



Management of Teacher Pedagogic Competency Development in Improving Teacher Performance Productive

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Abstract

This research is motivated by the low pedagogic competence of teachers, so it is necessary and important for the role of the principal in developing teacher pedagogic competence in accordance with laws of the republic Indonesia No. 20 of 2003 concerning the National Education System, laws of the republic Indonesia No.14 concerning Teachers and Lecturers, laws of the republic Indonesia No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competency. The general aim of this study was to obtain an overview and analyze the management of pedagogical competency development in improving the performance of productive teachers in Computer Network Engineering at Kosgoro Vocational School and Nusantara Vocational School in Bogor City. Specifically, to find out, describe and study about: 1) Planning for teacher pedagogic competency development, 2) Organizing coaching, 3) Implementation of coaching, 4) Supervision of coaching, 5) Obstacles to coaching, 6) Coaching solutions. The research method used is a qualitative method. Data collection was carried out through observation, interviews, and documentation studies. Data analysis was carried out by collecting all information, reducing

data, presenting data and drawing conclusions. The theory that supports this research is the Grand Theory of management, coaching, competence, performance and six value systems. The results of the study show that management of pedagogic competency development to improve teacher performance has not had an optimal impact, namely: (1) Development planning to improve teacher pedagogic competence already has a 5-year program formulation and annual coaching program (2) Organizing teacher competency development to improve competence teacher pedagogic was prepared by the School Team (3) Implementation of teacher pedagogic competency development was sometimes not in accordance with the programmed schedule/time and established procedures (4) Supervision of teacher pedagogic competency development had been carried out by the Principal by recommending suggestions to teachers for make follow-up plans, both for improving teacher pedagogical competence, the learning process, fulfillment of the 8 SNP and the quality of the SMK itself. (5) Obstacles in the implementation of pedagogic competence development include: Lack of competent teachers, Teachers have not fully utilized the data obtained from coaching and Teachers have not carried out their duties according to their duties and functions. (6) Solutions made to overcome obstacles and obstacles in the implementation of coaching are: Maintaining communication, the principal recommends the results of coaching, sharing good practices regarding knowledge and experience with other productive teachers and utilizing information technology. The conclusion in this study is that the development of pedagogic competence in improving teacher performance has been partially implemented in accordance with national education standards, but has not run optimally, so that the increase in productive teacher pedagogic competence in Computer Network Engineering is less significant.

Keywords

Management, Pedagogic Competence and Teacher Performance

1. Introduction

Efforts to educate the nation's life and build Indonesian people as a whole through education clearly place the teacher as one of the factors as the main task bearer. Therefore, teachers in carrying out their duties must be carried out professionally. Law No. 14 of 2005 Article 1 paragraph (1) states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students at the level of early childhood education, formal education, basic education, and education. medium.

There are four competencies that must be possessed by teachers, two of which are considered to be serious and crucial problems among teachers, especially pedagogic competence and professional competence. Without ignoring other competencies, this dissertation is focused on pedagogic competence. Pedagogic competence is the ability of teachers in managing student learning. Teacher competence can be developed through learning in the undergraduate education

program at the LPTK, but not all teachers are LPTK graduates. Therefore, Teacher Professional Education (PPG) for non-educational undergraduate graduates is focused on developing pedagogic competencies (Republic, 2008). This shows the urgency of developing pedagogic competence for a teacher. Teachers have the main task in terms of education, so that mastery of pedagogic competencies is a competency that must be mastered by teachers.

Pedagogic competence is one of the competencies that must be possessed by a teacher in accordance with the Regulation of the Minister of National Education number 16 of 2007. Pedagogic competence is the spirit of a teacher when teaching. By definition pedagogy can be interpreted as the science of educating or teaching science (KBBI.web.id). Meanwhile, according to Langeveldt in Fadilah stated that 'pedagogy is a process of providing spiritual guidance and assistance to people who are not yet mature' (Syaripudin & Kurniasih, 2008: 8). Furthermore, Langeveldt stated that new education occurs when children recognize authority, which is divided into two parts, namely the lower limit where students recognize the authority of their educators. While the upper limit is when the learning objectives have been achieved. Langeveldt's sentence can be interpreted that the success of education from a pedagogical point of view when educators have been obeyed and have authority in front of students. This can be said to have reached half the success in education. While the achievement of learning objectives is only the impact of the authority of educators.

