

# Enhancing Pedagogical AND Professional Competence OF Vocational School Teachers Through Principal Supervision

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**Abstract:** This study aims to uncover the principal's supervision to improve teachers' pedagogical and professional competencies. This type of research is qualitative research with descriptive methods. The subjects of this study were principal and teachers at Muhammadiyah Karangmojo Vocational High School, Gunung Kidul, Yogyakarta. The data was collected through observation, interviews, and documentation. The collected data was analyzed by reducing, displaying, and drawing conclusions. The results showed that: 1) the principal's academic supervision program was made by the principal annually at the beginning of the school year by involving competent parties. The supervision program contained five things, which were the background of the need for, the assignment letter for the supervision team equipped with supervision schedule, supervision instruments, and blank follow-up for the supervision results. 2) The implementation of the principal's academic supervision activities began with the assessment on the teachers teaching administration carried out by the school verifier team, then the principal's academic supervision. 3) The evaluation results of the principal's academic supervision implementation was informed to the teachers individually or classical. The evaluation results will be maintained and improved when it has reached the goal. While the shortcomings will be analyzed and improved for the preparation of the next program. The supervision follow-up to improve teachers' pedagogical and professional competencies was done by making teachers competency improvement programs such as being active in teacher groups such as MGMP (Teacher Education Consensus Points), workshops implementation, coaching the supervisors, participating in education, seminars, and training carried out by relevant agencies.

**Keywords:** Principal, Pedagogical, Professional, Supervision.

## 1 INTRODUCTION

Education is an important aspect in the life of the nation. The progress of a nation is realized by the existence of quality education because quality education will produce quality human resources [1]. One component of education is the teacher, teacher is a component of education that is in direct contact with students [2]. The teacher is someone who is at the forefront in improving the quality of produce students who are of good quality in terms of cognitive, affective and physical motor skills, as a generation that is ready to face the future. Teachers as the main implementers in the education process must always create good and pleasant learning conditions to achieve educational goals. Therefore, a teacher must always improve his/her competencies including pedagogical and professional competencies [3]. Referred to the Teacher Competency Examination data in the Yogyakarta Special Province of 2017/2018, the pedagogical and professional values for teachers are still less than the minimum set value, which is 70 (source: kemendikbud). The low pedagogical competence possessed by the teachers will make the low quality of the learning process, whereas when a teacher has low professional competence, it will have an impact on low learning outcomes [4]. Students learning achievement is related to the teachers' professionalism [5]. The results of researchers' observations and interviews with several teachers at Muhammadiyah Karangmojo Vocational High School revealed that several problems in classroom learning were related to adolescent behavior such as ignoring the teacher in learning, children engrossed in their mirror during class, hang out in the bathroom during the learning process, and chatting during the learning process. This can be caused by the children feel uninterest in what is conveyed by the teacher, it can be because the teacher is not able to manage the class, the teacher does not master the material taught or the teacher do not use the right method in delivering learning material. The implementation of the 2013 curriculum requires active students when learning, the teacher's role as a stimulus in the

learning process. Some teachers convey that reading is lacking, things causes the role of the teacher who should be a facilitator will return as a center in the learning process. For this reason, a teacher must be able to pedagogically help students, get to know students and have authority. While the results of interviews with school principal revealed that there was a problem happen at that time. Some teachers did not have time to complete and prepare the learning administration. Also, from the documentation, the researchers found that the results of the National Examination over the past four years showed that Muhammadiyah Karangmojo Vocational High School had never been ranked in the top ten among Public and Private Vocational Schools in Gunungkidul District (Puspendik). Other information obtained by researchers that during the process of supervision carried out by the principal, according to the teachers, it was solely a routine of supervisory activities aimed at finding teachers errors. Therefore, even though the supervision was carried out with a prior notification to the teachers to be supervised, still the teachers had not prepared themselves well. Another thing was revealed that because the principal was unable to give supervision by himself but carried out by a senior teacher team instead. This was caused differences in the assessment of each teacher which was influenced by the personality of the senior teachers. Also, the lack of availability of facilities and infrastructure that supports the learning process also became another obstacle for teachers. In order to improve pedagogical and professional competencies, a teacher needs planned assistance from the supervisor [6]. Supervision is identified as the proses of guiding and leading people in their studies to implement the organization aims [7]. Academic supervision is a planned activity that aims to determine the quality in carrying out the learning process, helping teachers carry out the learning process, and in the end, create a learning process that can improve learning outcomes [8]. Thus the improvement of pedagogical and professional competence of teachers must always be sought by the pedagogical and professional

competence of the teacher for whom he is responsible.

