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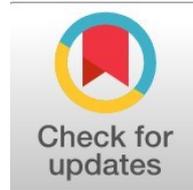
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Academic Supervision Strategy in Improving Teachers' Pedagogical and Professional Competence Through Atkinson's Concept

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Abstract

General Background: Teacher quality determines learning processes and educational development through pedagogical and professional competence. **Specific Background:** Academic supervision functions to monitor and guide teacher performance but often focuses mainly on administrative evaluation. **Knowledge Gap:** Supervision practices rarely integrate motivational theory as a structured basis for teacher evaluation and development. **Aims:** This study examines an academic supervision strategy based on Atkinson's achievement motivation concept and curriculum evaluation domains. **Results:** The literature review shows that integrating the structure–process–product framework in supervision encourages intrinsic motivation, openness to feedback, reflective teaching, and innovative instructional practices while supporting systematic evaluation of planning, implementation, and learning outcomes. **Novelty:** The study proposes a supervision model combining achievement motivation theory with the structure–process–product evaluation framework. **Implications:** This approach offers an alternative strategy for sustainable teacher professional development and educational quality improvement.

Highlights:

- Structure–process–product evaluation framework supports systematic review of instructional planning, classroom practice, and learning outcomes.
- Motivation-oriented guidance encourages openness to feedback, reflective teaching, and innovative instructional practice.
- Continuous mentoring with recognition and moderate challenges supports sustained educator development and learning quality improvement.

Keywords: Academic Supervision, Pedagogical Competence, Professional Competence, Atkinson's Concept, Achievement Motivation.

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Introduction

The main goal of education is to enlighten the life of the nation, as stated in the fourth paragraph of the 1945 Constitution. [1] One of the fundamental processes of education is classroom learning activities that involve interaction and dialogue between students and teachers. In this learning process, teachers play a central role in optimally developing students' potential. [2] A teacher who has competence will definitely be very different from a teacher who just teaches, considering that an ideal teacher at least meets several competencies, two of which are pedagogical and professional competence. The better the quality of the teacher, the better the learning outcomes produced. [3] In carrying out daily tasks at school, whether acknowledged or not, the role and performance of teachers also have the potential to experience errors or underperformance. [4] Therefore, the performance of teachers as educators needs to be monitored, evaluated, and continuously improved. This applies to all levels of teachers, whether junior or senior teachers. The term used in the process of supervising teacher performance is academic supervision. Without academic supervision, the quality of work produced by teachers tends to be monotonous, and may even decline as the challenges they face become greater. [5] Thus, the performance of supervision remains relevant as times evolve. Therefore, it is not surprising that supervision undergoes changes over time to adapt to the era and needs.

As explained above, the quality of teachers has a significant impact on the quality of learning, where two aspects that are very influential are pedagogical and professional competence. [6] Simply put, pedagogical competence is often understood as the extent of a teacher's understanding of the subject matter and how they choose teaching methods for their students. Meanwhile, professional competence is more directed towards the development of material, professionalism, and the optimal use of technology. From these two competencies, teachers are expected to deliver optimal performance and achieve maximum results. More broadly, pedagogical competence relates to how a teacher manages learning. Moreover, pedagogical competence includes a teacher's ability to optimally manage the process of developing students' potential. [7] Of course, it will feel difficult for teachers to develop students' potential when their understanding of such a heterogeneous group of students is quite limited. Therefore, in another reference, it is mentioned that pedagogical competence includes extensive and deep knowledge and skills regarding students' characteristics and tendencies. [8] Collaboration between the ability to manage learning and knowledge about students' potential is a primary asset for teachers to produce excellent and competitive graduates. Considering that teachers are the first hands in realizing the educational ideals as stated in the 1945 Constitution, which is to educate the nation's life. Thus, in the process of teacher performance, the term academic supervision emerges.

In addition to pedagogical competence, a teacher must also fulfill professional competence before carrying out their duties. In the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 concerning teacher competency standards, it is stated that a teacher's professional competence includes: (1) mastering the material, structure, concepts, and scientific thinking patterns that support the subjects taught, (2) mastering the competency standards and basic competencies of the subjects taught, (3) creatively developing the learning materials being taught, (4) continuously developing professionalism through reflective actions, and (5) utilizing information and communication technology to develop oneself. Thus, through these five criteria, a teacher should not be exempt from the supervision process as an effort to review and improve teacher performance. Based on the definition above, it can be concluded that professional competence is more focused on the preparedness of material knowledge according to each field of study to carry out the learning process, while pedagogic competence is more specific to classroom management and efforts to develop students' potential. Therefore, pedagogic competence has cohesion and coherence with professional competence. Both are interconnected and reinforce each other.