Increased mastery of pedagogic competence can be obtained from understanding and awareness of the importance of mastering aspects of pedagogic competence. "Various obstacles to developing pedagogic competence were found related to lack of pedagogical insight, lack of facilities and infrastructure, burdened with additional tasks and lack of updates on the use of ICT. Most of the insight into the pedagogic competence of vocational school teachers is obtained while working" (Destiana and Utami, 2017: 11). This shows that the development of pedagogic competence in lectures needs to be further pursued, especially for materials that are directly related to 21st century vocational learning.

In general, teacher pedagogical competency performance assessment aims to improve the quality of education services in schools in order to improve the quality of education. Meanwhile, specifically, the assessment of teacher pedagogic competence aims to 1) Improve the pedagogic competence of teachers to achieve the standards of teacher pedagogic competence as stipulated in the applicable laws and regulations; 2) Updating the pedagogic competence of teachers to meet the needs of teachers in the development of science, technology and art to facilitate the learning process of students; 3) Increase the commitment of teachers in carrying out their main tasks and functions as professionals; 4) Cultivate a sense of love and pride as a person with the teaching profession; 5) Improving the image, prestige, and dignity of the teaching profession in the community; 6) Support teacher career development.

Ii. Methods

The research approach that the author uses is field research, which is an empirical study by going directly to the research field on the phenomena that occur in the research location. Lexy J. Moeloeng quoting Kirk and Miller's opinion defines that qualitative research is a certain tradition in the social sciences that fundamentally depends on human observations in its own area and relates to these people in their discussion and in their terminology.

Furthermore, Bogdan and Taylor in the same book also define a qualitative approach as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior.

So, the data obtained in the form of words (not numbers, derived from interviews, report notes, documents, etc.), the data refers to the behavior and responses of respondents to teachers and teaching staff in implementing "Management of Teacher Competency Development by Principals in Improving Teacher Performance (Case Study of SMKS Kosgoro in Bogor City and SMKS Nusantara in Bogor City)", as well as other problems and solutions that are related to the competence of these teachers.

Then the data obtained in the form of words or actions, the type of research that researchers use is descriptive, namely research that describes, summarizes various conditions, situations or various variables.

The method used in this study is a qualitative descriptive method through observation techniques, interviews with various sources related to the problems studied, documentation studies and literature studies by reviewing various books and other sources related to the management of pedagogic competency development for Computer Network Engineering teachers at SMKS. Kosgoro Bogor City and SMK Nusantara Bogor City.

In this study, the authors took the location at SMKS Kosgoro, Bogor City and SMKS Nusantara, Bogor City. The research locations were Kosgoro Vocational School in Bogor City is the best school in North Bogor sub-district; and SMKS Kosgoro Bogor City accredited A and SMK Nusantara Bogor City B

The subjects of this study were the Principal, Supervisor, Deputy Principal, Head of the TKJ Program and teachers. The object of this research is "Management of Teacher Pedagogical Competence Development in Improving Teacher Performance in Computer Network Engineering (Case Study, Case Study, SMKS Kosgoro, Bogor City and SMKS Nusantara, Bogor City)".

Data collection techniques are the most important step in research, because the main purpose of research is to obtain data. Without knowing the data collection techniques, the research will not get data that meets the data standards set. As qualitative research, the researcher collects data himself by going directly to the field so that he can see, understand and be directly involved in various activities that are in accordance with the context. Data collection techniques used are:

Observation is a complex process, a complex process, a complex process, a process composed of various biological and psychological processes. The two most important processes are observation and memory. (Sugiyono, 2010: 203)

This method the author uses to obtain data by conducting observations on "Management of Teacher Pedagogical Competence Development in Improving Teacher Performance Productive Computer Engineering Networks (Case Study, Case Study, SMKS Kosgoro, Bogor City and SMKS Nusantara, Bogor City)".

There are several reasons why qualitative research uses observation or observations, as stated by Guba and Lincoln in Meleong: 1) This observation technique is based on direct experience which is a powerful tool for testing a truth. If the data obtained is not convincing, the researcher usually wants to ask the subject, but because he wants to gain confidence about the validity of the data, the way he takes is to directly observe the events. 2) Observation techniques also allow you to see and observe yourself, then record behavior and events as they occur in actual conditions. 3) Observation is the best alternative to check the confidence level of the data.

4) Observation techniques allow researchers to be able to understand complicated and complex situations. A complicated or complex situation. Complicated situations may occur if the researcher wants to pay attention to several behaviors at once. So, observation can be a powerful tool for dealing with complex situations and for complex behavior.