## 2 LITERATUR REVIEW

### 2.1 School Principal's Supervision

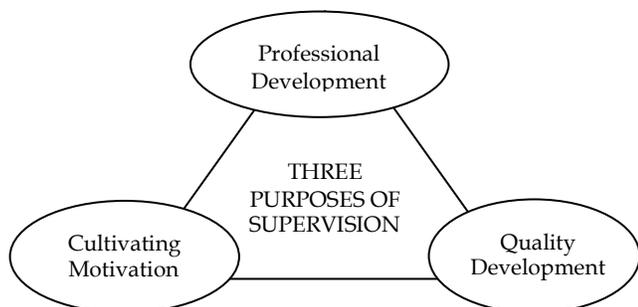
Supervision is a service activity that helps teachers do a better job [9]. Olivia stated that supervision in conception as a service to teachers, both individuals, and groups. Supervision is a way of offering teachers special assistance in improving teaching [10]. Based on the opinions above, it can be concluded that supervision is assistance provided to teachers to revise and improve the learning process to achieve educational goals, in the form of improving the quality of teaching and learning to obtain good learning situation and condition.

### 2.2 The Function of Learning Supervision

The main function of supervision is guidance towards improvement, improving the educational situation, and teaching students through assistance and guidance for teachers [11]. In general, the major function of supervisor is to assist others to become effective in the performance of the assigned duties. Supervisor also perform the following roles in the school system: (1) Instructional leader; (2) Assessing student progress; (3) The supervisor ensure that teachers are preparing and maintaining edequate and accurate records of student's progress [12]. Therefore, it can be concluded that the function of supervision is that it must be able to coordinate all efforts carried out in the school environment, including the efforts made by each teacher to actualize themselves during the learning process and other teachers' efforts to improve school activities. To support that matter[13].

### 2.3 The Purposes of Supervision

The aim of supervision of teaching is to develop teaching and success of school to provide success of student, teacher development and educational equality by cooperating with educationists [14]. The three objectives of academic supervision are: helping teachers develop their professionalism in class; monitoring teaching and learning activities at school; and encouraging teachers to implement and develop their abilities [15]. These three supervision objectives can be see in figure 1.



**Figure 1.** Three purposes of academic supervision

Therefore, it can be concluded that the purposes of supervision are not only to improve the teachers' teaching quality but also provide guidance for the growth of the teaching profession. Teacher quality improvement includes knowledge, skills, teaching evaluation, and implement appropriate teaching methods.

### 2.4 Supervision Approaches and Techniques

The approaches used in the supervision implementation are (1) direct approach; (2) indirect approach; and (3) collaborative approach [12]. In line with this opinion, the learning supervision approach are: (1) the Directive Learning Supervision approach; (2) Non-Directive Learning Supervision approach; and (3) Collaborative Learning Supervision Approach [16]. Supervision techniques are divided into four namely direct active, indirect active, passive indirect and passive [17]. Broadly speaking, academic supervision techniques are classified into two, which are individual technique and group technique [18]. Individual technique is carried out by conducting classroom observations, holding individual interviews, guiding teachers to understand students' personalities and overcoming problems experienced by students, and guiding teachers in relation to the school curriculum, while group technique is conducted by holding meetings, holding group discussions, and conducting upgradings [19].

