

## Critical Analysis of Principal Supervision on Teachers' Professional Competence in the Learning Process at State Kindergartens in Banjarnegara Regency

Agus Mudianto<sup>1</sup>, Y. Suyitno<sup>2</sup>, Ine Kusuma Aryani<sup>3</sup>  
<sup>1,2,3</sup>Universitas Muhammadiyah Purwokerto

---

### ARTICLE INFO

#### Article history:

DOI:

[10.30595/pssh.v25i.1790](https://doi.org/10.30595/pssh.v25i.1790)

Submitted:

July 22, 2025

Accepted:

August 11, 2025

Published:

August 24, 2025

---

#### Keywords:

Supervision; Principal;  
Professional Competence;  
Teacher; Learning Process

---

### ABSTRACT

*This study is about the analysis of Principal supervision, State Kindergartens in Banjarnegara Regency, aims to find out how the professional competence of kindergarten teachers is in the learning process, the supervision strategy of the Kindergarten Principal, the Implementation of professional competence of kindergarten teachers in the learning process in kindergarten classes, the learning outcomes of students in kindergarten in the learning process. This research method is descriptive qualitative, namely a research method that uses data in the form of written or spoken language from people and actors that can be observed according to events and situations and conditions that occur, the research subjects are Kindergarten Principals and Kindergarten Teachers, data collection techniques are observation, interviews and documentation. Data analysis techniques are data collection, reduction, presentation, and collection. Research results: 1) The professional competence of Kindergarten teachers in the learning process in Kindergarten classes has improved better after periodic supervision by Kindergarten Principals; 2) The Kindergarten Principal's supervision strategy in improving the professional competence of teachers in the learning process, namely Planning a supervision program, Implementation of supervision carried out in the four Pembina State Kindergartens in order to improve the professional competence of teachers in the learning process: class visits, observations during the learning process, individual and comprehensive discussions about the results of supervision, Evaluation of supervision activities that have been carried out in the form of guidance and direction both individually and comprehensively, 3) Implementation of the professional competence of Kindergarten Teachers can be carried out well, 4) Student learning outcomes in Kindergartens in the learning process have increased.*

*This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).*



---

#### Corresponding Author:

**Agus Mudianto**

Universitas Muhammadiyah Purwokerto

Email: [agusmudianto154@gmail.com](mailto:agusmudianto154@gmail.com)

---

### 1. INTRODUCTION

Early childhood education (PAUD) is a development effort aimed at children from birth to six years of age, carried out through the provision of educational stimulation to help them develop their potential physical and spiritual growth and development so that children are prepared to enter further education. [1].

The effectiveness of early childhood education is highly dependent on the role of teachers as educators within the educational system. Teachers' duties and responsibilities extend beyond implementing the learning process to educating and developing students' character, particularly in early childhood education. Teachers play a crucial role in determining the quality and success of a school's education. Quality is a measure of the goodness or badness of something, its level, quality, degree/level (skills/skills, etc.). [2]

Research has found that effective teachers impact student achievement. [3]. Therefore, efforts are needed to ensure teacher quality, and educational supervision provides a quality assurance function for learning, including teacher quality. There is no quality learning without quality teachers. The government, in this case the Ministry of Education, is fully aware of the need to improve the competency of each teacher.

Therefore, the government has implemented numerous programs to improve the quality of teacher performance. Quality teacher performance will improve the quality of learning. [4]. Moreover, at the PAUD level, where PAUD is the golden age, stimuli in all aspects of growth and development must be the main concern in all forms of activities.

The novelty of this study is that the implementation of supervision activities is not only as an inspection for deficiencies but is more emphasized on the institutional unit aimed at further improving the quality of education. The success or failure of a teacher is greatly influenced by the supervision of the Principal.

Thus, the Principal as a leader in the school is required to have the ability and skills of supervision, so in this study the aim is to find out "How is the implementation of supervision of the Kindergarten Principal through the professional competence of Kindergarten teachers in the learning process in the class of Pembina State Kindergarten in Banjarnegara Regency?"