Iii. Result and discussion

The principal has formulated a vision for fostering pedagogic competence, namely: "Excellent in achievement, professional in assignments, consistent in supervision, and commitment based on penance, compassion and care". The vision also explains the ideals of supervisors to realize themselves as superior Human Resources and have superiority in supervision. As a supervisor requires a vision that is considered very important in carrying out its duties and functions.

The Principal in formulating the mission of Managerial Supervision has generally set the objectives of managerial supervision, namely to: (1) provide guidance and problem solving in accordance with the cases found from the data and information obtained; (2) monitoring good governance and administration within the school and the institution can comply with the 8 SNPs and run well; and 3) encourage managers, teachers and staff of SMK to be able to improve education services according to the physical and thinking development of early childhood by going on and on and on. Meanwhile, specifically, the aspects/problems that you want to supervise are specifically adjusted. Examples of objectives found in the Managerial Supervision Plan are to: (1) It is hoped that Network Computer Engineering Teachers, teachers and staff can manage the relationship between the Network Computer Engineering study program and the community in order to seek support for ideas, learning resources and learning financing; (2) It is expected that productive teachers of Network Computer Engineering, teachers and staff can create a conducive and innovative culture and learning climate for the management

of the Computer Network Engineering study program and student learning; and (3) it is expected that productive teachers of Network Computer Engineering can develop curriculum and learning activities in accordance with the direction of national education goals. The formulated objectives have relevance to the vision and mission that have been formulated previously and are reviewed every year because they are to be able to adapt to changes and developments as well as educational challenges in society.

In order to achieve the vision above, it has been equipped with a mission that directs efforts to achieve it, namely: the contents of the principal are: (1) Increasing the scope and quality of services for fostering pedagogic competence for Productive Teachers of Computer Network Engineering, as well as building Vocational Schools and study programs. Computer Network Engineering with character, upholding religious values and local wisdom in order to build superior quality human resources for supervisors in Lembang District; (2) Realizing supervisory management as the spearhead for controlling the quality of Vocational High Schools and Computer Network Engineering study programs and encouraging them to fulfill 8 SNPs; and (3) Improving the quality and quantity of supervisors who are professional and have supervisory services that are superior in performance, professional in their duties, consistent in supervision, and commitment based on honing, compassion and care.

In planning the development of pedagogic competence for productive teachers in Computer Network Engineering, the Principal at the same time has also paid attention to the scope of monitoring activities on the implementation of the 8-component SNP, namely Content Standards, Graduation Standards, Process Standards, Teaching and Educational Personnel Standards, Facilities and Infrastructure Standards, Management Standards, Financing Standards to Valuation Standards. Planning for Supervisory Managerial Supervision has also used a formal legal basis, namely: (1) Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System (State Gazette of 2003 Number 78; (I2) Supplement to the State Gazette Number 4301); (3) RI Ministerial Regulation No. 32 of 2014 concerning Amendments to Government Regulation No. 19 of 2005 concerning National Education Standards (State Gazette of 2005 Number 41, Supplement to the State Gazette of the Republic of Indonesia Number 4496); (4) and several regulations that serve as references, including the Regulation of the Directorate General of Early Childhood Education and Community Education No. 03 of 2016 concerning Technical Instructions for Supervision in Early Childhood Education and Community Education Units.

Preparation of planning for the development of pedagogic competence of productive teachers in Computer Network Engineering is systematic, objective, supervision is carried out in accordance with the results of data obtained from observations; and use the instrument to obtain feedback in the form of information that supports future improvement steps. However, the supervision planning has the following characteristics: (1) there is no standard plan; (2) requires creativity;

(3) comprehensive; (4) cooperative, and (5) flexible. The format used in Surveillance planning contains: aspects/problems, objectives, indicators of success, strategies/work methods/supervision techniques, activity scenarios, required resources, assessments and instruments and follow-up plans.

The principal as the head of the coaching team has an increased job description by making monitoring instruments for the coaching program and in preparing the annual quality control plan, carrying out focused discussions on the results of monitoring as chairman or member.

Organizing the development of the pedagogic competence of productive teachers in Computer Network Engineering starting from the input, output and outcomes of the results of the previous quality mapping and then organizing the appropriate process. Financially, the managerial supervision of the productive head teacher of Computer Network Engineering and other coaching is the responsibility of the principal concerned which is taken from the monthly salary of the principal concerned as the principal. This means that there is no special budget post for coaching transportation costs, because coaching activities for school principals are an obligation according to their main duties and functions, and should not burden productive networked computer engineering teachers who are fostered.

