

## The Relationship Between Madrasah Head Supervision And Work Motivation On The Pedagogical Competence Of Public Madrasah Tsanawiyah Teachers In Asahan Regency

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### ABSTRACT

This research was conducted because teachers at the State Madrasah Tsanawiyah in Asahan rarely prepare lesson plans (RPP), are less active in conducting assessments, do not develop learning materials, and do not optimally explore student potential. In addition, there are problems related to teachers' low work motivation. Supervision conducted by the madrasah head is not very effective, because only a small proportion of teachers are supervised. The research method used in this study is a quantitative descriptive type of correlational study with a correlative study pattern by placing the research variables into two groups, namely the independent variable and the dependent variable. Before the research questionnaire is used to obtain data, content validity is first carried out, then tested to see the validity and reliability of the questionnaire. To test the validity, namely by calculating the correlation coefficient ( $r$ ) of the item with the total score. The item is said to be valid (valid) if the correlation value ( $r$ ) > the critical price of  $r$  product moment with a significant level of 5%. There is a significant relationship between madrasah head supervision and teacher pedagogical competence. This confirms the important role of supervision carried out by madrasah principals in improving teachers' pedagogical competence. The support, guidance and direction provided through supervision are proven to contribute positively to the improvement of teachers' pedagogical skills, which in turn can improve teachers' pedagogical competence.

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## INTRODUCTION

A quality learning process will become more structured into optimal goal achievement if it is supported by adequate, organized, orderly, and disciplined support. (Setyosari, 2014) In this context, improving teacher competence can occur because the system and supporting components have a uniform and aligned view. (Ramaliya., 2018) If this is successfully achieved, the quality of education will gradually reach the desired expectations. (Syarnubi, 2023) Seeking information without seeking advice from experts is likened to giving a pig jewelry such as diamonds, pearls, and gold. Although they are precious, beautiful, and charming, when given to a pig, they lose their value.

This statement shows that gaining knowledge without consulting experts is not productive. This emphasizes the importance for a teacher to have adequate pedagogical competence. (Syarnubi, 2019) Teachers should have the ability to understand valid and quality sources of knowledge and be able to manage the learning process effectively. (Abdullah, 2016) A teacher who has good pedagogical competence will be able to guide students towards true and deep understanding, so

that learning becomes more meaningful and meaningful for students.(Balqis, P., Usman, N., Ibrahim, 2014) In accordance with what is conveyed in the Qur'an surah Al-Hasyr verse 18. Teacher competence has always been the focus of attention of education experts, and from here a new paradigm of education emerges with concepts that are not necessarily fully realized.(Muslimin, 2023)

This is due to the imperfection of the subsystems of the existing system, which does not provide comprehensive support for education policies, human resources (teachers), and other institutions that do not pay serious attention to the world of education.(Manora, H., Safitri, M., Janna, M., Lestari, A., Albar, E., Mahkota, S., Aulia, 2024) Thus, improving teacher competence is not only an individual responsibility, but also the result of adequate system support and supporting components, which in turn will have a positive impact on the overall quality of the education system.(Hoesny, M. U., Darmayanti, 2021)

Regulation of the Minister of National Education Number 19 of 2007 explicitly states that teachers act as learning agents who motivate, facilitate, educate, guide, and train students to become quality human beings and be able to actualize human potential optimally(Rika, Murtafi'ah, 2022). To realize this, teacher competence is a crucial factor in improving the quality of education(Lafendry, 2020) Teacher pedagogical competence,(Syarnubi, 2022) as a set of abilities that teachers must have, is the key to performing teacher performance appropriately. However, achieving all of this is not easy, but requires the active role of various components of education.(Wulandari, R. S., Hendriani, 2021).

The above statement indicates that the success and failure of education is closely related to teacher performance.(Syarnubi, S., et al, 2023) Although this is understood, it is necessary to pay attention to the existence of teachers in the field and the reality of their lives(Rosliani, 2023). It is known that every problem in the world of education, especially those related to students, is always associated with the pedagogical ability of teachers(Saryati., 2014). Teachers are often the target of criticism if there are abnormalities in the education system, especially the increasing incidence of fights between students makes teachers the target of swearing in the community(Pratama, 2021). Meanwhile, the existence of teachers with all their problems does not receive serious attention, resulting in a gap.