### 2.5 Principal as a supervisor

The most important aspects as a supervisor between other parties making reporting mechanisms, including: (1) standardized report format; (2) time arrangement of supervision reporting; (3) reporting system (to collect report, to analyze, to respond or to provide feedback on the reports supervisors); (4) data sorting of supervision results category; (5) report sorting of findings and recommendations; (6) follow up from field visit by school supervisor [20]. In the teaching supervision, a supervisor can encourage the teachers to carry out the task, develop themselves, and have responsibility for they duties [21]. Supervision as a social process that promotes teachers development, trains them evaluates them. The supervisor, who assists the teacher, can be effective in an participating and democratic environment where each member is deemed valuable [22]. A supervisor can foster work motivation on teachers [23]. The main purpose of educational supervision are determining defects and improper practice through controlling educational staff work and taking measures to prevent them, providing staff with coordination, motivating staff through guidance and professional assistance, increasing job satisfaction levels and contributing to the integration of all educational institutions with the environment [24]. The ones who will make supervision implementations are headmaster. They should learn that they duty is not to control but vocational help and guidance [22]. Based on the above opinion, the school principal must always provide guidance to the teachers, because structurally a school principal has superiority to teachers. A good supervisor must be able to help teachers achieve their goals with various efforts such as helping teachers solve problems, providing infrastructure facilities, facilitating the teacher professional development to improve the learning process in order to achieve educational goals.

### 2.6 Follow-up Supervision of the Principal

The implementation of supervision activites must be programmed, directed and countinous. Therefore the follow-up of the supervision activities carried out by the principal is very important. Form of the follow-up to academic supervision can be done by direct coaching after supervision is done and by fostering a direct approach [20]. Follow-up activities can be done by the principal by providing examples, discussion, training, and consultation. The principal can choose the

alternative follow-up activities mentioned above according to the analysis of the results of academic supervision [25]. Thus the follow-up of academic supervision can be done directly or indirectly by the principal using various methods as stated above.

### 2.7 Teachers Pedagogical Competencies

Competency is defined as rational behavior to achieve the required goals according to the expected conditions [26]. Teacher competencies are the ability of a teacher to carry out his obligations responsibly and properly conform to the stakeholders [27]. Pedagogical competencies are the ability in managing students learning including students' understanding, planning, and learning implementation, evaluation of learning outcomes, and students management in order to actualize the various potentials they have [28]. Pedagogical competencies can be defined as teachers' competencies towards students, design, and learning implementation, evaluation of learning outcomes, and students development in order to actualize their potential [29]. Based on opinions and various explanations about the teachers' pedagogical competence above, a teacher must be able to understand students, design and implement learning, evaluate learning outcomes, and develop students' abilities.

### 2.8 Teachers Professional Competencies

A professional is someone who processes special knowledge and skills, also can weigh alternatives and choose between several potentially productive actions, especially appropriate one in certain situations. A teacher is a person responsible for helping others to learn and behave in different new ways [30]. Professional competencies that must be possessed by teachers are: understanding the students motivation; understanding students learning needs; having sufficient ability about theory and practice; knowing the needs of the education user community; using a variety of learning methods and techniques; possessing listening and communication skills; knowing how to implement material being taught in real-life practice; processing an open view to allow students to develop their interests; possessing the desire to enrich their knowledge and continue their studies; and possessing the ability to evaluate a learning program [31]. Based on the descriptions above, it can be concluded that professional competencies are one of the basic abilities that must be possessed by teachers. Teacher professional competencies can be interpreted as the abilities that must be possessed by a teacher as a basis in carrying out tasks, also this ability must always be developed continuously. professional competencies in the form of the ability to understand the education foundation, to plan the learning process, and to evaluate the learning process.

### 2.9 The Importance of Learning Supervision

Improving education quality is influenced by the teacher component as a learning source so teachers must have competencies that show their professionalism in carrying out duties [16]. The fact showed that fast development of science and technology making the teachers' ability always being updated, when the teachers negligent in updating their ability, then they will be left behind in its development [32]. Therefore Adler [33] once recommended that a teacher is a person who is on a journey to be educated, so he must manifest his competencies as a person who is studying and shows great interest in being a teacher. All this time, the low quality of

teachers is a part of the criticism raised against education quality [34]. Based on that fact, supervision on the teacher needs to be done to update their capabilities. The need for continuous supervision is not only conceptually justified but has been empirically proven [35].

