



# Implementation of the Academic Supervision Model of Collaboration to Improve Pedagogical and Professional Competence of Early Years Teachers in Semarang City

Lita Latianaa<sup>(✉)</sup>, Sularti Dewanti Sri Handayani, and Akaat Hasjiandito

Department of Early Childhood Teacher Education, Faculty of Education, Universitas Negeri Semarang, Semarang, Indonesia

{lita\_unnes,dewanti,akaat}@mail.unnes.ac.id

**Abstract.** Competence owned by teachers has a great effect on the quality of the learning process carried out because teacher's competence can determine their performance in teaching and learning activities to facilitate students in achieving success in learning. One of the activities carried out in an effort to improve teacher quality is through academic supervision activities. Collaborative academic supervision is essential to achieving teacher's professional development, and supervision helps achieve the effective goals of early childhood education. The research objective was to analyze the effectiveness of the academic supervision model of collaboration to improve pedagogical and professional competencies of early years teachers and to analyze pedagogical and professional competencies of early years teachers in semarang city before and after the implementation of the academic supervision model of collaboration. The approach of this research was mixed methods using sequential mixed methods. The data collection techniques used observation, questionnaires and documentation, and the data analysis consisted of quantitative and qualitative data analysis. This research was conducted in two kindergarten institutions; the state owned kindergarten of kintelan semarang city and al azhar kindergarten of banyumanik. The results obtained from this research activity showed that collaborative academic supervision is effective in increasing pedagogic and professional competencies of early years teachers. After the kindergarten institutes conducted the academic supervision of collaboration, teachers' competencies experienced an increase of 0.57 or at a moderate level.

**Keywords:** academic supervision · collaboration · teacher competence

## 1 Background

National Education System is the entire components of education closely interrelated to achieve national education goals. The education components, according Tirtarahardja [1], include the elements of education input, process, and output. Education inputs consist of raw input (students, basic education and educational objectives), instrumental input (educators, curriculum, facilities, and educational infrastructure), and environmental

input (natural, social, economic, cultural and educational policies in local, national and international level). The educational components play an important role in education process. When one component does not exist, educational process will not run so that educational objectives cannot be achieved.

One of the components that plays the main role is educator or teacher who is an important instrument in the course of education process. Teacher has a position as a functional technical implementer who is the spearhead of education implementation. In Law Number 20 of 2003 concerning National Education System, Law Number 14 of 2005 concerning Teachers and Lecturers, PP No. 74 of 2008 concerning Teachers, teachers are defined as professional educators with the main tasks of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education on formal education pathways, primary education, and secondary education. Teachers in Early Childhood Education (ECE) play a role as mentors or facilitators, not merely transferring knowledge, because knowledge cannot be transferred from teacher to pupils without the activity of the pupils themselves.

Teacher as a professional educator in schools is one of the determining factor of success or failure in efforts to improve the quality and innovation of education [2]. The implementation of teacher tasks is currently growing because teachers play a strategic role in the field of education, especially in an age where knowledge and technology and the dynamics of change in society are growing rapidly. The quality of teachers, especially for Early Childhood Education (ECE) teachers, can be measured by the ability of educators to actualize four competencies as professional educators. It is stated in Law Number 14 of 2005 concerning Teachers and Lecturers Chapter IV Article 10 which explains that "Teacher competencies referred to in article 8 include pedagogic, personality, social, and professional competencies obtained through professional education". Therefore, it is generally believed that, in carrying out the teaching profession, teachers need to improve their skills on an ongoing basis so that they can have implications for teachers who are expected to develop competencies and various skills in teaching [3].

The role of teachers as professional educators in carrying out their obligations and responsibilities must have four competencies. The first competency is that teacher pedagogical competence which includes the ability to be able to understand the characteristics, needs, and development of students based on the principles and appropriate learning strategies to be applied in teaching and learning activities by creating interactive, fun, challenging learning situations and motivating students to actively participate by utilizing various learning media as well as implementing learning procedures in accordance with the curriculum and implementing procedures for evaluating learning processes and outcomes [4].

