The Role of School Supervisors in Enhancing Pedagogical Competence of Junior High School Teachers in Sabang City Through Academic Supervision

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Abstract: This research aims to provide a comprehensive description of the role of school supervisors in enhancing the pedagogical competence of junior high school teachers in Sabang City in the year 2023. The study employs a school action research design conducted over two cycles, involving action planning, implementation, observation, and reflection phases. The research subjects comprise 12 teachers requiring improvement in their pedagogical competence, specifically from SMP Nilai 3 Sabang and SMP Nilai 5 Sabang. Five teachers are from SMP Negeri 3, while seven are from SMP Negeri 5. Data collection utilizes observation techniques, and data analysis employs qualitative descriptive analysis with percentage calculations. Findings from the first cycle indicate that eight teachers have achieved the research success indicators, while four have not. In the second cycle, eleven teachers have met the success indicators, with only one teacher yet to do so. The percentage of teachers meeting the success indicators increased from 66.7% in the first cycle to 91.7% in the second cycle. There is a 25% improvement in the percentage of pedagogical competence from the first to the second cycle. In conclusion, this study, conducted by a school supervisor, demonstrates a significant enhancement in the pedagogical competence of junior high school teachers in Sabang City through the implementation of academic supervision.

Keywords: Teacher Pedagogical Competence; Academic Supervision.

1. Introduction

Education serves as a transformative process, aiming to enhance an individual's knowledge, skills, attitudes, and behavior through teaching, training, and guidance. The dynamic landscape of education in Indonesia undergoes significant changes with the continuous evolution of teaching paradigms from conventional to modern approaches. This shift plays a pivotal role in advancing education in the country. The 2005 Law No. 14 on teachers and lecturers defines teachers as professional educators primarily tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students. This underscores the specialized nature of the teaching profession, requiring adherence to principles of professionalism. Professionalism, as emphasized by Zahroh (2015), is an essential aspect that must be genuine and intrinsic to the teacher [1]. Beyond teaching, school principals hold responsibilities for overall educational administration, including educational activities, school administration, educational guidance, and the utilization and maintenance of facilities [2].

Efforts to improve the quality of education involve addressing issues in the teaching and learning process, primarily occurring in classrooms where formal activities take place. Classrooms are central to the activities conducted by teachers and students, necessitating improvements in the learning process to enhance educational relevance. Learning, as a guiding process aligned with developmental tasks, achieves quality when its elements become more relevant to students' personal characteristics, societal demands, and advancements in science and technology [3]. Learning is closely related to the development of human potential, encompassing changes and the cultivation of dimensions of students' personalities. In the teaching-learning process, educators play a vital role in determining the quality of teaching they provide by imparting cognitive knowledge, affective attitudes and values, and psychomotor skills.

Teachers, as educators, are responsible for managing teaching effectively, marked by active engagement and awareness between the two teaching subjects. Teachers act as initiators, guides, and directors, while students actively experience and participate in the teaching process. Teachers, as components of the educational system, contribute to

shaping potentially competent human resources in the field of development [4]. Pedagogical competence stands out as one essential competency that teachers must possess as agents of learning. According to Sulaiman (2022), pedagogical competence involves understanding students, managing educational processes that are educational and dialogical, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials [5].

However, the reality in schools shows diverse pedagogical competence among teachers. Observations by the researcher, acting as a supervisor in Sabang City's junior high schools, reveal deficiencies in pedagogical competence. Some teachers have yet to apply learning theories and effective teaching principles, and others have not utilized information and communication technology in their teaching. Additionally, the attitudes and characteristics of teachers in managing the teaching and learning process are lacking. Another issue lies in the evaluation of learning, indicating that the teaching process conducted by teachers is not yet optimal.

Given these conditions, the researcher, in the role of a school supervisor, strives to address the deficiencies in teacher competence in the supervised schools. The researcher's effort involves implementing academic supervision, focusing on observing academic issues within the learning environment while students are in the learning process [6]. Academic supervision is crucial to oversee and guide the performance of teachers, aiming for effectiveness in the teaching process.

