



A Model of Academic Supervision Based on Self-Evaluation to Improve Pedagogic Competence of Elementary Teachers

Model Supervisi Akademik Berbasis Evaluasi Diri untuk Meningkatkan Kompetensi Pedagogik Guru Sekolah Dasar

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ABSTRACT

This study aims to develop a supervision model academics to improve competence pedagogic of elementary school teachers in Lampung province, produce a model of supervision academic based evaluation self through the school KKG program to improve competence pedagogic elementary school teachers, as well as to know is use technique supervision academic with evaluation self through the school 's KKG effective Upgrade competence Elementary school pedagogy in Lampung Province. Method research used in this research is Research and Development (R&D) with trial implementation limited to 2 elementary school in Lampung Province. Test the development model supervision using the One Group Pretest-Posttest Design. From the results analysis with the t test obtained tstatistik -6.156, t table 1.943 with thereby tstatistik (-6.165) < t-table (1.943) this means there is change or enhancement competence subject teacher pedagogy testing after given supervision results development, so its can interpreted that supervision model academic evaluation self effective Upgrade competence pedagogy of elementary school teachers in Lampung Province.

Keywords: Supervision Academic, Self- Evaluation, Pedagogic Teacher

Penelitian ini bertujuan untuk mengembangkan model supervisi akademik guna meningkatkan kompetensi pedagogik guru sekolah dasar di Provinsi Lampung, menghasilkan model supervisi akademik berbasis evaluasi diri melalui program Kelompok Kerja Guru (KKG) sekolah untuk meningkatkan kompetensi pedagogik guru sekolah dasar, serta mengetahui efektivitas penggunaan teknik supervisi akademik berbasis evaluasi diri melalui KKG sekolah dalam meningkatkan kompetensi pedagogik guru sekolah dasar di Provinsi Lampung. Metode penelitian yang digunakan adalah Research and Development (R&D) dengan uji coba implementasi terbatas pada dua sekolah dasar di Provinsi Lampung. Pengujian model supervisi yang dikembangkan menggunakan desain One Group Pretest-Posttest Design. Berdasarkan hasil analisis menggunakan uji t, diperoleh nilai t statistik sebesar -6,156 dan t tabel sebesar 1,943. Dengan demikian, t statistik (-6,165) < t tabel (1,943). Hasil tersebut menunjukkan adanya perubahan atau peningkatan kompetensi pedagogik guru yang menjadi subjek uji coba setelah diberikan supervisi menggunakan model yang dikembangkan. Oleh karena itu, dapat disimpulkan bahwa model supervisi akademik berbasis evaluasi diri efektif dalam meningkatkan kompetensi pedagogik guru sekolah dasar di Provinsi Lampung.

Kata kunci: supervisi akademik; evaluasi diri; kompetensi pedagogik guru.

INTRODUCTION

Education is a effort to develop and optimize potential participant educate through the learning process. In accordance with mandate of law National Education System Number 20 of 2003 that education is a fruit effort conscious , planned

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to manifest atmosphere learning and the learning process for participants educate in a manner active develop potency himself to have religious spiritual power, control self, personality, intelligence, morals glorious, as well necessary skills for himself, society, nation and state (Meriana et al., 2021., Madila, L., 2019). To realize matter the necessary a role professional from a teacher in the learning process. Teacher is educators on duty professional planning and implementing the learning process, doing coaching and training, as well do research and service to society (Rukayah & Ismanto, 2016).

In the world of education, supervision academic is the part that doesn't inseparable in effort upgrade quality learning and quality maintenance school (Apriyanti, 2020; Harlianty, R. A., Wilantika, R., Mukhlis, H., & Madila, L. 2022). Supervision academic is series activity help teachers develop ability manage the learning process to achieve aim learning. Focus supervision school or education in this is supervision education includes: (1) achievements achieved students, (2) quality service students at school, (3) Leadership and management school. Focus first and second Becomes arable supervision academic and focused third Becomes arable supervision manager real. With exists peng watch out good education so quality education will keep going increase (Arikunto Suharsimi, 2013).