Second, in personality competence, teachers are required to be able to show themselves as persons with noble, authoritative, wise, and honest characters in order to be an example for students and the surrounding community by having an attitude and commitment to the profession and upholding the ethical code of educators [4]. Third, the social competence of teachers includes the ability to support the implementation of their duties to be open, objective and non-discriminatory, to be able to communicate effectively, and to be able to adapt to local socio-cultural conditions [4]. Fourth, the professional

competence of teachers includes the ability to master the substance of child development aspects, to acquire the concepts and theories of child development, and to integrate various fields of development with everyday life [4].

The competency of teachers has a significant effect on the quality of the learning process carried out because teachers' competence can determine their performance in teaching and learning activities to facilitate students in achieving success in learning. This is consistent with the research conducted Francisca and Ajisuksmo [5] on "The Relationship Between Moral Knowing, Moral Feeling, and Moral Behavior in the Four Basic Competencies of Teachers" which state that the competencies inherent in teachers in implementing learning process largely determine academic and non-academic progress of learners because the ability of teachers in teaching and learning is the main pillar in improving the quality of education. This illustrates that teachers become an important element as the spearhead in education in schools. The other studies related to the competency of Early Childhood Education (ECE) teachers state that competence is very important to be possessed by early years teachers in carrying out their duties so that teachers have the skills and understanding of children's development that can have implications for appropriate material and use of learning methods to the stage of child development ([6–9]).

In addition, academic qualifications and teaching experience are part of professional teacher. When this is still minimal, it has an impact on the low ability of teachers in ECE learning ([10–12]). In other hand, Hasanah [13] in his research on professional competence of teachers states the impact that occurs when low competency of teachers causes learning to be less than optimal, less effective and efficient implemented learning, less comfortable and enjoyable learning, and less innovative, dynamic, and productive learning outcomes. From the results of the research presented show that academic qualification of teachers in accordance with the field of early childhood education is important to have as the main asset in carrying out their duties as educators and facilitators to help develop all the potential, growth and development in children in the environment of early childhood education.

The problems of national education, especially at the level of Early Childhood Education (ECE), are quite a lot. One of which is the problem of the educator as an important component in education. In educator qualifications, there are still many teachers who do not meet the standards required by the government ([14, 15]) through the Republic of Indonesia's Minister of Education and Culture Regulation No. 137 of 2014. The regulation states that Early Childhood Education (ECE) teachers must have the educational background of bachelor/ equivalent in the field of early childhood education and other education relevant to the early childhood education system or psychology obtained from an accredited study program and have a early years Teacher Professional Education Certificate (PPG) from an accredited tertiary institution. In addition, the reality on the ground is that currently early childhood education in Indonesia is not evenly distributed, and teacher certification cannot even guarantee the quality of teachers [16].

Based on the data from the Ministry of Education and Culture, nationally in the academic year 2018/2019, the number of Kindergarten (TK) teachers grouped by the last education was 163,071 educators with 1.81% have an elementary school (elementary) or junior high school (equivalent) education, high school / equivalent of 21.27%, diploma

(D1, D2, D3) of 6.65%, and the remaining 70.17% have the last education of Diploma-4 / Bachelor.

One of the activities carried out in an effort to improve the quality of ECE is through educational supervision activities. Adu et al. [17] suggest that many countries around the world have tried to restructure school supervision services to improve the quality of education. In line with Sahertian [18] which says that education supervision or educational supervision is nothing but an effort to provide services to stakeholders educational, especially to teachers both individually and in groups in an effort to improve the quality of learning. Therefore, supervision is very important in the development of each educational program as an action to provide assistance and improvement to teachers in order to improve their professionalism.

