

**Educational Supervision to Develop Pedagogical Competence of
Kindergarten Teachers**

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Abstract

The main problem faced by kindergartens in the hamlet of Tegalbedug, Lelea, Indramayu, West Java, is the low competence of teachers as professional educators, because their highest level of education is high school or equivalent. They cannot yet be called professional teachers, but due to the limited number of teachers in the area, school leaders are forced to recruit teachers who do not meet the minimum education standards. The negative impact of this is the low quality of teaching in kindergartens. To overcome this problem, the Head of Tegal Bedug Hamlet requested the assistance of lecturers as professionals. This educational supervision activity was intended to equip teachers with the basic knowledge required of professional teachers, thereby improving their pedagogical competence. The method used was lectures, question and answer sessions, and discussions. The participants were kindergarten teachers. This activity was carried out using a one group pretest and post-test approach. Data collection was conducted using a questionnaire on pedagogical competence given to teachers before the activity (pretest) and after the activity (post-test). Data analysis was performed using a t-test. The analysis results showed a difference between the pre-test and post-test results, namely pre-test score (36.8) < post-test score (38.4), meaning that educational supervision can significantly improve teachers' pedagogical competence.

Keywords: Education Supervision, Pedagogical Competence, Teacher, Kindergarten

Abstrak

Masalah utama yang dihadapi oleh taman kanak-kanak di dusun Tegalbedug, Lelea, Indramayu, Jawa Barat, adalah rendahnya kompetensi guru sebagai pendidik profesional, karena pendidikan terakhir mereka adalah Sekolah Menengah Atas atau sederajat. Mereka belum layak disebut guru profesional, namun karena keterbatasan tenaga guru di wilayah tersebut, maka terpaksa pimpinan sekolah merekrut guru-guru yang belum memenuhi standar minimal pendidikan. Dampak negatifnya yaitu rendahnya kualitas pengajaran di taman kanak-kanak. Guna mengatasi masalah tersebut, maka Kepala Dusun Tegal Bedug, meminta bantuan

dosen sebagai tenaga profesional. Kegiatan supervisi pendidikan ini untuk membekali pengetahuan dasar sebagai guru profesional bagi para guru, sehingga dapat meningkatkan kompetensi pedagogi para guru. Metode pelaksanaan ini dengan menggunakan ceramah, tanya-jawab dan diskusi. Para peserta adalah para guru taman kanak-kanak. Kegiatan ini dilaksanakan dengan pendekatan *one group pretest* dan *post-test*. Pengambilan data dengan menggunakan kuesioner berupa kuesioner kompetensi pedagogi yang diberikan guru-guru yaitu sebelum kegiatan (pre-test) dan sesudah kegiatan (post-test). Teknik analisis data dengan menggunakan uji beda yaitu *t-test*. Hasil analisis menunjukkan terdapat perbedaan hasil pre-test dengan hasil post-test yaitu nilai pretest (36, 8) < nilai post-test (38, 4), artinya supervisi pendidikan dapat meningkatkan kompetensi pedagogi para guru secara nyata.

Kata Kunci: Supervisi Pendidikan, Kompetensi Pedagogi, Guru, Taman Kanak-Kanak.

INTRODUCTION

Pedagogical competence is the ability of a professional teacher to carry out their duties and responsibilities in teaching, educating, and guiding students to master the subject matter as well as possible^{1,2}. Pedagogical competence is a fundamental skill that must be mastered by everyone who works as a professional teacher³. Pedagogical skills can only be acquired by teachers who have undergone formal education at a university. A person must have studied at a Faculty of Teacher Training and Education (FKIP) or an Institute of Teacher Training and Education (IKIP). Once someone has completed this education, there is no doubt that they have the pedagogical competence to be practiced as a professional teacher⁴. However, the reality is that not all teachers have pedagogical competence when they have earned the title of teacher. One example is the condition of kindergarten teachers in the hamlet of Tegal Bedug, Lelea, Indramayu, West Java.

