



International Conference on Islam, Law, and Society  
(INCOILS) Conference Proceedings 2024

**DEVELOPING TEACHER'S PEDAGOGICAL COMPETENCE IN  
SPECIAL EDUCATION SCHOOLS BY LEARNING  
INSTRUCTIONAL**

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**ABSTRACT :**

The pedagogical competence of teachers plays a very important role in the success of the learning process and outcomes. This study aims to explore efforts to develop the pedagogical competence of non-formal special education class teachers through learning supervision. This research uses a qualitative approach. The research location is a Private Special School in Pacitan Regency. Data collection through interviews and documentation. The data analysis used includes data collection, data condensation, data presentation, and conclusion drawing. The results of this study indicate that learning supervision in developing teachers' pedagogical competencies involves planning learning supervision by forming a supervision team, analyzing the previous year's learning supervision, and preparing the learning supervision program planning documents. The implementation of learning supervision uses individual techniques, a collaborative approach, a scientific model, and applies democratic, scientific, cooperative, responsible, familial, constructive, and creative principles. Follow-up on learning supervision by providing training in the use of sign language and reading Braille, using learning media for children with special needs, understanding various characteristics of children with special needs, preparing learning devices, conducting workshops at school, and involving teachers in various workshops and training outside of school.

**Key words:** *Instructional Supervision, Pedagogic Competence, and Special Education.*

## INTRODUCTION

Education plays a very important role in the life of every individual and even a nation. The emphasis in educational development in the current era is on improving the quality of graduates. Saga, Laurensius Dihe and Wangdra, Yvonne (2023) Stating that quality education will be the main determinant in navigating the currents of national competitiveness. To produce quality graduates, it must be supported by an education system through the development of resources involved in the educational process. One of the resources that can be developed is teachers.

Teachers are an important figure in improving the quality of education because they directly interact with students in the teaching and learning process. To support this goal, qualified teachers who meet academic qualifications are needed. The academic qualifications of teachers are stipulated in the Indonesian Law (2005: 6) that academic qualifications are obtained through higher education in bachelor's degree programs or four-year diploma programs. Meanwhile, the quality of teachers can be improved by developing their competencies. Rahayu et al. (2020) state that competence is something that describes a teacher's qualifications. In agreement with Yusuf et al. (2020), competence is the knowledge, skills, and abilities needed to perform their duties.

The teacher's task in conducting learning must possess high competence, so that the teacher is able to master the character of the students, master learning theories and principles, develop the curriculum related to the subject they teach, conduct educational learning, facilitate the development of students' potential, communicate effectively, assess and evaluate the learning process and outcomes, utilize ICT, and engage in reflection for the improvement of learning quality. Barredo (2019) revealed that a teacher's competence in effectively conducted learning influences student learning. Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning teacher competency standards, states that the competency related to the management of learning activities is pedagogical competence.

Astriani and Alfahnum (2022) state that pedagogical competence is a competence related to a teacher's ability to manage their teaching. In agreement with Halawa (2023), pedagogical competence is a collection of knowledge skills necessary to manage effective learning and has the ability to plan and implement relevant, engaging, and interactive learning.

Along with the increasingly advanced development of education, the pedagogical competence of teachers cannot be ignored and must be continuously developed in order to play a maximal role, because pedagogical competence is essential for improving the quality of learning. Syahrial et al. (2019) emphasized the importance of continuously improving and developing teachers' pedagogical competence because it is something that is greatly needed. Afif et al. (2020) state that pedagogical competence plays a very important role in improving the quality of learning.

The pedagogical competence possessed by teachers will impact the process and outcomes of learning. Basinun et al. (2020) state that teachers who possess pedagogical competence will be able to manage learning effectively, so that the teaching and learning process can proceed effectively and the expected goals can be achieved. Susanto and Rachmadtullah (2019) state that when teachers possess pedagogical competence, the essence of educating children will be realized in the learning interaction. Desmita et al. (2021) stated that the success of the learning process is closely related to the pedagogical competence of the teacher because it is the main focus in determining the learning activities to be conducted.

The ability of a teacher to carry out their duties in the teaching and learning activities can certainly produce graduates of high quality in terms of cognitive, affective, and psychomotor aspects. A teacher in carrying out their duties has great potential for innovation, creativity, and developing their pedagogical competencies. Continuous and sustainable assistance and training with a systematic program are needed for teachers in educational institutions to develop various potentials to the fullest. Khun-Inkeeree et al. (2019) state that the improvement of teacher quality in learning is achieved through consistent teacher training conducted by the school.