Based on the background, the identified problems are as follows; Teachers have not effectively applied learning theories and teaching principles, Teachers have not utilized information and communication technology as learning tools, Teachers' attitudes, and characteristics in managing the teaching and learning process are insufficient, and Evaluation of learning by teachers has not been conducted optimally. Building on the background and identified problems, the research problem is formulated as follows: The role of school supervisors in improving the pedagogical competence of junior high school teachers in Sabang City through the implementation of academic supervision in 2023. The research aims to describe the role of school supervisors in improving the pedagogical competence of junior high school teachers in Sabang City through the implementation of academic supervision in 2023. The expected benefits of this research include; Serving as a reference for school supervisors in educational units regarding the benefits of implementing academic supervision in schools, Enhancing the experience and insights of the researcher as a school supervisor in implementing academic supervision, Serving as a reference for junior high school teachers in Sabang City, under the researcher's supervision, to improve their pedagogical competence in the classroom teaching process, and Providing insights for future researchers as considerations for further research to achieve better quality of learning in the future.

2. Background

Competency is an integral concept in the educational context, describing the skills, abilities and authority of a teacher. In this case, competency includes knowledge, skills and basic values that are reflected in teacher behavior. Teacher competency standards are statements regarding the criteria required for an education worker to be considered competent. Teachers, as the main pillars in the teaching and learning process, have broad responsibilities, both in the field of service and service outside the service. The definition of teacher includes all individuals who are authorized and responsible for the education of students, both individually and classically, inside and outside the school. Teachers, as teachers in public or private schools, must have a formal educational background of at least bachelor's status and legal provisions as teachers in accordance with teacher and lecturer laws in Indonesia. Based on a number of opinions, teacher competency shows the ability to carry out teaching tasks responsibly and appropriately. This concept includes skills, knowledge and attitudes that reflect intelligent and responsible actions in carrying out tasks as a learning agent. Teacher competency is also seen as a combination of personal, scientific, social and spiritual which forms teacher professional standards, involving mastery of material, understanding of students, educational learning, personal development and professionalism. Darmwayanti (2022) emphasizes eleven competencies that a teacher must have, including mastery of teaching materials, educational foundations, management of teaching and learning programs, classroom management, use of learning media/resources, management of teaching and learning interactions, assessment of student achievement, knowledge of functions and programs guidance services, as well as an understanding of school administration and the principles of educational research [7]. Coggshall (2012) highlights teaching skills as an indicator of teacher competence, including aspects of mentoring, developing activity- and goal-based learning, involving students in learning, and creating a positive and conducive learning environment [8]. Government Regulations on Teachers stipulate that teachers' pedagogical competencies include understanding educational insights, understanding students, developing curriculum/syllabi, designing learning, implementing educational and dialogic learning, utilizing learning technology, evaluating learning outcomes, and developing students. This competency cannot be obtained instantly, but rather through continuous and systematic learning efforts, both during the prospective teacher's education and while in office. Teachers are expected to be able to master a number of important aspects to support student development.

Pedagogical competence, as a type of teacher competence, indicates the teacher's ability to manage student learning. According to Law Number 14 of 2005, pedagogical competence includes understanding educational insights, students, curriculum development, learning design, learning implementation, use of learning technology, evaluation of learning outcomes, and student development. Understanding of students includes characteristics, personality and development of

students. Teachers are expected to be able to optimize students' potential by understanding the uniqueness of each individual, both in skills and personality. Curriculum or syllabus development is an integral part of pedagogical competence. Teachers are required to be able to develop educational unit level curricula that suit local needs. The principles of curriculum development include response to developments in science and technology, relevant, comprehensive, sustainable, lifelong learning, and balanced between national and regional interests. Learning design requires teachers to identify needs, formulate basic competencies, and develop learning programs. Implementing educational and dialogical learning is the key to forming student competencies. The use of learning technology is important in supporting the learning process. Teachers are expected to be able to align learning technology with the development of student competencies. Evaluation of learning outcomes, as part of pedagogical competence, must be carried out in a planned and comprehensive manner. Student development is an activity that opens up opportunities for students to develop and express themselves according to their needs, talents and interests. Teachers play a role in providing extracurricular activities, enrichment, remedial and counseling guidance to support student development. By detailing the eight pedagogical competencies according to Government Regulation Number 74 of 2008, namely understanding educational insight, understanding students, developing curriculum or syllabus, learning design, implementing learning, utilizing learning technology, evaluating learning outcomes, and developing students, teachers are expected to be able to Become an effective learning facilitator and support the growth of student competency.

