THE ROLE OF THE PRINCIPAL AS A SUPERVISOR IN ENHANCING TEACHERS' PEDAGOGICAL COMPETENCE AT SD NEGERI 1 PAMOTAN, REMBANG

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ABSTRACT

This study investigates the role of the school principal as an academic supervisor in enhancing teachers' pedagogical competence at SD Negeri 1 Pamotan, Rembang. Pedagogical competence, as mandated by Law No. 14 of 2005 on Teachers and Lecturers, is a critical component in managing the learning process and fostering meaningful classroom experiences. A qualitative case study approach was employed, with data collected through in-depth interviews with key school stakeholders, classroom observations, and document analysis. Thematic analysis was used to explore the principal's supervisory practices and their influence on teacher development. The findings reveal that the principal implemented a structured and collaborative supervision process, encompassing planning, implementation, follow-up, and evaluation stages. However, the integration of educational technology and innovative teaching strategies was found to be limited, thereby reducing the overall effectiveness of the supervision in improving student learning outcomes. This study contributes to the existing body of literature by underscoring the strategic role of principals in strengthening pedagogical competence through academic supervision that embraces technology and innovation. It also highlights the importance of ongoing professional development and systematic feedback in enhancing teacher quality and instructional effectiveness.

INTRODUCTIONS

The effectiveness of education is largely determined by the competence of teachers in facilitating student learning and managing classroom dynamics. According to Law Number 14 of 2005 concerning Teachers and Lecturers, teacher competence encompasses four main areas: professional, pedagogical, social, and personal. Of these, pedagogical competence is considered crucial, as outlined in Article 5, which underscores the teacher's ability to manage learning processes effectively. This perspective is reinforced by the Regulation of the Director General of

Teachers and Education Personnel (No. 2626/B/HK.04.01/2023), which defines pedagogical competence as the ability to design and implement student-centered learning environments that support meaningful engagement. Similarly, Sugiyarto et al. (2025) affirm that pedagogical competence must focus on optimizing learning outcomes through a student-oriented approach.

Pedagogical competence manifests in teachers' ability to establish a safe learning environment, conduct active and student-focused instruction, and implement effective assessment and feedback (Ramaliya, 2018). It is a blend of science and art, enabling educators to design, execute, and evaluate engaging, challenging, and responsive learning processes (Anwar, 2018; Halimah, Najmuddin, & Munawar, 2025). This competence not only underpins high-quality instruction but also enhances classroom dynamics through creative pedagogical strategies and meaningful teacher-student interaction (Mulyasa, 2017; Sholihudin & Astutik, 2024).

Several factors influence the development of pedagogical competence, such as academic background, teaching experience, professional development, reflective practice, and school support systems (Mulyasa, 2017). At SD Negeri 1 Pamotan, these factors appear to be under-optimized. According to Taufik & Sauri (2025), the limited innovation in lesson planning is linked to insufficient academic supervision, which ultimately affects the quality of learning.

Based on the Education Report Card, SD Negeri 1 Pamotan achieved only 71.47% in innovative learning practices and 77.25% in the instructional leadership of the principal both below the minimum standard of 80% (Disdikbud, 2023). These findings highlight the urgent need to enhance teachers' pedagogical competence through targeted supervision. Hariyanto and Indi (2024) further support this by emphasizing that weak learning quality often stems from inadequate academic supervision by school leaders.

Table 1. Dimensions of Learning Quality

Indikator	Capaian	Keterangan
Innovative Learning Practices	71,47%	Below minimum standard
Instructional Leadership of the Principal	77,25%	Below minimum standard

Additionally, data from the School Self-Evaluation (EDS) show that many teachers lack consistency in applying student-centered strategies and seldom participate in professional development. The principal's academic supervision also reveals gaps in pedagogical practice ranging from underdeveloped lesson plans to limited use of active learning. Ading (2022) confirms that teachers who rarely engage in supervision and training tend to produce lower student achievement.

This situation underscores the importance of the principal's role as an academic supervisor. Permendikbudristek No. 25 of 2024 mandates that principals supervise and guide teachers to improve professional competence. Supervision, when executed effectively, contributes not only to better teaching practices but also to student outcomes (Sholihudin & Astutik, 2024).

