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THE INFLUENCE OF INSTRUCTIONAL SUPERVISION ON TEACHER PEDAGOGICAL COMPETENCE AND ITS IMPACT ON STUDENT ACHIEVEMENT

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ABSTRACTS

Study carried out at the Nan Sabaris District Public Elementary School Padang Pariaman Regency. Study aim For know the influence of instructional supervision to teacher performance and towards performance studentwEEEa. As one of the component main in management education, supervision instructional works For increase teacher competence which in turn also has an impact to performance student. Approach study This is approach quantitative with path analysis data analysis techniques. Research result show that there is influence significant Good in a way direct or not direct instructional supervision and competency variables pedagogy to performance student.

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A. INTRODUCTION

Education is one aspect important in development quality society . In making it happen standard higher education, then the learning process takes place in the classroom must become attention all over parties to create quality learning . (Astuti, 2019) state that as leader, head as if basically responsible to sustainability and success every activities at school. The activity in question No only related activities direct with task administration head school but also activities that are not related in a way direct with them , like activity learning carried out by teachers in class. (Hasibuan, 2018) Learning carried out by teachers in class own correlation positive with achievement student in a way academic. That the more quality learning carried out so will the more good performance too academics obtained student . (Akbar, 2021) quality learning This can created if the teacher has competence in matter That. More carry on (Akbar, 2021) confirm that the competency in question is competence pedagogy. (Akbar, 2021) explained that Pedagogical competence is one competence an absolute must chosen by the teacher. This pedagogic competence related with teacher's abilities in designing, implementing, and evaluating the learning process in a way effective and efficient.

There are many possible efforts done for increase pedagogic competence possessed by teachers, one of them through supervision activities. Supervision is form training carried out head school towards teachers, in an effort to help teachers in carry out duties and roles as educators and teachers. It means when the teacher faces constraint in overcome the problem when carry out the job is fine task in carry out learning nor task administration, then head school can give help to they through supervision activities. (Mujiono, 2020) through scientific writing put forward that supervision can made by the head school as A possible approach used for increase teacher pedagogic competence. Through supervisory activities, head school will guide, develop and direct teachers to be more skilled in manage learning become more good and quality. Emphasize the opinion above, (Bestari et al., 2023) states that supervision role important in increase quality learning, where through quality learning this in turn will impact positive to achievement academic student.

Display above describe that supervision own role important in increase teacher competence , as is the case that teacher competence in manage contained learning in competence pedagogy can also help creation performance student . (Andriawati, 2013) state mastery teaching materials, management class, as well management of learning programs teach is component related important with problem learning and very influential performance Study student. From opinion the implied meaning that influential pedagogic competence to performance student. (Wahyuningsih, 2022) state that correlated pedagogic competence positive with performance students, so can made as variable in an effort to improve performance student.

Furthermore, it can also be understood that performance Study student follow determined by the teacher 's pedagogic competence, next pedagogic competence contributes to performance student. It means enhancement to performance student No only become not quite enough just answer the teacher, but there are also some share from head school as leader. As has been outlined previously that head school role important do coaching to the teacher via supervision. (Fitri, 2019) head school role important for develop teachers so that teachers can organizing a quality learning process. More carry on (Koyongian et al., 2021) , respectively special state that coaching towards this teacher can done head school through instructional supervision.

instructional supervision is a process of assistance provided to the teacher inside form guidance, direction, stimulation For develop and improve processes as well situation learning to become more Good. With get input from head school through instructional supervision activities It is hoped that teachers can do this adapt method learning they with need student.

Lots of research has highlighting importance supervision instructional This in increase competence teacher pedagogy and achievement student. Among them research conducted by (Komariah, 2023) (Glanz, Jeffrey; Shulman, Vivian; Sullivan et al., 2007) (Setiyowati & Arifianto, 2020), where findings his research in a way general state that instructional supervision own role important in help teachers improve competence they in manage quality learning with objective Finally is enhancement to achievements or performance student. However so, though many proof about benefit supervision instructional, still A little research that is special measure impact to performance student. Performance student considered as strong indicator from effectiveness education, therefore That important for understand extent of supervision instructional contribute to performance This Good in a way straight away nor No straight away.