Therefore, special attention from various parties who have an interest in the future of teachers needs to be prioritized, given the many factors that affect teacher performance(Susanto, 2012). The ability of teachers to carry out their duties and responsibilities in the learning process cannot be underestimated or just convey information(Kirom, 2017). All this shows that the challenge of improving the quality of education involves the role of teachers and the need for serious attention to the real conditions faced by teachers in the field (Ardila, Y. Tantangan YaP., Rigianti, 2023).

Competence is a collection of basic characteristics possessed by a person. These characteristics have a direct influence on an individual's ability to demonstrate excellent performance in their work(Pramularso, 2018). A teacher's competence involves basic characteristics possessed by a person, such as knowledge of teaching methods (pedagogic) in the subjects taught (professional), understanding of the social dynamics of society (social), and his personal traits in interactions with others (personality)(Zuhroh, 2022).

Teachers' pedagogical competence in implementing their duties and responsibilities in the learning process is not as easy as turning a palm or just conveying knowledge, but it is broader than that(Kurniawan, E. P., Hariyati, 2021). An educator who understands his duties and responsibilities, a teacher is equipped with basic knowledge about education, supported by training in teaching skills, and in the process he also learns how to carry out the attitudes needed in teaching. As a special individual, she combines knowledge, attitudes and teaching skills that she will pass on to her students(Syarnubi, 2020). A teacher who understands his role and responsibility is not only limited to the school environment, but also acts as a bridge between the school and the community.(Syarnubi, S., Mansir, F., Purnomo, M. E., Harto, K., & Hawi, 2021)

Teachers tend to influence the way they provide direction and education to their students based on who they are as individuals. That teachers should be able to understand the challenges

their students face in learning, as well as other issues that affect their lives.(Syarnubi, S., et al, 2024) This emphasizes the importance of the basic characteristics possessed by a teacher in understanding and responding to the needs and conditions of students in the learning process.

The main functions of a teacher can be summarized into four things, namely the teacher plans learning objectives, the teacher organizes various learning resources to achieve these objectives, the teacher leads by providing motivation, direction, and stimulating students, the teacher supervises everything to ensure that everything goes well in accordance with the objectives of national education. Based on the above opinions, teacher competence is a combination of mastery of knowledge, skills and attitudes that are essential for them to carry out their professional roles properly and effectively(Syarnubi, 2016).

Teachers must have a deep understanding of the subject matter being taught in order to explain concepts clearly to students. Furthermore, teaching, communication and classroom management skills are also required so that teachers can create a conducive learning environment and respond effectively to students' needs. However, in addition to knowledge and skills, teachers' attitudes also play an important role. A positive attitude, concern for students' development, passion for learning, and commitment to the profession.(Syarnubi, S., Syarifuddin, A., & Sukirman, 2023)

The duties and responsibilities of teachers in the teaching and learning process, namely: (1) the teacher as an example, (2) the teacher as a class manager, (3) the teacher as an intermediary and help, (4) the teacher as an assessor. These four duties and responsibilities need to be carried out optimally and consistently so that learning objectives can be achieved effectively and with quality. The duties of teachers as described by the researcher above are incorporated in what is called pedagogical competence. In simple terms, this pedagogical competence includes the teacher's ability to manage student learning, including understanding students, planning and implementing learning, evaluating learning outcomes, and developing student potential.

Pedagogical competence shown by teachers in their duties and responsibilities cannot be separated from various factors that influence it, one of which is supervision. With academic supervision, teachers get direct guidance in designing educational academic supervision programs and receive additional information to expand their knowledge. In addition, through academic supervision, teachers can share experiences with other teacher colleagues regarding the difficulties they face in improving pedagogical competence.

Ideally, a teacher's pedagogical competence should reflect the abilities needed to carry out his or her duties and responsibilities as outlined earlier(Syarnubi, 2023). This is important so that teachers can achieve a good level of professionalism. However, the reality in the field shows a difference between expectations and reality. Researchers found that there are still problems that arise, such as teachers who have a low level of competence. For example, teachers who are unable to prepare syllabus and lesson plans, unable to plan effective learning, unable to carry out assessments, or unable to use other learning media properly.