## 3 METHODS

The research type was qualitative research with descriptive methods. This research aimed to reveal and provide an overview of the implementation of principal's supervision to improve teachers' pedagogical and professional competencies at Muhammadiyah Karangmojo Vocational High School. The research subjects were principal and teachers at Muhammadiyah Karangmojo Vocational High School. The object of research was the implementation of the principal's supervision. The data was collected through observation, interviews, and documentation techniques used observation guidelines, interview guidelines, and documentation guidelines. In order to test the validity of the data, the data was tested by triangulation. Data analysis was carried out in a qualitative descriptive manner.

## 4 FINDINGS

### 4.1 Planning the Principal's Academic Supervision

The results of this study are presented based on subtopics that arose from collected data in the field. Based on the analysis process carried out, there are three subtopics, which are; planning academic supervision, implementing academic supervision, and evaluating and following up academic supervision. From the results of interviews with MU as the school principal regarding the planning of the academic supervision program at Muhammadiyah Karangmojo Vocational High School in Gunungkidul Yogyakarta, the following are: "I, as the principal, always make an academic supervision program. I make the program once at the beginning of the year and the supervision in our school is only held once a year for each teacher. In making the supervision program, I always involved several personnels who are in my opinion competent in the supervision implementation, including the vice-principal of the curriculum, head of the expertise competency, and senior teachers." A similar statement was also conveyed by HA (vice principal of curriculum) that: "... at the beginning of the school year, the principal always makes a supervision program involving several of his subordinates who, according to the principal, are senior teachers in the school who had more experience than the supervised teachers ..." The supervision program certainly must contain a plan of supervision implementation that will support the objectives of academic supervision. The following is an interview with the principal related to the contents of the supervision program created: "The academic supervision program contained a background that underlies the importance of the supervision, the analysis results of the previous year supervision, the composition of the school supervision team, the supervision schedule, the supervision instrument, and the follow-up blank for the supervision results". The school supervision program documents also showed that in this supervision program there are several things including a background in which contains the reasons why there is a need for a supervision program and analysis results of the previous year supervision. In addition, this supervision program also includes supervision instruments,

both teaching administration instrument and classroom supervision instrument, supervisor assignments and supervision schedule. The last in this supervision program contains a follow-up plan for the supervision carried out. Based on the data analysis above, it can be concluded that in each school year the principal makes a supervision program that will be implemented during the school year. In making the principal's supervision program involving parties who, according to the principal, are competent in the implementation of supervision such as the vice-principal, the head of the expertise competency, and senior teachers who have more experience in teaching than teachers who will be supervised. In the supervision program, there are several things including the background of the need for supervision based on the analysis results of the previous year supervision, the assignment letter for the supervision team equipped with supervision schedule, supervision instruments, and follow-up blank for the supervision results.

#### **4.2 Implementation of Principal's Academic Supervision**

In carrying out this academic supervision, researchers grouped into two parts:

##### **4.2.1 Supervision on teachers' teaching administration**

Regarding the completeness of teacher teaching administration, researchers obtained information from interviews with the school principal as follows: "Yes ... I always check the teacher teaching administration, but I do not directly do it. School form a verifier team for teacher teaching administration. This team will check the completeness of the teacher teaching administration. Regarding the assessment criteria for the completeness of teacher teaching administration, the school uses appropriate criteria that are in accordance with the supervision instrument of teacher teaching administration". Similar things were conveyed by Indonesian Language Teacher AK, as follows: "... I had to collect my teaching administration at the beginning of the year in accordance with the school's stipulations, even though in the implementation of academic supervision, I got an even semester schedule." Based on the data analysis above, it can be concluded that at the beginning of the school year, every teacher must collect the learning administration submitted to the verifier team appointed by the school.