Mr. Haji Sarwita, head of the Tegalbedug hamlet, Lelea, Indramayu, West Java, acknowledged that the low quality of learning was due to the low level of

¹ Rohmi, F., & Nafiah, N. (2019). Pengaruh Pelaksanaan Supervisi Akademik terhadap Peningkatan Kompetensi Pedagogik Guru di SDN Margorejo VI/524 dan SDN Baratajaya. *Education and Human Development Journal*, 4(2), 71–77. <https://doi.org/10.33086/ehdj.v4i2.1167>.

² Ningsih, L. K., Sugiantari, K. L., & Widnyani, N. M. (2024). The Influence of Teacher Competency, Teacher Commitment, and Workload on Teacher Performance. *Jurnal Manajemen (Edisi Elektronik)*, 15(3), 455-468.

³ Dariyo, A. (2025). Implementation of Total Quality to Realize Quality Education at State X Elementary School Cirebon, West Jawa. *Cakrawala: Jurnal Kajian Manajemen Pendidikan Islam dan Studi Sosial*, 9 (1), 131-145. <https://doi.org/10.33507/cakrawala.v9i1.2682>.

⁴ Dariyo, A. (2024). Hubungan Kompetensi dengan Manajemen Kelas pada Guru Sekolah Dasar di Jakarta. *Ar-Rihlah: Jurnal Inovasi Pengembangan Pendidikan Islam*, 9(2), 127-143. <https://doi.org/10.33507/ar-rihlah.v9i2.1897>.

education of the teachers teaching at the kindergarten. The school was forced to recruit teachers who did not meet the educational qualifications⁵. Based on Law Number 14 of 2005 concerning Teachers and Lecturers, the minimum requirement for a kindergarten teacher is someone who has completed a PGTK (Kindergarten Teacher Program) or a four-year diploma (D4) program⁶. However, due to the limited human resources available in the village, people who were willing to become teachers were recruited, even though they did not have a bachelor's degree (S1) in the PGTK study program⁷. So, there is a major problem faced by this school, namely the low quality of teaching by kindergarten teachers, because they only have a high school (SMA), vocational high school (SMK) or equivalent education. In fact, they are not yet qualified to be called professional teachers. A professional teacher must have a teaching certificate⁸.

There is a significant gap faced by kindergartens, namely the demand for teachers to teach in kindergartens, but this is not accompanied by the availability of adequate human resources, so it is only natural that the quality of teaching carried out by teachers in kindergartens is low. If a teacher has carried out their duties and responsibilities well, but the quality of learning is still not as expected, then the best solution needs to be provided to improve the quality of teaching in schools. One of the best ways to overcome this problem is to provide educational supervision aimed at developing pedagogical competencies that can improve the teaching abilities of kindergarten teachers in schools. This is in line with research by experts who state that educational supervision is the best solution to improve pedagogical competence, which in turn can improve the quality of teaching in schools^{9, 10}.

Educational supervision is a series of activities that include identifying problems, solving problems, evaluating and improving problem-solving techniques, and reinforcing teachers' commitment to carrying out their professional

⁵ Dariyo (2025). *Komunikasi Pribadi Dengan Kepala Dusun*. Jakarta: Fakultas Psikologi Untar.

⁶ Undang-undang Nomor 14 Tahun 2005 Tentang Guru dan Dosen.

⁷ Fadhia Indriyani, C., Sunaryo, I., & AUD, M. P. (2022). *Pengaruh Kualifikasi Akademik Guru Taman Kanak-Kanak Terhadap Kualitas Pembelajaran Di Kelurahan Mustikasari, Bekasi* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).

⁸ Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen.

⁹ Ibid. Rohmi & Nafiah, (2019).