Teachers' pedagogical competence is not only influenced by their own willingness and ability, but also by various other factors around them. These factors include the leadership of the madrasah principal, the condition of the madrasah environment, student discipline, work culture in the madrasah, good planning, effective supervision, consistent implementation of tasks, and proper evaluation of teacher performance. In addition, supervision and work motivation play a significant role in improving teachers' pedagogical competence. Regularly conducted supervision can help teachers to evaluate and improve their performance. Motivation provided to teachers is also very important. Without adequate work motivation, teachers may not have the drive to develop themselves and improve their pedagogical skills.

Supervision is not just a supervisory process, but also a part of management that aims to improve the quality of learning. Good communication between teachers, madrasah principals and all members of the madrasah community allows collaboration in overcoming various challenges and obstacles that arise in the learning process. Thus, supervision not only has an impact on individual teacher performance, but also on the overall quality of learning in the madrasah.(Syarnubi, S., Alimron, A., & Muhammad, 2022).

In addition, the role of the madrasah principal as an educational supervisor is to provide direction, guidance and supervision of all educational and learning activities carried out by teachers. The principal always monitors the condition of classrooms, teachers' rooms, administrative rooms, and teaching staff rooms. This aims to gradually improve the quality and productivity of learning activities, whether carried out by the principal, classroom teachers, homeroom teachers, or personnel administration.

Principal supervision helps improve teacher competence by providing feedback, guidance and support as needed. Through consistent supervision, principals can identify where teachers need improvement and provide suggestions and additional training. In addition, principals should also motivate teachers, so that they feel recognized and encouraged to continue improving their performance. Thus, the supervision of madrasah principals not only ensures better learning quality, but also helps teachers to continue developing their pedagogical competencies (Syarnubi, S., & Fahiroh, 2024).

The success of teaching and learning activities in the madrasah is highly dependent on the success of the madrasah principal in managing teachers and staff. In that case, improving the behavior of madrasah teachers can contribute to increasing work productivity and efficiency. The madrasah principal will look successful if the madrasah successfully implements its role in educating. After making initial observations, it is known that the pedagogical competence of teachers is still low. This can be observed from various events, such as the lack of teachers' ability to master and develop the curriculum, as well as in exploring student potential. Therefore, the researcher conducted observations with several teachers at Madrasah Tsanawiyah Negeri in Asahan on May 09, 2024. During these observations, it was found that teachers rarely prepare lesson plans (RPP), are less active in conducting assessments, do not develop learning materials, and do not optimally explore student potential. In addition, there are problems related to teachers' low motivation. Supervision by the madrasah head is not very effective, because only a small number of teachers are supervised. Even if there is a problem, the solution must also involve the teacher directly.

Teachers' work behavior tends to stick to routine, with low work motivation. Moreover, they rarely get feedback on their competencies. School stakeholders seem to only focus their attention on teacher presence in class and giving instructions, without paying attention to other things that are also important. If this condition continues, it is feared that it will have a negative impact on the pedagogical abilities of teachers in the future. Therefore, significant improvements and collaborative efforts from all education stakeholders are very important to improve the quality of education in the madrasah (Fauzi, Muhammad, Amini Rizki Suci Lestari, 2023).

Based on the theory above, it is clear that madrasah head supervision has an influence on improving teaching and learning activities. In supervision activities, it is certain that the madrasah head takes motivational actions to improve teacher competence. Based on the facts that have been described, the researcher feels interested in conducting research on "The Relationship between Madrasah Principal Supervision and Work Motivation Towards Pedagogical Competence of State Madrasah Tsanawiyah Teachers in Asahan Regency". The problems in this study are limited to two factors that are thought to be dominantly related to teacher pedagogical competence, namely the factors of madrasah principal supervision and work motivation. Madrasah head supervision (X1) and work motivation (X2) as independent variables, while pedagogical competence (Y) as the dependent variable).