One of the development programs that can be implemented to enhance teachers' pedagogical competence in schools is the implementation of supervision. Sitaasih (2020) states that in an effort to improve and enhance the learning process conducted by teachers, the principal is tasked with carrying out supervision activities. In agreement with Nafiah et al. (2019) that supervision must be conducted to help teachers utilize their potential optimally. Marzano et al. (2011) state that the purpose of supervision is to improve the skills of managing learning. Warlizasusi et al. (2020) state that supervision activities need to be conducted regularly in schools as one of the positive activities to improve teachers' competencies in the learning process.

Supervision is a form of service provided to assist, encourage, and nurture in order to develop the abilities and skills to perform their roles to the fullest. Dewodo et al. (2020) state that supervision is the provision of direction, guidance, and control by observing performance with the aim of aligning with plans and timeliness. Supervision related to developing teachers' abilities and skills in learning is called instructional supervision.

Learning supervision is a professional service that can develop teachers' competencies in managing learning. Sastradiharja (2017) stated that learning supervision is an activity that helps teachers improve their management of learning. Ahmed et al. (2021) Learning supervision as a continuous process aimed at teachers to improve teaching by providing facilities. Furthermore, Maisyaroh et al. (2021) state that the learning supervision program is the best way to develop teachers' competencies. Learning supervision itself aims to improve the quality of education through the development of teaching activities. The function of learning supervision is to improve the learning situation through the professional development of teachers (Masaong Kadim, 2013).

The task of learning supervision, in addition to being assigned to supervisors, is also assigned to school principals. A principal must conduct supervision at their school. The Regulation of the Minister of National Education of the Republic of Indonesia, Number 13 of 2007 concerning the Standards for School/Islamic School Principals states that one of the competencies of a principal is supervisory competence. In the dimension of supervisory competence, a principal must at least: 1) plan a learning supervision program to enhance teachers' professionalism; 2) conduct supervision of teachers using appropriate approaches and techniques; and 3) follow up on the results of learning supervision to improve teachers' professionalism. In the supervisory dimension, the principal is responsible for guiding teachers in preparing lesson implementation plans and ensuring the success of learning.

Supervision for the success and achievement of schools is closely related to the role of leadership. The leadership of the supervisor is what will color the efforts to develop the quality of learning. Supervisors must possess various prerequisite modalities before carrying out supervisory tasks. As stated by Glickman et al. (2013) the modalities of a supervisor are knowledge, interpersonal skills, and technical skills. The foundational knowledge relates to learning and supervision. Interpersonal skills will influence the acceptance of the supervised, and technical skills will strengthen the achievement of goals. The three complement each other; knowledge will underpin interpersonal skills and the supervisor's technical skills.

Ensuring the quality of learning is the supervisor's responsibility, therefore the supervisor must possess the modalities mentioned above. First, knowledge. Knowledge is not only related to supervision and learning. Supervisors need to understand the behaviors and expectations of teachers and schools. Supervisors must be aware that what teachers and

schools think can differ. Supervisors also need to understand the knowledge and maturity of teachers, as well as alternative problem-solving approaches in school supervision practices. Second, interpersonal skills. The supervisor's interpersonal skills relate to techniques and strategies for influencing individuals and groups. Therefore, the supervisor needs to study four interpersonal behaviors that influence and change the orientation of the supervisor-teacher relationship in schools. Third, supervisors need to have technical skills such as: observation skills, planning, assessing, and evaluating the learning process.

In addition to the modalities that are the main prerequisites for a supervisor as mentioned above, the principal's awareness of the importance of learning supervision is also very necessary. By recognizing the importance of supervision, the supervision activities will be carried out diligently and meticulously. Supervision activities are very strategic in efforts to improve teacher performance. Therefore, learning supervision activities are very important for all schools, including those categorized as high quality. From the results of learning supervision, it can be used as input and further guidance for teachers. For teachers, through supervision activities, they will receive guidance in selecting appropriate strategies, methods, or teaching techniques. For students, learning supervision activities can develop their potential and achievement motivation.

A supervisor must understand the demands of educational development and the dynamics of learning, including the development of learning theories. In today's learning world, attention to individual differences is increasingly being emphasized. Individual differences can be caused by many factors such as physical, intellectual, mental, economic, cultural, and so on. Individual differences in learning are encapsulated in the mission of education for all, multicultural education, or multiple intelligences, which are issues that accommodate individual differences. The development of learning supervision needs to focus on individual differences and their potential, so that supervisors can understand the existing dynamics and demands. As a consequence, supervisors must learn and even develop supervision instruments in carrying out their duties to adapt to developmental demands.