##### **4.2.2 supervision of learning implementation in the classroom**

For learning supervision in class, researchers obtain information from the principal as follows: "First, before the implementation of academic supervision, the principal always informs the teacher to be supervised about the date and time of supervision. The second is related to the evaluation criteria of the learning implementation in class, which is by using the supervision instrument for the learning implementation prepared by the school. "A similar statement was also conveyed by the productive teacher of Motorcycle Business and Engineering MNA, that before carrying out supervision to him, the supervisor reminded the schedule. Henceforth relating to the implementation of learning activities conducted by the teacher, the following is the principal's statement after supervising several teachers in the class: "From the initial activities when entering the class, the teacher managed the class according to the learning plan that has been made. For mastery of learning material, there were some teachers who

lack the mastery of learning material presented to students, so there seemed to be doubt in conveying learning material to students. I also looked at several obstacles that I was looked for in learning, one child cannot use one book, sometimes one book was still used by two children. Another found problem was when learning in the last hours, that the students and teachers' condition were already tired and sleepy during the learning implementation". A similar statement was also conveyed by the productive teacher of Motorcycle Business and Engineering MNA, as follows: "... when I was supervised, I used the practical learning method because it happened that at the time of the supervision schedule, the material I had to convey was related to practical activities. And for my learning model, I used the Problem Base Learning model. In the implementation of this learning, I encountered several obstacles including because the afternoon hours study, and practice tools not enough, children looked tired and the attraction to learning was reduced. Other than that, because I teach practical learning, I always emphasize to children to always take care of all the practical tools when learning is finished ". From the data analysis above, it can be concluded that the supervisor first delivered the supervision schedule to the teacher to be supervised. Regarding the readiness of teachers in the learning implementation during the supervision process, the teacher carried out learning in accordance with the learning plan that has been prepared. There were still some teachers who were less able to master the learning material presented. There were some obstacles when the learning process took place, including facilities and infrastructure of books and practice tools. The number of which was not in accordance with what was needed. During the supervision process in the classroom, the supervisor assesses the teacher based on the supervision instrument used by the school.

##### **4.3 Evaluation and Follow-Up of the Implementation of Principal Academic Supervision**

After the supervisions on the teaching administration and classroom learning were carried out, the next was evaluation and follow-up of the implementation. The principal conveyed several things related to the evaluation of the implementation of this academic supervision. "Of course, I do the evaluation on the implementation of the academic supervision. The first is related to supervision on the teacher teaching administration, previously I have stated that the school established a verifiers team to check the completeness of teacher teaching administration, based on criteria on the teaching administration, supervision instrument. After the verifier team assessed the teaching administration of each teacher, then a document is made as a verification result of the teacher teaching administration and then based on the document, the school will determine the next program to overcome the obstacles found in the teacher teaching administration. The school also appreciates every teacher who has made the teacher teaching administration by giving awards based on the verification documents made by the verifier team. " A similar statement was also conveyed by mathematics teacher AN, as follows: "... I submitted my teaching administration to the verifier team. Even though my teaching administration was incomplete, I still got awards from the school according to the teaching administration that I have submitted." This is reinforced by school documents related to the awards that the school gave to teachers who have submitted their teaching