Academic supervision is a coaching activity that aims to help teachers improve the quality of learning and guidance at school. The etymology of supervision is taken from the English "supervision," which means supervisor in the field of education. Supervisor, in this context, is a person who supervises by providing assistance to teachers to improve teaching. The academic supervision approach includes steps such as systematic preparation and planning, informing the person concerned of the supervision plan, using various techniques such as interviews and observations, making multiple reports, and assessing in a certain format. The aim of academic supervision is to help teachers understand their role, improve teaching skills, and support the development of teachers' professional abilities. The purpose of academic supervision involves providing services and assistance to teachers to improve the quality of learning in the classroom. The general aim is to provide technical assistance and guidance to teachers so that they can improve the quality of their performance in carrying out the learning process. Specific goals include understanding the goals of education, overcoming student difficulties, utilizing teacher experience, and popularizing schools among the public. According to Sergiovanni, the goals of academic supervision involve helping teachers develop professional skills, monitoring the teaching and learning process in schools, and supporting teachers in applying their abilities and carrying out personal development.

There are several models of academic supervision, including; 1) Traditional Supervision: Involves direct and indirect observation, case discussions, and questionnaires to monitor and support teacher performance. 2)Contentporel Model: Carried out with a clinical or collaborative approach, focusing on developing teachers' abilities in managing the teaching and learning process, and 3) Academic Supervision Techniques: Involves individual techniques such as class visits, observation, and teacher guidance in implementing the curriculum, as well as techniques groups such as meetings, group discussions, and upgrading. School supervisors act as supervisors in the context of academic supervision. They are the people who lead and are responsible for the quality of the teaching program at the school. As supervisors, they must carry out their duties professionally, use scientific principles, and have the ability to see problems in improving the quality of education with the insight and sensitivity of the inner eye.

Based on observations, researchers as school supervisors in Sabang City found problems in the pedagogical competence of junior high school teachers in target schools. Problems involve the application of learning theories and learning principles, the use of technology in learning, as well as less than optimal attitudes and characteristics of teachers in managing the teaching and learning process and evaluating learning. In overcoming these problems, researchers carried out academic supervision using a guidance approach. The aim is to provide guidance to teachers to improve their pedagogical competence. It is hoped that this supervision can improve the quality of teacher learning at Sabang City Middle Schools. Based on the framework of thinking and literature review, the proposed action hypothesis is "The implementation of academic supervision by school supervisors can improve the pedagogical competence of junior high school teachers in schools assisted by Sabang City." This hypothesis reflects efforts to improve the quality of learning through academic supervision with a guidance approach. Thus, this action research aims to prove and measure the impact of implementing academic supervision on increasing the pedagogical competence of junior high school teachers in Sabang City.

3. Method

This research focuses on increasing the pedagogical competence of junior high school teachers in Sabang City, Aceh Province, especially at Grade 3 Middle School Sabang and Value 5 Middle School Sabang. The research was carried out for three months in the odd semester of 2023, starting from August to October 2023. The research subjects involved 12 teachers, of which 5 teachers came from SMP Negeri 3 Sabang and 7 teachers from SMP Negeri 5 Sabang who needed to improve their pedagogical competence. The research method used is school action research. In each research cycle, there are stages of planning, implementation, observation and reflection. In the first cycle, research begins with action

planning, including setting a schedule, observing, and preparing equipment. Implementation of the action involves guidance, discussion and motivation of the teacher. Observations were made on the teacher's pedagogical competence, followed by reflection to analyze the results and overcome the obstacles that emerged. The second cycle involved re-planning with similar steps as the first cycle. Implementation includes guidance, motivation, affirmation and strengthening of teachers. Observations were carried out again, followed by reflection to analyze and evaluate the success of the research. The main data collection technique is direct observation of teachers, with assessments using observation sheets that cover various aspects of pedagogical competence. Data analysis was carried out descriptively qualitatively using percentages, where the assessment criteria ranged from "Very Poor" to "Very Good". The success of the research is measured by achieving pedagogical competency for 85% of teachers with a score of 80% - 90%.