¹⁰ Mekarsari, M. M., Bunyamin, & Sudana, I. M. (2025). Academic Supervision and Teachers' Pedagogical Competencies: Their Impact on Learning Quality in Indonesian Primary Schools. *Education and Human Development Journal*, 10(1), 30–44. <https://doi.org/10.33086/ehdj.v10i1.7505>.

duties at school. Educational supervision is expected to improve teachers' knowledge, insight, and practical skills in carrying out their duties as professional educators. They are able to carry out teaching management tasks such as planning and preparing lessons, organizing lessons, implementing lessons, evaluating and improving lessons¹¹. The implementation of teaching management must be carried out by teachers consistently, disciplined and aimed at realizing the quality of teaching in schools. Carrying out teaching management can only be done by a teacher who is committed to being a professional educator^{12,13}.

Teaching management is a teacher's ability to manage teaching, which includes teaching planning, teaching organization, teaching implementation, and teaching supervision, with the aim of creating quality teaching. Teaching management is the implementation of a teacher's pedagogical competence¹⁴. The ability to carry out teaching management is also an implementation of a teacher's commitment to carrying out their profession as a professional educator. A teacher's commitment is a person's determination to persevere in carrying out their duties and responsibilities as a professional teacher at school¹⁵. A professional teacher is always required to be committed to carrying out their professional duties, even if they face difficulties (such as financial problems) that cause them stress and pressure, so that they are still able to persevere in carrying out their duties and responsibilities well. They remain focused on carrying out their duties and responsibilities as professional educators well^{16,17}. Many teachers are unable to

¹¹ Bahari, D., Najib, M. I., & Kusuma, F. (2025). Innovation in supervision tools as a solution for effective and sustainable educational development. *Journal of Education Management and Policy*, 1(1), 32-42.

¹² Kurniati, D., Yun Sari, L., Latif, M., & Anwar Us, K. (2024). Isu-Isu Global Komitmen Guru Profesional Dalam Menjalankan Tugas di Taman Kanak-Kanak Al-Falah Jakarta Timur. *DZURRIYAT : Jurnal Pendidikan Islam Anak Usia Dini*, 2(1), 88–101. <https://doi.org/10.61104/jd.v2i1.142>.

¹³ Suhairi, & Badrudin. (2021). Implementation of Academic Supervision of Islamic Religious Education During The Covid-19 Pandemic. *Managere: Indonesian Journal of Educational Management*, 3(2), 138–148. <https://doi.org/10.52627/managere.v3i2.123>.

¹⁴ Dariyo, A. (2024). Hubungan Kompetensi dengan Manajemen Kelas pada Guru Sekolah Dasar di Jakarta. *Ar-Rihlah: Jurnal Inovasi Pengembangan Pendidikan Islam*, 9(2), 127-143. <https://doi.org/10.33507/ar-rihlah.v9i2.1897>.

¹⁵ Tang, C. Z., Thien, L. M., Ahmi, A., & Xin, C. (2025). Five Decades of Teacher Commitment: Lessons From the Research Frontier. *Future in Educational Research*. <https://doi.org/10.1002/fer3.70011>.

¹⁶ Ibid. Tang et al, (2025).

¹⁷ Muhibbah, E. F. A. (2024). The Importance of Commitment as a Mediator: The Impact of Emotional Intelligence and Work Motivation on Teacher Performance. *Didaktika: Jurnal Kependidikan*, 13(1), 665-680.

cope with economic pressures, forcing them to leave their professional duties as teachers and switch to other professions that are considered financially promising. Similarly, if teachers no longer have a commitment as professional educators, then it is certain that they will not be able to perform their duties properly, and thus will not be able to achieve quality teaching in schools^{18,19,20}. Therefore, educational supervision activities are expected to restore the dignity and prestige of the teaching profession, meaning that teachers are able to carry out their professional duties and responsibilities to develop pedagogical competencies that have a positive impact on the quality of teaching in schools.

