

## The Influence of Academic Supervision and Pedagogic Competence on The Performance of Teachers at State Senior High School 9 Maros

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| KEYWORDS  | ABSTRACT  |
|---|---|
| Academic Supervision, Pedagogical Competence, Teacher Performance | This article aims to examine the effect of the implementation of Academic Supervision and Pedagogical Competence together on the Performance of Teachers at SMA Negeri 9 Maros. This type of research is ex post facto research using a quantitative methodology approach and a scientific approach in the form of sociology and pedagogy. The research design is a dual paradigm with two independent variables. The population of this study was 41 people, using a saturated sampling technique, namely sampling by including all members of the population as research samples. The research instruments used to obtain data were questionnaires and documents. The questionnaire was distributed to respondents and documents in the form of teacher performance assessment results (PKG) were analyzed using descriptive analysis and hypothesis testing analysis. The results of this study indicate that: 1) The reality of the implementation of academic supervision at SMA Negeri 9 Maros is carried out with three indicators, namely, the planning stage, the implementation stage, the evaluation stage and follow-up are in the very high category; 2) The reality of the pedagogical competence of SMA Negeri 9 Maros teachers is assessed through two indicators, namely, learning planning and the use of technology in learning are in the very high category; 3) The reality of the performance of teachers at SMA Negeri 9 Maros is assessed through three indicators, namely, planning learning activities, implementing learning activities, assessing and evaluating learning outcomes in the high category; 4) There is a simultaneous influence between the implementation of academic supervision and pedagogical competence together on the performance of teachers at SMA Negeri 9 Maros with a multiple linear regression equation, namely $\hat{Y} = 39.921 + 0.415X_1 + 0.882X_2$ or $\hat{Y} = 39.921 + 0.415(120) + 0.882(60)$ , and the level of influence is 76% and the rest is influenced by other variables. |

### 1. Introduction

The success of learning is largely determined by the teacher's performance in the teaching and learning process. Performance is work achievement or work appearance (performance) interpreted as an expression of ability based on knowledge, attitude and skills and motivation in producing something.

Teacher performance is the ability and success of teachers in carrying out learning tasks. In addition, teacher performance can also be stated as a result of reflection in planning, implementing and assessing the learning process which is based on the work ethic, discipline and professionalism of teachers in learning.

In general, everyone works with a certain motive so that their work provides maximum or satisfactory results. Therefore, a person's performance is very dependent on a person's expertise. In QS al-Zumar / 39:39

قُلْ يٰقَوْمِ اَعْمَلُوا عَلٰى مَكَانَتِكُمْ اِنِّىْ عَمِلْتُ فَمَنْ سَوْفَ تَعْلَمُوْنَ

Translation:

“Say: "O my people, work according to your circumstances, I will work (too), Then you will know”

Quraish Shihab interpreted the verse by explaining that the position of the Prophet Muhammad (peace be upon him) is clear, there are polytheists and their beliefs, and the evidence of their misguidance is clear, as can be read in the previous verses, while they continue to disobey, on the side of Allah commanded the Prophet Muhammad (peace be upon him), that: say to them: “O my people, namely my relatives, tribes and people who live in one community with me, work, that is, do continuously what you want to do according to your circumstances, abilities, and attitude to life, indeed I will also

work in various positive activities according to the abilities and attitude to life that Allah has taught me, then you will know who will receive a humiliating punishment in this world and will also be afflicted by eternal punishment in the hereafter.

The verse very clearly commands humans to work according to their skills. A job without being supported by skills will hinder a job, on the other hand if supported by skills then the job will run effectively and efficiently until it produces the desired results. Therefore, expertise becomes a factor

One of the programs that can be organized to improve the quality of learning is the implementation of assistance to teachers or better known as supervision. The school principal as the educational leader in the school has duties in the field of supervision.

The principal as an educational leader has a dual role, in addition to being an administrator he is also a supervisor. As a supervisor, the principal is responsible for building the school in order to successfully achieve the educational goals that have been determined and must be able to manage and coordinate all activities.

