

# The Effect of Learning Supervision, Professional Competency and Pedagogical Competency on Elementary Teacher Performance

DOI: <https://doi.org/10.47175/rielsj.v5i2.985>

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## ABSTRACT

This research aims to determine the effect of: (1) learning supervision on pedagogical competence; (2) supervision of learning regarding professional competencies; (3) learning supervision of performance competencies; (4) pedagogical competence on performance; (5) professional competence on performance; (6) supervision of learning towards performance through professional competence; and (7) supervision of learning towards performance through pedagogical competence. This research is quantitative, using the path analysis method. There is a population of 168 elementary school teachers in Tiga Lingga District. Slovin's sample was 116 people. The research hypothesis was tested using simultaneous and partial analyses. The research results show that: (1) there is an influence of learning supervision on professional competence; (2) there is an influence of learning supervision on pedagogical competence; (3) there is an influence of learning supervision on performance; (4) there is an influence of professional competence on performance; (5) there is an influence of pedagogical competence on performance; (6) Learning supervision has a positive effect on teacher performance through professional competence, meaning the contribution of the influence of learning supervision on teacher performance through professional competence. The contribution of the effect of learning supervision on teacher performance through pedagogical competence.

## KEYWORDS

learning supervision; competence; professional; pedagogy; performance; teacher

## INTRODUCTION

Professional teachers have independent personal responsibility and are able to understand themselves. Social responsibility is realized through teacher competence in understanding themselves as an inseparable part of the social environment and having effective interactive abilities. The large role of teachers in education is an important factor in determining the high and low quality of student learning outcomes. On the basis of these requirements, it is clear that professional positions are pursued through educational levels that specifically prepare for that position (Wahyudin, 2021).

Daryanto and Rachmawati (2018) state that a teacher's pedagogical competence must be able to manage student learning, which includes understanding students, planning and implementing learning, evaluating learning outcomes, and developing students to actualize the various potentials they have. Pedagogical competency is the main competency that teachers must have so that learning is carried out effectively and dynamically.

Teaching is a position or profession that requires special skills as a teacher. So that in carrying out their professional authority, teachers are required to have a set of abilities or competencies (Usman, 2018: 7).

BSNP report (2019) states that 42% of teachers have mastered all sub-competencies in: (1) pedagogical competency groups; (2) personality competency groups as much as 76%; (3) social competency groups as much as 75%; and (4) professional competency groups as much as 39%. Of the four teacher competency standards, the order from those most mastered to those least mastered by teachers is (a) personality competency, (b) social competency, (c) pedagogical competency, and (d) professional competency. Fulfilling teacher professionalism is still a big challenge in achieving teacher competency standards.

Based on interviews conducted with several school principals and teachers, one of whom was the Principal of SD Negeri 033918 Rambah Serit, Mrs. only uses existing learning media at school and does not develop them; (2) the teacher's lack of understanding of the conditions and characteristics of students, and (3) the lack of parental attention makes it difficult for teachers to teach.

When designing learning, teachers must understand the foundations of education, apply learning and learning theories, determine learning strategies based on student characteristics, determine the competencies to be achieved and teaching materials, and prepare learning plans based on the chosen strategies (Anwar, 2018).

A teacher's professionalism is related to three important factors, namely teacher competency, teacher certification, and teacher professional allowances. Professional teachers who are proven by their competence will encourage the realization of teacher performance processes and products that can support improving the quality of teacher performance in education (Priansa, 2018). The ability of a teacher to carry out his duties and describe the actions displayed by the teacher during learning activities (Supardi, 2018: 45).

Professional competence is a teacher's ability related to the mastery of knowledge in the fields of science, technology, or art, which covers subject matter comprehensively according to content standards and instruments, relevant scientific, technological, or artistic concepts and methods that are conceptually appropriate, and related to the educational unit, subjects, and groups of subjects taught (Agus, 2019).

Research conducted by Viqraizin (2015) with the title "The Influence of Pedagogical Competency and Job Satisfaction on the Performance of Elementary School Teachers in Gondokusuman Yogyakarta District" shows that pedagogical competence has a significant effect on teacher performance.