RESEARCH METHODS

This research was conducted face-to-face with respondents consisting of teachers from Tegal Bedug Kindergarten, Lelea, Indramayu, West Java. There were five respondents, all of whom were female teachers aged 18-45 years. The research design used a pre-test and post-test one group approach. The pre-test period was when the teachers completed the questionnaire before the training activity. The post-test period was when the teachers completed the questionnaire after receiving training on teacher competency. They received material on educational supervision, which was delivered through lectures, question and answer sessions, and discussions. Educational supervision activities in the classroom. Data collection techniques used questionnaires in the form of pedagogical competency questionnaires compiled based on the concept of pedagogical competency. The teacher competency questionnaire consisted of 10 items. One example of a questionnaire item was: I continue to learn to improve my abilities as a professional teacher. Each questionnaire item consists of 4 choices, namely: SS (strongly agree), Agree (S), Disagree (TS), and Strongly Disagree (STS). Item scores range from 1 to 4 for positive (favorable) items, while item scores range from 4 to 1 for negative

¹⁸ Ningsih, L. K., Sugiantari, K. L., & Widnyani, N. M. (2024). The Influence of Teacher Competency, Teacher Commitment, and Workload on Teacher Performance. *Jurnal Manajemen (Edisi Elektronik)*, 15(3), 455-468.

¹⁹ Efendi, R. A., Mala, R., & Siswanto, D. H. (2025). Influence of Work Motivation, Job Satisfaction, and Organizational Commitment on Muhammadiyah High School Teacher Performance. *JOELI: Journal of Educational and Learning Innovation*, 1(3), 203-212.

²⁰ Shohib, M., Suhariadi, F., & Agustina, T. S. (2024). The role of organizational commitment in the relationship between collaborative leadership and teacher performance. *Jurnal Ilmiah Psikologi Terapan*, 12(1), 69-75.

(unfavorable) items. The questionnaires were administered during the pre-test and post-test. Teachers were asked to complete the pedagogical competency questionnaire during the pre-test, and they were also asked to complete the pedagogical competency questionnaire after the post-test.

Table 1. Research Design

	<i>Pre-test</i>	Activity	<i>Post-test</i>
Respondents	Pedagogical Competence Questionary	Education Supervision	Pedagogical Competence Questionary

V

RESULT AND DISCUSSION

Result

Table 2 Description of Respondent

No	Respondent	Ages	Education	Information
1	Shn	45	Bachelor	Qualified
2	MM	18	High School	Not Qualified
3	TU	42	Vocational School	Not Qualified
4	NA	33	High School	Not Qualified
5	LH	40	Bachelor	Qualified

In general, based on Table 2, it is known that only two teachers meet the qualifications as professional teachers (Shn and LH), while the other three teachers do not meet the qualifications as teachers (MM, TU, NA).

Table 3. Result of Pre-Test and Post-Test

Respondent	Pre-test	Post-test	Information
1. Shn	37	39	Increased by 2 point
2. MM	33	36	Increased by 3 point
3. TU	37	38	Increased by 1 point
4. NA	38	39	Increased by 1 point
5. LH	39	40	Increased by 1 point
	$184/5 = 36,8$	$192/5 = 38,4$	Increased by 1.6 point

Data analysis techniques using difference tests, namely t-tests, a statistical analysis aimed at determining the difference between pre-test scores and post-test scores in this research activity. The results of the difference test show that there is a difference between the pre-test and post-test, namely the pre-test average ($184/5 = 36.8$) > post-test average ($192/5 = 38.4$). This means that there was an increase in

scores of 1.6 points. ($38.4 - 36.8 = 1.6$). The significance of the difference between the pre-test and post-test scores shows that educational supervision activities have a positive effect on teachers, namely that educational supervision activities can develop pedagogical competence in teachers.

Discussion

The results of the study indicate that educational supervision can help teachers improve their pedagogical competence so that they can understand themselves as professional educators. In general, the pre-test score (36.8) was before the implementation of educational supervision, and the post-test score (38.4) was after educational supervision. The pre-test score (36.8) < post-test score (38.4) means that there was an increase of 1.6 points. A score of 1.6 is a positive impact of the educational supervision activities participated in by the teachers, so that the pedagogical competence of the teachers can be significantly improved. The results of this study are in line with the research of education experts who state that educational supervision can improve the competence of school teachers^{21, 22, 23}. Teacher competence is a combination of knowledge, abilities, and skills that can be used to manage learning in schools. This competency can only be achieved through formal education, namely by attending higher education, particularly through a faculty of teacher training and education (FKIP) or an institute of teacher training and education (IKIP). Once a person has acquired this competency, they can, as a teacher, carry out good learning management activities that are felt by the students at school²⁴.