The development of the pedagogic competence of productive teachers in Networking Computer Engineering, the competency strategy model for Principals, Deputy Principals and Program Heads related to teacher competency development according to the results of document studies have not fully met the criteria of Regulation of the Minister of State Apparatus Empowerment and Bureaucratic Reform of the Republic of Indonesia No. 14 of 2010 concerning the Functional Position of Supervisor and its Credit Score. Chapter VI article 9 paragraph (1) a, b, and c. The review covers aspects of the competency level of education, required training, the West Java Inspector still holds the rank of Junior Superintendent and Primary Superintendent. This is due to the lack of supervisors in Bogor City, and only one has the rank of Associate Inspector. However, the supervisor has the skills to carry out his duties thanks to efforts to increase competence, one of which is through training.

The implementation of organizing the development of pedagogic competence of productive teachers in Networking Computer Engineering has set a goal, namely to improve the performance of productive teachers of Networked Computer Engineering and their performance with enthusiasm so that they can achieve optimal learning achievement so that they have an impact on: (1) improving the quality of the performance of educators and education staff so that they are successful in helping and guide students in achieving the expected learning achievements; 2) improve the effectiveness of the curriculum, processes, and learning materials so that they are efficient and well implemented in the learning process in each educational unit; (3). improve the effectiveness and efficiency of existing facilities and infrastructure to be managed and utilized properly; (4)

improve the quality of the management of education units, especially in supporting the creation of an optimal working atmosphere; and (5) improve the ability of education units to meet all indicators of the National Education Standards so that they can be accredited by BAN -SMK.

Implementation of the pedagogical competency development for productive Network Computer Engineering teachers, fellow productive Network Computer Engineering teachers in the city of Bogor can take lessons from other Network Computer Engineering productive teachers both in how to overcome problems and at the same time prevent potential problems from occurring during the Coordination Meeting process.

The implementation of pedagogic competence development for productive teachers of Network Computer Engineering is sometimes not in accordance with the planned schedule/time but will be carried out in the near future. In this case, a prolonged delay is not desired. However, during the Covid-19 pandemic (January 2019-June 2021) in addition to changes in the frequency of implementation per year which should be carried out 4 times per year, there is also a change in the way of implementation from site visits to (online)/online and use of Zoom-in. meetings and WhatsApp.

Guidance with online media during the Covid-19 pandemic has indeed become a provision of the Bogor City Education Office in an effort to comply with the Perbub KBB regarding Covid-19 Management to date, including when supervision should be carried out in February 2021 as well as in June 2021 the implementation of coaching and other coaching is replaced with a Limited Learning Readiness Simulation activity in schools and other schools ahead of the 2021/2022 Academic Year which will begin in mid-July 2021. There are benefits from the implementation of pedagogic competency development for Network Computer Engineering teachers, especially online because the reach can be wider. However, this activity does not allow for visits to the teaching and learning process and the realization of the implementation of the Computer Network Engineering study program at the location. Even if more thorough preparations are made, the simulation of online supervision of the implementation of learning and the learning process and its administration can also be carried out. However, for the implementation of teacher pedagogic competence development, it is only done online together with other study programs and the visitation is replaced with Zoom-meeting and WhatsApp with the teacher. In this case the training has not been carried out as it should.

Supervision of the use of Methods and Techniques for Evaluation of Productive Teacher Work Programs in Networking Computer Engineering proposed to the Foundation is carried out prior to the implementation of learning through coordination in the Principal Coordination Meeting. However, the ratification of the coaching instrument has not been proven by evidence of signature by the principal, it is still in the form of verbal approval. The important thing that needs to be

considered by the school principal is the suitability of the coaching activities that will be carried out with the problems of managing productive teachers in computer network engineering that need to be monitored and checked for improvement by the principal, assisted by teachers and education staff and related parties. others on an ongoing basis. The principal's focus is to carry out a program for developing networked computer engineering productive teachers and education staff, a learning implementation monitoring program, a computer network engineering productive teacher performance appraisal program, professional mentoring and training programs for teachers and staff.