B. METHOD

Type of research used is quantitative. Study This carried out in all State Elementary Schools in Nan Sabaris District Padang Pariaman Regency, West Sumatra. Population study This is all teachers with status There are 178 Civil Servants (PNS). Next, sample research This totaling 115 people. Amount sample determined use technique stratified proportional random sampling, with consider : 1) level education consists from S₁ and non-S₁, 2) work period consisting of from work period namely ≤ 10 years and > 10 years. Instrument research used is Likert scale model questionnaire that has been tested its validity and reliability. For the variables studied consists from 3 variables, namely instructional supervision (X), teacher pedagogical competence (Y), and achievement student (Z). Next, for technique analysis used is level achievements response (TCR) to data description, and test requirements analysis carried out is a normality and linearity test. whereas for hypothesis testing done with path analysis.

C. RESULT AND DISCUSSION

Performance Student (Z)

Variable instrument performance student has 29 items statement, then minimum score obtained is by 29 and score the maximum is 145. The results of data processing show that the maximum score is 129 and the minimum score is 103, next mark the average score is 118.72, the mode is 125.00 and the median value is 119.00, and mark deviation standard amounting to 6,325. Difference mean, mode and median scores are not more from One deviation standard. It means that distribution frequency variable performance State Elementary School students in Nan Sabaris District tends to be normal.

Achievement level respondents for variable performance student is known are in the category good with score amounting to 81.88% of ideal score. Next, if seen perindicatoria so seen that the three indicators analyzed are also known Already are in

the category good too. A clear picture about level achievements respondent for every indicator variable performance student This can seen in Table 1 below.

Table 1. Level of Achievement Respondent For every Indicator Performance Student

No	Indicator	Ideal Maximum Score	Average Score	% level Achievement Respondent	Note.
1	Cognitive	40	33.51	83.78%	Enough
2	Affective	60	49.16	81.93%	Enough
3	Psychomotor	45	36.05	80.12%	Enough
Whole Variable Performance Student		145	118.72	81.88%	Enough

From Table 1 above can understood that performance State Elementary School students in Nan Sabaris District in a way Already are in the category OK, so need level be very good. There are many factor affecting performance students, for one by Competence Teacher pedagogy, p This in line with Eka Andianti's (2013) research results his research show data analysis is available influence influence competence teacher pedagogy towards results study , big influence the amounting to 43.3%.

1. Competence Pedagogy (Y)

The pedagogical competency variable has 30 items statement in research instruments. It means score the minimum is by 30 and score maximum equal to 150. Calculation results show that The minimum score for the teacher's pedagogical competency variable is 100.00 with score maximum amounting to 127.00. Furthermore is known mark the average score is 114.92, the mode value is 113.00, and the median value is 115.00 with mark deviation standard 5,998. Difference mark mean, median, and mode scores are not more from One deviation standard. It means distribution frequency Pedagogical competence is normally distributed.

Furthermore seen from the level of achievement respondents for the pedagogic competency variable then known that in a way The general variable of teacher pedagogic competence is still are in the category Enough in implementation, with level of achievement score amounting to 76.61% of ideal score. Whereas For see the level of achievement respondents for each variable you can seen in Table 2 below.