When someone has become a teacher at the preschool level, even if they do not yet have a special education degree from FKIP or IKIP, they are required to pursue such an education. If they do not undergo this education, then they cannot be considered a professional educator. As teachers, they are expected to

²¹ Rohmi, F., & Nafiah, N. (2019). Pengaruh Pelaksanaan Supervisi Akademik terhadap Peningkatan Kompetensi Pedagogik Guru di SDN Margorejo VI/524 dan SDN Baratajaya. *Education and Human Development Journal*, 4(2), 71–77. <https://doi.org/10.33086/ehdj.v4i2.1167>.

²² Mekarsari, M. M., Bunyamin, & Sudana, I. M. (2025). Academic Supervision and Teachers' Pedagogical Competencies: Their Impact on Learning Quality in Indonesian Primary Schools. *Education and Human Development Journal*, 10(1), 30–44. <https://doi.org/10.33086/ehdj.v10i1.7505>.

²³ Narti, D., Somantri, M., & Connie, C. (2025). Tirta Coaching Model for Teachers' Socio-Emotional Competencies Development. *Education and Human Development Journal*, 10(2), 186–210. <https://doi.org/10.33086/ehdj.v10i2.7997>.

²⁴ Ibid. Dariyo (2024).

continuously develop and improve their competencies. In this case, it is important for teachers to receive educational supervision aimed at improving their abilities as professional teachers. Educational supervision activities are carried out seriously with a scientific approach that can be accounted for in the development of teachers' social competencies in carrying out teaching activities at school ²⁵. Pedagogical competence is the basis for teachers to create quality learning that motivates students to master the subject matter well ^{26,27}.

Educational supervision is a systematic, structured activity aimed at teaching, training, and guiding young teachers so that they can improve their pedagogical competence^{28,29}. Educational supervision is carried out by someone who has the authority to act as a supervisor of teachers' performance while carrying out their duties at school. Supervision can be carried out by a principal who has the authority to lead all teachers, educational staff, and students to achieve quality education in the school. However, the principal has the authority to decide to seek assistance from other professionals who are competent in their fields. As professional supervisors, they must prioritize satisfactory performance and results that are beneficial to the school, namely improving the quality of school teachers' competencies.

Supervision activities must be carried out rationally and objectively based on the need to improve the quality of educational activities, such as improving the quality of teachers' teaching to students at school^{30,31}. An education supervisor must uphold the principle of professionalism, meaning that he or she adheres to scientific

²⁵ Rayani, S., Amini, N. R., & Tanjung, E. F. (2024). Optimizing the Communication Skills of Islamic Education Teachers to Strengthen Students' Congregational Prayer Habits. *Education and Human Development Journal*, 9(2), 153–162. <https://doi.org/10.33086/ehdj.v9i3.6379>.

²⁶ Ibid. Mekarsari, Bunyamin, & Sudana (2025).

²⁷ Sembiring, D. A. K., Burhanuddin, B., & Abisay, Y. R. (2025). Evolution and Models of Supportive Educational Supervision: Systematic Literature Review 2020-2025. *Jurnal Riset Manajemen Indonesia*, 7(3). <https://doi.org/10.55768/jrmi.v7i3.201>.

²⁸ Ibid. Rohmi & Nafiah (2019).

²⁹ Maryati, Suharyat, Y., & Danapriatna, N. (2021). The Role of Head of School as Supervisor Developing Teachers' Pedagogic Competence to Achieve Quality of Graduate in MI Nurul Islam Bekasi City. *Jurnal Ilmiah IJGIE*, 3 (2), 114-121. <https://journal.iainsambas.ac.id/index.php/IJGIE/article/view/896/717>.

