing and controlling education in schools as contained in Permendikbudristek No. 40 of 2021 concerning the assignment of teachers as school principals, it is mandated that a principal Schools must have established competency standards. Competencies include: Personality Competencies, Managerial Competencies, Entrepreneurship Competencies, Supervision Competencies, and Social Competencies.

Academic supervision is a professional guidance activity for teachers so that they are able to carry out their teaching duties well (Prasojo & Sudiyono, 2011; Sergiovanni, 1987). The main indicator is that teachers are able to develop active, creative, innovative, effective, efficient and enjoyable student learning. The objects of academic supervision include learning materials, syllabus, and Learning Implementation Plan (RPP), learning methods, use of media and information technology in learning, assessment, learning outcomes, and classroom action research. The aim is to develop teacher professionalism, monitor the quality of learning, and increase teacher work motivation (Sergiovanni, 1987)

The Teacher Competency Test conducted on Indonesian teachers showed less than encouraging results. The highest 2019 UKG average score achieved by elementary school level teachers was 54.8 (fifty four point eight). The highest 2019 UKG average score achieved by high school level teachers was 62 (sixty two). On average, the UKG score is only 57 (fifty seven) out of a maximum score of 100 (one hundred).

According to the FIP-UPI educational science development team (2011:241). In developing pedagogical competency abilities, teachers can take part in seminars, workshops and small-scale training such as Teacher Working Groups (KKG) and Subject Teacher Conferences (MGMP). In large-scale training, teachers can take part in training organized by the Education Quality Assurance Institute (LPMP), the Center for Development and Empowerment of Educators and Education Personnel (P4TK) and other agencies.

Teachers are professional educators as stated in Law no. 14 of 2005 concerning Teachers and Lecturers and Government Regulation Number 74 of 2008 concerning Teachers. The main task of teachers is to educate, teach, guide, direct, train, assess and evaluate. This means that a teacher has a difficult task to develop and create a child's future. It is a must that a teacher be professional

Based on preliminary research at several elementary schools at SDN Dewi Sartika CBM Sukabumi City, it shows that teachers in carrying out their professional duties have not demonstrated optimal competency, this is because planning, implementation and assessment of learning activities have not been optimal, thus having a negative impact on the quality of learning. This problem requires further research so that valid data can be found and alternative solutions can be determined.

THEORETICAL BASIS

This research uses theory from George R. Terry (2016) which states that management includes activities to achieve goals, carried out by individuals who contribute their best efforts through predetermined actions. This includes knowing what they should do, determining how to do it, understanding how they should do it and measuring the effectiveness of their efforts. George R. Terry divides four basic management functions, namely Planning, Organizing, Actuating and Controlling. These four management functions are abbreviated as POAC.

Theological Foundations of Supervision

Supervision is basically the process of providing assistance to other people, meaning someone who has more competence (supervisor) provides assistance to the teacher regarding the learning process, with this assistance a teacher can carry out their duties well. Islamic teachings strongly recommend helping each other, as Allah says in the Koran. Which means: "And help you in (doing) goodness and piety, and do not help in committing the sin of enmity. Have faith in Allah, indeed, Allah is very severe in punishment." (Q.S. Almâidah:2)

In relation to educational and teaching supervision, the above paragraph can be understood to mean that the provision of assistance by supervisors to teachers in terms of improving the quality of learning is undoubtedly a form of assistance and a form of cooperation in goodness, but in the process of providing professional assistance it must be carried out on the basis of kindness. and devotion. Supervision activities must begin with careful preparation and planning, in this case Allah provides guidance in the Al-Qur'an. Which means: "O you who believe, fear Allah and let everyone pay attention to what he has done for tomorrow (the afterlife); and fear Allah, verily Allah is All-Knowing of what you do." (Q.S. Al-Hasyr:18)

Philosophical Foundations of Educational Supervision

According to Suriasumantri (2010:35) "Ontology is a branch of philosophy that deals with the nature of life. Ontology is also defined as the essence of what happens. The problems of educational supervision that are of concern to ontology are that in organizing educational supervision, effort and cooperation is required between supervisors (school principals or school supervisors) and teachers regarding views on the objectives of educational supervision as well as stances regarding what or how the desired supervision is in accordance with the objectives. National Education.