Table 2. Level of Achievement Respondent For every Indicator Competence Teacher Pedagogy

No	Indicator	Ideal Maximum Score	Average Score	% level Achievement Respondent	Note.
1	Understand insight / foundation education	50	38.30	76.59%	Enough
2	Understand participant educate	50	38.50	76.99%	Enough
3	Carry out educational and dialogical learning	50	38.12	76.24%	Enough
Whole Variable Performance Student		150	114.91	76.61%	Enough

Table 2 above inform that Pedagogical competence of state elementary school teachers in Nan Sabaris District Still are in the category enough, so need level be very good . Improvement efforts competence teacher can done with a number of method among them through supervision academic Bano, YH (2018). Through clinical supervision (hanafiah et al , 2022) and even leadership head school (masruroh , et al , 2022).

2. Supervision Instructional (X)

Instrument Variable instructional supervision consists from has 30 items statement. With thereby is known that score the minimum is by 30 and score maximum equal to 150. Calculation results obtained The minimum score for the teacher's pedagogical competency variable is 103.00 with score maximum amounting to 129.00. Furthermore is known mark the average score is 116.26, the mode value is 115.00, and the median value is 117.00 with mark deviation standard 6.231. Difference mark mean, median, and mode scores are not more from One deviation standard. It means distribution frequency Pedagogical competence is normally distributed.

For level of achievement instructional supervision variable respondents based on calculation is known Still are in the category enough, that's all required effort nfor improve it in a good direction. Gamabara complete Level of achievement respondents instructional supervision variables This can seen in Table 3 below.

Table 2. Level of Achievement Respondent For every Indicator Supervision Instructional

No	Indicator	Ideal Maximum Score	Average Score	% level Achievement Respondent	Note.
1	Plan supervision	50	39.44	78.89%	Enough
2	Observation Class	50	38.44	76.89%	Enough
3	Act Continue Observation Results	50	38.37	76.75%	Enough
Whole Variable Performance Student		150	116.26	77.51%	Enough

Based on Table 2, it is obtained information that instructional supervision is carried out at State Elementary Schools in Nan Sabaris District Still are in the category enough, so need A efforts to implement instructional supervision This become Good in the future in its implementation . By Traditionally, teacher supervision has been seen as a process where leader intermediate or senior evaluating teacher performance (Glickman et al., 2017; Madriaga, 2014). Supervision strategy instructional in framework organization school must in a way analytical study things following: (a) Teacher Services : Regularity / accuracy time , preparation lesson weekly , coverage timetable work and documentation work student . (b) effort Study participant students: Order and accuracy time class, completion assignments , achievements and grades behavior . (c) Curriculum benefits: Adequate book text and its use, relevance evaluation continuity and guidance counseling in system school. (d) Facilities Schools: Adequate sanitation and maintenance facility accommodation (room classroom, laboratory, library, hall, office, etc.) equipment and supplies.

Therefore that, deep in practice, chief school and its representatives is supervisor clear micro ' (supervisor). do supervision above, meanwhile supervision external inspection macro “ is role exclusive part inspectorate of the Ministry of Education (Karnati, 2019; Wahyudi, Bella Ghia Dimmera, 2016.

3. Influence Supervision Instructional and Competency Pedagogy and its Impact to Performance Student

Framework the concept being analyzed in article This can seen in Figure 1 below This. From Figure 1 so can two sub-structural models were formulated. A clear picture regarding each of these structural models can look at the explanation following.