One of the competencies that must be possessed by a school principal in accordance with Permendiknas No. 28 of 2010 article 1 paragraph 5 is skills in the competence of supervision.

According to Permendiknas No. 13 of 2007 in order to carry out supervision, school principals must have 3 academic supervision competencies, namely 1) planning an academic supervision program in the framework of improving teacher professionalism; 2) perform academic supervision of teachers by using the correct supervision approach and technique; and 3) follow up on the results of academic supervision of teachers in the context of improving teacher professionalism.

The target of academic supervision is teachers in the learning process, which consists of the main material in the learning process, compiling syllabus and lesson plans, selecting learning strategies/methods/techniques, using media and information technology in learning, assessing the learning process and outcomes.

Teachers must also have the ability in the education process. As explained in Law No. 14 of 2005 concerning Teachers and Lecturers in article 10 paragraph 1 that teachers have four competencies, namely pedagogical, personality, social and professional. Of the four teacher competencies, researchers focus on pedagogical competence.

According to Abdul Kosim, pedagogical competence is the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. Meanwhile, according to Sahertian, the factors that influence teacher pedagogical competence are the knowledge, skills, and attitudes possessed by teachers, the leadership of the principal, a work environment that encourages teacher work motivation to improve knowledge, skills, and attitudes in carrying out tasks optimally. So, pedagogical competence is a competence that requires teachers to be able to manage learning for their students so that interesting and quality learning is realized.

Based on the researcher's initial observations conducted on Tuesday, November 1, 2022 at SMA Negeri 9 Maros, the problem that occurred was that teacher performance was still less than optimal. This is indicated by making learning devices. Learning devices in learning process activities are used as guidelines or references in teaching and learning devices must actually be arranged according to school and student conditions, of course learning devices must be prepared at the beginning of each semester. However, it was found that there were still many teachers who had just made and collected their learning devices such as RPP, Annual Program, Semester Program, Syllabus, KKM in the middle of the semester when they were going to carry out the mid-semester exam (UTS).

Teacher performance is still less than optimal, also indicated by teachers in carrying out learning outcome assessments. It was found that several teachers did not check the results of students' work after carrying out the mid-semester exam (UTS) and did not return the results of students' work, even

though the ability to carry out assessments is important so that teachers and students are able to know cognitive development. On the other hand, some teachers have not been able to create varied learning, in addition, daily interactions between teachers and the principal, fellow teachers and teachers with students have not been built well.

From the background above, the author is interested in further research related to whether there is an Influence of the Implementation of Academic Supervision and Pedagogical Competence on the Performance of Teachers at SMA Negeri 9 Maros.

## **2. Methodology**

The type of research used in this study is ex-post facto. Ex-post facto research is a study in which the independent variables have been treated, or the treatment was not carried out during the study, in this study, the independent variables and dependent variables have been stated explicitly, to then be connected as a relational study or predicted if the independent variables have a certain influence on the dependent variable. The location of the study was carried out at SMA Negeri 9 Maros. The approach used consists of two, namely the methodological approach and the scientific approach. The approach to the study can be seen from the perspective of the methodology used is the positivistic approach, while the scientific approach uses the sociological and pedagogical approaches.

The population in this study were all teachers who teach at SMA Negeri 9 Maros. The sample in this study were all teachers at SMA Negeri 9 Maros totaling 41 people. The data collection techniques used in this study were questionnaires and documents. Analysis of research data using descriptive analysis and inferential analysis. Inferential analysis uses multiple linear regression formulas. Multiple linear regression is a regression where the dependent variable is connected or explained by more than one variable, maybe two, three and so on independent variables, but still shows a linear relationship diagram. This method is used to determine whether there is an influence of academic supervision and pedagogical competence on teacher performance. In other words, the use of this analysis model is to determine the influence of two independent variables together on the dependent variable with the formula:  $Y = a + b_1X_1 + b_2X_2$ .