Teachers who have good performance will be able to manage learning more effectively and produce quality graduates. Thus, the most determining factor among various teachers who have good performance is that they will be able to manage learning more effectively and produce quality graduates (Ahmadi, 2018).

Rusman (2018) in teacher performance standards emphasizes that teacher performance standards are related to the quality of teachers who carry out their duties, which include working with students individually, preparing and planning learning, utilizing learning media, involving students in various learning experiences, and active leadership. from the teacher. The problem plaguing education in Indonesia lies in the quality of teacher performance. Quality teacher performance is needed to produce quality students.

### ***The nature of teacher performance***

Teacher performance can be seen from their responsibility in carrying out their mandate, the profession they hold, and their morals (Priansa, 2018). This will be reflected in obedience and commitment to the responsibilities carried out by a teacher. Deassy and

Endang (2018) explains that teacher performance is a condition that shows a teacher's ability to carry out their duties and shows the existence of an action displayed by the teacher in carrying out learning activities.

According to Martinis Yasmin and Maisah (2018), teacher performance is defined as behavior or responses that produce results and refers to what they do when facing tasks. Another opinion was expressed by Suryosubroto (2015), who stated that teacher performance in the teaching and learning process is the ability or skill of teachers in creating an educational atmosphere of communication between teachers and students, which includes a cognitive, effective, and psychomotor atmosphere as an effort to learn something. based on planning up to the evaluation and follow-up stages in order to achieve teaching objectives.

In relation to the performance of teachers in a school organization, teachers occupy a very important role in the education and learning process in preparing students to achieve predetermined competencies (Griffin & Moorehead, 2014).

Based on the description above, it can be concluded that teacher performance is a form of teacher behavior or work results in carrying out learning activities, starting from planning learning, implementing learning, and evaluating learning as a manifestation of the competence possessed by each teacher for each expertise.

### ***The nature of learning supervision***

Supervision, in a simple sense, is looking, reviewing, or viewing from above, carried out by superiors (supervisors or school principals) regarding the realization of learning activities. Above means people who have advantages in terms of knowledge, skills, and experience over teachers, school principals, and staff. According to Purwanto (2018), supervision is a coaching activity that is planned to help teachers and other school employees carry out their work effectively. Meanwhile, Wiyono (2019) tries to define supervision by linking the functions of general leaders who coordinate and lead school activities related to learning activities.

According to Sahertian (2014), supervision is an effort to provide services and assistance to teachers both individually and as a group in an effort to improve teaching. The key word for implementing supervision is "providing services and assistance." A similar opinion was expressed by Soewadji (2017) that supervision is stimulation, guidance, or assistance given to teachers so that their professional abilities develop further, so that learning situations become more effective and efficient. Supervision is one part of educational personal management. Supervision in schools is often also called teacher development (Soewono, 2021). In principle, supervision activities are activities to help and serve teachers in order to obtain better quality teachers in order to achieve educational goals (Wiles, 2019). It is hoped that a better teaching and learning process will be formed. According to Sahertian (2014), the dimensions of supervision in education include knowledge, skills, personality, teacher welfare, personnel services, and career path.

According to Glikckman, quoted by Mukhtar (2019), learning supervision is defined as a series of activities to help teachers develop their ability to manage the learning process in order to achieve learning goals. Furthermore, according to Soetopo, quoted by Masaong (2019), learning supervision is an effort to stimulate, coordinate, and guide the growth of teachers in schools, both individually and in groups, with tolerance and effective pedagogical actions so that they are more capable. .

Based on the description and expert opinion stated above, it can be concluded that supervision is an effort carried out by the school principal for planned guidance in order to assist teachers in carrying out their work to achieve learning goals and improve the quality of teaching to help students become better at studying.

### ***The nature of professional competence***

A profession is a term used to indicate a job that requires special skills. This term has evolved in its use. According to Arikunto (2019), professional competency is the ability to master learning material broadly and in depth, which enables guiding students to meet the competency standards set out in national education standards.

Professional refers to someone who holds a profession or someone who does work according to their profession; for example, there are professional boxers and amateur boxers (Mappanganro, 2020).

The teacher competency factor is very important for every teacher to have in the teaching and learning process. As stated by Wijaya and Rusyan, quoted by Mariono (2014), the higher the ability and competence possessed by the teacher in carrying out the teaching and learning process, the higher the learning outcomes achieved by students.