4. Results

4.1 Description Initial Conditions

The researcher is a junior high school supervisor in Sabang City. Based on the results of observations at junior high schools assisted by researchers at SMP Negeri 3 and SMP Negeri 5, several problems were found related to teachers' abilities in pedagogical competence. These problems include that there are still teachers in the learning process who have not applied learning theories and learning principles. Then the teachers also do not utilize media in the form of information and communication technology in learning. In learning activities, teachers' attitudes, and characteristics in managing the teaching and learning process are also still lacking. Other problems also exist in conducting learning evaluations. So, the learning process carried out by the teacher is not optimal. Based on the problems mentioned above, researchers are trying to make improvements by carrying out academic supervision. The implementation of academic supervision carried out by researchers is more about guidance than supervision. This academic supervision is carried out to determine the teaching abilities of teachers who will then be given guidance so that the point of academic supervision is not to assess teacher performance but rather to provide guidance to teachers. So, it is hoped that it can improve the pedagogical competence of junior high school teachers in schools supported by researchers in Sabang City.

4.2 Description of Research Results

The implementation of the research carried out and the research results obtained in each cycle are described as follows.

4.2.1 Description of Cycle I Results

1) Action Planning Stage

In the planning stage of cycle I, the activities carried out by the researcher were making plans for what would be carried out in the research. The plan prepared by the researcher is to determine the schedule for the implementation of the guidance and the location for the guidance. Then the researcher also determined the time to carry out observations of teachers in the learning process to assess teachers' pedagogical competence in carrying out learning activities. The next plan is for the researcher to see sheet on the teacher's ability to carry out pedagogical competencies in the learning process. The observation sheet functions as a guide in making observations. Then the researcher also prepared all the requirements needed to carry out pedagogical competency guidance. Apart from that, researchers also prepare the equipment needed to carry out the research to be carried out.

2) Action Implementation Stage

At the action implementation stage, the activities carried out by the researcher were in accordance with the plans that had been prepared. The researcher's activity is to carry out pedagogical competency guidance. The researcher invited the teachers who were the subjects of this research to attend and take part in the guidance. After all the teachers were present, the researcher carried out guidance on pedagogical competence. The guidance on pedagogical competence for teachers was carried out by delivering pedagogical competence material. Furthermore, the researchers also held discussions and questions and answers regarding pedagogical competencies in the learning process. Researchers gave teachers the opportunity to ask questions about pedagogical competence in the learning process. At the end of the meeting the researcher also motivated the teachers to be able to implement pedagogical competencies in classroom learning activities.

3) Observation Stage

At the stage of implementing the observation, the researcher observed the teacher's ability to carry out pedagogical competence in the learning process. The observations were carried out in the classroom during the teacher's teaching hours, so that they did not interfere with the teachers' activities. Researchers conducted classroom observations of each teacher who was the subject of this school action research to observe the learning activities carried out by the teachers in the classroom. Researchers use prepared observation sheets as a guide in providing assessments. After the learning process was complete, the researcher left the classroom. This observation activity continued until all teachers who were subjects in this research were observed by the researcher. The results of the researcher's observations in cycle I regarding pedagogical competence can be seen in the table below.