To improve pedagogical and professional competence according to the definitions and criteria above, the author intends to offer a new strategy through an academic supervision process that adopts Atkinson's curriculum evaluation concept. In Atkinson's method, it is stated that the evaluation process is directed at three domains: first, structure, which refers to evaluations related to school planning or school organization issues. Second, process, which refers to evaluations related to the ongoing learning process in schools or madrasahs. This learning process is closely related to the curriculum approaches implemented by the respective school. Third, product, which refers to evaluations related to student behavior as a result of learning activities in schools or madrasahs. [10] From these three domains, academic supervision of teachers can also adopt Atkinson's curriculum evaluation to enhance teachers' pedagogical competence and professionalism.

Method

This research focuses on the library research method, which refers to the critical review of relevant library materials to solve a particular problem. Library materials are used as a starting point for the deduction of existing knowledge, the exploration of new ideas, the development of theoretical frameworks, and problem-solving. [11] The literature method itself is an approach that involves the use of various types of literature and relevant reading materials, which are then filtered and integrated within the established theoretical framework. The author chose this method because it is considered suitable for collecting facts that can be verified through the literature found. This method aims to seek information relevant to the research topic as well as to deepen and broaden the author's understanding. Thus, a conclusion relevant to the title chosen by the author can be drawn.

Results and Discussion

Before entering the realm of academic supervision regarding teacher performance, it would be better if this discussion

began with the definition of a teacher itself. Etymologically, a teacher is a person whose job (livelihood, profession) is teaching. A teacher in the professional sense has the duty to teach and educate within the context of education (teaching and learning). Meanwhile, in practice, some teachers consider teaching to be enjoyable, annoying, or boring, so it is necessary to examine the true nature of a teacher. [12] The fact is, the performance of a teacher who starts from a frustrating mindset will be different from that of a teacher who views their profession as an enjoyable job. Therefore, in addition to providing feedback as a form of evaluation, schools should also be able to understand each teacher's motivation. Teachers who begin their work with a happy mindset are less likely to make mistakes and are more receptive to suggestions for improvement. Conversely, teachers who start with a negative mindset are prone to shutting out any form of advice or evaluation given. Hence, it is necessary to continuously assess teacher motivation, including during academic supervision, to enhance pedagogical and professional competence. Thus, teachers who are found to be performing their roles while feeling burdened and bored should also be considered as part of the evaluation in the academic supervision process.

In general, academic supervision is an effort to understand, evaluate, and improve teachers' performance. Through this process, all of a teacher's work is honestly measured based on established standards and the reality that has occurred. It assesses whether a teacher is only proficient in administrative processes but has pedagogical flaws, or vice versa, or even both. Without academic supervision, teachers' performance appears abstract and there is no room for improvement. The consequence is that teachers' performance based on pedagogical competence is considered just satisfactory, which results in no development. Through academic supervision activities, it is expected that an optimal version of teacher performance will emerge to foster and develop teachers' pedagogical and professional competencies. According to regulations, based on Law Number 20 of 2003, the position of teachers as professionals aims to implement the national education system and realize the goals of national education, namely the development of students' potential to become humans who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens.

Furthermore, effective academic supervision requires a structured and continuous approach, involving open communication, constructive feedback, and ongoing professional development. With effective academic supervision, the quality of teaching can improve and ultimately have a positive impact on student learning outcomes. Therefore, supervision cannot be expected to yield maximum results if conducted only once. Supervision must be carried out repeatedly, adapting to the needs of the situation and conditions. Moreover, continuous supervision also takes into account the results of the first supervision with those of the second and subsequent supervisions. Through Atkinson's first concept, namely structure, academic supervision should also consider the extent of a teacher's planning before conducting learning activities in the classroom. It is not uncommon for teachers to fail to prepare before teaching, often entering the classroom without a well-thought-out lesson plan. As a result, the learning process is not well-directed. In addition, academic supervision should also observe how the school's planning and expectations regarding teacher performance are addressed. This ensures that the learning structure designed by the teacher does not deviate from the institution's overarching vision. Ultimately, the evaluation and improvement process does not only focus on finding teachers' shortcomings but also aligns with the school's expectations and the teachers' conditions.