According to Satori et al. (2018), professional competence has a number of potentials related to professions that require various skills. According to Wahyudi (2015:8), in professional competence, a teacher should be able to: (1) master the material, structure, concepts, and scientific mindset that support the subjects being taught; (2) master competency standards and basic competencies in the subjects and development areas being taught; (3) develop learning materials taught creatively; (4) develop professionalism and sustainability by carrying out reflective actions; and (5) utilize information and communication technology to communicate and develop oneself.

A professional teacher must have various skills and special abilities, love his job, and maintain a code of ethics.

Professional competence is broad and in-depth mastery of learning material, which enables it to guide students to meet the competency standards set out in the National Education Standards. As for the aspects of professional competence, as shown in Table 1 below:

**Table 1.** Aspects of Professional Competence

		<b>Professional Competency</b>
<b>Indicator</b>		<b>Sub Indicator</b>
1	Mastering the material, structure, concepts and scientific mindset that supports the subjects being taught	1.1 Interpret the material, structure, concepts and thought patterns of sciences that are relevant to the subjects being taught. 1.2 Interpret the material, structure, concepts and thought patterns of sciences that are relevant to the subjects being taught.
2	Mastering competency standards and basic competencies of the subjects being taught	2.1 Understand the competency standards for the subjects being taught. 2.2 Understand the basic competencies of the subjects being taught, understand the learning objectives being taught.
3	Develop learning materials taught creatively	3.1 Select learning materials that are taught according to the level of development of students. 3.2 Manage the learning materials taught according to the students' level of development.
4	Develop professionalism continuously by carrying out reflective actions.	4.1 Reflect on your own performance continuously 4.2 Utilize reflex results in order to increase professionalism. 4.3 Conduct classroom action research. 4.4 Increased professionalism.. 4.5 Keep up with the times by learning from various sources.

<b>Professional Competency</b>		
<b>Indicator</b>		<b>Sub Indicator</b>
5 .	Take advantage Information Technology And communication to develop yourself	5.1 Utilize information and communication technology in communicating 5.2 Utilize information and communication technology for self-development.

(Source: Minister of National Education Regulation No. 16 of 2007 concerning Teacher Qualification and Competency Standards)

### ***The Nature of Pedagogical Competence***

Pedagogy comes from the Greek "paedos" (son) and "agogos" (guide or guard). According to J. Hoogveld, pedagogy is a science that studies the problem of guiding children towards certain life goals, namely to be able to complete their life tasks. Pedagogy is also called the science of educating children (Sadulloh, 2018). According to Mulyasa (2017), there are seven aspects relating to the mastery of pedagogical competencies, namely: (a) getting to know the characteristics of students; (b) mastering learning theory and educational learning principles; (c) curriculum development; (d) educational learning activities; (e) developing student potential; (f) communication with students; and (g) assessment or evaluation.

Janawi (2017) explains that pedagogical competence is a teacher's ability related to theoretical mastery and the application process in learning. According to Priansa (2014), pedagogical competence is the teacher's ability to manage student learning, which includes understanding the characteristics of students, planning and implementing learning, evaluating or assessing learning outcomes, and developing various potential students.

Research problem formulation to determine: (1) the influence of learning supervision on teacher professional competence; (2) the influence of learning supervision on teacher pedagogical competence; (3) the influence of learning supervision on teacher performance; (4) the influence of professional competence on teacher performance; (5) how does pedagogical competence influence teacher performance?; (6) the influence of learning supervision on teacher performance through professional competence; and (7) the influence of learning supervision on teacher performance through pedagogical competence.

### **RESEARCH METHODS**

The method used in this research is a quantitative research method of the type of multiple regression with the aim of finding out whether there is an influence between learning supervision, professional competence, and pedagogical competence on the performance of elementary school teachers in Tiga Lingga District. The variables used in this research consist of four independent variables, each of which is given a symbol.

X1, X2, X3, and X4, then these variables are: (1) learning supervision is given the symbol X1; (2) professional competency is given the symbol X2; (3) pedagogical competency is given the symbol X3; and (4) teacher performance, given the symbol X4.