In Constitution Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers namely: teacher competence includes competence pedagogic, competence personality, competence social and competence earned professional through education profession, fourth these competences are mutual related (Ramandei, et, al. 2022., Hakim, Z. A., & Hamzah, M. F. 2022). In Law No. 14 of 2005 concerning Teachers and Lecturers in chapter explanation Article 10 paragraph (1) mentioned that is meant with competence goofy is ability manage learning participant educate. More continue in the Explanation Chapter Article 28 paragraph 3 PP 19 of 2005 regarding the intended SNP with competence pedagogic is ability manage learning participant students which include: (1) Mastering characteristics participant educate from aspect physical, spiritual, social, cultural, emotional, and intellectual. (2) Master theory study and principles educational learning. (3) produce related curriculum with eye taught lessons. (4) Organizing educational learners. (5) Make use of technology information and communication for the benefit learning. (6) Facilitating development potency participant learn to actualize various the potential. (7) Communicates in a manner effective, empathetic, and compassionate with participant educate. (8) Organizing assessment and evaluation of processes and outcomes learn. (9) Capitalize results assessment and evaluation for learning interests. (10) Doing action reflective for improvement quality learning. Group Teacher Work (KKG) is community or group activity professional for SD/MI teachers who are still is at in one cluster / district. KKG that is Becomes container to upgrade competence and skills of teachers, both moment be inside nor outside class (Tarigan, 2021).

According to Sudjana Nana et al (2011: 19), Supervision academic is function supervisor regarding with aspect implementation Duty guidance , monitoring , assessment and professional training of teachers in (1) planning learning ; (2) carry out learning ; (3) rate results learning ; (4) guide and train participant educate, and (5) implement Duty additions attached to the implementation activity tree in accordance with burden teacher work because that in implementation , supervision must done in a manner regular and continuous so that quality learning could increase . related with room scope supervision academic , Permendiknas no. 39 of 2009 mentions that room scope supervision academic includes : 1) fostering teachers in plan , implement and assess the learning process, 2) monitor implementation standard content, 3) monitor implementation process standards, 4) monitor implementation standard competence graduation, 5) monitoring implementation standard power educators and 6) monitoring implementation standard appraisal (Apriyanti, 2020; Asiedu, L. A., Andoh-Kumi, F., & Koomson, S. 2022).

This study aims to: (1) Know the supervision model academics to improve competence pedagogy of elementary school teachers in Lampung Province which was carried out at this time. (2) Produce a supervision model academic evaluation self through the school KKG program to improve competence pedagogy of elementary school teachers in Lampung Province. (3) To know is use technique supervision academic with based evaluation self through the school 's KKG effective Upgrade competence pedagogy of elementary school teachers in Lampung Province. With exists

supervision effective academics, then with itself teacher competence in it is competence teacher pedagogy then will effect on improvement quality learning so that enhancement quality education will materialized.

MATERIALS AND METHODS

Method research used in this study is research and development. Research and development will produce product certain as well as test effectiveness use the product. Product or models developed and validated its effectiveness in this research is book supervision model guide academic based evaluation self through the school 's KKG. According to Sugiyono (2009: 316), there is three activity research and development, namely: stage 1 is Step studies introduction, stage 2 stage development and stage 3 is Step evaluation. Stage research is simplified Becomes Step studies preliminary and development stages. Subject study is an elementary school teacher in Lampung Province (Sugiyono, 2015). Data source from supervisor schools, and elementary school teachers in Lampung Province (Sugiyono, 2017). Data collection techniques used in this research are: (1) interviews, (2) questionnaires, and (3) documentation. Deep data analysis techniques this research uses technique analysis qualitative and quantitative (Rayanto, 2020; Restiyana, S., Utari, N., & Yuspita, Y. 2019).

RESULTS AND DISCUSSION

Testing the effectiveness of the hypothetical model done to get information is supervision model development academic results development more effective compared to with the supervision model already academic there. Study started with analyze the supervision model facts that have been carried out by supervisors so far school in Lampung province. From factual models the then developed a conceptual model design supervision academic evaluation self through the school 's KKG to improve competence of elementary school pedagogic teachers in Lampung Province. Before testing in scale limited in the field, hence the contextual model is validated especially by experts and practitioners in field supervision school. After through effort repairs and improvements, then results from validation experts and practitioners in the form of a hypothetical model supervision academically valid and able worn in implementation of trials in the field to determine the effectiveness of the model (Yuniarti, Y. 2022; Widita, C. S., Dahrul, A., & Mukhlis, H. 2022). After validated then do repair end to the developed model based on results validation (Fiteriani et al., 2021., Febriani, et, al. 2023).