## 2. RESEARCH METHOD

This research employed a qualitative descriptive method, a research method that utilizes data in the form of written or spoken language from individuals and actors that can be observed based on events, situations, and conditions. This research was conducted intensively, in detail, and in-depth on a specific organization, institution, or phenomenon. Data were then collected related to the supervision of school principals/TK Negeri Pembina in Banjarnegara Regency in improving teacher professional competence.

Qualitative research methods are based on post-positivism or interpretive philosophy. They are used to examine natural object conditions, where the researcher serves as the key instrument. Data collection techniques are triangulated (a combination of observation, interviews, and documentation). The data obtained tend to be qualitative, data analysis is inductive/qualitative, and qualitative research results are intended to understand meaning, understand uniqueness, construct phenomena, and develop hypotheses. [5]

Qualitative research methods are also called constructive methods because they allow researchers to construct scattered phenomena into new, easily understood structures. For example, if a researcher observes an accident, they can search for data on who was affected, the causes of the accident, and the consequences.

Qualitative research aims to understand phenomena experienced by research subjects, such as behavior, perceptions, motivations, actions, and so on, holistically, through descriptive language, within a specific natural context and utilizing various natural methods.[6]

The research subject is the entity that will be subject to the research conclusions, namely the entire object, where there are several sources or informants who can provide information on issues related to the research being conducted. The research subjects were four principals of Pembina State Kindergartens in Banjarnegara Regency, namely: 1) Pembina State Kindergarten Banjarnegara, 2) Pembina State Kindergarten Mandiraja, 3) Pembina State Kindergarten Wanadadi, 4) Pembina State Kindergarten Madukara and twenty-four (24) teachers of Pembina State Kindergartens in Banjarnegara Regency.

The research locations were: 1) Pembina State Kindergarten Banjarnegara, Pucang Village, Bawang District, 2) Pembina State Kindergarten Wanadadi, Tapen Village, Wanadadi District, 3) Pembina State Kindergarten Mandiraja, Panggisari Village, Mandiraja District, 4) Pembina State Kindergarten Madukara, Madukara Village, Madukara District.

Data collection techniques were conducted through observation, interviews, and documentation during field research on data sources.

Data analysis techniques included: 1) Data collection in the field; 2) Data reduction; 3) Data presentation; 4) Conclusion drawing.

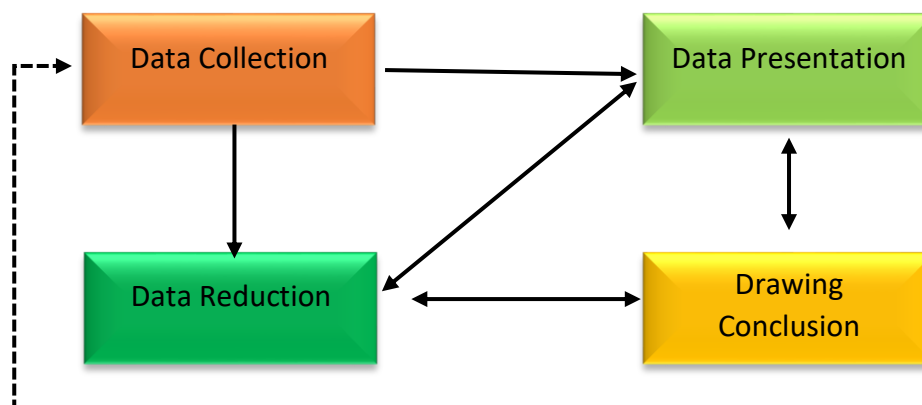


Figure 1. Milles and Huberman's Interactive Analysis Model [7]

### 3. RESULTS AND DISCUSSIONS

The implementation of the Principal's supervision in this case the Principal of the Banjarnegara Regency State Kindergarten, namely: 1) Banjarnegara State Kindergarten, 2) Mandiraja State Kindergarten, 3) Wanadadi State Kindergarten, 4) Madukara State Kindergarten through the professional competence of Kindergarten teachers in the learning process in Kindergarten classes obtained the following research results:

1. Kindergarten teachers must still possess professional teacher competencies, namely that professional teachers are teachers who have responsibility and a sense of collegiality supported by strong professional ethics. For this reason, teachers should have competency qualifications that include intellectual, social, spiritual, moral and professional competencies. Professional teacher performance is basically a manifestation of the professionalism of teachers who, consciously and directed to implement education both in school and outside of school.