This research was carried out in elementary schools in Tiga Lingga District, Dairi Regency, North Sumatra, totaling 15 schools. The research will be carried out in June 2023.

The population in this study were all elementary school teachers in Tiga Lingga District, Dairi Regency, North Sumatra, totaling 168 teachers. The selection of elementary school teachers in Tiga Lingga District as the research population was based on the assumption that these teachers had relatively the same characteristics, for example: they had relatively the same average age, used relatively the same learning facilities, and had relatively the same educational background. The number of samples in this study was measured using the Slovin formula, namely:

$$n = \frac{N}{1 + Nx^2}$$

Information:

n : Number of samples

N : Total population

X2 : Significance level (0.05) (Wiratna, 2018:52).

So, the number of samples after being calculated using the Slovin formula is 116 out of a total population of 168.

### **Data collection technique**

The techniques used to obtain and collect the required data are: (1) Questionnaires are a data collection technique that is carried out by giving a set of written statements to respondents for them to answer (Sugiyono, 2019). According to Nana Syaodih (2018), a questionnaire is a research method using a list of questions that must be answered by people, known or called respondents, to find the data you want to obtain according to the objectives. This technique was given to elementary school teachers in Tiga Lingga District to obtain data on learning supervision, pedagogical competence, professional competence, and teacher performance.

Data collection was carried out using a questionnaire. The preparation of the questionnaire based on a grid was developed based on the theoretical basis that supports this research.

**Table 2.** Learning Supervision Instrument Grid (X1)

Research variable	Variable Indicator
Clinical Supervision	<b>Initial meeting stage</b>
	Provide observation sheets
	Provide a meeting place
	Make observation notes
	Determine the aspects of ability to be observed
	Establish an observation mechanism
	Determine supervision materials
	Establish observation instruments together
	<b>Observation stage</b>
	Documentation of observation activities
	Make notes about events during observations
	The principal collects data on teaching and learning behavior
	<b>Return meeting stage</b>
	The principal asks about the teacher's impressions and provides reinforcement
	Analyze the achievement of teaching objectives
	Analyze the teacher's target skills and main concerns
	Teachers make conclusions during the clinical supervision process
	Set a plan together for the next activity
	<b>Amount</b>

**Table 3.** Pedagogical Competency Instrument Grid (X2)

Variable	Dimensions	Indicator
PAI teachers' pedagogical competencies	Mastering the characteristics of students	<ul style="list-style-type: none"> <li>Understand the characteristics of students..</li> <li>Identifying student potential..</li> <li>Identifying students' initial abilities..</li> <li>Identify participants' learning difficulties..</li> </ul>

Variable	Dimensions	Indicator
S	Mastering learning theory and educational learning principles	<ul style="list-style-type: none"> <li>Understand various theories</li> <li>Learning and educational learning principles related to five elementary/MI subjects.</li> <li>Applying various educational approaches, strategies, methods and techniques creatively in five elementary/MI subjects.</li> <li>Implement a thematic learning approach, especially in the early grades</li> </ul>
	Curriculum development	<ul style="list-style-type: none"> <li>Determine the objectives of five SD/MI subjects.</li> <li>Determine appropriate learning experiences to achieve the objectives of the five SD/MI subjects</li> <li>Choose material from five SD/MI subjects that are related to learning experiences and learning objectives.</li> </ul>
	Educational learning activities	<ul style="list-style-type: none"> <li>Develop learning design components.</li> <li>Develop a complete learning plan, both for activities in the classroom, laboratory and field.</li> <li>Carry out educational learning in the classroom, in the laboratory and in the field.</li> </ul>
	Development of student potential	<ul style="list-style-type: none"> <li>Providing various learning activities to encourage students to achieve optimal learning achievements.</li> <li>Providing various learning activities to actualize students' potential, including their creativity.</li> </ul>
	Communication with students	<ul style="list-style-type: none"> <li>Understand various effective, empathetic and polite communication strategies, both verbally and in writing.</li> <li>Communicate effectively, empathetically and politely with students using unique language in learning interactions that develop cyclically</li> </ul>

**Table 4.** Professional Competency Instrument Grid (X3)

No	Variable	Indicator
1	Teacher professional competence	a. Mastering the foundations of education. b. Mastering teaching materials. c. Developing teaching programs. d. Implementing teaching programs. e. Assess the results and teaching and learning processes that have been implemented.