Several challenges remain, particularly at the primary school level. While many studies have addressed the role of principals in enhancing pedagogical competence, some important gaps persist: (1) Contextual limitations: Most prior research focuses on secondary or religious schools rather than primary education (Sugiyarto et al., 2025; Sulistyani, 2021). (2) Supervision models: Alternative approaches like the BAGJA model remain underexplored in the context of elementary schools (Hariyanto & Indi, 2024; Slamet, 2021). (3) Lack of follow-up evaluation: Many studies overlook the significance of post-supervision feedback and improvement plans (Hirsal, 2022; Taufik & Sauri, 2025). (4) Limited exploration of the principal's supervisory role: Few studies deeply examine how principals carry out supervisory duties to support pedagogical growth (Ain & Shahib, 2025; Mulyono, 2024).

To address these gaps, this study explores the principal's role as a supervisor in improving pedagogical competence at SD Negeri 1 Pamotan, Rembang Regency. The objectives are as follows: (1) To analyze how the principal plans supervision for improving pedagogical competence. (2) To examine how supervision is implemented in practice. (3) To assess the follow-up actions taken based on supervision findings. (4) To evaluate the effectiveness of the supervision in enhancing pedagogical competence.

Pedagogical competence encompasses not only instructional skills but also the ability to create meaningful and responsive learning environments (Ariyanti, Herlambang, & Muhtar, 2024; Mulyasa, 2017). It includes designing

lessons tailored to student needs, implementing adaptive methods, and conducting evaluations with constructive feedback (Rusman, 2018). This competence is shaped by academic training, experience, reflective practice, school leadership support, and access to educational technology (Sagala, 2016a; Tishana, Gitman, & Ernawati, 2023).

Improving pedagogical competence requires sustained effort. Strategies such as classroom observations, reflective feedback, training programs, and peer collaboration (KKG/MGMP) are crucial (Handayani, 2023; Wiyani, 2020). The principal's role in guiding and facilitating these strategies is critical to teacher growth (Mulyasa, 2017; Satori & Komariah, 2016).

Finally, supervision by the principal must be conducted systematically across four stages: planning, implementation, follow-up, and evaluation. Principals must identify teachers' needs, observe instruction, provide actionable feedback, and assess the impact of their supervision programs (Glickman, Gordon, & Ross-Gordon, 2018; Wahjosumidjo, 2020). Through this comprehensive approach, principals can significantly contribute to improving pedagogical competence and ultimately, student learning outcomes.

METHOD

This study uses a qualitative approach with a case study research design. A qualitative approach was chosen to provide an in-depth understanding of the role of the school principal as a supervisor in improving teachers' pedagogical competencies (Arikunto, 2019; Sugiyono, 2020). This approach allows the researcher to explore data comprehensively in the context of social and educational settings (Creswell, 2018). A case study was selected because it enables the researcher to analyze phenomena within a specific time and place, such as at SD Negeri 1 Pamotan in Rembang Regency (Riduwan, 2021).

The research was conducted at SD Negeri 1 Pamotan in Rembang Regency. The research subjects consisted of the school principal, teachers, and school supervisors, who were selected based on their roles in supervision activities relevant to this study's context (Sagala, 2016b; Sudrajat, 2018).

Data collection was carried out through three main techniques: interviews, observation, and documentation. A semi-structured interview technique was used to gather in-depth information from the school principal, teachers, and supervisors regarding the implementation of academic supervision and its impact on teachers' pedagogical competencies (Glickman et al., 2018; Handayani, 2023). Direct observation was conducted to observe how the school principal carried out supervision of teachers (Mulyasa, 2017; Riduwan, 2021) and to assess the teaching processes conducted by teachers and the supervision activities by the principal (Wahjosumidjo, 2020). Documentation was used to support the findings from interviews and observations, such as reports of supervision results and educational evaluations (Rusman, 2018).