According to Purwanto (2010: 76) "Learning supervision is supervisory activities aimed at improving conditions of both personnel and materials that enable the creation of better teaching and learning situations in order to achieve educational goals." So supervision is the effort of school officials to lead teachers and other education officials to improve learning, develop teacher growth, complete and revise educational objectives, learning materials, teaching methods, learning assessment.

Epistemological Foundations of Educational Supervision

What epistemology actually is, "Epistemology is a theory of knowledge, which discusses how to obtain correct knowledge from the object that you want to think about in a clearer understanding of epistemology" (Suriasumantri, 2010: 99). It can be concluded that epistemology is a component of philosophy that is related to science, especially with regard to the ways, processes and procedures of how knowledge is obtained.

The object of epistemology according to Suriasumantri (2010) is "the entire process of acquiring knowledge which is the basis or object of the theory of knowledge and at the same time leads to the achievement of goals, because the target is the goal. Without a goal, it is impossible for the goal to be realized, on the other hand, without a goal, the goal becomes directionless.

Axiological Foundations of Educational Supervision

Axiology is a term that comes from the Greek word *axios* which means something or natural. While *logos* means knowledge. Axiology is understood as a theory of value. According to Suriasumantri (2010:234) "Axiology is defined as a theory of values related to the usefulness of the knowledge we obtain". In connection with the axiological basis of educational supervision, the objective aspect of supervision is to continue to improve the condition of the school both materially, financially and in terms of social relations within the school environment

Academic Supervision

Academic supervision is a series of activities to help teachers develop their abilities in managing the learning process so that they can improve pedagogical and professional competence, which leads to improving the quality of student graduates (Glickman: 2007((Riwana, n.d.))). Meanwhile, Daresh (2001) states that academic supervision is an effort to help teachers develop their abilities to achieve teaching goals. Academic supervision activities carried out by school

principals are aimed at teachers with the aim of providing professional assistance. Apart from that, academic supervision also aims to improve professional competence and pedagogical competence which will have an impact on increasing the competence of teachers in schools.

Developing teacher abilities is not only emphasized on increasing teachers' knowledge and teaching skills, but also on increasing teacher commitment, will or motivation. By increasing teachers' work abilities and motivation, academic quality will increase. The responsibility for implementing supervision in schools is the principal. Therefore, school principals must have supervisory competence. The essence of supervision activities is to help teachers and is different from teacher competency assessment, although in academic supervision there is assessment. In academic supervision, assessing the teacher's performance in managing the learning process is an activity that cannot be avoided (Sergiovanni, 1987).

According to Alfonso, Firth, and Neville (in Ministry of National Education, 2007) good academic supervision is academic supervision that is able to function to achieve the multiple goals mentioned above. There will be no success for academic supervision if it only pays attention to one particular goal to the exclusion of other goals. Only by reflecting on these three goals will academic supervision function to change teacher teaching behavior. In turn, changes in teacher behavior towards higher quality will lead to better student learning behavior.

Teacher Competency

Competency is a specification of the abilities, skills and attitudes possessed by a person and their application in work, in accordance with the competency standards required by the field (Dirjen Dikdasmen, 2004: 4). Based on this opinion, a person who works as a teacher, whose work according to the 2006 Teachers Law is a professional job, then the teacher must meet the minimum standards required by the Ministry of National Education.

The standard components of teacher competency include: (1) Competency Components for Learning Management and Educational Insights, (2) Academic/Vocational Competency Components according to learning material, (3) Professional development. Apart from these three components, a teacher must have a positive attitude and personality, where this attitude and personality is always attached to every component that supports the teaching profession.