Table 1. Observation Results of Teacher Pedagogical Competencies in Cycle I

No	Teacher	Observation Aspect										Amount	%
		Indicator											
		1	2	3	4	5	6	7	8	9	10		
1	Nurhabibah,S.Pd	13	10	6	12	3	3	6	7	3	9	69	78,4
2	Mahdaliska, S.Pd	13	11	6	13	3	4	6	6	3	9	71	80,7
3	Khairani, S.Pd	12	11	6	13	3	4	6	7	3	9	71	80,7
4	Mardhiana, S.Pd	11	8	6	11	2	3	6	6	2	8	61	69,3
5	Sakinah, S.Pd	12	11	6	13	4	3	6	7	3	9	71	80,7
6	Taslim, S.Pd.I	13	10	7	12	3	4	6	7	3	9	71	80,7
7	Saadah, S.Pd	12	9	6	12	3	3	6	5	3	9	65	73,9
8	Dra.Keumalawati	13	10	6	14	3	4	6	7	3	9	72	81,8
9	Lilis Mardhiah, S.Pd	13	9	7	14	3	3	6	7	4	10	72	81,8
10	Rusdi, S.Pd	11	8	6	12	3	2	6	6	2	8	62	70,5
11	Amirul Riski, S.Pd	12	10	7	13	3	3	7	6	3	10	71	80,7
12	Tjut Rialza, S.Pd	13	10	6	13	4	3	6	7	3	9	71	80,7
Average and Percentage of the number of teachers who completed												68,9	66,7%

Based on the table above, only 8 teachers have pedagogical competence in the learning process. Then it was also discovered that as many as 4 teachers did not have pedagogical competence. The percentage of teachers who have achieved research success indicators is 66.7%. Meanwhile, the percentage of teachers who have not achieved the research success indicators is 33.3%. From the data in the table, it is known that teachers still have several weaknesses in pedagogical competence in carrying out the learning process. Among them is that teachers have not been able to identify the learning characteristics of each child in their group. Then, in the learning process, teachers have not motivated students to improve students' learning abilities. Furthermore, teachers also have not used learning media to increase students' learning motivation. Other weaknesses also exist in carrying out assessments using various techniques and types of assessment. From the results obtained, it is known that improvements need to be made in the next cycle. Because based on research indicators, it is known that these results do not meet the research indicators.

4) Reflection Stage
At the reflection stage, the activities carried out by the researcher were to analyze the activities that had been carried out and plan for the implementation of actions in cycle II based on the obstacles found from the results of observations that had been carried out in cycle I. From the results of the observations that had been carried out it was known that the percentage of teachers who had achieved the research success indicator was 66.7%. Meanwhile, the percentage of teachers who have not achieved the research success indicators is 33.3%. Then, from the results obtained, it is known that there are still several weaknesses in pedagogical competence that must be corrected in the next cycle. This weakness lies in identifying the learning characteristics of each child in the group and motivating students to increase their willingness to learn. Then there is also the learning evaluation which does not use techniques and types of assessment. For this reason, several corrective actions need to be taken by researchers to overcome these weaknesses, among others:
a.   Provide the results of the implementation of cycle I that have been obtained to teachers, so that they know their weaknesses.
b.   Providing affirmation and strengthening to teachers, especially for teachers who still have weaknesses in pedagogical competence.
c.   Motivate teachers and increase self-confidence in the learning process.

4.2.2 Description of Cycle II Results
1) Planning Stage
In the planning stage of cycle II, the researcher again made plans for the implementation of cycle II. The plan designed by the researcher is to determine the schedule for implementing the guidance and the location for the guidance. Researchers also determine the schedule for carrying out observations of teachers in the learning process to assess teachers' pedagogical competence in carrying out learning activities. Then the researcher also prepared an observation sheet on the teacher's ability to carry out pedagogical competencies in the learning process which was used as a guide in making observations. Furthermore, the researcher also prepared all the requirements needed to carry out pedagogical competency guidance and prepared the equipment needed to carry out the research to be carried out.

2) Implementation Stage

The researchers carried out the second cycle of action by carrying out guidance to teachers in the form of discussions and questions and answers regarding pedagogical competence in the learning process. After the teachers were present, the researchers provided guidance by delivering pedagogical competency material in learning. Researchers also provide examples of implementing pedagogical competencies in learning processes. In carrying out guidance, researchers also provide opportunities for teachers to ask questions regarding the implementation of pedagogical competencies in the learning process. Researchers also held discussions with teachers so that it was hoped that they could increase teachers' understanding of pedagogical competence in the learning process. Then at the end of the meeting the researcher presented the results of the first cycle of observations to the teachers. Furthermore, researchers motivate teachers to increase teachers' understanding of pedagogical competence in the learning process. Then before the guidance activity ended, the researcher also provided confirmation and reinforcement to the teachers to increase their pedagogical competence in the learning process.