Repairs made characteristic improvement not on the part principal, for the next could determined a final model supervision model academic based evaluation self through the school 's KKG. Then do a trial run to use knowing is model design can apply with good as well as is the obstacles encountered in application of the model in the field. Aim main trial implementation is to acquire description about the effectiveness of the developed model in framework Upgrade pedagogical teacher competence. In trial implementation done observation and recording to assess its strengths and weaknesses, besides it is also base in repair and refinement of the Trial model Model design is implemented in one stage and deep limited scale. Trial implemented with involve one supervisor and 7 teachers from School foundation in Lampung province. Trial implementation in this thing is elementary school supervisor with teacher trial subject, implemented with socialize the model to supervisor school. This is done so there is agreement about the supervision model academic to be tested try and step by step what only will carried out by the supervisor trial executor. As for the activities to be carried out by the supervisor is activity first, do a pretest, to get the initial data before done action using the supervision model academic results development (Hanum, 2013., Wilantika, et, al. 2022., Widita, et, al. 2022) .

Pretest done with do observation activity study teach against 7 teachers as test subject. Results data pretest observation of 7 test subjects to find out condition beginning before application of the development model showed like table below.

Table 1. Pretest results before the trial use of supervision models

Respondents	Score
Teacher 1	11
Teacher 2	12
Teacher 3	13
Teacher 4	10
Teacher 5	13
Teacher 6	12
Teacher 7	14
Amount	72

Based on the data above is known the amount of data is 72. The ideal score of observation is 168, with thereby condition beginning competence teacher pedagogy whole is $(72 : 168) \times 100\% = 42.85\%$ of expected criteria. Activity second, do supervision of results development, as for activities carried out is make planning with allied teachers in the school KKG, in the drafting process this planning supervisor explain about activity supervision to be done. In this process supervisor ask the teacher to fill in form evaluation themselves, each teacher wrote down need competence pedagogic that the teacher wants to get help from supervisor. Evaluation this self later will used to determine scale priority from need desired teacher assistance. From evaluation this self then arranged planning source supervision from teacher needs. After arrange planning supervision, supervisor make schedule further supervision be delivered to all serum teachers' school KKG container. In accordance assigned schedule supervisor come to give help competence pedagogic in accordance reluctantly planning. After given guidance and teachers feel competent so step then the teachers are appropriate schedule teach him demonstrate what have guided supervisor. In accordance with schedule of teaching teachers, supervisors do a posttest with method observation class. This posttest activity aims to find out enhancement competence post teacher pedagogy application of models. The posttest results data are like table below.

Table 2. Post Test Results after trials were carried out use of supervision models

Respondents	Score
Teacher 1	20
Teacher 2	18
Teacher 3	20
Teacher 4	16
Teacher 5	18
Teacher 6	20
Teacher 7	16
Amount	137

Based on the data above is known the amount of data is 137. The ideal score of observation is 168, with thereby condition beginning competence teacher pedagogy whole is $(137 : 168) \times 100\% = 81.55\%$ of expected criteria. From pretest and posttest results next different test is selected two average namely the t test (t-test). t test was performed to use knowing is there is a difference mark pretest and posttest. The results of the t test are presented in table 3. Based on the data from the t test.

Table 3. Summary of Test Results t

No	Statistics	Pretest	Post test	Conclusion
1	t statistics	-6.156		
2	Significance	0.000		Significant
3	Value Percentage	42.86%	81.55%	There is an Increase in Value

Obtained mark tcount of -7.165 with mark significance = 0.000. because mark significance not enough of 0.05 then could stated there is significant. Among pretest scores and grades posttest. In the data above the percentage the average value of the pretest was 51.19% and posttest of 81.55% there

an increase of 30.36%. From the data Table 4.7 obtained $t_{\text{statistik}} -7.165$, $t_{\text{tabel}} 1.943$ with thereby $t_{\text{statistik}} (-7.165) < t_{\text{tabel}} (1.943)$ with thereby could conclusions are drawn that supervision model developed academic effective Upgrade competence teacher pedagogy. To know increase competence pedagogical teacher each individual use N-gain statistical formula with formula as following:

$G = \frac{\text{Post Test Score} - \text{Pre Test Score}}{\text{Maximum Score} - \text{Pre Test Score}}$
(Source: Melzer dalam Subana, 2000: 33).