The results of revealed the practice of supervision carried out had a significant positive impact on achieving the goals of early childhood education programs. Collaborative academic supervision is essential to achieving teacher's professional development, and the supervision helps achieve the effective goals of early childhood education. The collaborative supervision model is more effective in providing services and assistance to teachers because the supervision is carried out in accordance with the principles of supervision, Then, the substance is determined jointly between the supervisor and teacher. The use of this collaboration supervision model will affect the professionalism of teachers. The findings show that supervision is a useful activity, and teachers feel that supervisors are there to serve them and help them become more effective teachers [19].

On the other hand, academic supervision is a series of activities helping teachers develop their ability to manage learning process to achieve learning objectives. An academic supervision program for early years teachers needs the presence of good and effective planning and is able to be a solution for the obstacles encountered in implementing the program. It is necessary to have a solution to some of the constraints on the ability of supervisors by applying various supervision techniques and the availability of time in monitoring learning process and classroom observation. The collaboration-based academic supervision model is expected to be able to solve the problem of academic supervision so far so as to improve the pedagogical and professional competence of early years teachers.

## **2 Research Method**

The approach of this research was mixed methods with the strategy of sequential mixed methods. The data collection techniques used observation, questionnaires and documentation, and the data analysis consisted of quantitative and qualitative data analysis. This research was conducted in two kindergarten institutions; the State Owned Kindergarten of Kintelan Semarang City and Al Azhar Kindergarten of Banyumanik.

## **3 Results and Discussion**

### **3.1 Research Results**

The data collection activities in the collaborative academic supervision research were carried out in two institutions; the State Owned Kindergarten of Kintelan Semarang City

and Al Azhar Kindergarten of Banyumanik.. The reason for choosing the State Owned Kindergarten of Kintelan was that the Kindergarten is a State Kindergarten and is a Builder at Semarang City level or as a pilot for other Kindergartens. Judging from the component of teachers in the institution, it fulfilled the requirements for implementing collaborative supervision practices with the presence of principals, senior teachers and professional teachers. Then, the second kindergarten was Al Azhar Kindergarten because it was the pre-eminent Kindergarten in Semarang City. The institution was already well-known by the community and became a reference for other Kindergartens. The other reason to choose the Al Azhar Institute was because it had implemented a STEAM-based learning system (science, technology, engineering, art and mathematics) which is a new model in ECE institutions. The teachers in this institution were very open with new information and responses to new policies from the government and had high motivation to learn new things, so it was appropriate as a place for the collaboration-based academic supervision.

The study was conducted for approximately three months. The stages of the activities carried out were conducting focus group discussions on technical implementation of supervision with the principal, exploring information on learning problems from supervised teachers, supervising class visits, supervising classroom observations, discussing the results of supervision, and determining follow-up. The full explanation is explained as follows:

### **3.1.1 Focus Group Discussion on the Implementation of Supervision**

This FGD activity was carried out in an institution that would implement collaborative academic supervision. The FGD time was before the supervision was carried out with the aim of determining the teachers who becomes the supervisor. In this case, the supervisor was the principal and the teacher was appointed by the principal because of his competence. The FGD also determined the teachers who would be supervised, and the selected teachers were the teachers who had the problems or obstacles in teaching and learning activities in class and needed help from the supervisor.

### **3.1.2 Exploring the Learning Problems of Supervised Teachers**

The advantage of the collaboration supervision is the opportunity for supervised teachers to express their problems in teaching and learning activities. The teacher's problem was written in the instrument that had been provided so as to document all supervision administrative activities. The purpose of this process was to make the supervision right on target according to the needs of the teachers and to improve learning.

### **3.1.3 Supervision with Class Visit Techniques**

After knowing the problems of the supervised teachers, the Supervisor conducted the supervision activities of class visits to see the overall learning and documented them with the instruments that had been provided.