³⁰ Hidayati, A. D. N., Yuliejantiningih, Y., & Haryati, T. (2025). The Role Of The Principal As A Supervisor In Improving The Quality Of Elementary School Education. *IJGIE (International Journal of Graduate of Islamic Education)*, 6(2), 506-522. <https://doi.org/10.37567/ijgie.v6i2.4189>.

³¹ Burhan, B. M., & Sauri, S. (2025). Quality Management of Academic Supervision in Indonesian Madrasahs: A Case Study Analysis of Principal Leadership and Teacher Professional Development. *Journal of Innovation and Research in Primary Education*, 4(4), 2608-2618.

principles for teaching, training, and guiding teachers so that they truly master the learning material delivered by the supervisor. A supervisor observes and monitors each teacher's mastery of the learning material individually. Those who have achieved a certain standard of competence are expected to maintain their achievements. Those who have not yet achieved a certain standard of competence are motivated to continue learning to master the learning material well³².

An education supervisor also directly observes each teacher while they are teaching students in the classroom. This observation is to see firsthand how a teacher practices pedagogical competence in teaching activities with students³³. In addition, a supervisor looks at the documentation records made by teachers in carrying out academic administration related to the learning evaluation results achieved by each of their students. Of course, a supervisor also looks at how a teacher assesses the academic achievements of students. All the results of observations in these supervisory activities form the basis for the supervisor to provide feedback to each teacher. Feedback is provided specifically to each teacher. Feedback can be delivered in writing, but it can also be combined with verbal feedback. The results of the feedback serve as the basis for improving the competence of teachers in terms of carrying out teaching duties, academic administration skills, and realizing the quality of teaching in the classroom³⁴.

A supervisor observes the social interaction during the delivery of feedback to teachers. A supervisor conveys observations of teachers' work behavior during classroom teaching, the results of pedagogical competency questionnaires, and the results of student academic achievement assessment documentation. Feedback delivery is individual, meaning that an education supervisor provides feedback to each teacher individually. A supervisor pays close attention to the use of words, sentences, or expressions that are simple and easy for teachers to understand. As much as possible, a supervisor avoids words, sentences, or expressions that may offend teachers. He or she must be respectful and maintain the dignity of each teacher. If there are things, words, sentences, or expressions that are not acceptable

³² Hussain, S., Ahmad, M., Zaman, F. U., & Ahmad, A. (2023). Comparative Study of Administrators' Supervisory Skills and Teachers' Pedagogical Skills Towards Quality Education in Public and Punjab Education Foundation Funded Schools at Secondary Level. *Journal of Education and Educational Development*, 10(2), 329-347. <https://eric.ed.gov/?id=EJ1415435>.

³³ Ibid. Hidayati, Yuliejantiningasih, & Haryati, (2025).

³⁴ Ibid. Hidayati, Yuliejantiningasih, & Haryati, (2025).

to the teacher, the supervisor immediately apologizes and immediately resolves any obstacles, complaints, or things that cause offense between the supervisor and the teachers. Thus, personal and professional relationships between educational supervisors and teachers can be maintained in the long term.

Supervision activities can also be carried out by delivering material related to pedagogical competencies provided by the supervisor. A supervisor does not consider himself or herself to be more capable and competent than teachers. He or she adheres to the principle that everyone must help one another. A supervisor has the opportunity to help teachers by sharing knowledge, experience, and skills while carrying out their duties as professional educators. They do not intend to lecture teachers, but rather to share their knowledge and life experiences as professional educators. Similarly, a supervisor also needs to learn directly from teachers who are working as educators in schools. Each teacher must have the courage to express the challenges, obstacles, and difficulties they face in their experiences as teachers at school^{35, 36, 37}.