administration. There was stated that each teacher will receive different awards according to the teaching administration that has been completed according to the criteria used as a benchmark by the school. Between teacher one and the other, they will get a different award. Regarding the supervision on the classroom learning, researchers obtain information from several parties involved, including the principal as follows: "I would personally have called and interviewed teachers who have been supervised to discuss the results of the supervision. At the time of the interview with the teacher, it was not merely conveying the supervision results but sometimes we also conducted discussion if there were teachers who needed guidance in relation to reduction on performance and discipline, or teachers who had personal problems that needed help in solving from the principal". Similarly, according to AND, a history teacher, stated that: "... I felt very happy when after the supervision, the principal called me personally, because then I got input for the learning that I did, and then I would use it to improve the next learning process. In addition to discussing the results of supervision, the principal also invited me to discuss the children current development". School documents also showed that every time the principal conducted an interview or discussion with the teacher regarding the results of the supervision carried out, the principal would make coaching documentation. Furthermore, related to the follow-up of these academic supervision results, the principal gave the following information: "School provided followed up with several programs such as provided solutions to teachers who were still found obstacles in the preparation of teaching administration by mentoring solutions in each MGMP at the school level so that teachers who not been able to develop teaching administration could find solutions to their problems. In addition, the school would also send teachers to participate in training and seminars organized by various educational institutions in accordance with their respective competencies." A similar statement was also conveyed by mathematics teacher AN, as follows: "... the verifier team still found flaws in my Lesson Plan which I still have to fix. From these findings, I received guidance from a senior teacher at the Mathematics MGMP in completing my Lesson Plan. In addition, at the beginning of the school year, the school also carried out workshops about the preparation of teacher teaching administration ". In line with that, PEB, Head of Online Business Skills and Marketing Competency, said that the school followed up on the supervision results by making programs in the school's internal and external. The internal program, for example, invited supervisors to improve teachers, workshops on the preparation of teaching administration, and in-house training activities. While the external program was by making teachers active in MGMP subjects, sending teachers to participate in education and training from various relevant agencies. This was reinforced by school documents relating to the implementation of in-house training, workshops, and supervisory activities in order to improve teachers' competency. Based on the data analysis above, it can be concluded that from the evaluation results of the verifier team on the teacher teaching administration and the supervisors' evaluation results on the learning implementation supervision, the school would conduct follow up to improve teachers' competency both pedagogical and professional competencies. From the document of the results of the teacher teaching administration verification and the learning implementation supervision, the school would conduct a follow-up to the

teachers who experience obstacles in the preparation of teacher teaching administration, as well as in the implementation of classroom learning. This follow-up can be in the form of mentoring among teachers in the MGMP, workshops on the preparation of teacher teaching administration. Teachers will also be included in education and training activities, seminars, MGMP activities at the district and provincial levels. In addition, the school will also give awards to all teachers in accordance with the completeness of the teaching administration that they prepared.

## 5 DISCUSSION AND CONCLUSION

### 5.1 Supervision program to improve teachers pedagogical and professional competencies

The results of the research indicate that the implementation of the principal's supervision must begin with the existence of a supervision program made by the principal at the beginning of the school year and hold during the school year. In making the principal's supervision program involving parties who according to the principal are competent in the supervision implementation such as the vice-principal, the head of the expertise competency, and senior teachers who have more experience in teaching than the supervised teachers. In the supervision program, there are several things including the background of the need for supervision based on the analysis results on the previous year supervision, the supervision team's assignment letter equipped with the supervision schedule, supervision instruments, and blank follow-up for the supervision results. This is in accordance with what Stoner & Freeman [31] stated that there are four stages of activities that must be carried out in the preparation of school supervision programs, which are: (1) setting goals or a set of objectives, (2) determining the current situation, (3) identifying goal proponents and obstacles, (4) developing a set of actions to achieve goals. From the quotation above, the supervision program contains activities that will be implemented to improve teacher competencies thus improve learning, which is teachers' responsibility. The supervision program must be realistic and workable so that it can really help teachers improve their competencies, especially pedagogical and professional competencies. Therefore, the principal's academic supervision program is made by the principal annually at the beginning of the school year by involving competent parties in supervision implementation such as the vice-principal, head of the expertise competency, and senior teachers who have more teaching experience than the supervised teachers. In the supervision program, there are several things including the background of the need for supervision based on the analysis results of the previous year supervision, the supervision team assignment letter equipped with the supervision schedule, supervision instruments and blank follow-up for the supervision results.