### 3.1.4 Supervision Using Observation Techniques

Following the supervision of class visits, the supervisors (principals and senior teachers) conducted supervision activities using observation techniques. This technique was to see in detail the stages of learning activities undertaken by the teachers and put more emphasis on the teacher's problems. The instrument for assessment had been developed by the researchers.

### 3.1.5 Discussion of Supervision Results

After conducting two supervision techniques, class visits and observation, the next step was discussing the results of supervisor observation. The technique was: the supervisors (principal and senior teacher) met the supervised teachers. The supervisors conveyed observations and provided input to the teachers. The teachers were also given the opportunity to present the problems and arguments based on the learning that had taken place. The input from the supervisors will be useful for the teachers, and the supervisors had also formulated various solutions for the teachers. It is hoped that with this collaborative model the teacher's problem in learning will soon be resolved, and supervision will be more precised.

### 3.1.6 Follow-Up of Supervision Results

This follow-up was advice and recommendations from the supervisors given to the teachers to overcome the teachers' problems in learning.

The Effectiveness of the Academic Supervision Model of Collaboration in Improving Pedagogical Competence of Early Years Teachers in Semarang City.

Collaboration-based academic supervision had been implemented in two kindergartens in Semarang City. The model that had been implemented was then measured whether it can improve the pedagogical competence of early years teachers or not. The researchers collected the data related to the impact after the supervision was completed and asked the principal and senior teacher to assess whether the supervised teachers experienced an improvement in pedagogical competence after the supervision.

The followings are the observational data made by the principal and senior teachers on the pedagogical competency of early years teachers in Semarang City (Table 1).

From these data, they were then analyzed using the spss application. The analysis technique used was one sample t test because the researchers had set a value of 80 as an indicator of teacher improvement in learning activities. The proposed hypothesis was:

Ho:  $\mu_1 < 80$  (rata-rata kemampuan guru kurang dari 80)

Ha:  $\mu_1 > 80$  (the mean of teacher ability more than 80).

The results of the analysis show that the value of sig (0.004) is less than 0.05. Then, Ho is rejected, and Ha is accepted which means that the average teacher's ability is more than 80. Therefore, it can be concluded that the collaborative supervision is effective to improve the pedagogical competence of early years teachers in Semarang City.

The Effectiveness of the Academic Supervision Model of Collaboration in Improving Professional Competence of Early Years Teachers in Semarang City.

**Table 1.** The Data Of Early Years Teacher’s Pedagogical Competency

No	Indicator	Score
1	Mastery of student characteristics	90
2	Mastery of learning theories and principles	85
3	Mastery of curriculum	85
4	Educating development activities	80
5	Mastery of ICT for learning	90
6	Development of learner potential	90
7	Communication skills	85
8	Ability to evaluate learning	80
9	Utilization of learning outcome evaluation	85
10	Reflective actions and improvement in te learning quality	80
<b>Mean</b>		<b>85</b>

**Table 2.** The Data Of Early Years Teachers’ Professional Competency

No	Indicator	Score
<b>1</b>	Mastery of scientific material	90
<b>2</b>	Mastery of competency standards	90
<b>3</b>	Development of learning materials	85
<b>4</b>	Development of sustainable professionalism	85
<b>5</b>	Utilization of ICTs for communication and personal development	90
<b>Mean</b>		<b>88</b>

In addition to pedagoical competencies, the researchers also measured the professional competencies of early years teachers in Semarang City. The data were taken by the principal and senior teachers using observation technique. The followings are the professional competencies of early years teachers (Table 2).

From the data, it was then analyzed using the SPSS application. The analysis technique used was one sample t test because the researchers had set a value of 80 as an indicator of teacher improvement in learning activities. The proposed hypothesis was:

- Ho:  $\mu 1 < 80$  (mean of teacher ability less than 80)
- Ha:  $\mu 1 > 80$  (mean of teacher ability more than 80).