**Table 5.** Teacher Performance Instrument Grid (X4)

Variable	Dimensions	Indicator
Teacher Performance	Learning planning	Preparation of annual and semester programs
		Preparation of syllabus and lesson plans
	Implementation of learning	Opening up learning
		Learning process
Learning evaluation		Closing of learning
		Evaluation of the results of the learning process
		Learning Evaluation (KBM)

### Instrument Testing

Instrument testing was carried out to determine the validity and reliability of the instrument before it was used to measure the variables of learning supervision, professional

competence, pedagogical competence, and teacher performance. This trial was carried out on 30 elementary school teachers in Tiga Lingga District. Based on the results of the trial, testing was then carried out to determine the validity and reliability of the instrument.

### **Validity test**

This validity test is used to test questionnaire instruments for learning supervision, professional competence, pedagogical competence, and teacher performance. To test the validity, the product moment formula is used.

$$r_{xy} = \frac{N \sum XY (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Information:

$r_{xy}$  : correlation coefficient between X and Y

X : Score of each item

Y : Total score

XY : Number of multiplications of X and Y

N : Number of trial subjects (Sugiyono, 2019:67)

If  $r_{count} \geq r_{table}$ , then the question is valid. But if  $r_{count} < r_{table}$ , then the question is invalid.

### **Reliability Test**

The reliability test of the instrument was analyzed using the Alpha Cronbach formula, namely:

$$r_{11} = \left[ \frac{n}{n-1} \right] \left[ 1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right]$$

information:

$r_{11}$  = questionnaire reliability

n = number of questionnaire statement items

$\sigma_i^2$  = total variance in scores for each questionnaire

$\sigma_t^2$  = total variance

### **Hypothesis testing**

Based on the scheme above, it shows that Learning Supervision (X1), professional competence (X2), pedagogical competence (X3) and teacher performance (X4) are independent variables.

### **Research Hypothesis**

According to Sugiyono (2019), "a hypothesis is a temporary answer to a research problem formulation, where the research problem formulation has been stated in the form of a question sentence". The hypothesis proposed in this research is:

- Ha1: There is an influence of learning supervision on teacher professional competence.
- Ha2: There is an influence of learning supervision on teacher pedagogical competence
- Ha3: There is an influence of learning supervision on teacher performance.
- Ha4: There is an influence of professional competence on teacher performance.
- Ha5: There is an influence of pedagogical competence on teacher performance.
- Ha6: There is an influence of learning supervision on teacher performance through professional competence.

Ha7: There is an influence of learning supervision on teacher performance through pedagogical competence.

## RESULTS AND DISCUSSION

### Results

Description of learning supervision data based on research scores shows that the highest score for learning supervision is 73, the lowest score is 45. Based on these benchmarks, each research data score can be categorized as in Table 6 as in Table 6 below.

**Table 6.** Frequency Categories of Learning Supervision

Score	Category	Frequency	%
65-74	Height	11	9
55-64	Medium	73	63
45-54	Low	32	28
<b>Total</b>		116	100

Based on the Professional Competency research scores, it is known that the highest score for professional competence is 79, the lowest score is 51. Based on these benchmarks, each research data score can be categorized as in Table 7 as below.

**Table 7.** Frequency Categories of Professional Competency

Score	Category	Frequency	%
71-80	Height	10	9
61-70	Medium	81	70
51-60	Low	25	21
<b>Total</b>		116	100

Based on the Pedagogical Competency research scores, it is known that the highest score for pedagogical competence is 79, the lowest score is 45. Based on these benchmarks, each research data score can be categorized as in Table 8 as below.

**Table 8.** Pedagogical Competency Frequency Categories

Score	Category	Frequency	%
69-80	Height	12	10
57-68	Medium	74	64
45-56	Low	30	26
<b>Total</b>		Total	<b>100</b>

Based on the Teacher Performance research scores, it is known that the highest score for teacher performance is 155, the lowest score is 107. Based on this benchmark, each research data score can be categorized as in Table 9 as below.