Description:

Spost = score test end.

Spread = score test early.

SMAK = score maximum.

As for the criteria N-gain levels are shown in table 4.

Table 4. Criteria for the N-gain Value

Mark	Criteria
$G \geq 0.7$	Tall
$0.3 \leq G < 0.7$	Currently
$G < 0.3$	Low

Table 5. Calculation of the N-Gain Value in the Pre Test and Post Test

Respondents	Pre Test	Posttest	N-Gains	Criteria
Teacher 1	11	20	0.8	Tall
Teacher 2	12	18	0.5	Currently
Teacher 3	13	20	0.6	Currently
Teacher 4	10	16	0.5	Currently
Teacher 5	13	18	0.5	Currently
Teacher 6	12	20	0.7	Tall
Teacher 7	14	16	0.3	Currently

From the table on there are 3 teachers who with enhancement competence pedagogic with -high criterion and 4 teachers with criteria medium. With thus each teacher improves competence the pedagogic. One that did in this research is develop supervision model design academic with evaluation self through the school 's MGMP. This is also in line with study Bouchamma (2007) who examined about the teacher 's preferred supervision model, namely the one that the teacher in Winnipeg chose evaluated by the school board and evaluation teacher self. Evaluation self needed to know need help competence pedagogical needs of teachers, this is appropriate with opinion Rolheiser and Ross reveal evaluation self is something way to look inside self alone. Through evaluation self could look advantages nor drawbacks, for the next this shortcoming becomes aim repair (goal repair).

Evaluation self carried out to foster a sense of teacher ownership of the supervision process that alone, in line with the opinion of Salvia and Ysseldike (2017) reveals that reflection and evaluation self is way to cultivate a sense of ownership (ownership), is arise something understanding that what was done and produced the of course is useful thing for himself and his life. Process taken in supervision model development this academic adheres to principle each other's need.

Where is the supervisor school need duties and functions achieving the teacher needs in framework enhancement competence the pedagogic so the activity process study teach will keep going increase the development of this supervision model leads to giving help professional based on the need for teachers to be competent teacher pedagogy can increase. Teachers are included in the planning process supervision academic that is through evaluation self, from evaluation self made There is an increase mark planning needed teacher assistance in a manner the school 's KKG group

so that besides assistance provided supervisor will there is interaction between teachers. There is help professional from supervisor school and interactions between teachers will turn on atmosphere supervision so the teacher no longer feels only as subject but also feel that supervision that needed to upgrade competence pedagogic. Result testing show that supervision model results development could Upgrade competence teacher pedagogy .

There is of course this is an increase could understood because gift help professionalism by supervisors based on teacher needs through evaluation self and results observation supervisor school. With evaluation yourself, the teacher can knowing deficiencies and the assistance they need. With knowing need assistance required by the supervising teacher school of course will give help according to what the teacher needs will could Upgrade teacher competence.

CONCLUSION

Based on results research , analysis and discussion model test results , next could pulled conclusion as following: Process supervision implemented academic currently not done in accordance aim supervision academic this causes supervisor school still carry out supervision academic as activity routine evaluation against teachers and yet do guidance to teacher needs, besides it is also caused attitude teacher apathy as impact from the supervision process academic walk maximum and also the teacher feels not need supervision academic. Not yet maximum supervision process academic impact on competence teacher pedagogy is necessary development supervision academic refers to the condition currently is necessity role as well as active teacher in the supervision process academic.

Supervision models academic based evaluation self through the school 's KKG is a development model supervision academic can implemented. Results supervision academic evaluation self through the school's KKG could Upgrade competence teacher pedagogy. Supervision model academic is results this development is one possible alternative used supervisor to improve competence pedagogic teacher. Research more carry on needed with add indicator to improve professional teacher competence.

Conflict of Interests

The authors declared that no potential conflicts of interest with respect to the authorship and publication of this article.

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