A professional teacher will show his attitude and competence in everyday life. All work results must be measurable by indicators. For this reason, the Director General of Basic Education (2004: 8) formulated competency indicators, each of which includes: 1. Learning Management Competency Component. According to the Director General of Education and Culture, the indicators for this competency are as follows: a. competence in preparing learning plans, b. competence to carry out learning, c. competence in assessing learning achievement, d. carrying out follow-up results of student learning achievement assessments.

Increasing the Competency of Elementary School Teachers through Sustainable Professional Development in Sukabumi City

The definition of competency according to Syukur (2015: 516) means a description of what a person should be able to do in a job in the form of activities, behavior and results that can generally be demonstrated or demonstrated. Another meaning of competence according to the

European Commission, (2013: 9) is a complex combination of knowledge, skills, understanding, values, attitudes/behavior, and desires that leads to effectiveness and realizes a person's actions in a particular field.

Teacher competency is the professional knowledge, professional skills and professional values possessed by the teacher himself and is related to the successful implementation of learning (Spencer & Spencer, 1993 in Zhao & Zhang, 2016: 613). This understanding is supported by Lui, Ge and Liu, (2007: 66) who state that teachers' professional values are referred to as individual character, ethnic professionals can show teacher competence.

Teacher pedagogical competence refers to performance, knowledge and expertise in the teaching and learning process which is included in the teacher's ability to manage the teaching and learning process from planning to the evaluation stage (Cooper, 1986 in Syahrudin, et al., 2013: 214). The implications of the context of pedagogical knowledge can be applied in daily teaching activities, such as maintaining student motivation, relevant subjects, and other forms of student development (Syahrudin, et al., 2013: 214). Meanwhile, according to Panda (2012: 34), pedagogical competence can be described as the ability and desire to regularly apply attitudes, knowledge and skills to promote learning from teachers and students. Uppsala University (2010: 10).

The definition of pedagogical competency based on Minister of National Education Regulation no. 16 of 2007 concerning teacher qualification and competency standards, explained as follows: 1) Mastering the characteristics of students from physical, moral, cultural, emotional and intellectual aspects. 2) Mastering learning theories and educational learning principles. 3) Develop a curriculum related to the subject or development area taught. 4) Organizing educational learning. 5) Utilizing information and communication technology for learning purposes. 6) Facilitate the development of students' potential to actualize the various potentials they have. 7) Communicate effectively, empathetically and politely with students. 8) Carrying out assessments and evaluations of learning processes and outcomes. 9) Utilize the results of assessments and evaluations for learning purposes. 10) Take reflective action to improve the quality of learning.

Increasing teacher pedagogical competence can be done in various ways, such as joining teacher organizations such as KKG (Teacher Working Group) and taking educational courses to develop and increase teacher skills. Meanwhile, efforts can be made by institutions or schools to improve teachers' pedagogical competence by holding workshops and conducting teacher upgrading, in addition to holding learning supervision (inter-class visits) and holding school meetings (Saryati, 2014: 678-680) .

The role of teachers is strategic in the implementation of education and efforts to improve teacher professionalism. Rohmah (2016 : 10) in his research explains that: Continuous Professional Development is the development of teacher competency which is carried out according to needs, in stages, continuously to improve teacher professionalism. The scope includes planning, implementation, evaluation and reflection designed to improve characteristics, knowledge, understanding and skills. Continuous professional development must be carried out based on the needs of the teacher concerned

RESEARCH METHODS

The research method that will be used in this research is a descriptive method using a qualitative approach. The descriptive method is a method used to describe ongoing and actual conditions and explain a phenomenon about a problem.

This research was carried out at elementary schools in Sukabumi City, Cikole, Lembursitu, Gunung Puyuh and Warudoyong Districts, Sukabumi City. Determining the data source was carried out selectively with certain aims and objectives where the researcher chose those who were considered representative and trustworthy to be the data source based on considerations to find answers regarding how the principal's management of academic supervision improves the competency of elementary school teachers in Sukabumi City.