The collected data were analyzed using the qualitative analysis technique proposed by Miles and Huberman. This process includes three main stages: data reduction, data presentation, and drawing conclusions (Creswell, 2018). In the data reduction stage, the researcher selected data that was relevant to the research objectives. The data presentation stage involved organizing the data in a more structured form. The final stage is drawing conclusions, where the researcher formulated findings based on the collected data (Satori & Komariah, 2016; Sugiyono, 2020). To ensure the validity of the data, this study employed triangulation, which involves comparing data obtained from interviews, observations, and documentation (Arikunto, 2019). Additionally, member checking was carried out to ensure the accuracy of the data collected. The validity of this study was maintained by using source triangulation and data collection techniques. This approach minimizes the possibility of bias and enhances the credibility of the findings (Wahjosumidjo, 2020).

This study was conducted in several stages as follows: (1) **Preparation Stage:** Preparing the research instruments and planning data collection, (2) **Data Collection Stage:** Conducting interviews, observations, and gathering documentation, (3) **Data Analysis Stage**: Analyzing the data using qualitative analysis methods, (4) **Report Writing Stage:** Organizing the analysis results into a research report.

RESULT AND DISCUSSION

Result

This study explored the role of the school principal as a supervisor in enhancing teachers' pedagogical competence at SD Negeri 1 Pamotan, Rembang Regency, through interviews, observations, and document analysis. While each data source provided distinct insights, triangulation of these findings revealed recurring themes: structured supervision practices, limited integration of technology in teaching, and the need for professional development that focuses on innovative pedagogical strategies.

Interviews with the school principal, teachers, and school supervisor revealed a shared perception of the principal's strong commitment to academic supervision, particularly in planning and mentoring. The principal emphasized a collaborative approach, supporting teachers through guidance rather than rigid evaluation. Most teachers acknowledged the positive influence of supervision on their instructional practice. However, there was consistent feedback on the lack of emphasis on technology integration in both teaching and supervision activities. School supervisors echoed this concern and called for training programs that enhance digital literacy among teachers.

Table 2. Interview Results with the School Principal and Teachers

Aspect Obtained	School Principal	Teachers	School Supervisor
Implementation of Supervision	Supervision is structured, focusing on planning and follow-up	Feels supervision has a positive impact, but not fully technology-based	Supervision is running well but needs more technology-based training
Supervision Approach	Collaborative and provides discussion space	Limited use of technology, more lecture-based methods	Encourages further development in technology usage
Role of the Principal	Acts as a mentor and motivator in improving teaching quality	Provides feedback and support for teachers, but needs to be more in-depth	The principal needs to increase support in technology-based mentoring

These findings suggest that while the supervision process is systematically executed**, its** impact on digital pedagogy remains minimal. The absence of explicit strategies to improve technology-based instruction reflects a missed opportunity to align teacher competencies with 21st-century learning demands.

Observations of classroom activities and supervision practices further substantiated the interview findings. While the principal actively observes classroom instruction and provides verbal feedback, teaching remains predominantly teacher-centered, relying heavily on lectures and rote learning. Technology use was minimal and inconsistent, with most instructional tools still limited to blackboards and printed materials.

Table 3. Observation Results on Supervision and Teaching

Observed Aspect	Classroom Observation Results	Principal's Supervision	Observed Aspect
Teaching Methods	Dominantly uses lectures and Q&A; learning is still teacher-centered	The principal gives positive feedback and suggests innovative methods	Teaching Methods
Use of Technology	Minimal use of technology, most teaching materials are text-based and chalkboard	The principal encourages the use of technology, but it is not well integrated	Use of Technology
Classroom Management	Teachers manage the classroom well, though student engagement is limited	Observation focuses on classroom management and	Classroom Management

	improving student-teacher interaction

The principal's feedback efforts are evident, but without systematic mentoring on student-centered and technology-enhanced instruction, teacher practices remain conventional. There is a disconnect between supervisory recommendations and classroom implementation, which indicates the need for more sustained and actionable follow-up.

The review of school documents supervision reports, education reports, and school self-evaluation corroborated the interview and observation results. Supervision is conducted regularly, and its planning aligns with school goals. However, the follow-up mechanisms, especially regarding digital pedagogy and innovative practice, are underdeveloped. The supervision reports show limited documentation of how feedback is translated into concrete teacher development activities.