**Table 9.** Pedagogical Competency Frequency Categories

Score	Category	Frequency	%
141-157	Height	11	9
124-140	Medium	75	65
107-123	Low	30	26
<b>Total</b>		116	<b>100</b>

From Table 9 above, it is known that of the 116 elementary school teachers in Tigalingga District, 11 teachers (9%) have high performance, 75 teachers (65%) have medium performance, and 30 teachers (26%) have low performance. From these findings it is known that the level of teacher performance is categorized as moderate.

### **Hypothesis testing**

The Path Analysis test is to determine cause and effect relationships, with the aim of explaining the direct or indirect influence between exogenous variables and endogenous variables (in this case four variables: learning supervision, professional competence, pedagogical competence and teacher performance), with a matrix measurement scale, namely intervals.

### **Partial Test**

**Table 10.** Effect of Learning Supervision on Professional Competence (XI-X2)

Coefficients <sup>a</sup>		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	33.38	4.30		7.76	.00
	SUPERVISI PEMBELAJARAN	.53	.074	.56	7.17	.00

a. Dependent Variable: PROFESSIONAL COMPETENCE

Based on the table above, it is found that the standard coefficient value is 0.56 with a significance level of  $0.00 < 0.05$ , meaning that learning supervision has an effect on professional competence.

### **Determination test (R2)**

This analysis is used to find out how much influence the independent variable has on the dependent variable expressed as a percentage.

**Table 11.** Determination Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.557 <sup>a</sup>	.311	.31	4.52

a. Predictors: (Constant), LEARNING SUPERVISION

Source:output SPSS terlampir

The R2 test (R square) obtained a result of 0.311 or 31%, which means that the contribution of learning supervision to professional competence was 31%, while the remaining 69% was influenced by other variables.

**Table 12.** Effect of Learning Supervision on Pedagogical Competence (XI-X3)

Coefficients <sup>a</sup>		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	58.13	5.88		9.87	.00
	Supervisi Pembelajaran	.05	.10	.15	.56	.00

a. Dependent Variable: PEDAGOGICAL COMPETENCE

Based on Table 12 above, it is found that the standard coefficient value is 0.153 with a significance level of  $0.00 < 0.05$ , meaning that learning supervision has an effect on pedagogical competence.

1) t test

2) Determination test (R2)

This analysis is used to find out how much influence the independent variable has on the dependent variable expressed as a percentage.

**Table 13.** Determination Test Results

<b>Model Summary</b>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.153 <sup>a</sup>	.113	.006	6.194	
a. Predictors: (Constant), LEARNING SUPERVISION					

The R2 test (R square) obtained a result of 0.113 or 11.3%, which means that the contribution of learning supervision to pedagogical competence was 11.3%, while the remaining 88.7% was influenced by other variables.

**Table 14.** Effect of Learning Supervision on Teacher Performance (XI-X4)

<b>Coefficients<sup>a</sup></b>					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	91.84	7.82		11.73
	Supervisi Pembelajaran	.66	.13	.41	4.88
a. Dependent Variable: TEACHER PERFORMANCE					

Based on Table 14 above, it is found that the standard coefficient value is 0.416 with a significance level of 0.00<0.05, meaning that learning supervision has an effect on teacher performance.

### 1) t test

The results of this research can prove the third hypothesis which reads: "learning supervision influences the performance of elementary school teachers in Tigalingga District

### 2) Determination test (R2)

**Table 15.** Determination Test Results

<b>Model Summary</b>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.416 <sup>a</sup>	.173	.166	8.232	
a. Predictors: (Constant), LEARNING SUPERVISION					

The R2 test (R square) obtained a result of 0.173 or 17.3%, which means that the contribution of the influence of learning supervision to teacher performance was 17.3%, while the remaining 82.7% was influenced by other variables.

## **The Influence of Professional Competence on Teacher Performance**

**Table 16.** Influence of professional competency on teacher performance (X2-X4)

<b>Coefficients<sup>a</sup></b>					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	84.300	9.039		9.32
	Kompetensi Profesional	.712	.141	.428	5.06
a. Dependent Variable: TEACHER PERFORMANCE					

Based on Table 16 above, it is found that the standard coefficient value is 0.428 with a significance level of 0.00 <0.05, meaning that professional competence influences teacher performance.