In this research, various techniques were used, namely in-depth interviews, observation and documentation studies. An interview is a conversation with a specific purpose. This conversation is carried out with two parties, namely the interviewer who asks questions and the interviewee who provides answers to the interviewer's questions. Data collection techniques using observation were used because the research concerned the work process and the respondents were 1 head of department, 1 supervisor, 3 school principals, 3 teachers. In the process of developing the instrument, the researcher used several stages, namely: creating a research grid, describing the research grid in the interview and observation guidelines, consulting with supervisors about interview and observation guidelines, conducting research in the field. The data that has been collected is analyzed using qualitative and quantitative analysis.

Table 1. Research Informant Data

NO	INFORMAN	AGENCY
1	Head od GTK Department	Dinas P dan K
2	Construction Sipervisor	Dinas P dan K
3	Headmaster	SDN Dewi Sartika
4	Headmaster	CBM
5	Headmaster	SDN Benteng I
6	Teacher	SDN Cemerlang
7	Teacher	SDN Cipanengah CBM
8	Teacher	SDN Dewi Sartika
		CBM
		SDN Cipanengah CBM

Based on the population above, the researcher took samples using saturated sampling. Saturated sampling is a sampling technique when all members of the population are used as samples. This is often done when the population is relatively small, less than 30 people, or research that wants to make generalizations with very small errors (Sugiyono, 2013). Based on the quote above, the author used the research informants as the head of the GTK division, supervisor of guidance and representatives of the principal and teachers as many as 8 people.

Data collection instruments are tools chosen and used by researchers in their collection activities so that these activities become systematic and made easier by them (Sudaryono, 2013). After the data in this research was collected, it was then analyzed using descriptive statistical analysis. The level of teacher competency in the learning process can be determined by comparing M (%) or the average percent on the five scale PAP with the criteria outlined in table 01 below.

Table 2. Five Scale Conversion Guidelines

Persentase %	Criteria
90 – 100	Very good
75 – 89	Good
65 - 74	Enough
40 - 64	Not enough
0 - 39	Very less

Source : Dantes (2009)

RESULTS AND DISCUSSION

Based on monitoring during the preparation, implementation and follow-up of this action research, various data were obtained from teachers who were carrying out the teaching and learning process, students who were studying, researchers who were carrying out their supervision. An overview of the research results and findings is as follows. George R. Terry divides four basic functions of management, namely Planning, Organizing, Actuating and Controlling. These four management functions are abbreviated as POAC. In this study, researchers tried to describe and analyze the four management functions.

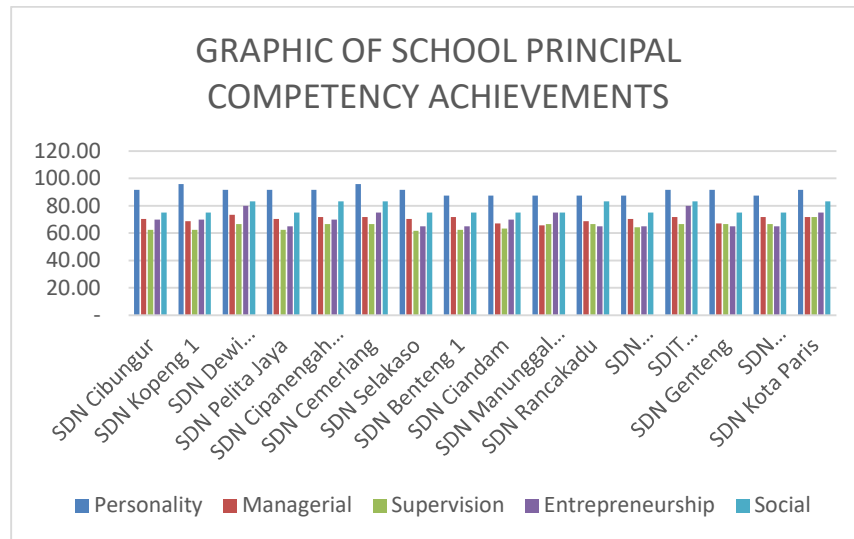
The stages of implementing academic supervision are as follows:

Table 3. Stages of Implementing Academic Supervision

Implementation stages	Description of activities
Planning	1. Identifying supervision plans 2. Teacher Development Needs Analysis: Conduct a needs analysis to identify competency areas that need to be improved by elementary school teachers in Sukabumi City

	3. Setting Goals for Academic Supervision: Setting clear and measurable goals for academic supervision, which are in line with continuous professional development
Organizing	1. How to organize the principal's academic supervision management for elementary school teacher competency through continuous professional development 2. Establishment of a Supervision Team 3. Preparation of a Continuous Professional Development Program
Actuating	1. How is the principal's academic supervision implemented for elementary school teacher competency through continuous professional development 2. Motivational Approach: Applying a motivational approach through performance recognition, awards and other incentives to encourage active teacher participation in development activities. 3. Professional Program Socialization: Clearly communicating the objectives and benefits of the professional development program to elementary school teachers
Controlling	1. Evaluation of Development Activities: Carrying out periodic evaluations of development activities to ensure that the program is running according to plan and producing the expected results. 2. Feedback and Improvement: Provide feedback to teachers and identify areas of improvement that can be implemented in the next program. 3. Monitoring Teacher Progress: Monitoring the progress of individual teachers in improving their competency through continuous professional development activities

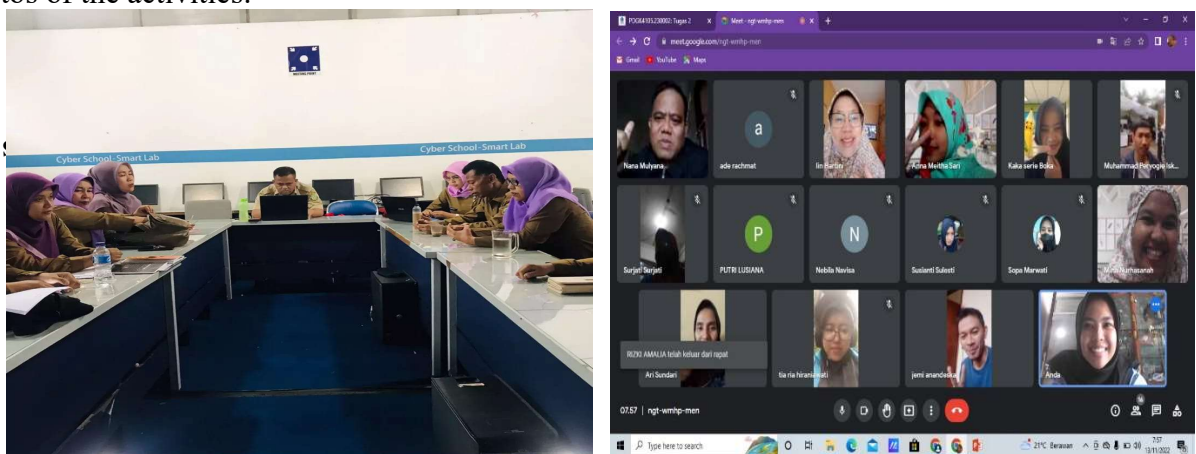
At the planning stage, the author first carried out observation activities as pre-supervision to find out initial data on supervision carried out on the school principal and obtained the following pre-supervision observation data:



Picture 1. Pre-Academic Supervision Observation Data

From the table it can be seen that the average results are: 1. Personality competency is 90.69, 2. Managerial competency is 70.31, 3. Supervision competency is 65.64, 4. Entrepreneurial competency is 70.25, and 5. Social competency is 78.43. These data show that the school principal's supervision competency score is the lowest and still needs to be improved.