## **3. Result and Discussion**

### **Implementation of Academic Supervision at SMA Negeri 9 Maros**

Based on Permendiknas Number 13 of 2007 concerning Principal Standards and Permendiknas Number 12 of 2007 concerning School/Madrasah Supervisor Standards, it is explained that the principal's supervisory duties include the task of planning an academic supervision program for teachers using the right supervision approach and techniques and following up on the results of academic supervision of teachers in order to improve teacher professionalism. The indicators in the implementation of academic supervision carried out by the principal at SMA Negeri 9 Maros refer to the Regulation of the Minister of National Education (Permendiknas) Number 13 of 2007, consisting of 3 stages, namely:

First, the planning stage. The academic supervision planning stage consists of 4 sub-indicators, namely: 1) academic supervision planning that is oriented towards improving school quality; 2) academic supervision planning involving teachers; 3) planning evaluation instruments in academic supervision; and 4) planning techniques or methods that will be applied in academic supervision. Second, the implementation stage. The implementation stage of academic supervision consists of 4 sub-indicators, namely: 1) conducting class observations; 2) observing the learning process during class visits; 3) guiding teachers in compiling learning tools; and 4) guiding teachers in conducting analysis of learning outcome evaluations.

Third, the evaluation and follow-up stage. The evaluation and follow-up stage of academic supervision consists of 4 sub-indicators, namely: 1) conducting analysis of academic supervision results; 2) following up on the results of academic supervision analysis; 3) carrying out coaching on

improvements from academic supervision results; and 4) preparing for the next academic supervision (next semester). The implementation of academic supervision carried out by the principal based on each indicator from 3 (three) aspects can be seen in the results of the calculation of the achievement index of answers to the questionnaire given by the respondents. The results of the calculation of the academic supervision implementation index by the principal for each indicator, namely the aspect with the highest achievement index is the evaluation and follow-up stage aspect of 92.06, then the implementation stage aspect of 91.94, finally the planning stage aspect of 90.65.

### **Pedagogical Competence of Teachers at SMA Negeri 9 Maros**

According to Law Number 14 of 2005, article 10 paragraph 1, teachers have 4 competencies, one of which is pedagogical competence. Then further explained by Mulyasa that pedagogical competence is the ability of teachers to manage learning which includes understanding students, planning and implementing learning, utilizing learning technology, evaluating learning outcomes and developing students to actualize their various potentials. From several indicators, this study limits the indicators studied, namely learning planning and utilization of learning technology. The indicators of pedagogical competence of teachers at SMA Negeri 9 Maros consist of 2 indicators, namely:

First, learning planning. Learning planning is one of the competencies that must be possessed by a teacher in implementing learning. Learning planning includes three activities, namely: a) identifying needs; b) formulating basic competencies; and d) learning programs. Second, utilizing learning technology. The use of technology when carrying out learning activities is intended to facilitate or make learning activities more effective. In this regard, teachers are required to organize learning using technology as a medium. So, a teacher is expected to be able to master learning resources related to information technology. The use of learning technology includes learning resources, methods and learning media. The achievement of pedagogical competence of teachers at SMA Negeri 9 Maros based on each indicator from 2 (two) aspects can be seen in the results of the calculation of the achievement index of answers to the questionnaire given by respondents. The results of the calculation of the teacher's pedagogical competence achievement index for each indicator, namely the aspect with the highest achievement index is the aspect of the use of learning technology of 91.04, then the aspect of learning planning of 87.23. Thus, the results of the study showed that the pedagogical competence of teachers at SMA Negeri 9 Maros was in the very high category.

### **Performance of Teachers at SMA Negeri 9 Maros**

Based on the results of research that has been conducted on teacher performance with a total of 41 respondents from all teachers at SMA Negeri 9 Maros, using the instrument of teacher performance assessment document (PKG), the maximum value obtained from the descriptive analysis is 97 and the minimum value is 73. Teacher performance indicators refer to Law No. 14 of 2005 article 20 that in carrying out professional duties, teachers are obliged to plan learning, carry out quality learning processes, and assess and evaluate learning outcomes. So, to see the performance of SMA Negeri 9 Maros teachers, there are 3 indicators, namely: First, planning learning activities. The stage of planning learning activities consists of 5 sub-indicators, namely teachers: 1) preparing learning plans; 2) formulating learning objectives; 3) selecting and developing teaching materials; 4) formulating learning activities; and 5) planning assessments.