Educational supervision activities that have been planned, organized, implemented, and monitored consistently by a supervisor are educational supervision activities that have a positive impact on improving the competence of teachers^{38, 39, 40}. As teachers, they have the best opportunity to learn directly from experts in order to improve their pedagogical competence, which is useful and applicable to carrying out their professional duties as professional educators. A professional educator is a teacher who must carry out their duties and responsibilities as a teacher and educator of students at school. According to

³⁵ Nugroho, D.Y & Suherman (2025). The Influence of Academic Supervision on Teacher Teaching Quality: A Literature Review. *Journal of English Language and Education*, 10 (1), 85-90. <https://doi.org/10.31004/jele.v10i1.611>.

³⁶ Lestari, T. Y., & Bedi, F. (2025). Supervision strategies for improving learning outcomes in Islamic-based general education institutions. *Journal of Islamic Education Research/ Vol*, 6(01).

³⁷ Salahudin, AH., Wahyudin, W & Gunawan, A. (2023). Academic Supervision of The Head of Madrasah in Indonesia: A Meta Analysis. *Jurnal Ilmiah IJGIE*, 4 (1), <https://doi.org/10.37567/ijgie.v4i1.1593>.

³⁸ Anike, D.O., & Umuzulike, A.N. (2024). Effective Instructional Supervision and Quality Insurance in Business Education in Anambra Tertiary Institution. *Sinergi International Journal of Education*, 3 (1), 1-12. <https://journal.sinergi.or.id/index.php/Education/article/view/581/362>.

³⁹ Hussain, S., Ahmad, M., Zaman, F. U., & Ahmad, A. (2023). Comparative Study of Administrators' Supervisory Skills and Teachers' Pedagogical Skills Towards Quality Education in Public and Punjab Education Foundation Funded Schools at Secondary Level. *Journal of Education and Educational Development*, 10(2), 329-347. <https://eric.ed.gov/?id=EJ1415435>.

⁴⁰ Ibid. Nugroho & Suherman (2025).

experts, a professional is someone who has certain expertise after undergoing specific education, enabling them to carry out their duties and responsibilities in accordance with their expertise to achieve certain targets in their work. People who are experts will enjoy their work to the fullest. They truly feel happy in carrying out their work. As a result, they will achieve the best work performance as professional teachers^{41, 42, 43, 44}.

CONCLUSION

Educational supervision activities can improve the pedagogical competence of kindergarten teachers. Educational supervision is a series of scientific activities aimed at teaching, guiding, and nurturing teachers so that they are able to improve their pedagogical competence. Educational supervision is carried out by professional experts who are mandated by the principal to supervise teachers, so that supervision activities are carried out rationally and objectively. It is recommended that supervisors continue to monitor teachers' teaching activities after educational supervision activities. Are teachers able to carry out their teaching duties and responsibilities well, in accordance with the pedagogical competencies they have acquired or achieved during previous educational supervision.

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⁴¹ Handayati, N. A. (2023). The Influence of Leadership Style and Principal's Supervision Competence on The Performance of Teachers. *Managere: Indonesian Journal of Educational Management*, 5(3), 244–256. <https://doi.org/10.52627/managere.v5i3.140>.

⁴² Handayati, N. A. (2023). The Influence of Leadership Style and Principal's Supervision Competence on The Performance of Teachers. *Managere: Indonesian Journal of Educational Management*, 5(3), 244–256. <https://doi.org/10.52627/managere.v5i3.140>.

⁴³ Hilhamsyah, H., Azahar, R., & Handika, P. S. (2025). Enhancing Teacher Professionalism Through Educational Supervision: A Literatur Review In Indonesian Context. *Edusoshum: Journal of Islamic Education and Social Humanities*, 5(2), 367-378. <https://doi.org/10.52366/edusoshum.v5i2.176>.

⁴⁴ Hasanati, N., Karima, A. K., & Surahman, S. (2025). Is the influence of quality of work life on innovative work behavior mediated by happiness at work in teachers. *Jurnal Ilmiah Psikologi Terapan*, 13(1), 41–47. <https://doi.org/10.22219/jipt.v13i1.38021>.

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