Through the second concept, which is process-oriented, academic supervision looks at the entire implementation of teacher plans and the school's vision comprehensively. It is not only focused on the final grades. This is because students' final grades are not a guarantee of the teacher's optimal performance. It is possible for students to receive low grades even though the process carried out by the teacher has been maximized. Conversely, there are also students who achieve high grades without requiring the teacher to go through the planning process according to the first domain of Atkinson's concept and the implementation of the learning process in the second domain. Meanwhile, the last aspect of Atkinson's evaluation concept is product-based. In this case, the products produced are certainly adapted to each subject, where the results can be detected as evidence of the student's growth and development after receiving education at school. In addition, the products produced can also take the form of writing, or other physical evidence that can explain the growth and development of students after undergoing the learning process in class. Thus, teachers do not simply teach without leaving any trace.

Through the three domains of Atkinson's concept mentioned above, namely structure, process, and product, supervisory activities that include elements of evaluation can be integrated to discover new patterns so that supervisors can more easily detect issues and teachers can more easily improve themselves. Then, both parties can interact to enhance performance through these three domains. Furthermore, the improvement of professional abilities will be more successful if teachers carry it out voluntarily and with their own effort. However, teachers may not know or understand the types, procedures, and mechanisms required to access resources for enhancing their professional skills, and therefore external assistance from others (supervisors) is highly needed as an external motivation.[13] Because it is not uncommon for teachers to have low motivation.

Kunandar also stated that "a professional teacher is a teacher who understands himself. He is an individual who is called to accompany students in learning. A teacher is required to continuously find out how students should learn. Therefore, if there is a failure on the part of the student, the teacher is called to find the cause and seek a solution together with the student, not to ignore it or even blame the student.[14] This shows that professional matters do not recognize time limits. A teacher's professional attitude consistently creates awareness to foster situations that enable students to learn. Cheung and Wong found several findings regarding effective academic supervision strategies in improving teacher quality. First, the focus of academic supervision should be on developing teachers' skills, not just evaluating performance. Second, supervision should be conducted regularly and continuously to provide constructive feedback to teachers. Third, supervision should involve collaboration and participation, involving teachers in the planning and implementation of teaching. Fourth, supervision should aim to improve the quality of student learning by identifying students' needs and developing effective teaching

strategies. Finally, supervision should be conducted fairly and objectively, taking into account individual differences and the complexity of the learning environment.

Teacher professionalism is the condition, direction, values, goals, and quality of a skill and authority in the field of education and teaching related to a person's occupation that serves as a livelihood. Meanwhile, a professional teacher is a teacher who possesses the competencies required to carry out educational and teaching tasks. In other words, it can be concluded that the definition of a professional teacher is a person who has specific abilities and expertise in the field of teaching, enabling them to perform their duties and functions as a teacher to the fullest.[15] Where those skills and abilities are continuously monitored through academic supervision. One common obstacle in the academic supervision process is resistance or fear; if a teacher feels threatened or afraid of criticism or negative judgment during the supervision process, it can hinder openness and acceptance of constructive feedback.[16] That fear is also a part of the creation of negative thoughts. Therefore, academic supervision should be carried out in a humane manner. Without intimidation. As previously explained, a teacher who starts with a feeling of happiness will work more effectively than one who feels annoyed or similar emotions. Meanwhile, academic supervision also has the potential to generate both of these feelings in teachers.

Conclusion

The implementation of an effective academic supervision strategy can improve the quality of teaching by teachers and have a positive impact on the enhancement of students' academic performance. Therefore, in addition to improving teachers' performance quality, the academic supervision process also needs to be given attention to ensure it can run optimally. Since supervision contains evaluation activities, one of the options offered by the author is the implementation of academic supervision through the Atkinson concept. Through Atkinson-based evaluation academic supervision, it is expected that supervisors will have a foundation as well as a primary guideline that can comprehensively capture teachers' performance, and also identify which areas of teachers' performance need to be changed or improved. Thus, academic supervision is not merely confined to grades, but also considers the entire process, starting from planning or structure, the process or implementation of the structure, to the product as the desired final result.

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