### 1) t test

This t test is used to determine the significance of the influence of the independent variable on the dependent variable partially. From the results of the t test, the influence

of professional competence on teacher performance obtained a t count of 5.061 with a significance value of  $0.000 < 0.05$ . The results of this research can prove the fourth hypothesis which reads: "professional competence influences the performance of elementary school teachers in Tigalingga District

### 1) Determination test (R2)

**Table 17.** Determination Test Results

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.428 <sup>a</sup>	.183	.176	8.180	
a. Predictors: (Constant), PROFESSIONAL COMPETENCE					

The R2 test (R square) obtained a result of 0.183 or 18.3%, which means that the contribution of professional competence to teacher performance was 18.3%, while the remaining 81.7% was influenced by other variables.

**Table 18.** Influence of Pedagogical Competency on Teacher Performance (X3-X4)

Coefficients <sup>a</sup>		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model	B	Std. Error	Beta			
1	(Constant)	126.518	8.432		15.004	.00
	Kompetensi Pedagogik	.055	.137	.308	1.402	.00
a. Dependent Variable: TEACHER PERFORMANCE						

### 1) t test

The results of this research can prove the fifth hypothesis which reads: "pedagogical competence influences the performance of elementary school teachers in Tigalingga District"

**Table 19.** Determination Test Results

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.038 <sup>a</sup>	.101	.007	9.046	
a. Predictors: (Constant), PEDAGOGICAL COMPETENCE					

The R2 test (R square) obtained a result of 0.101 or 10%, which means that the contribution of pedagogical competence to teacher performance is 10%, while the remaining 90% is influenced by other variables.

### Path Analysis Test Results

**Table 20.** Effect of Learning Supervision on Teacher Performance through Professional Competence

Coefficients <sup>a</sup>		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model	B	Std. Error	Beta			
1	(Constant)	76.038	9.383		8.10	.00
	Supervisi Pembelajaran	.409	.158	.257	2.58	.00
	Kompetensi Professional	.473	.165	.285	2.86	.00
a. Dependent Variable: TEACHER PERFORMANCE						

The results of this research can prove the sixth hypothesis which states that there is an influence of learning supervision on teacher performance through professional competence. From the results of calculating the path analysis coefficients above, the coefficient of determination (R2) is also obtained as shown in Table 21 below.

**Table 21.** Determination Test Results

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.479 <sup>a</sup>	.229	.215	7.983
a. Predictors: (Constant), Professional Competency, Learning Supervision				

Based on the R2 test (R square), the results obtained were 0.479 or 47.9%, which means that the contribution of the influence of learning supervision on teacher performance through professional competence was 47.9%, while the remaining 52.1% was influenced by other variables.

**Table 22.** Effect of Learning Supervision on Teacher Performance through Competency Pedagogik

<b>Coefficients<sup>a</sup></b>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	90.50	10.704		8.45	.00
	.66	.13	.41	4.84	.00
	.023	.125	.01	.184	.00
a. Dependent Variable: TEACHER PERFORMANCE					

The results of this research can prove the seventh hypothesis which states that there is an influence of learning supervision on teacher performance through pedagogical competence. From the results of calculating the path analysis coefficient above, the coefficient of determination (R2) is also obtained as shown in Table 23 below.

**Table 23.** Determination Test Results

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.416 <sup>a</sup>	.173	.159	8.267
a. Predictors: (Constant), PEDAGOGICAL COMPETENCE, LEARNING SUPERVISION				

Based on the R2 test (R square), the results obtained were 0.416 or 41.6%, which means that the contribution of the influence of learning supervision on teacher performance through pedagogical competence was 47.9%, while the remaining 58.4% was influenced by other variables.

### **Discussion**

The results of this research can prove the first hypothesis, which states, "There is an influence of learning supervision on the professional competence of elementary school teachers in Tiga Lingga District." These professional competencies are in the form of the ability to understand the foundations of education, the ability to plan the learning process, the ability to carry out the learning process, and the ability to evaluate the learning process, but providing supervision can help teachers further improve their professional competence.