Table 4. Document Review Results

Document Type	Findings Obtained
Supervision Report	Supervision is structured, but needs additional technology-based training
Education Report	Teachers' competencies in using technology remain low and require further strengthening
School Self-Evaluation	There are efforts to improve teacher competencies through supervision, but innovation in teaching is not fully addressed

This suggests that while supervision is procedural, it lacks depth in developmental impact. The absence of systematic training and innovation-oriented interventions diminishes the potential for long-term pedagogical transformation.

Discussion

In sum, the principal at SDN 1 Pamotan demonstrates a structured and collaborative supervisory approach, which contributes positively to teachers' pedagogical development. However, a key limitation is the inadequate follow-up on technology integration and innovation in instructional practices. Bridging this gap requires a more strategic alignment between supervision feedback, professional development, and classroom application. Thematic analysis confirms that while procedural supervision is in place, its transformational impact remains limited, calling for enhanced mentoring systems and the use of data to drive targeted interventions.

Supervision planning, as emphasized by Albab (2021) and Kristiawan et al. (2023), is a foundational step that determines the effectiveness of subsequent supervisory activities. The principal of SD Negeri 1 Pamotan exemplifies this view by demonstrating structured planning, including the preparation of instruments, setting of goals, and determination of success indicators. This aligns with the theoretical model of Kristiawan et al. (2023), which advocates systematic planning. However, what distinguishes the case at SD Negeri 1 Pamotan is the integration of context-specific needs into the planning process. Rather than applying a generic supervision model, the principal gathers data through informal discussions, staff meetings, and initial observations an approach consistent with Fiandi (2023), who advocate for flexible and creative planning tailored to teachers' diverse needs. The findings show that the planning at SD Negeri 1 Pamotan is not merely administrative but responsive, particularly in addressing pedagogical weaknesses like instructional clarity and classroom interaction. However, the supervision plan at SD Negeri 1 Pamotan has not fully accommodated technological development, which is increasingly crucial in 21st-century learning. While Slamet (2021) and Sahudi et al. (2023) stress the need for supervision planning to evolve with educational and technological dynamics, the empirical evidence indicates that the school's plan still lacks integration of digital pedagogical components, representing a partial gap between theory and practice. Therefore, this study extends previous findings by showing how supervision planning may be structurally sound yet limited in scope if it overlooks the digital dimension.

According to Anjarsari and Doloh (2024) and Ibrahim et al. (2024), effective implementation of supervision involves systematic classroom observation and constructive feedback. This model is largely reflected in the practice of the principal at SD Negeri 1 Pamotan, where direct observations are routinely followed by feedback sessions that

promote teacher reflection. Teachers confirmed that such feedback helps them improve lesson preparation and student interaction, supporting the developmental focus highlighted by Purnama (2021). However, while the process appears consistent, the content of the supervision remains limited in innovation. This study found that the principal's feedback rarely touches upon the integration of ICT or interactive methodologies, even though literature (e.g., Berlian (2022); Ibrahim et al. (2024) stresses the importance of promoting digital tools and student-centered strategies. The principal's focus remains largely on discipline, classroom control, and content accuracy, aligning more with traditional supervisory approaches. This mismatch shows that while implementation at SD Negeri 1 Pamotan conforms to general supervisory principles, it does not fully meet the evolving pedagogical demands outlined in current scholarship, particularly regarding the use of technology and inquiry-based learning. This gap contributes new insight into how supervision may still reinforce conventional teaching unless deliberately steered toward innovation. Moreover, although the principal occasionally organizes group supervision (seminars, discussions), these are irregular and not consistently followed up with practical classroom application. This weakens the collaborative learning culture proposed by Ibrahim et al. (2024), who argue that effective supervision must create continuous, peer-supported growth among teachers.