## METHODS

The research method used in this research is a quantitative descriptive type of correlational study with a correlative study pattern by placing the research variables into two groups, namely the independent variable and the dependent variable. This research was conducted at Madrasah Tsanawiyah Negeri in Asahan Regency. This research focuses on a limited population, which is a group that has clear boundaries in terms of quantitative numbers. The population in this study were 154 teachers of Madrasah Tsanawiyah Negeri in Asahan Regency. The research sampling was carried

out using proportional random sampling technique so as to determine the number of teachers sampled in each madrasah as follows:

MTs. Negeri 1 Asahan =  $64/154 \times 116 = 48$  People

MTs. Negeri 1 Asahan =  $90/154 \times 116 = 68$  People

The analysis techniques used are correlation and regression. The analysis approach is quantitative descriptive analysis, which describes what it is about a variable through numbers. Before the research questionnaire was used to obtain data, content validity was first carried out, then tested to see the validity and reliability of the questionnaire. The test was conducted on teachers who were not included in the respondents of this study. After the instrument is approved, it is then tested on the madrasah trial, to find out the extent to which the instrument carries out its function. To get the validity of the questionnaire, after the questionnaire has been tested, the results of the trial are analyzed using SPSS version 20.0 for windows.

To test the validity, namely by calculating the correlation coefficient ( $r$ ) of the item with the total score. Item items are said to be valid (valid) if the correlation value ( $r$ ) > the critical price  $r$  product moment with a significant level of 5%. And vice versa if the correlation value ( $r$ ) < the critical price of  $r$  product moment with a significant level of 5%, then the item is said to be invalid (invalid). All items in each instrument that have been tested for validity through the validity test, then tested again whether the instrument is reliable or not. The instrument is declared reliable if it has Cronbach Alpha greater than 0.6. Reliability testing in this study using the help of the SPSS version 20.0 for windows program

After the necessary data is collected using several data collection techniques, then the researcher performs data processing or analysis. To describe the data for each variable, descriptive statistics were used. The use of descriptive statistics aims to find the highest, lowest, mean, median, mode and standard deviation scores. Then arranged in a frequency distribution list and in chart form. To find out whether the research data already has a normal distribution, it is done using the chi squared formula, using the estimated Y line tool on X1 and the estimated Y regression line tool on X2, in this case a normality test is carried out using the SPSS version 20.0 for windows program

## FINDINGS AND DISCUSSION

### A. Data Description

This data was taken by distributing questionnaires to 116 respondents. Where the questionnaire is composed based on the theory of madrasah head supervision, work motivation, and teacher pedagogical competence. The questionnaire was developed with a Likert scale. It can be seen that the madrasah head supervision variable gets Mean 75.92, median 76, mode 76, SD 5.297, Variant 28.055, and a total score of 8807. The work motivation variable obtained Mean 94.08, median 94.50, mode 92, SD 6.771, Variance 45.846, and total score 10913. For the teacher pedagogical competence variable Mean 79.78, median 80, mode, SD 3.813, Variance 14.536, and total score 9255. This value means that the closer the mean, median, mode, and standard deviation values are, the data is normally distributed.

#### 1. Frequency Distribution of Madrasah Head Supervision Variables (X1)

That the frequency of the madrasah head supervision variable lies in the interval 62-65 with a frequency of 3 people (2.6%), interval 66-69 with a frequency of 10 people (8.6%), interval 70-73 with a frequency of 20 people (17.2%), interval 74-77 with a frequency of 44 people (37.9%), interval 78-81 with a frequency of 23 people (19.8%), interval 82-85 with a frequency of 11 people (9.5%), interval 86-89 with a frequency of 3 people (2.6%). interval 90-93 with a frequency of 2 people (1.7%).

#### 2. Frequency Distribution of Work Motivation Variables (X2)

That the frequency of work motivation variables lies in the interval 79-82 with a frequency of 7 people (6%), interval 83-86 with a frequency of 9 people (7.8%), interval 87-90 with a frequency of 14 people (12.1%), interval 91-94 with a frequency of 28 people (24.1%), interval 95-98 with a frequency of 29 people (25%), interval 99-102 with a frequency of 19 people (16.4%), interval 103-106 with a frequency of 5 people (4.3%). interval 107-110 with a frequency of 5 people (4.3%).

### 3. Frequency Distribution of Teacher Pedagogical Competence Variables (Y)

That the frequency of teacher pedagogical competence variables lies in the interval 67-69 with a frequency of 4 people (3.4%), interval 70-72 with a frequency of 3 people (2.6%), interval 73-75 with a frequency of 3 people (2.6%), interval 76-78 with a frequency of 21 people (18.1%), interval 79-81 with a frequency of 46 people (39.7%), interval 82-84 with a frequency of 30 people (25.9%), interval 85-87 with a frequency of 9 people (7.7%).