The results of the analysis show that the value of sig (0.003) is less than 0.05/ Then, Ho is rejected, and Ha is accepted which means that the mean of teacher’s ability is more than 80. Therefore, it can be concluded that collaborative supervision is effective to improve the professional competence of early years teachers in Semarang City.

**Table 3.** Pedagogical Competency Of Early Years Teachers

No	Value	Kintelan Kindergarten		Al Azhar Kindergarten	
		<i>Pre test</i>	<i>Post test</i>	<i>Pre test</i>	<i>Post test</i>
1	Mean	69	83	71	87

**Table 4.** Professional Competency Of Early Years Teachers

No	Value	Kintelan Kindergarten		Al Azhar Kindergarten	
		<i>Pre test</i>	<i>Post test</i>	<i>Pre test</i>	<i>Post test</i>
1	Mean	72	88	72	88

**Table 5.** Test For The Pedagogical Competence Improvement Of Early Years Teachers

Institution	Test	Mean	T	Sig (2-tailed)
<b>Kintelan Kindergarten</b>	Pair 1 PretesEks- PostEks	14,00	4,58	,001
<b>Al Azhar Kindergarten</b>	Pair 1 PretesEks- PostEks	16,00	4,00	,003

Pedagogic and Professional Competencies of early years Teachers Before and After the Implementation of the Supervision Model of Collaboration.

After analyzing the effectiveness of collaborative supervision to pedagogic and professional competencies of early years teachers, an analysis of changes or the improvement of the teachers' pedagogic and professional competencies was conducted before and after the collaboration supervision treatment. The followings are the data presented from the data collection (Tables 3 and 4).

The mean shows that the pedagogical competence after the collaboration-based academic supervision treatment was better than before supervision treatment. In Kintelan State Kindergarten, the mean before the treatment was 72, and after the treatment was 83. In Al Azhar Kindergarten, the mean before the treatment was 74, and after the treatment was 87.

Based on the table above, it can also be explained that the professional competence after the academic supervision treatment of collaboration was better than before the supervision treatment. In Kintelan State Kindergarten, the mean before the treatment was 72, and after the treatment was 88. In Al Azhar Kindergarten, the mean before the treatment was 74, and after the treatment was 88.

The significance of the improvement in the pedagogical competence of early years teachers can be seen from the results of the analysis using paired samples t-test as listed in the Table 5.



**Table 6.** Test For The Professional Competence Improvement of Early Years Teachers

Institution	Test	Mean	T	Sig (2-tailed)
<b>Kintelan Kindergarten</b>	Pair 1 PretesEks-PostEks	16,00	6,53	,003
<b>Al Azhar Kindergarten</b>	Pair 1 PretesEks-PostEks	16,00	6,53	,003

**Table 7.** Normalized Gain Value

No	Teacher	Institution	Gain Value			
			Pedagogical		Professional	
1	Teacher 1	Kintelan Kindergarten	0,33	Medium	0,57	Medium
2	Teachers 2	Kintelan Kindergarten	0,46	Medium	0,57	Medium
3	Teachers 3	Al Azhar Kindergarten	0,64	Medium	0,57	Medium
4	Teachers 4	Al Azhar Kindergarten	0,33	Medium	0,57	Medium
<b>Mean</b>			<b>0,44</b>	Medium	<b>0,57</b>	Medium

In Kintelan Kindergarten in Semarang City, the testing for the pedagogical improvement obtained  $t_{count} = 4.58$ , with  $p = 0.001 < 0.05$ , which means that there is a significant increase in pedagogic competence. Likewise, in Al Azhar Kindergarten, testing pedaogik competency improvement obtained  $t_{count} = 4.00$  with  $p = 0.003 < 0.05$  which means that there is a significant increase in pedagogical competence.

The significance of early years teacher’s professional competency improvement can be seen from the results of the analysis using paired sample t-tests as listed in the Table 6.