The results of this research can prove the second hypothesis, which states: "There is an influence of learning supervision on the pedagogical competence of elementary school teachers in Tiga Lingga District." By having good pedagogical competence, it is hoped that

teachers can understand the foundations of education, be able to explain learning theories, determine learning strategies based on the characteristics of the participants., and develop learning plans based on appropriate strategies.

The results of this research can prove the third hypothesis, which reads: "There is an influence of learning supervision on the performance of elementary school teachers in Tigalingga District." Teacher performance is not only influenced by learning supervision, but there are other factors that also have an influence on achieving good performance. Apart from learning supervision, other factors that can influence teacher performance are professional competence, pedagogical competence, social competence, and other factors.

The results of this research can prove the fourth hypothesis, which reads: "There is an influence of professional competence on the performance of elementary school teachers in Tigalingga District. Teacher performance is not only influenced by pedagogical competence, but there are other factors that also have an influence on achieving good performance. Apart from pedagogical competence, other factors that can influence teacher performance are professional competence, personality competence, social competence, and other factors not explained in this research.

Professional teachers not only know but actually carry out the things that are their duties and roles. With professional competence, teachers also become professionals who have special abilities and expertise in the field of teaching so that they are able to carry out their duties and functions as teachers.

This research can prove the fifth hypothesis, which reads: "There is an influence of pedagogical competence on the performance of elementary school teachers in Tigalingga District. Pedagogical competence is the teacher's ability to manage the learning process. According to Mulyasa (2017), there are aspects related to the mastery of pedagogical competence, namely: knowing the characteristics of students, mastering learning theories and principles of educational learning, curriculum development, educational learning activities, developing potential students, communication with students, and assessment or evaluation.

The results of this research can prove the sixth hypothesis, which reads: "There is an influence of learning supervision on teacher performance through professional competence in elementary schools in Tigalingga District. Professional competence is broad and in-depth mastery of learning material, which includes mastery of school subject curriculum material and the scientific substance that covers the material, as well as mastery of scientific structure and methodology (Sulistio, et al. 2024).

In relation to teacher performance, their performance can be reflected in their duties as a teacher, educator, and administrator of teaching activities. In other words, teacher performance can be seen in the activities of planning, carrying out, and assessing the teaching and learning process, whose intensity is based on the teacher's work ethic and professional discipline.

The results of this research can prove the seventh hypothesis, which reads: "There is an influence of learning supervision on teacher performance through elementary pedagogical competencies in Tigalingga District. Teacher performance describes what the teacher does in carrying out his duties through the application of the competencies he has. Apart from that, teachers who have pedagogical competence and professional competence will try their best to improve the quality of their work so that it will have an impact on achieving learning goals.

Teacher performance is related to teacher performance, meaning that to have good performance, the teacher must be supported by good competence as well. Without having good competence, a teacher will not be able to have good performance. Pedagogical competence and professional competence are two of the four competencies that teachers

must have. Teacher pedagogical competence is very important for teachers to master in relation to teachers' teaching tasks, namely educating, teaching, and training.

## CONCLUSION

Based on the results of the discussion and data analysis through proving the hypothesis raised from the problem of the influence of learning supervision, pedagogical competence, and professional competence on the performance of elementary school teachers in Tigalingga District, the following conclusions can be drawn:

1. It can be stated that there is an influence of learning supervision on the professional competence of elementary school teachers in Tiga Lingga District.
2. It can be stated that there is an influence of learning supervision on the pedagogical competence of elementary school teachers in Tiga Lingga District.
3. Learning supervision affects teacher performance. It can be stated that there is an influence of learning supervision on the performance of elementary school teachers in Tiga Lingga District.
4. Professional competence in teacher performance It can be stated that there is an influence of professional competence on the performance of elementary school teachers in Tiga Lingga District.
5. Pedagogical competence affects teacher performance. It can be stated that there is an influence of pedagogical competence on the performance of elementary school teachers in Tiga Lingga District.
6. Learning Supervision on Teacher Performance Through Professional Competency shows that learning supervision has a positive effect on teacher performance through professional competence.
7. Learning Supervision on Teacher Performance Through Pedagogical Competency shows that learning supervision has a positive effect on teacher performance through pedagogical competence.

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