### 5.2 Implementation of academic supervision to improve teachers pedagogical and professional competencies

Based on the results of the research, it can be concluded that the activities of the principal supervision implementation are started with the submission of teaching administration to the verifier team that has been designated by the school. This is in accordance with the opinion of Ives & Rowley [37] that the characteristics and attitudes of supervisors include being able to approach and be friendly, be supportive and positive, think

openly, organize, be conscientious, stimulate, and convey enthusiasm. This is in line with what was stated by Brown [11] that the supervision function includes providing facilities and continuous assessment and analyzing teaching and learning situations. From the above quotation, it can be understood that the activities of supervision begin with the submission of teacher teaching administration aimed to improve teachers' performance in order to improve the learning process. The ability of the teacher to describe the curriculum program into the prepared teaching administration is part of the teachers' pedagogical and professional competencies. Therefore, the implementation of principals' academic supervision begins with the assessment on the teachers' teaching administration conducted by the school verifier team. Based on the results of further observation, in the implementation of academic supervision in the classroom, the supervisor first conveyed the schedule to the teachers to be supervised. In the case of teachers teaching in class during the supervision implementation, teachers carrying out learning in accordance with the Lesson Plan that has been prepared, there are still some teachers who are not fully master the learning material they presented. There are some obstacles when the learning process took place, including the facilities and infrastructure, both books and practice tools which are not in accordance with what is needed. During the supervision process in the classroom, the supervisor assesses the teachers based on the supervision instrument used by the school. The quality of implementation of supervision has been proven to have an effect on student learning outcomes [38]. Supervision activities carried out by the principal are intended so that the teachers have good performance and responsibility in carries out their duties. Similarly, Haris et al [20] stated that the main task of supervisor is to do academic and managerial supervision including the development of supervision, implementation, and implementation monitoring program. While according to Glickman [23] a supervisor can foster teacher's work motivation. The above opinion allows academic supervision to put pressure on the process of forming and improving teachers' pedagogical and professional competencies, which starts with improving teachers' teaching methods in the classroom. Thus, resulted in students can learn well, which ultimately goals can be achieved optimally. Guidance carried out by supervisors is expected to be able to be carried out by supervised teachers without being forced to accept advice from the supervisors. The democratic relationship is expected to foster teachers' creativity. Coaching conducted by the supervisors is an input, so the supervision process is intended to provide feedback. Therefore, the implementation of the principal's academic supervision is carried out based on the schedule set by the supervision team in school. Before carrying out supervision, the principal first socializes about the supervision implementation and prepares instruments for it. The implementation of academic supervision activities is intended to revise and improve the learning quality through teachers' pedagogical and professional improvement. The implementation of academic supervision is expected to build mutual feedback between supervisors and supervised teachers in order to improve the teacher's pedagogical and professional competencies in the implementation of classroom learning.

#### **5.4 Evaluation and follow-up for the supervision results in order to improve teachers' pedagogical and professional**

#### **competencies**

Based on the results of the research, from the evaluation results of the verifier team for the teachers teaching administration and the supervisors' evaluation results on the learning implementation in the classroom, the school provides follow up to improve teachers' pedagogical and professional competencies. From the verified document of the teachers teaching administration and the implementation of learning supervision, the school provides a follow-up to the teachers who experience obstacles in the preparation of teacher teaching administration, as well as in the classroom learning implementation. This follow-up can be in the form of mentoring among teachers in the MGMP and workshops about the preparation of teachers teaching administration. Teachers will also be included in education and training activities, seminars, and MGMP activities at the district and provincial levels. In addition, the school will also give awards to all teachers based on the completeness of the teaching administration that they have made. In teaching supervision, the supervisors can encourage teachers to carry out tasks, develop themselves, and have responsibility for their duties [19]. Evaluation is an activity to test the skills level of a person or group of people, the evaluation main function is to examine an object or condition to get the right information as a basis for decision making [5]. Evaluation of learning supervision is ultimately intended to improve learning [39]. Based on the above opinion, the evaluation in supervision is the process of gathering information, which is then used to develop follow-up activities as well as input for the preparation of the next supervision program. Therefore, the evaluation results of the principal's academic supervision then informed the teachers individually through summons or classical at the open meeting. The evaluation results will be maintained and improved when they reached the goal. While the shortcomings will be analyzed and improved in the preparation of the next program. Supervision follow-up to improve teachers' pedagogical and professional competencies in general, can be in the form of teachers' competency improvement programs such as being active in groups of teachers such as MGMP, workshops, coaching the supervisors, participating in education, seminars, and training carried out by relevant agencies.

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