Professional performance includes various dimensions in an integrated manner, namely philosophy, conceptual, and operational. Professional teacher maturity is characterized by the manifestation of teachers who have: (1) expertise, (2) a sense of responsibility, and (3) a high sense of collegiality. Professional teachers are those who have expertise both regarding the scientific material they have mastered and their methodological skills. The expertise possessed by professional teachers is obtained through a process of education and training that is specifically programmed and structured. In addition, a professional expertise has received formal recognition expressed in the form of certification, license, and accreditation from authorized parties, namely the government and professional organizations.

2. The supervision strategy of a Kindergarten Principal is to make supervision plans, implement supervision, and monitor/evaluate supervision.

#### a. Supervision planning

In the supervision planning stage, there are several things that must be done, namely setting goals that are oriented towards improving teacher performance, setting targets based on problems, setting targets according to the characteristics of the problem, preparing academic supervision procedures, determining resources (human, information, equipment, funds), communicating the academic supervision design, and preparing academic supervision guidelines.

#### b. Implementation of Supervision

Supervision must be carried out systematically and well-planned by the principal to ensure the initial goal of supervision, which is to provide guidance to teachers, is effective and efficient. In the field, the principal uses an observation sheet in the form of a module containing aspects to consider during the observation process. When observing teachers, the observation sheet is used as a teacher performance assessment tool or a teacher ability assessment sheet. The principal of TK Negeri Pembina carries out academic supervision democratically, respecting the preparation and learning activities carried out by teachers.

The principal of TK Negeri Pembina conducts academic supervision professionally, without involving personal matters in the teaching and learning activities carried out by teachers in the school/classroom. The principal of TK Negeri Pembina prepares a report on the implementation of academic supervision after supervising all teachers, both annually and semesterly. Every academic supervision is always monitored by the principal (TK Negeri Pembina), and the results are then evaluated.

Before beginning, the principal conducts pre-observations, such as checking teacher readiness and reviewing and studying the Lesson Plan (RPP) that will be taught to students. Pre-class visits conducted by the principal of TK Negeri Pembina include interviews and checking the completeness of the learning materials to be used by teachers.

### c. Supervision Evaluation

Supervisory evaluation is the stage of assessing each activity carried out, whether supervision is in accordance with the established objectives or not. To what extent the implementation carried out within the overall organizational process achieves results in accordance with the plans or programs that have been set in order to achieve educational goals. Supervisory evaluation is better known as follow-up. Follow-up is carried out if during the implementation of supervision after receiving input but the problem is still not resolved, the teacher concerned will be involved in scientific activities, such as KKG, workshops, training, seminars and others. This is done to improve teacher performance and also teacher knowledge.

3. Implementation of professional competency for teachers at Pembina State Kindergarten in Banjarnegara Regency. Initially, teacher performance before supervision was still unsatisfactory. Teacher performance was still unable to independently develop learning materials based on science and technology (IT/AI). This was evident in interviews with several sample teachers.

After teachers participated in activities that could improve teacher performance, the Principal of Pembina State Kindergarten followed up with the teachers who had participated in the training. The materials learned during the training can be implemented in school learning activities and shared with fellow teachers at the kindergarten. Thus, the training results can be beneficial for improving the performance of kindergarten teachers.

4. The results of the study indicate that the supervision activities of the Principal of Pembina State Kindergarten in Banjarnegara Regency have an impact on the effectiveness of learning carried out by teachers, both in terms of planning, process, and student learning outcomes. Learning outcomes can be seen from the completeness of teachers in preparing plans related to learning such as the preparation of lesson plans, prota, promes, learning evaluation tools.

Some teachers who previously only made lesson plans by copying or pasting, have now started to prepare their own lesson plans that are adjusted to the conditions of their respective Pembina State Kindergartens. Where the preparation of these learning tools has a positive impact on the implementation of learning and learning outcomes both in the classroom and outside the classroom (related to the character and habits of students at school/kindergarten).