Second, implementing learning activities. The stage of implementing learning activities consists of 5 sub-indicators, namely teachers: 1) opening learning; 2) delivering material; 3) using learning methods and media; 4) guiding students in learning; and 5) closing the learning. Third, assessing and evaluating learning outcomes. The stage of assessing and evaluating learning outcomes consists of 4 sub-indicators, namely: 1) conducting evaluations during the learning process; 2) analyzing the results of learning evaluations; 3) following up on the evaluation results; and 4) Providing guidance on student learning outcomes. The achievement of the performance of SMA Negeri 9 Maros teachers based on each indicator from 3 (three) aspects can be seen in the results of the achievement index calculation in the teacher performance assessment results document. The results of the calculation of the achievement

index of SMA Negeri 9 Maros teachers for each indicator, namely the aspect with the highest achievement index is the aspect of implementing learning activities of 95.7, then the aspect of planning learning activities of 94.97, finally the aspect of assessing and evaluating learning outcomes of 93.22. Thus, the results of the study showed that the performance of SMA Negeri 9 Maros teachers was in the high category.

**The Effect of the Implementation of Academic Supervision and Pedagogical**

Competence Together on the Performance of Teachers at SMA Negeri 9 Maros To determine the effect of the variables of the implementation of academic supervision and pedagogical competence together on teacher performance, it was analyzed using a multiple regression test using the SPSS version 29 application. Before conducting a multiple regression test (the effect of X1, X2 together on Y), a prerequisite test was first carried out, including the following:

**Normality Test**

The normality test aims to test whether in the regression model, the residual variable has a normal distribution or not. The normality test aims to determine whether the variables of the Implementation of Academic Supervision (X1) and Pedagogical Competence (X2) on the Performance of Teachers at SMA Negeri 9 Maros (Y) are normally distributed or not. Data is normally distributed if  $\text{sig} > \alpha = 0.05$  and vice versa, data is said to be not normally distributed if  $\text{sig} < \alpha = 0.05$ . Data normality testing was conducted using the Shapiro-Wilk normality test because the sample was less than 50, using the help of the SPSS version 29 for Windows application. Based on the analysis of the prerequisite tests obtained, the conclusion of the normality test results can be seen in the table below:

Table 1. Normality Test Results

| Variabel          | Sig   | Information |
|-------------------|-------|-------------|
| X <sub>1</sub> -Y | 0,075 | Normal      |
| X <sub>2</sub> -Y | 0,072 | Normal      |

Based on the table above, the results of the normality test of the implementation of academic supervision on the performance of teachers at SMA Negeri 9 Maros show that the Shapiro-Wilk significance value is 0.075 using an error rate of 0.05. The significance value obtained is greater than (0.075 > 0.05). So, it can be concluded that the data on the implementation of academic supervision on the performance of teachers at SMA Negeri 9 Maros are normally distributed.

Then the results of the normality test of pedagogical competence on the performance of teachers at SMA Negeri 9 Maros show that the Shapiro-Wilk significance value is 0.072 using an error rate of 0.05. The significance value obtained is greater than (0.072 > 0.05). So, it can be concluded that the data on pedagogical competence on the performance of teachers at SMA Negeri 9 Maros are normally distributed. Thus, the variables of the implementation of academic supervision (X1) and pedagogical competence (X2) on the performance of teachers at SMA Negeri 9 Maros (Y) are normally distributed.

The Normality Test can be ignored for samples that are the same number as the population (Saturated Sampling). Because the purpose of the normality test is to see to what extent the sample has the same characteristics as the population, meaning that when the sample data is normally distributed, it can be assumed that the sample represents the population, thus the conclusions obtained can be generalized to the population.