3) Observation Stage

The implementation of the second cycle observations carried out was the same as the previous cycle. Researchers observed the pedagogical competencies possessed by teachers in the learning process carried out by teachers in the classroom. The researcher used an observation sheet that had been prepared as a guide in carrying out observations in the teacher's classroom. Observations were carried out for all teachers who were the subjects of this research. Researchers provide assessments according to the teacher's ability to carry out pedagogical competence in the learning process. In the second cycle of observations, it was seen that the teacher's ability to carry out pedagogical competence in the learning process had increased. The teachers already have the confidence to appear to teach. After the observation is complete, the researcher documents the observation values obtained. The results of observations in cycle II that have been carried out can be seen in the table below.

Table 2. Observation Results of Teacher Pedagogical Competencies in Cycle II

No	Teacher	Observation Aspect										Amount	%
		Indicator											
		1	2	3	4	5	6	7	8	9	10		
1	Nurhabibah,S.Pd	14	10	7	12	4	3	7	7	3	7	74	84,1
2	Mahdaliska, S.Pd	15	11	7	15	3	4	7	7	3	8	80	90,9
3	Khairani, S.Pd	13	11	7	14	4	4	8	7	3	6	77	87,5
4	Mardhiana, S.Pd	13	9	7	13	3	4	7	6	3	7	72	81,8
5	Sakinah, S.Pd	14	12	7	14	3	4	7	7	4	7	79	89,8
6	Taslim, S.Pd.I	13	10	7	12	3	4	6	7	3	6	71	80,7
7	Saadah, S.Pd	13	10	6	13	3	3	6	7	3	6	70	79,5
8	Dra.Keumalawati	14	11	7	14	3	4	6	7	3	7	76	86,4
9	Lilis Mardhiah, S.Pd	14	11	8	15	4	4	7	7	4	7	81	92
10	Rusdi, S.Pd	13	9	7	14	3	3	6	7	3	6	71	80,7
11	Amirul Riski, S.Pd	13	12	7	13	3	3	7	7	3	7	75	85,2
12	Tjut Rialza, S.Pd	16	11	7	14	4	4	7	7	4	7	81	92
Number and percentage of teachers who have completed												75,6	91,7%

Based on the table, it is known that the pedagogical competence of teachers has increased. The number of teachers who have achieved the research indicators is 11 teachers. This shows that the teachers have been able to improve the weaknesses in carrying out the pedagogical competencies found in the previous cycle. Then from the table it is also known that the percentage of teachers who have achieved research success indicators is 91.7%. From the results obtained, it is known that the pedagogical competence of the students has increased and has achieved the research success indicators that have been determined.

4) Reflection Stage

In the reflection stage of cycle II, the researcher analyzes the research activities that have been carried out and the results that have been obtained. From the results obtained, it is known that the ability of teachers to carry out pedagogical competence in the learning process has increased compared to the previous cycle. The teachers have been able to improve the weaknesses found in the previous cycle. The percentage of teachers who have achieved research success indicators is 91.7%. So, it can be concluded that the research carried out has been successful.

4.3 Discussion

Based on the research carried out in cycle I and cycle II, pedagogical competence in carrying out the learning process has increased. In cycle I it was discovered that teachers still had weaknesses in pedagogical competence in the learning process. This weakness is that teachers have not been able to identify the learning characteristics of each child in their group. In the learning process teachers have not motivated students to improve students' learning abilities. Then teachers also have not used learning media to increase students' learning motivation. Other weaknesses also exist in carrying out assessments using various techniques and types of assessment. From the results obtained, it is known that improvements need to be made in the next cycle. Because based on research indicators, it is known that these results do not meet the research indicators. Based on the table above, only 8 teachers have pedagogical competence in the learning process. Then it was also discovered that as many as 4 teachers did not have pedagogical competence.