## B. Variable Tendency Test

### 1. Madrasah Head Supervision Variable Tendency Test (X1)

Furthermore, the determination of the tendency of the variable can be known through the minimum value ( $X_{min}$ ) = the lowest score of variable X1 and the maximum value ( $X_{max}$ ) = the highest score of variable X1 of 30 questions is known to be 64 and 92, then further looking for the ideal average value ( $M_i$ ), namely  $(1/2 (X_{max} + X_{min}))$  obtained a value of 78 Ideal standard deviation ( $SD_i$ ), namely  $(1/6 (X_{max} - X_{min}))$  obtained a value 4. 666 rounded to 5. From these calculations, it shows that in the high category there are 12 people (10.3%), in the medium category 79 people (68.1%) and in the low category 25 people (21.6%). So it can be concluded that the tendency of madrasah head supervision is in the high category, namely (10.3%), medium category (68.1%) and low category (21.5%).

### 2. Work Motivation Variable Tendency Test (X2)

Furthermore, the determination of variable tendencies can be known through the minimum value ( $X_{min}$ ) = the lowest score of variable X2 and the maximum value ( $X_{max}$ ) = the highest score of variable X2 of 30 questions known to be 79 and 110, then further looking for the ideal average value ( $M_i$ ), namely  $(1/2 X_{max} + X_{min})$  obtained a value of 94 Ideal standard deviation ( $SD_i$ ), namely  $(1/6 X_{max} - X_{min})$  obtained a value of 5.166 rounded to 5.

Based on these calculations, it shows that in the high category there are 29 people (25%), in the medium category 64 people (52.2%) and in the low category 23 people (19.8%). So it can be concluded that the tendency of work motivation is in the high category, namely (25%), the medium category (52.2%) and the low category (19.8%).

### 3. Teacher Pedagogical Tendency Test (Y)

Based on these calculations, it shows that in the high category there are 85 people (73.3%), in the medium category 24 people (20.7%) and in the low category 7 people (6%). So it can be concluded that the tendency of work motivation is in the high category, namely (73.3%), medium category (20.7%) and low category (6%).

## C. Analysis Requirement Test

### 1. Normality Test

#### a. Power Normality Of Madrasah Head Supervision Variables (X1)

This test was carried out using SPSS 20.0 for windows. Where the data on the madrasah principal supervision variable gets a mean of 79.92, median 76, mode 76, std. deviation 5.297, variance 28.055, and total score 8807. Because the distance between the mean, median, and mode does not exceed the standard deviation, the madrasah head supervision data can be declared normally distributed.

#### b. Normality Of Work Motivation Variable Data (X2)

Test the normality of work motivation variable data using SPSS 20.0 for windows. Where the work motivation variable data gets a mean of 94.08, median 94.50, mode 92, std. deviation 6.771, variance 45.846, and total score 10913. Therefore, the distance between the mean, median, and mode does not exceed the standard deviation, so the work motivation data can be declared normally distributed..

#### c. Normality Of Teacher Pedagogical Competence Variable Data (Y)

His test was carried out using SPSS 20.0 for windows. Where the teacher pedagogical competence variable data gets a mean of 79.78, median 80, mode 79, std. deviation 3.813, variance 14.536, and total score 9255. Based on the information above,

the X1, X2, and Y variables are normally distributed. For more details, we will test normality with Kolmogorov-Smirnov. In this test, what we will test is the unstandardized residual value (Res-1) for the regression equation of the relationship between madrasah head supervision and work motivation on teacher pedagogical competence. After getting the unstandardized residual value (Res-1)).

#### d. Linearity Test

The linearity test is carried out to determine whether or not the relationship between the independent variable and the dependent variable is linear, which is a requirement for using statistical techniques, so what is considered or tested is the relationship between the independent variable and the dependent variable, namely the relationship between madrasah head supervision and work motivation on teacher pedagogical competence.