**Linearity Test**

The linearity test aims to determine whether the relationship between two variables is linear. This linearity test is used to determine whether the relationship between the variables of Academic Supervision Implementation (X1) and Pedagogical Competence (X2) on the Performance of Teachers of SMA Negeri 9 Maros (Y) is linear or not. The criteria for testing linearity with SPSS version 29 for Windows processing are if the sig deviation from linearity value >  $\alpha$  then there is a linear relationship and if the sig deviation from linearity value <  $\alpha$  then there is no linear relationship. The results of the

linearity test for the variables of Academic Supervision Implementation and Pedagogical Competence on the Performance of Teachers of SMA Negeri 9 Maros are presented in the following table:

Table 2. Linearity Test Results

| Variabel          | Sig   | Information |
|-------------------|-------|-------------|
| X <sub>1</sub> -Y | 0,065 | Linear      |
| X <sub>2</sub> -Y | 0,068 | Linear      |

Based on the table above, based on the linearity test for variables X1 and Y, the results of the Deviation from Linearity row are a significance value of 0.065 and using a level of 0.05. The significance value obtained is greater than (0.065 > 0.05). So, it can be concluded that there is a linear relationship between the implementation of academic supervision and the performance of SMA Negeri 9 Maros Teachers

Then based on the linearity test for variables X2 and Y, the results of the Deviation from Linearity row are a significance value of 0.068 and using a level of 0.05. The significance value obtained is greater than (0.068 > 0.05). So, it can be concluded that there is a linear relationship between pedagogical competence and the performance of SMA Negeri 9 Maros Teachers. Thus, the variables of the implementation of academic supervision (X1) and pedagogical competence (X2) on the performance of SMA Negeri 9 Maros teachers (Y) have a linear relationship.

### Multicollinearity Test

The multicollinearity test is conducted to determine whether there is a significant correlation between independent variables. A good regression model should not have a correlation between independent variables. One way to determine whether or not there is a symptom of multicollinearity is by looking at the Variance Inflation Factor (VIF) and Tolerance values. If the VIF value is less than 10 and Tolerance is more than 0.1, then it is stated that there is no multicollinearity. The results of the multicollinearity test can be seen in the following table:

Table 3. Multicollinearity Test Results

| Model  |  | Collinearity Statistics |       |
|--|--|-------------------------|-------|
|  |  | Tolerance               | VIF   |
| 1  | Implementation of Academic Supervision | 0,299                   | 3,345 |
|  | Pedagogical Competence                 | 0,299                   | 3,345 |
| a. Dependent Variable: Teacher Performance of SMA Negeri 9 Maros |  |                         |       |

Based on the results of the multicollinearity test, the VIF value for the academic supervision implementation variable is 3.345 and the tolerance value is 0.299. For the pedagogical competence variable, the VIF value is 3.345 and the tolerance value is 0.299, so the VIF value is less than 10 (3.345 < 10) and the tolerance value is more than 0.1 (0.299 > 0.1). Thus, it can be concluded that there is no multicollinearity in the two independent variables, meaning that there is no multicollinearity between the independent variables in the regression model.

### Multiple Linear Regression

Multiple linear regression is a regression model that involves more than one independent variable. Multiple linear regression analysis is carried out to determine the direction and how much influence the independent variables have on the dependent variable.

Tabel 4. Coefficients

| Model                                       | B      | T     | Sig   | Description           |
|---|--------|-------|-------|-----------------------|
| Constant                                    | 39,921 | 4,635 | 0,000 | There is an Influence |
| Implementation of Academic Supervision (X1) | 0,415  | 2,935 | 0,006 |                       |
| Pedagogical Competence (X2)                 | 0,882  | 3,329 | 0,002 |                       |

*Dependent Variable: Teacher Performance of SMA Negeri 9 Maros*

Based on the SPSS output table above, in the constant column B, the constant  $b_0 = 39.921$ , regression coefficient  $b_1 = 0.415$ , and  $b_2 = 0.882$  are obtained. So, the multiple linear regression equation is  $\hat{Y} = 39.921 + 0.415X_1 + 0.882X_2$  or  $\hat{Y} = 39.921 + 0.415(120) + 0.882(60)$ . Hypothesis  $H_0: \beta_1 \leq 0$  vs  $H_1: \beta_1 > 0$  and:  $\beta_2 \leq 0$  vs  $H_1: \beta_2 > 0$ .