One of the YKK special schools in Pacitan Regency is an extraordinary school that has linear educators with extraordinary education degrees. However, on the other hand, there are also educators who are not linear or do not have extraordinary education degrees. This is because the school is lacking educators, so they recruit educators even if they have non-special

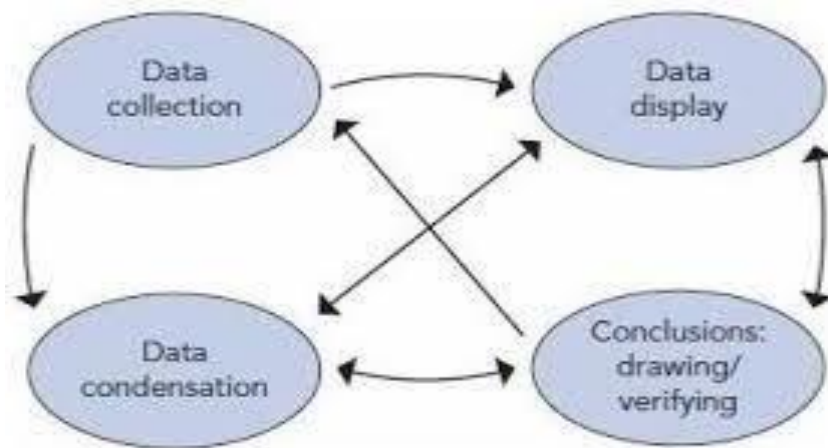
education backgrounds. Among the educators who do not meet the extraordinary education degree qualifications are one teacher with an English education degree, one teacher with an Indonesian language education degree, two teachers with guidance and counseling education degrees, and one teacher with a history education degree. All five teachers serve as classroom teachers.

Generally, classroom teachers at special schools (SLB) must meet the qualifications of extraordinary education graduates. However, at SLB YKK in Pacitan Regency, there are classroom teachers who do not meet the qualifications of extraordinary education graduates. As a result, the principal conducts training for these classroom teachers through learning supervision to develop their pedagogical competencies. The interest in the learning supervision conducted by the principal, which is the focus of this research, lies in its impact on the development of the teachers' pedagogical competencies. This enables teachers who do not have extraordinary education degrees to become classroom teachers for children with special needs. The researcher aims to analyze the efforts to develop the pedagogical competence of non-special education degree teachers through learning supervision

## **Methods**

The type of research is qualitative research using a case study approach. Sugiono (2019) states that qualitative research is a research method based on postpositivism philosophy used to study objects in their natural conditions. Yin (2019) reveals that the case study approach involves researchers striving to obtain a detailed picture of current phenomena and the interactions of specific social units as they are.

Data collection by conducting semi-structured interviews with data sources and documentation to support the interview results. The data analysis technique in this study is a qualitative data analysis technique based on the theory of Miles, Huberman, and Saldana, as explained by Sugiyono (2019), that the activities in qualitative data analysis are conducted interactively and continuously until completion, so that the collected data is saturated. The activities in conducting qualitative data analysis consist of data collection, data condensation, data presentation, and conclusion drawing (Miles et al., 2014), as follows:



**Figure 1.** Data Analysis Techniques

### Result

The learning supervision program conducted by the principal of SLB YKK involves planning, implementation, and follow-up. Planning is carried out to clarify the direction and objectives. The planning itself can be used as a reference in conducting supervision. The Ministry of Education and Culture of the Republic of Indonesia (2019) states that good supervision planning will assist school principals or supervisors in conducting learning supervision activities effectively, efficiently, meaningfully, and sustainably.

The planning of learning supervision implemented at SLB YKK includes: (1) Forming a learning supervision team, which is established to assist the principal in carrying out the supervision program. The learning supervision team consists of the principal, the vice principal for curriculum, administrative staff, and several teachers. (2) The principal and the supervision team review the implementation of supervision from the previous year to provide improvements and enhance the quality of the teachers' learning process. (3) The principal and the supervision team prepare a learning supervision program document that includes objectives, scope, schedule, and learning supervision instruments. These instruments are used to measure and assess learning activities, starting from pre-learning activities, core learning activities, and post-learning activities. (4) Socializing learning supervision to the teachers. The planning of learning supervision at SLB YKK, according to Daryanto and Rochmawati (2015), involves the preparation of documents, planning the monitoring of a series of learning activities, and assisting teachers in developing their ability to manage the learning process to achieve learning objectives.

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Learning supervision is conducted every semester or twice within an academic year. Learning supervision is carried out by the principal, the vice principal for curriculum, and senior teachers. Due to the large number of teachers and the principal often being on duty outside the city, the principal involves the vice principal for curriculum and senior teachers who have various experiences in conducting learning to assist in supervision.

Supervisors in conducting learning supervision must have principles that serve as guidelines for implementing their programs. The principles of learning supervision applied at SLB YKK Pacitan include; (1) the principle of cooperation where the principal develops joint efforts in sharing ideas, sharing experiences, providing support, and encouraging so that teachers feel they are growing together, (2) the scientific principle where supervision is carried out by the principal based on objective data, using instruments that can provide information as feedback, and conducted systematically, planned, and continuously, (3) the democratic principle by upholding deliberation and mutual acceptance of opinions, (4) the constructive and creative principle where the principal is able to nurture teachers in developing their potentials and creating a safe atmosphere, (5) the familial principle where supervision is carried out to improve learning by prioritizing family values in making various decisions, (6) the principle of responsibility, where the principal is responsible for the implementation of the supervision program. These principles are in accordance with the principles according to Mulyadi and Fahriana (2018) which include; (1) the scientific principle, (2) the democratic principle, (3) the cooperative principle, (4) the constructive and creative principle.