State Kindergarten teachers are able to improve the learning process, focusing on four competencies: planning teaching and learning programs (creating lesson plans), implementing and leading/managing the teaching and learning process, assessing progress, and mastering the subject matter. This is evidenced by the sample results from the teacher questionnaire (Appendix).

Supervision is an integral part of the entire educational administration process, primarily aimed at developing the effectiveness of kindergarten principals in carrying out their primary educational duties. Based on this theory, the principal's academic supervision focuses on academic issues, specifically those directly related to the learning environment during the student learning process.

This means that academic supervision is a series of coaching activities that assist teachers in improving the quality of their teaching, which has implications for improving student learning outcomes. Student learning outcomes tend to be the result of correct, continuous, periodic, innovative, and democratic academic supervision, which will enhance the effectiveness of teacher learning in the classroom, thereby improving student learning outcomes.

## 4. CONCLUSIONS

The implementation of professional competencies by public kindergarten teachers is to support children's development and learning, build relationships with families and the community, observe, document, and assess, teach, and learn. Therefore, the implementation of kindergarten principal supervision through teacher professional competency can be effective in improving student learning processes and outcomes.

Student learning processes and outcomes can be improved through supervision by the principal of a public kindergarten. The principal provides effective academic supervision to teachers by creating a conducive and enjoyable work environment, nurturing teachers, and providing time for consultations regarding teachers' needs to improve their professional competency, thereby improving student learning outcomes in the learning process.

1. Suggestions for kindergarten principals and kindergarten teachers are as follows: For the Head of Pembina State Kindergarten; 1) should arrange a supervision program in accordance with educational management so that it can run well and according to the targets to be achieved; 2) Always improve their ability in terms of understanding everything that happens in supervision activities; 3) Provide time to be able to carry out observations and class visits regularly and optimally; 4) Should provide the same approach to all teachers so that teachers feel motivated and are not afraid to exchange ideas when they experience difficulties in learning.
2. For Teachers; 1) There is no need to feel burdened and also consider supervision as something scary because basically supervision is a form of coaching for teachers' professional competence, 2) Teachers should always improve their teaching performance such as in preparing learning administration such as Prota, Promes,

Syllabus, RPP, Assessment and also improving the quality of effective and efficient learning after supervision is carried out by the Kindergarten Principal.

## REFERENCES

- Law of the Republic of Indonesia No. 20 of 2003, Article 1, Paragraph 14
- Arikunto, Arikunto, Suharsimi. 2014. Fundamentals of Supervision. Jakarta: PT. Rineka Cipta
- Eliason, Rockoff. 2004. Practical Guide to Early Childhood Curriculum. New York: Merrill Print of Macmillan College.
- Bahri, 2022, Learning Methods for Children's Play in the Senses Garden According to the Thoughts of Ki Hajar Dewantara. [Online]. Available: <https://repository.uin-suska.ac.id/61710/>
- Sugiyono. 2020. Quantitative, Qualitative, and R&D Research Methods. Bandung: Alfabeta.CV
- Moleong Lexy J. 2016. Qualitative Research Methodology. Bandung: RemajaRosdakarya
- Miles and Huberman. 2014. Qualitative Data Analysis Methods Sourcebook. United States, Sage Publications, Inc.  
chromeextension://efaidnbmnnnibpcajpcglclefindmkaj/https://staff.universitaspahlawan.ac.id/web/upload/materials/2796-materials.pdf, 2020. Professional Competence of Kindergarten Teachers.
- Edi Elisa. 2016. Understanding Learning. [online]. Available: <https://educhannel.id/blog/artikel/pengertian-pembelajaran.html>. Published January 5, 2024.
- Salma. 2023. Research Subjects: Characteristics, Functions, and Examples. [online]. Available: <https://penerbitdeepublish.com/subjek-penelitian/>.
- Wardhana I. Pandu V. U. Pratiwi. 2020. The Taman Siswa Education Concept as the Basis for the National Education Policy of Freedom to Learn in Indonesia. Pros. Semin. Nas., pp. 232–242, [Online]. Available: <https://j.ustjogja.ac.id/index.php/semnas2020/article/view/7550>.