Furthermore, the results are entered into the multiple regression equation, namely, between the implementation of academic supervision and pedagogical competence on performance variables explained as follows: A constant of 39.921, meaning that if the value of the independent variables  $X_1$  and  $X_2$  is equal to 0, then the value of  $Y$  is 39.921. In other words, the performance value, without the implementation of academic supervision and pedagogical competence and professional competence is 39.921.

The regression coefficient value of  $X_1$  is 0.415 against  $Y$ . If the implementation of academic supervision increases by one unit, then performance will also change, which in this study is an increase of 0.415. The regression coefficient value of  $X_2$  is 0.882 against  $Y$ . If pedagogical competence increases by one unit, then performance will also change, which in this study is an increase of 0.882.

The results of the analysis as presented in the table show the statistical value for the coefficient of variable  $X_1$ , namely  $t$  count = 2.935 and  $p$ -value = 0.006 or  $0.006 < 0.05$  (right-sided test), so that  $H_0$  is rejected, which means that the implementation of academic supervision has a positive effect on the performance of teachers at SMA Negeri 9 Maros. Furthermore, the statistical value for the coefficient of variable  $X_2$  is  $t$  count = 3.329 and  $p$ -value = 0.002 or  $0.002 < 0.05$  (right-sided test), so that  $H_0$  is rejected, which means that pedagogical competence has a positive effect on the performance of teachers at SMA Negeri 9 Maros. To see how the implementation of academic supervision and pedagogical competence together affect the performance of teachers at SMA Negeri 9 Maros can be seen in the following table:

Table 5. ANOVA

| Regression | F      | Sig   |
|------------|--------|-------|
| Model      | 60,308 | 0,000 |

a. Dependent Variable: Teacher Performance  
 b. Predictors: (Constant), Pedagogical Competence, Implementation of Academic Supervision

Based on the table of analysis results presented in the ANOVA table above, obtained from the Regression row, namely the  $F$ count value =  $60.308 > F_{table} 3.24$  and  $p$ -value/sig =  $0.000 < 0.05$  or this means that  $H_0$  is rejected and  $H_a$  is accepted or the significance is smaller than the specified error rate. This means that there is a linear effect of the implementation of academic supervision and pedagogical competence on teacher performance. This also means that there is a simultaneous effect of the implementation of academic supervision and pedagogical competence on the performance of teachers at SMA Negeri 9 Maros. To find out the magnitude of the effect of the implementation of academic supervision and pedagogical competence simultaneously on the performance of teachers at SMA Negeri 9 Maros, it can be seen in the following table:

Table 6. Model Summary

| <b>Model</b>  | <b>R</b> | <b>R Square</b> | <b>Information</b>         |
|---|----------|-----------------|----------------------------|
| 1   | 0,872    | 0,760           | ere is an influence of 76% |
| <i>Predictors: (Constant), Pedagogical Competence, Implementation of Academic Supervision</i> |          |                 |                            |

Based on the SPSS output table above, the correlation coefficient significance test was obtained from the Model Summary table, seen in the first row of the correlation coefficient (R) = 0.872, while the determination coefficient is indicated by the R square value of = 0.760 which means that 76% of teacher performance variability (Y) can be explained by the implementation of academic supervision (X1) and pedagogical competence (X2), so it can be concluded that the implementation of academic supervision and pedagogical competence together on teacher performance by 76%. This means that the implementation of academic supervision by the principal with the teacher's pedagogical competence contributes 76% to teacher performance at SMA Negeri 9 Maros, and the remaining 24% is influenced by other variables (factors) not included in this study.