The evaluation of the pedagogic competence of productive teachers in Networking Computer Engineering to improve the Performance of Productive Teachers of Networked Computer Engineering by the Principal is carried out every 4 (fourth) quarter during the school Team coordination meeting which is attended by teachers of community education units or other non-Formal. In an effort to the learning process, the administrators of the School Partner Organizations were also invited, namely the management of the Bogor City TKJ MGMP which consisted of School Principals, Heads of the Computer Network Engineering Study Program and other Formal Education in Bogor City, either face-to-face or Zoom-meeting or online.

The participation of Network Computer Engineering Teachers and MGMP TKJ Bogor City administrators in the evaluation of learning evaluation to improve the Performance of Network Computer Engineering Teachers. In this case, it is very necessary to have sensitivity, to respond quickly to Productive Teacher Performance in Computer Network Engineering to follow up on the results of supervision. Likewise, school principals need to immediately follow up on the results of pedagogic competence development.

Input from the participants of the Coordination Meeting for the Evaluation of productive teachers in Networking Computer Engineering and other coaching has provided input on the problems faced in accordance with the plans set out in the Guidance Instruments. However, in reality in the field, in general, it is still constrained by the problem of lack of financial resources in conducting training, so that schools have not been able to recruit TKJ teachers and procurement of Educational Learning Tools, so it is often the case that the evaluation results of competency development have not resulted in corrective actions in the Computer Network Engineering study program. significant from the school. However, naturally, if there is a commitment and orientation that focuses on the implementation of the Network Computer Engineering Productive Teachers who are supported by the Foundation's management, it can fulfill the completion of follow-up actions from the evaluation results, especially the Network Computer Engineering productive teachers.

Implementation in the field found many problems that still hinder the implementation of supervision, thus causing a less significant increase in managerial competence of productive Teachers of Computer Network Engineering. These problems or obstacles include: (1) a centralized work system that is still

attached. Teachers need to get used to a new work culture in accordance with the spirit of educational autonomy and regional autonomy that demands creativity and hard work. Old habits at work must be abandoned; (2) School quality competition is getting tougher. Learning development must be carried out more seriously and seriously; (3) There is still a golden child mentality for teachers who are judged and good; (4) The increasing demand for accountability for school administration from the community has resulted in busyness in handling administrative matters, especially in dealing with bookkeeping, NGOs and the press; (5) Transparency of school management which often results in policy conflicts with school committees, causing difficulties in moving for the smooth running of routine tasks; 6) Transparency in school financial management, where bookkeeping and evidence takes a lot of time.

Efforts for smooth and successful problem solving taken in pedagogic competency development activities to improve the performance of productive teachers of Network Computer Engineering are as follows: (1) Equalization of vision and mission; (2) Good supervision management; (3) Involvement of individual principals in the implementation of coaching; and (4) the involvement of the Indonesian Teachers Association (PGRI), heads of research institutions, such as the Research Institute, PKG, KKG, and KKKS for learning and as a place to measure the success of sharing (knowledge, skills and experience, compilers) of teachers (Mulyadi, 2016 :121).

These differences should not be an obstacle in achieving the goals of professional Computer Network Engineering productive teachers. The attitude of the principal who imposes his will, scares teachers, which cripples the creativity of staff members needs to be changed. Corrective attitude that finds fault must be replaced with a creative attitude where everyone is willing and able to grow and develop their creativity for teaching improvement.

The ability of principals who are members of the MKKS in carrying out the mandate of vocational training by conducting management of pedagogic competence development for productive teachers of computer network engineering is a benchmark for the first management function is planning. Planning is basically a forward-looking activity. As Benjamin Franklin said: "Not having a plan is planning to fail."

The planning function is a systematic process in carrying out organizational activities. The main activity in this planning organization is to think about and determine carefully the direction, goals and actions while reviewing various resources and appropriate methods/techniques. The plan directs organizational goals and establishes the best procedures (regulations) to achieve them, is also in line with the opinion of Yoza Meriza (2015) in previous research, which states that the principal makes a teacher competency development plan at the beginning of the semester in each school year which includes aspects of vision, mission, goals, programs, objectives, and schedules of managerial supervision. Mulyati and Komariah (2009:93-94) state that: "a plan is indispensable for the organization",

namely to direct goals and determine the best methods/techniques/methods/procedures to achieve them.