At the organizing stage, determining the teacher who will be supervised and the objectives, focus and schedule of supervision activities will be carried out offline and online, here are photos of the activities:



Picture 2. Determine the principal and teachers being supervised, goals, focus and schedule for offline and online supervision.

At the implementation stage, the author carried out offline and online Google Form activities, for example to study the management of school principal supervision through interviews, observation and documentation. Below are photos of the implementation activities.



Picture 3. Interview activities and observation of supervision documents, curriculum and school profiles

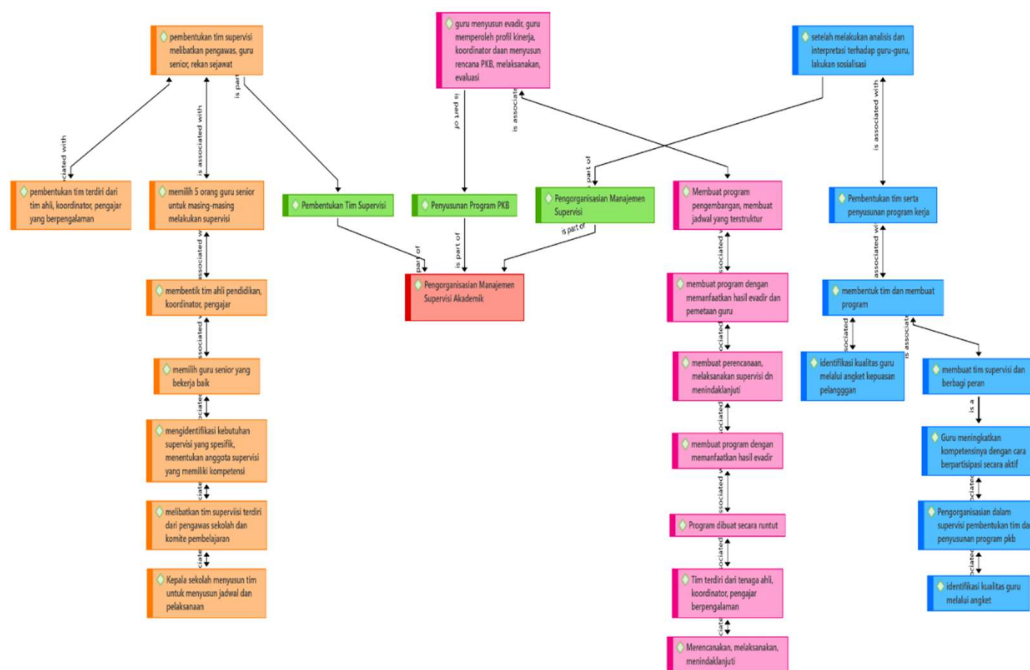


The following is the data on the results of the implementation of academic supervision management in this activity. The author observed the implementation of the principal's academic supervision regarding the principal's supervision program, so the data was obtained using the atlas.ti display as follows:



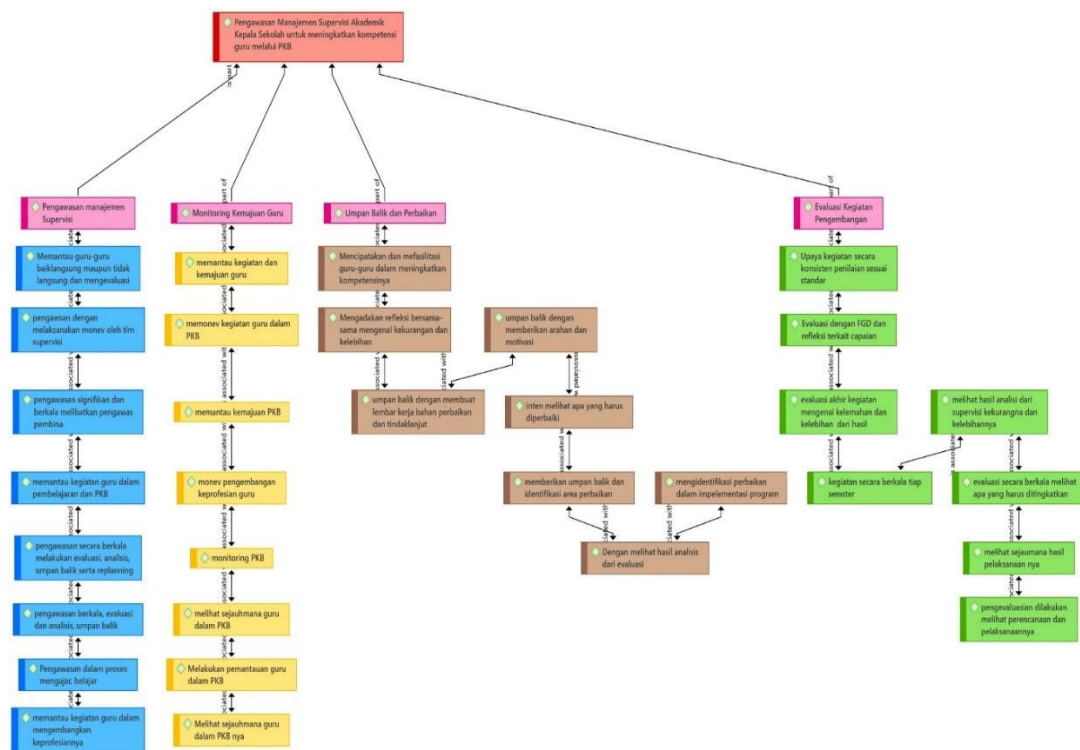
Picture 5 Principal Academic Supervision Management Planning

Based on the data in Figure 5, it can be explained as follows: 1) Planning and management of the principal's academic supervision, namely a) formulating goals, setting schedules, choosing approaches and techniques and selecting supervision instruments, b) providing assistance, guidance and monitoring teacher performance, c) supervision is carried out routinely with clinical supervision, d) the principal distributes evader questionnaires first, e) identifies competency development needs, f) the principal creates programs and evaders, g) prepares work programs based on analysis, (forms a curriculum team), Planning setting objectives, namely: a) observing and monitoring the competencies possessed, b) analyzing by looking at the results of previous supervision, c) adapting to teacher needs and problems, d) coordinating with senior teachers to form a supervision team, e) analyzing teacher competency needs, class observation and analysis, Planning needs analysis, namely: a) using the right technical approach, b) carrying out periodic analysis, c) filling out questionnaires and evaders, d) principal analyzing initial needs, e) identifying a collection of teaching tools and observation results, f) analyzing teacher development needs, g) support for implementing training.



Picture 6 Organizing Supervision Management Academic Principal

Organizing school principal supervision management to improve the competency of elementary school teachers through sustainable professional development, namely: a) carrying out analysis and interpretation for teachers and socialization, b) forming work program preparation teams, c) identifying teacher quality through customer satisfaction questionnaires, d) creating a supervision team and sharing roles, e) teachers improving their competence by actively participating, f) forming teams and preparing CPD programs, g) identifying teacher quality through questionnaires. Formation of a supervision team, namely: a) formation involving senior teachers, supervisors and colleagues, b) formation of a team consisting of a team of experts and experienced teachers, c) selecting senior teachers, d) forming a team of educational expert coordinators and teachers, e) selecting teachers who work well, f) identify specific supervision needs, determine team members who have competence, g) involve the supervision team, school supervisor and learning committee, h) the school principal together with the team prepare an implementation schedule. Preparing continuous professional development programs, namely: teachers Developing evaders to obtain performance profiles, Developing CPD plans, carrying out evaluations, creating development programs and creating structured programs, creating CPD programs by utilizing the results of evaders and teacher mapping, making plans, implementing and following up, creating programs Coherently, the team consists of experts and experienced teachers.