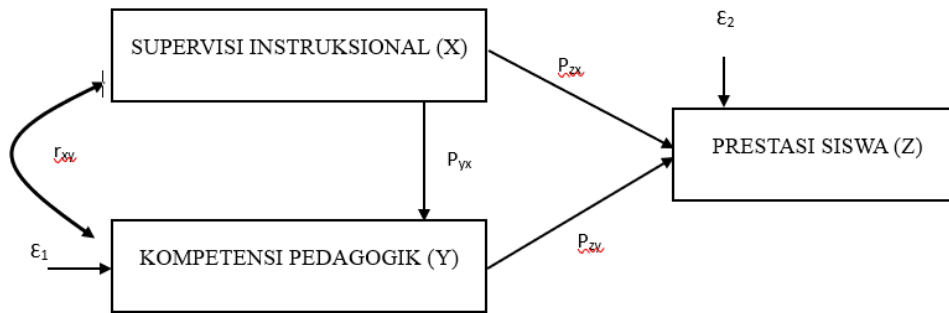


Figure 1. Framework Thinking

Structural Model I

Before do analysis track for this structural model I, then moreover formerly requirements test is carried out analysis namely normality test and linearity test. Test result condition analysis to test the normality of the data to prove that the variables for structural model I are already normally distributed. Results of normality test data calculations carried out use Kolmogorov Smirnov-Z technique demonstrated that mark its significance is $0.900 > 0.05$, meaning the data is normally distributed. For results linearity test calculations instructional supervision variable with competence teacher pedagogy is known that mark significance for *deviation from linearity* is amounting to $0.948 > 0.05$. It means there is linear relationship significant between supervision variables instructional as variable exogenous with variable teacher's pedagogic competence as endogenous variables.

Equations that can be formulated is $Y = P_{yx} X + P_{\epsilon_1}$, Next, based on results calculation obtained calculation For equality the that is $Y = 0.275 + 0.961$. Furthermore For see influence variable exogenous (instructional supervision) on endogenous variables (competence pedagogical) in a way simultaneous can seen in Table 5 below.

Table 5. Summary of Analysis Results Correlation between Variable Supervision Instructional to Competence Pedagogy

Correlation	Coefficientn Correlation (r)	Coefficient of Determinatn (r ²)	p
r_{xy}	0.275	0.076	0.003

From Table 5 above seen that coefficient correlation ($r_{x_2 y}$) = 0.275 with p value of $0.003 < \alpha 0.05$. It means that there is the influence of instructional supervision in a way direct influence teacher pedagogic competence. The size coefficient determination (r^2) is 0.076, meaning big influence direct variable instructional supervision to The teacher's pedagogic competence is amounted to 7.6% meanwhile the rest 92.4 % is influenced by other variables. Furthermore For more he explained regarding this sub-structural model I can seen in Figure 2 below.

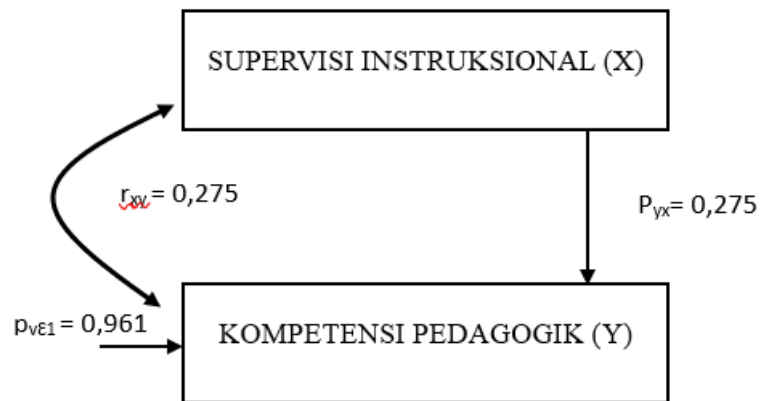


Figure 2. Sub- Structural Model 2

From Figure 2 above can interpreted that instructional supervision variable influential in a way direct to variable competence pedagogy. The size influence direct instructional supervision variable to variable competence pedagogy is $p_{yx} = 0.275$, then $(0.275)^2$ is $0.076 = 7.6\%$.

With thereby can understood that instructional supervision variable influential significant on competency variables pedagogy.

Structural Model II

Requirements test results analysis carried out before carry out analysis tests to hypothesis are the normality test and linearity test. Normality test results show that variables tested normally distributed with mark significance $0.887 > 0.05$ means the data is normally distributed. Furthermore linearity test results for instructional supervision variables with performance students, pedagogic competence of teachers with performance student is known that mark significance *deviation from linearity* for each of them is amounting to $0.441 > 0.05$; and $0.948 > 0.05$. It means there is linear relationship significant between each exogenous variable with endogenous variables.