The literature (Arifin, 2019; Hirsal, 2022) emphasizes that the success of academic supervision hinges on follow-up actions such as coaching and professional development. At SD Negeri 1 Pamotan, follow-up is present but remains largely functional focused on administrative corrections rather than transformative teacher support. The principal does hold review meetings and makes brief notes about areas for improvement, but structured coaching, especially targeted at identified weaknesses like digital pedagogy, is still absent. While Hirsal (2022) and Mukhtamiroh et al. (2024) suggest a combination of direct mentoring and indirect training, the study found that follow-up at SD Negeri 1 Pamotan rarely takes the form of formal training or individualized teacher mentoring. This contrasts with the literature that frames follow-up as a dynamic developmental process. Therefore, the case of SD Negeri 1 Pamotan highlights a common but under-addressed issue in school supervision practice: the gap between identifying teacher weaknesses and actually addressing them through strategic interventions. Another missed opportunity involves the use of technology in follow-up actions, such as online mentoring or digital evaluation tools. As noted by Husin (2023) and Wibowo (2018), innovative follow-up methods are necessary to accelerate teacher development. This study shows that in the absence of such tools, teachers at SD Negeri 1 Pamotan continue to rely on traditional, manual feedback loops, which may slow down progress.

The final stage of supervision evaluation is intended to assess both the process and its impact, as noted by Karyati (2020) and Saman and Hasanah (2024). In practice, the principal at SD Negeri 1 Pamotan does conduct evaluations using documentation and summary reports, but these are mainly descriptive and lack analytical depth. Although the evaluation activities reflect the basic structure recommended by Nurhayati (2021) and Putra and Lestari (2022), they do not yet measure teacher improvement in a meaningful, data-driven way. For example, the evaluation documents reviewed in this study showed checklists and general notes, but no evidence of tracking teacher progress over time based on clear indicators, as suggested by Wahyuni and Hidayat (2022). Thus, evaluation at SD Negeri 1 Pamotan remains compliance-oriented rather than improvement-oriented. Furthermore, the principal's evaluation activities do not sufficiently involve other stakeholders such as education supervisors or teacher peers. This diverges from the cooperative evaluation approach promoted by Dewi and Prasetyo (2020), which calls for participatory reflection to strengthen ownership and relevance of the evaluation outcomes.

This study contributes to the existing body of knowledge by providing a contextualized understanding of how supervision practices operate at the school level in a rural Indonesian setting. The findings confirm that structured supervision planning and regular implementation do exist, aligning with theoretical expectations. However, the study reveals critical limitations in depth, innovation, and technology integration, which are less frequently discussed in the literature. By doing so, this research: (1) Extends current theory by showing that structurally correct supervision may still fall short in quality if it lacks digital orientation. (2) Challenges the assumption that supervision automatically leads to teacher innovation, emphasizing the need for targeted follow-up. (3) Adds empirical evidence to support the claim that many supervision evaluations remain formalistic rather than developmental.

Therefore, while the case of SD Negeri 1 Pamotan reflects general alignment with established models of supervision, e.g., Kristiawan et al., (2023); Purnama (2021), it also illustrates practical deviations and missed opportunities, particularly in fostering pedagogical innovation and integrating 21st-century competencies.

CONCLUSION

This study reveals that the school principal's role as a supervisor at State Elementary School 1 Pamotan is pivotal in fostering teachers' pedagogical competence. The academic supervision process consisting of planning, implementation, follow-up, and evaluation has been conducted in a structured and collaborative manner. Despite its effectiveness, challenges persist, particularly in integrating educational technology and implementing innovative instructional strategies. These findings affirm that effective supervision by the principal serves as a catalyst for continuous teacher professional development. The findings underscore the necessity for school principals to enhance their supervision planning by embedding elements of technology integration and pedagogical innovation. Doing so would improve the relevance and effectiveness of academic supervision in response to the evolving demands of education. Furthermore, systematic follow-up and sustained professional support are essential to ensure lasting improvements in teacher performance and instructional quality. Strengthening the supervisory capacity of principals is crucial for advancing transformative and future-ready education systems. This study is limited in its scope, focusing only on one public elementary school in Rembang Regency. Therefore, the findings may not be fully generalizable to schools with different characteristics or in other regions. Additionally, the qualitative nature of the research, which relies on interviews and observations, introduces subjectivity that may influence the interpretation of results. Future Research: Future studies should broaden the research scope by involving multiple schools across various educational levels and geographical contexts. Incorporating quantitative or mixed-method approaches could yield more robust data and validate the impact of school-based supervision on both teacher competence and student learning outcomes. Further exploration into how digital tools enhance academic supervision practices would also contribute valuable insights to the field.

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