In cycle I the number of teachers who had achieved success indicators was 8 teachers. The percentage of teachers who have achieved the research success indicators is 66.7%. Meanwhile, the percentage of teachers who have not achieved the research success indicators is 33.3%. This shows that the results obtained have not reached the indicators of research success. So, improvements need to be made for the implementation of the next cycle to increase teacher pedagogical competence in the learning process in the classroom. The results of research in cycle II show that there has been an increase in the pedagogical competence of students in the learning process. Then in cycle II the teachers were able to improve the weaknesses in pedagogical competence found in the previous cycle through various improvement efforts carried out by researchers. The number of teachers who have achieved the research indicators is 11 teachers. The percentage of teachers who have achieved research success indicators is 91.7%. So, it can be seen that the results obtained in cycle II have achieved the research success that has been determined in this research. To see the comparison of the percentage of teachers who have completed and those who have not and the increase in scores between cycles, you can see the following diagram.
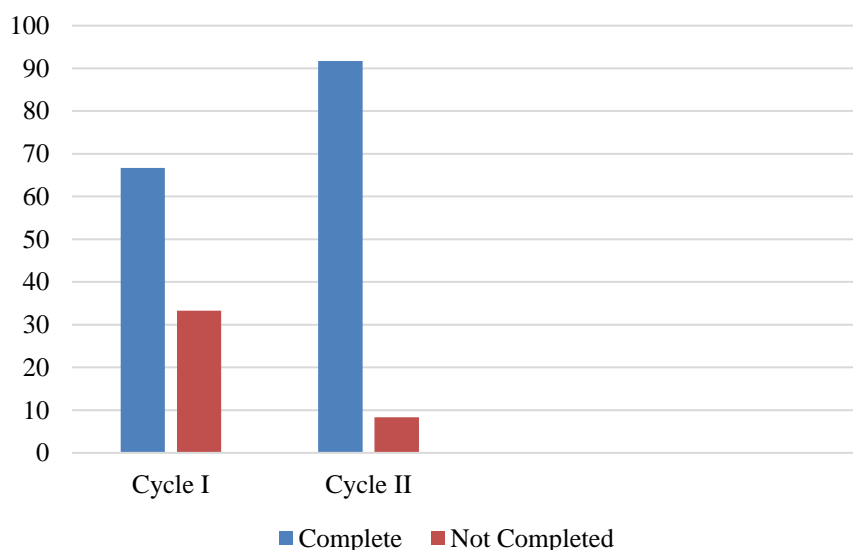

Figure 1. Comparison of the percentage of completion for Cycle I and Cycle II

Based on the diagram above, in each cycle the pedagogical competence of teachers has increased. The percentage increase from cycle to cycle II was 25%. Based on the results obtained, the role of school supervisors in improving the pedagogical competence of junior high school teachers in Sabang City assisted schools through the implementation of academic supervision in 2023 has been successful. Because it has achieved research success indicators with a percentage obtained of 91.7%.

5. Conclusion and Recommendations

Based on the results of the research that has been carried out and the results obtained, it is known that the pedagogical competence of junior high school teachers in schools assisted by researchers in Sabang City has increased by implementing academic supervision. This can be seen from the observation results of teachers' pedagogical competence in cycle I, that as many as 8 teachers had achieved research success indicators. Then as many as 4 teachers had not achieved the research success indicators. In cycle II the number of teachers who had achieved research success indicators was 11 teachers and 1 teacher who had not. The percentage of teachers who had achieved research success indicators in cycle I was 66.7% and in cycle II was 91.7%. The increase in the percentage value of teachers' pedagogical competence

from cycle I to cycle II was 25%. So it can be concluded that the research carried out by researchers as school supervisors can improve the pedagogical competence of junior high school teachers in Sabang City assisted schools through the implementation of academic supervision in 2023.

Based on the results of the research that have been obtained, there are several suggestions that researchers can give as follows:

1) For school supervisors, implementing academic supervision in target schools is one method that can be used to increase teacher pedagogical competence.
2) School principals should continue to monitor the implementation of the learning process carried out by teachers in schools and build active communication with school supervisors, so that the quality of learning in schools can be maximized.
3) Teachers should be able to improve their pedagogical competence, so that the learning process carried out by teachers can be maximized and student learning outcomes also increase.
4) Future researchers should develop the research that has been carried out by conducting research on competencies and/or other fields that can support the learning process in schools.

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