Picture 8 Academic Supervision Management Supervision

Supervision of school principal supervision management to improve the competency of elementary school teachers through sustainable professional development, namely: a) monitoring teachers both directly and indirectly and evaluating, b) supervision by carrying out monitoring and evaluation by the supervision team, c) supervisors significantly involving supervisors supervisor, d) monitoring teacher activities in learning and CPD, e) supervision periodically carrying out evaluation, analysis, feedback and replanning, f) supervision in the teaching and learning process, g) monitoring teacher activities in their professionalism.

Based on these results, Principal Academic Supervision Management in Improving Primary School Teacher Competency through sustainable professional development in Sukabumi City has been implemented based on existing regulations and runs in accordance with supervision program guidelines, but has not demonstrated maximum efforts to increase teacher competency.

Research Problem Findings

There are several findings in this research, including:

1. Teachers' lack of interest in participating in programs to improve their competence and profession in accordance with developments and demands of the times, because they are constrained by age and technological gaps
2. Low competency of some teachers, low teacher motivation, low level of teacher discipline and poor communication
3. Time and consistency have not worked well.

4. The problems faced include (1) the implementation of managerial supervision has not yet become a necessity for the Principal, (2) there is still a tendency for the implementation of academic supervision to fulfill administrative duties, and (3) there is limited authority of the Education Unit Supervisor in providing operational advice to Principal and his staff.
5. Less costs/budget, time and consistency
6. The problem faced is that there are still educators who have not mastered IT in implementing quality learning and still lack motivation to learn both from colleagues and through independent teaching platforms
7. The problem faced is that teachers have not felt the benefits from the results of academic supervision activities and some teachers have not carried out follow-up actions to create real actions

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Based on the findings, presentation, reflection and discussion of research results, in this section the following conclusions can be expressed. School Principal Academic Supervision Management in Improving Primary School Teacher Competency through sustainable professional development has been implemented based on regulations in accordance with supervision program guidelines but implementation has not been systematic and unsustainable and the results have not shown optimal efforts to increase teacher competency. Planning has not been fully implemented in accordance with the rules and technical instructions in systematizing the use of supervision planning activities and continuous professional development so that it has not been able to increase teacher competence significantly. Better planning is still needed. Organization has been carried out well through the formation of a supervision team, but this team has not been able to work as it should in implementing the CPD program and has not had a positive impact on teacher competency. Its implementation still does not make it possible to carry out the supervision program properly and regularly, the supervision program is only limited to fulfilling performance assessments which is not the main task as a school principal, so the CPD program is not balanced with teacher needs. Supervision has not become an important thing so that the progress of this supervision is not properly monitored and in the end the school principal does not know more about the program's achievements and what needs to be followed up.

RECOMMENDATIONS

1. For the Education and Culture Office of Sukabumi City: to be used as a source of scientific information in planning to improve the quality of school principals, teachers and CPD programs, so that they can plan the management of principal supervision and continuous professional development to improve teacher competence, as a basis for determining technical policies in the context of making supervision and CPD programs and elementary school teacher competencies.
2. For Sukabumi City Elementary School Principals: can be used as technical information related to supervision management to improve teacher competency, as a basis for providing guidance on efforts to continuously improve teacher professionalism, can be used as a mapping regarding promotions and teacher functional credit numbers, providing guidance and giving opportunities for teachers to carry out self-development efforts and create innovative works.

3. For elementary school teachers in Sukabumi City: it can be used as material and consideration for managing PKB's abilities to improve teacher competence, planning and improving their own abilities in providing maximum educational services to students. increasing literacy skills in self-development strategies, creating innovative works and scientific publications
4. KKG / Study Group: can be used as information and materials in order to improve Continuous Professional Development of teachers which is developed through teacher collective activities, materials for creating CPD programs in KKG / Kombel, encouraging KKG / Kombel members in self-development strategies, creating innovative works and scientific publications.
5. For other researchers: the results of this research can be used as a reference source for carrying out management supervision to improve teacher competence through PKB.

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