In Kintelan Kindergarten in Semarang City, the testing for the professional improvement obtained  $t_{count} = 6.53$ , with  $p = 0.003 < 0.05$ , which means that there is a significant increase in professional competence. Likewise, in Al Azhar Kindergarten, testing pedaogik competency improvement obtained  $t_{count} = 6.53$  with  $p = 0.003 < 0.05$  which means that there is a significant increase in professional competence.

Meanwhile, to find out the criteria for increasing pedagogic and professional competence in Kintelan and Al Azhar Kindergartens can be seen from the gain values in the Table 7;

Based on the table, it can be seen the criteria for increasing pedagogic competence in Kintelan and Al Azhar Kindergartens obtaining the mean of 0.44, which is in medium criteria For the professional competence, it obtained the mean of 0.57, which is in medium criteria. It can be concluded that the academic supervision of collaboration can improve the teachers’ pedagogical and professional competencies in medium criteria.

### 3.2 Discussion

Supervision is a series of activities in helping teachers to develop their abilities in learning process in order to achieve learning objectives [20]. Supervision must be carried out in familial, cooperative and democratic conditions [21]. Teachers are entitled to the same opportunity from supervisors to be supervised, as suggested Mukhtar & Iskandar [22] that all teachers need and are entitled to supervision assistance.

Collaboration-based academic supervision is a supervision activity carried out jointly between supervisors, principals and senior teachers. This collaboration model is expected to explore the problems experienced by teachers factually so that the main goal of supervision to improve the weaknesses of teachers in learning activities is achieved and is expected to increase student achievement. Glickman [20] state that collaborative supervision is used when there is common knowledge to solve problems between teachers and supervisors. Slameto [23] says that the collaborative supervision approach is based on assumptions, propositions, actualization strategies which can be defined by providing feedback based on teaching observations.

The implementation of collaborative academic supervision consists of two supervision techniques; classroom visit and observation techniques. Masaong [24] states that through classroom visits supervisors / principals can find out whether teachers carry out learning process in accordance with the learning tools that have been prepared or not and see directly the ability of teachers teaching in class. Meanwhile, observation technique is a technique of supervising classroom observation conducted by the supervisor or principal observing teachers during learning activities [25].

The purpose of supervision is to overcome the problems of teachers in classroom learning activities. Teacher competence in learning becomes an important point to be the subject of supervision. The competencies are pedagogic and professional competencies. Pedagogical competence is an ability to manage student learning [26]. Early years teachers' pedagogic competencies as conveyed Wijaya [27] include an understanding of ECE philosophy and principles, understanding of students' growth and development, understanding of ECE transition program, understanding the role of play, understanding integrated curriculum development, learning environment, classroom management, and mastery of learning evaluation.

Based on the data obtained from the results of the study, they show that the pedagogical competence of ECE teachers after the implementation of collaboration supervision increased on a moderate scale. The pedagogic indicators used were mastery of student characteristics, mastery of learning theory and principles, mastery of curriculum, educational development activities, mastery of ICT for learning, potential development of students, communication skills, ability to evaluate learning, utilization of learning outcome evaluation, and reflective actions and improving the quality of learning [28]. Thus, it can be said that collaborative academic supervision was effective in increasing the pedagogical competence of ECE teachers.

The other component of this research was the professional competence of early years teachers. Siswoyo [29] explains that the components of professional competence are mastery of scientific material, mastery of competency standards, development of learning materials, continuous professional development and use of ICT for communication and self-development. These indicators were used as the guidelines for measuring

pedagogical competence in this study. The results obtained is that collaborative academic supervision can improve the professional competence of early years teachers. The teachers experienced an increase in competence on a medium scale. Therefore, it can be said that the academic supervision of collaboration is effective in increasing the pedagogical competence of early years teachers.

## 4 Conclusion

Based on the data obtained, it can be concluded that.

1. the academic supervision model of collaboration is effective in improving the pedagogic competence of early years teachers
2. the academic supervision model of collaboration is effective in improving the professional competence of early years teachers

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