The results of the analysis are as follows:

##### a. Linearity Between the Madrasah Head Supervision Variable (X1) and the Teacher Pedagogical Competence Variable (Y)

The significance value is  $0.365 > 0.05$ , which means that there is a significant linear relationship between the madrasah head supervision variable (X1) and the teacher's pedagogical competence (Y). In addition, based on the F value, the value of  $F_{count} = 2.210$  is obtained, while the  $F_{table} 25;89$  with a significant level ( $\alpha = 0.05$ ) is obtained at 2.980. Because the value of  $F_{count} < F_{table}$ , it can be stated that there is a positive and significant linear relationship between the madrasah head supervision variable (X1) and the teacher's pedagogical competence (Y). This means that if the value of work supervision increases, the value of the teacher's pedagogical competence will also increase, and vice versa.

##### b. Linearity Between Madrasah Head Supervision Variables (X1) and Teacher Pedagogical Competence Variables (Y)

The significance value is  $0.052 > 0.05$ , which means that there is a significant linear relationship between the work motivation variable (X2) and the teacher's pedagogical competence (Y). In addition, based on the F value, the value of  $F_{count} = 1.957$  is obtained, while the  $F_{table} 27;87$  with a significant level ( $\alpha = 0.05$ ) is obtained at 2.653. Because the value of  $F_{hitung} < F_{tabel}$ , it can be stated that there is a positive and significant linear relationship between the variables of work motivation (X2) and teacher pedagogical competence (Y). meaning that if the value of work supervision rises, the value of teacher pedagogical competence also rises, and vice versa.

#### e. Independence Test Between Variables With T-test

Based on the table below, the sig. (2-tail) value is  $0.000 < 0.05$ , then in accordance with the basis for decision making in the independent sample T-Test test, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, which means that there is a significant relationship between madrasah head supervision, work motivation, and teacher pedagogical competence.

### D. Education Hypothesis

This hypothesis will be tested using Correlation Product Moment and Regression analysis. In this study, why use regression because the simple linear regression model is a probabilistic model that states a linear relationship between two variables where one variable is considered to affect the other. The variable that affects is called the independent variable and the variable that is affected is called the dependent.

#### 1. Hypothesis Testing with Product Moment

It is known that the rcount value for the relationship between the madrasah head supervision variable (X1) and the teacher's pedagogical competence (Y) is obtained at 0.874, work motivation (X2) with the teacher's pedagogical competence (Y) is obtained

at 0.990 while the  $r_{tabel}$  is 0.1824. then in accepting and rejecting the hypothesis the following provisions are used:

$H_a$  is accepted if  $r_{hitung} > r_{tabel}$

$H_a$  is accepted if  $r_{hitung} < r_{tabel}$

This shows that between these variables there is a significant relationship between madrasah head supervision ( $X_1$  with teacher pedagogical competence (Y) or  $r_{hitung} > r_{tabel}$  ( $0.874 > 0.1824$ ) and variables between work motivation ( $X_2$ ) with teacher pedagogical competence (Y) atau  $r_{hitung} > r_{tabel}$  ( $0.990 > 0.1824$ ). The complete research results are listed in appendix 11.

## 2. Hypothesis Testing with Regression

### a. Relationship Between Madrasah Head Supervision Variables ( $X_1$ ) and teachers pedagogical competence (Y)

Testing the first hypothesis about the relationship between the madrasah head supervision variable and the pedagogical competence of teachers was analyzed by regression using the SPSS 20.0 for windows program. The results obtained by  $r_{count}$  are 0.696. this is consulted with the critical price  $\alpha = 0.05$  with  $N=116$ , obtained  $r_{tabel} = 0.1809$ . It turns out that  $r_{hitung} > r_{tabel}$   $0.696 > 0.1809$ . Thus it can be concluded that  $X_1$  has a positive relationship with Y. It can be seen that the F table value is 7.266 with a significant  $0.000 < 0.05$ , therefore the hypothesis can be accepted. Then to see the significant relationship between the madrasah head supervision variable and the teacher's pedagogical competence.

The path coefficient between the madrasah principal's supervision and the teacher's pedagogical competence is obtained  $\beta = 0.696$  and price  $t_{hitung} = 10.357$  to  $N=116$  at a significance level of 0.05 obtinted  $t_{tabel} = 1.658$ . the calculation results  $t_{hitung} > t_{tabel}$  or  $10.357 > 1.658$ , then  $H_0$  is rejected and  $H_a$  is accepted, so it can be concluded that the madrasah principal's supervision is directly related to the teacher's pedagogical competence.