In addition to having principles, supervisors must also create an atmosphere free from fear, threats, and coercion. To protect teachers from these negative aspects, supervisors need to use an approach that aligns with the needs and characteristics of the teachers, thereby creating a conducive environment.



The learning supervision approach implemented by the principal at SLB YKK uses a collaborative approach. In this collaborative approach, teachers are expected to solve problems related to learning because they have extensive experience in learning activities. However, the supervisor also provides input to align the teacher's and supervisor's perceptions in solving problems, resulting in the best solutions. The supervisor also encourages various teacher creative solutions to problems. Mustaqim (2020) states that one of the approaches to learning supervision is using a collaborative approach.

The collaborative approach where teachers have the freedom to implement ideas that have received support from the principal or supervisor, and the supervisor encourages creative activities and experiments conducted by the teachers. This approach is suitable for teachers with moderate abilities, according to Glickman et al. (2013). Teachers with moderate levels of expertise, commitment, and development are very well-suited to the collaborative approach.

The implementation of learning supervision requires the supervisor's ability to choose the supervision technique, as it greatly determines the success or failure of the supervision implementation. The learning supervision technique applied uses the individual technique. By using the individual technique, it is possible to know in detail the implementation of learning carried out by the teacher, it is more effective because of the different abilities of the teachers, making it easier to identify various strengths and weaknesses of the teachers, the teachers feel comfortable, and not pressured. The technique is in accordance with the learning supervision techniques according to Wijaya et al. (2020) which states that supervision techniques can be classified into two, namely individual techniques and group techniques. Individual supervision techniques are used for teachers who have specific and personal issues, while group techniques are intended for teachers who have the same problems or needs and are gathered together (Mushlih and Suryadi 2018).

Supervisors must also have a conceptual framework or pattern in conducting supervision, which can be interpreted as a supervision model used as a guide in carrying out supervision. The learning supervision model applied at SLB YKK Pacitan is the scientific model. The learning supervision model applied has procedures from planning, implementation, follow-up, conducted continuously, systematically, using assessment instruments as measuring tools, and obtaining objective data from the actual condition of the teachers. The supervision model applied uses one of the three models according to Daryanto and Rochmawati (2015) namely the scientific model.

To have a tangible impact on the implementation of learning supervision, follow-up actions are taken to address various weaknesses of the teachers. The follow-up on learning supervision conducted to develop teachers' pedagogical competencies includes providing continuous guidance to non-degree PLB class teachers by assisting them in using learning media that meet the needs of children with

special needs (ABK), such as audio media, visual media, and audio-visual media. Additionally, teachers are guided in using sign language and reading Braille, which is held regularly twice a month, so that teachers can train students in reading Braille and using sign language, as well as communicate with ABK. The school principal also guides teachers in understanding the various characteristics of special needs students by providing directions and feedback.

In addition, the guidance from the principal, assisted by the vice principal, in preparing learning devices has increased teachers' knowledge and skills in planning, implementing, and assessing learning for children with special needs (ABK). The follow-up provided is in accordance with the Ministry of Education and Culture Regulation No. 16 of 2013, which states that the follow-up from learning supervision includes providing opportunities to participate in continuous professional development programs, and giving reinforcement and recognition to teachers who meet or exceed the standards

## **Conclusion**

The conclusion of this research can be stated that in developing teachers' pedagogical competencies, the principal conducts learning supervision through planning, implementation, and follow-up. The planning of learning supervision is carried out by forming a supervision team, analyzing the previous year's supervision, and preparing a supervision program planning document that includes objectives, scope, instruments, and a learning supervision schedule. The implementation of learning supervision using individual techniques, collaborative approaches, scientific models, and applying democratic, scientific, cooperative, responsible, familial, constructive, and creative principles. Follow-up on learning supervision by providing continuous guidance to teachers.

The coaching conducted includes using learning media that is appropriate for the disabilities of the students, such as audio media, visual media, and audio-visual media, guiding non-degree special education teachers in using sign language and reading Braille, guiding teachers to understand the various characteristics of students with special needs. Additionally, the principal, assisted by the vice principal for curriculum, guides teachers in preparing learning devices, thereby enhancing teachers' knowledge and skills in lesson planning, lesson implementation, and lesson assessment. Indirect coaching is conducted by organizing workshops at the school with speakers from outside the school and involving teachers in various workshops and training outside the school.

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