The implementation of academic supervision carried out by the principal at SMA Negeri 9 Maros can be seen from three stages, namely the planning stage, the implementation stage, the evaluation stage and follow-up. At the planning stage, the principal plans academic supervision with an orientation towards improving school quality, plans evaluation instruments in supervision, plans techniques or methods that will be applied in implementing supervision, and involves teachers in planning academic supervision. At the implementation stage, the principal conducts class visits (class observations), class visits that are conducted by looking at the administrative side and the learning process carried out.

In addition to class visits, the principal also has conversations with teachers and students regarding the learning process that took place during the current semester. However, in terms of developing quality, the principal does not guide teachers in preparing learning tools and does not guide teachers in conducting analysis of learning outcome evaluations. At the evaluation and follow-up stage, the principal conducts an analysis of the results of class visit observations and evaluates the results of academic supervision by calling teachers one by one into his office to provide guidance on improvements from the results of academic supervision. In addition, for the follow-up stage, the principal prepares the next (upcoming) academic supervision. These are the things that the principal does so that it has an impact on teacher performance. In addition, teacher performance will also increase if the competencies that teachers have also improve.

This can be seen in SMA Negeri 9 Maros that teacher pedagogical competence can be seen through learning planning by identifying student needs, and formulating competencies and learning programs that are stated in the learning implementation plan. Teacher pedagogical competence can also be seen through the teacher's ability to utilize technology in learning, either by using technology for sources, methods or learning media. Thus, this shows that academic supervision and teacher pedagogical competence have an influence on teacher performance. The results of this study are supported by research conducted by Etika Septiyana showing that there is a significant simultaneous influence between principal supervision and teacher pedagogical competence on teacher performance at SMAN 1 Kisam Tinggi, with a determination coefficient value of 82.2%, while 17.8% is influenced by other variables not examined in this study.

In line with the research conducted by Ika Kusuma Wardani, it shows that "Academic supervision and pedagogical competence are determinant variables on teacher performance tested in this study. The partial effect of academic supervision on teacher performance produced is positive and significant with an effective contribution of 12.8%. The partial effect of pedagogical competence on teacher performance produced is positive and significant with an effective contribution of 10.9%. Both variables not only have a partial effect, but also simultaneously, which shows that academic supervision

and pedagogical competence have a positive and significant effect on teacher performance at State Junior High Schools in Ulaweng in Bone Regency by 23.7%.

The results of this study are consistent with research conducted by Indra Prasetyo and C. Sri Hartati showing that the dependent variable, namely teacher performance, can be influenced by two independent variables, namely the principal's academic supervision and the teacher's pedagogical competence, which is 50.2%, so together the principal's academic supervision and the teacher's pedagogical competence affect teacher performance. From the discussion and some research results above, it can be concluded that academic supervision and pedagogical competence are important factors in teacher performance. This indicates that the performance produced by teachers can be determined by the implementation of academic supervision and pedagogical competence applied.

#### **4. Conclusion**

Based on the findings, it can be concluded that academic supervision by the principal and teacher pedagogical competence significantly influence teacher performance at SMA Negeri 9 Maros, with a determination coefficient of 76%, indicating that these two factors contribute substantially to teacher performance, while the remaining 24% is influenced by other variables. The principal's academic supervision involves planning, implementation, and evaluation, though some aspects, such as guiding teachers in preparing learning tools and analyzing learning outcomes, need further development. Additionally, teacher pedagogical competence, including lesson planning, identifying student needs, and integrating technology in learning, plays a crucial role in enhancing teacher performance. These findings align with previous research by Etika Septiyana, Ika Kusuma Wardani, and Indra Prasetyo & C. Sri Hartati, all of which confirm the significant effect of academic supervision and pedagogical competence on teacher performance. Thus, strengthening these aspects can lead to improved teacher effectiveness and overall educational quality.

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