### b. Relationship Between Work Motivation Variables ( $X_2$ ) and Teacher Pedagogical Compentece (Y)

Testing the second hypothesis about the relationship between work motivation variables and teacher pedagogical competence was analyzed by regression using the SPSS 20.0 for windows program. The results obtained  $r_{hitung}$  yaitu 0.610. this is consulted with the critical price of r at  $\alpha = 0.05$  with  $N=116$ , obtained  $r_{tabel} = 0.1809$ . It turns out  $r_{hitung} > r_{tabel}$  yaitu  $0.610 > 0.1809$ . Thus it can be concluded that  $X_1$  has a positive relationship with Y. It can be seen that the F table value is 6.575 with a significant  $0.000 < 0.05$ , therefore the hypothesis can be accepted. Then to see the significant relationship between work motivation variables and teacher pedagogical competence.

The path coefficient between work motivation and teacher pedagogical competence is obtained  $\beta = 0.610$  and price  $t_{hitung} = 8.220$  to  $N=116$  at a significance level 0.05 obtained  $t_{tabel} = 1.658$ . the calculation results  $t_{hitung} > t_{tabel}$  atau  $8.220 > 1.658$ , then  $H_0$  is rejected and  $H_a$  is accepted, so it can be concluded that work motivation is directly related to teacher pedagogical competence.

### c. The Relationship Between The Variables of Madrasah Head Supervision ( $X_1$ ), Work motivation( $X_2$ ) with teacher pedagogical competence(Y)

Testing the third hypothesis about the relationship between the variables of madrasah head supervision, work motivation and teacher pedagogical competence was analyzed by regression using the SPSS 20.0 for windows program. The results obtained multiple linear regression equations as follows

$$Y' = a + b_1X_1 + b_2X_2$$

$$Y' = 117.835 + 0.501(X_1) + 0.187(X_2)$$



## Description:

$Y'$  : Teacher Pedagogical Competence

$a$  : Konstanta

$b_1, b_2$  : Regression Coefficient

$X_1$  : Madrasah Principal Supervision

$X_2$  : Work Motivation

- 1) The constant is 117.835; meaning that if the madrasah head supervision ( $X_1$ ) and work motivation ( $X_2$ ) value is 0, then the teacher's pedagogical competence ( $Y$ ) is 117.835.
- 2) The regression coefficient of the madrasah head supervision variable ( $X_1$ ) is 0.501, meaning that if the madrasah head supervision point ( $X_1$ ) increases by 1 point, the teacher's pedagogical competence ( $Y$ ) will increase by 0.501.
- 3) The regression coefficient of the work motivation variable ( $X_2$ ) is 0.187, meaning that if the work motivation point ( $X_2$ ) increases by 1 point, the teacher's pedagogical competence ( $Y$ ) will increase by 0.187.

Then to find out the relationship between the two variables of madrasah head supervision ( $X_1$ ), and work motivation ( $X_2$ ) on teacher pedagogical competence ( $Y$ ), a multiple correlation ( $R$ ) was obtained  $r_{hitung}$  which is 0.696, with price  $r_{tabel}$  which is 0.1824 at  $\alpha = 0.05$  with  $N=116$ . It turns out that  $r_{hitung} > r_{tabel}$  yaitu  $0.696 > 0.1824$ . Meanwhile, in the analysis of  $determinan$  or  $R^2$  ( $R$  Square), a value of 0.485 or 48.5% was obtained. This shows that the percentage contribution of the relationship between the independent variables (madrasah principal supervision and work motivation) to the dependent variable (teacher pedagogical competence) is 48.5%. To be able to find out whether the variables of madrasah principal supervision and work motivation together are significantly related to the teacher pedagogical competence variable.

## CONCLUSION

There is a significant relationship between madrasah head supervision and teachers' pedagogical competence. This confirms the important role of supervision conducted by madrasah principals in improving teachers' pedagogical competence. The support, guidance and direction provided through supervision are proven to contribute positively to improving teachers' pedagogical skills, which in turn can improve the quality of learning in madrasah. In addition, teachers' high work motivation significantly contributes to improving their pedagogical competence. Motivated teachers tend to be more enthusiastic in developing their pedagogical skills, which in turn will improve the quality of learning in madrasah. The important role of madrasah principal supervision and work motivation in improving teachers' pedagogical competence, which in turn will improve the quality of learning in madrasah.

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