Equations that can be formulated is $Z = P_{zx}x + P_{zy}y + P_z \epsilon_2$, Next, based on results calculation obtained calculation For equality the namely $Y = 0.574 + 0.314 + 0.472$. Next

For see influence variable exogenous on the endogenous variables of sub- structural model II, sequentially simultaneous can seen in Table 6 below

Table 6. Summary of Analysis Results Correlation between Variable Supervision Instructional and Competency Pedagogy to Performance Student

Correlation	Coefficientn Correlation (r)	Coefficient of Determination (r ²)	p
r_{xy}	0.727	0.528	0.0001

From Table 6 above seen that coefficient correlation (r_{xyz}) = 0.727 with p value of $0.0001 < \alpha 0.05$. It means that there is influence significant instructional supervision and competency pedagogy in a way simultaneously direct influence performance student. The size coefficient determination (r^2) is 0.528, meaning big influence direct instructional supervision and competency variables pedagogy in a way simultaneously direct to performance student is amounted to 52.8% whereas the rest amounting to 47.2% is influenced by other variables. Furthermore For more he explained regarding this sub-structural model II can seen in Figure 3 below

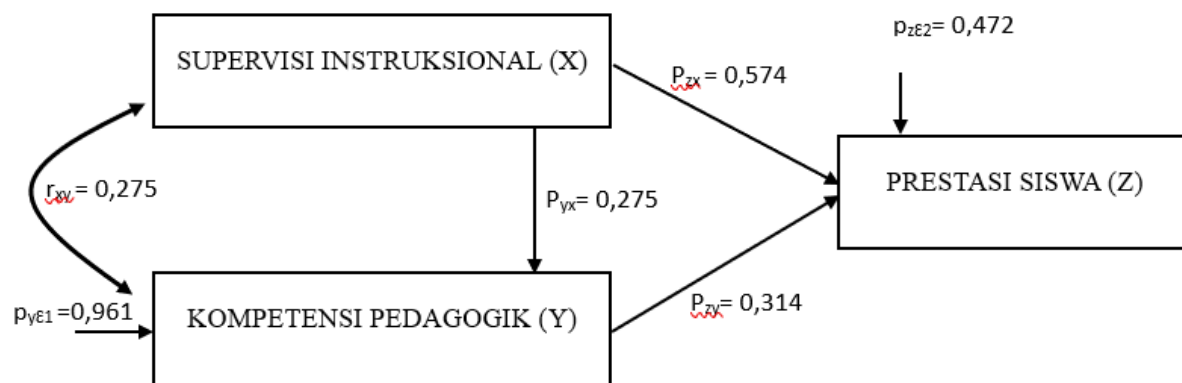


Figure 3. Sub-Structural Model II

From Figure 3 above can understood that Instructional supervision variables and teacher pedagogic competence have an influence in a way direct nor No direct to variable performance student . As for the size influence direct instructional supervision variable to variable performance student is $p_{zx} = 0.574$, then $(0.574)^2$ is $0.3294 = 32.94\%$. Whereas For influence in a way direct variable competence pedagogy to performance student is $p_{zy} = 0.314$, then $(0.314)^2$ is $0.0985 = 9.85\%$.

Refer to Figure 3 above so can interpreted that big the influence of instructional supervision variables in a way No direct on achievement variables student through competency variables pedagogy is $0.275 \times 0.314 = 0.086$. So that obtained the total influence of instructional supervision variables on achievement variables student equal to $0.086 + 0.574 = 0.660$, then $(0.660)^2$ is $0.4536 = 45.36\%$.

D. CONCLUSION

Based on results analysis of the data that has been done done so understood that performance student can influenced by instructional supervision and teacher pedagogic competence. The influence exerted the can form that influence direct nor No direct.

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