Regarding the indicators of explaining and looking for the goals to be achieved in teacher competency development to improve teacher pedagogic competence, the principal has set the supervision goal, namely providing technical assistance and guidance to productive teachers of Network Computer Engineering (and other school staff) so that these personnel are able to improve the quality of its performance, especially in implementing the Play Group management process and achieving the 8 National Education Standards. The formulated goals that have been set have relevance to the vision and mission that have been formulated previously and are always reviewed every year because they are to be able to adapt to changes and developments as well as educational challenges in society. The vision of teacher pedagogical competence development is "Excellent in achievement, professional in assignments, consistent in supervision, and commitment based on succession, compassion and care".

Technical assistance and guidance provided by the principal to productive teachers of Network Computer Engineering has been planned in a new school year meeting with all productive teachers of Network Computer Engineering and attended by the supervisor of KCD 2 West Java Region, one of the agendas of the meeting is to provide an explanation of the results of document examination report on the management of the pedagogical competence of networked computer engineering teachers. The explanation includes the suitability and problems that still need to be leveled up and group discussions on how to solve the problem which must be stated in the Follow-Up Plan (RTL). The results of the RTL on the implementation of the process of managing the pedagogic competence of productive teachers of Network Computer Engineering and the achievement of the 8 National Education Standards will be monitored for completion at the stage of field visits to the learning process of productive teachers of Computer and Network Engineering in the implementation of Managerial Supervision of the Head of Playgroups.

The principal has provided guidance in planning for the development of the pedagogic competence of productive teachers of Network Computer Engineering, and determined the activities that must be carried out to achieve the goal of increasing the pedagogical competence of productive teachers of networked computer engineering. Improving the competence of developing pedagogic competence for productive teachers of networked computer engineering is expected to be able to play a role in increasing compliance with the criteria for components of 8 National Education Standards, namely Content Standards, Processes, SKL, Education and Education Personnel, Facilities and Infrastructure, Management, Financing and Assessment. Although in practice for Playgroup education units, the application of 8 SMK SNPs has not been fully implemented.

There are 4 (four) processes carried out in the organizing function, including: (1) designing the organizational structure, (2) designing work, (3) forming work teams, and (4) establishing social cooperation with the community. The school Team has designed the Organizational Structure as designed by the principal as a forum to manage management activities for pedagogic competence development and other coaching and their sustainable development.

The function of organizing management for the development of productive teachers' pedagogic competence in Networking Computer Engineering is a management function that involves developing the organizational structure of the functional staff of Teachers and Community Education which before 2017 was under UPT SMK and Community Education Bogor City but after the issuance of the Minister of Home Affairs Regulation (Permendagri) Number 12 of 2017 regarding Guidelines for the Establishment and Classification of Regional Service Branches and Technical Implementing Units (UPT), which is strengthened by the Regulation of the Minister of Education and Culture (Permendikbud) Number 16 of 2018 the function of the UPT is increasingly unclear. Until July 2021 there are technical provisions from the Foundation, but regarding assignments related to coaching for each Headmaster, the foundation is determined by the foundation signed by the Chair of the Foundation in the form of a Letter of Assignment, without being given a clear description of their duties and responsibilities.

Based on the context of granting the limits of authority and responsibility for all implementers, which refers to the Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform, No. 14 of 2010 concerning the Functional Position of Supervisor and its Credit Score in the Appendix section, the principal has not been authorized to provide guidance and guidance, as well as to make an annual report which is under the authority of the principal. The principal in carrying out the guidance and coaching as well as the preparation of the annual report must be accompanied by the Supervisor. When viewed from this job description, there is a discrepancy, due to the lack of Supervisors now owned by the West Java Provincial Education Office, which is only 1 person, so the task is carried out by Young Pena was. This is because some Middle Level Supervisors have retired, while other Supervisors have not yet reached Intermediate Supervisors. PSMK Directorate has realized this discrepancy, generally supervisors are constrained by the fulfillment of credit score requirements, especially for writing scientific papers and writing guidebooks related to supervisory functional positions.

Organizationally in PSMK Directorate there is a functional organizational box for Supervisors who are directly responsible to the Head of the West Java Provincial Education Office, in the functional organization box it is written that there is no Supervisory Coordinator, but in practice a number of Vocational Supervisors have appointed a Supervisory Coordinator who has a level the highest rank by the Head of the Vocational School and Public Education on behalf of the Head of West Java Educational Service was given the additional task of coordinating all supervisory

activities, in this case the Supervisory Coordinator concurrently as the Chair of the foundation. The SMK supervisor who is in charge of fostering the pedagogic competence of teachers also acts as Secretary II in the management of West Java until 2022.

Various activities in the framework of implementing the main duties and functions of the Supervisor include: (1) Implementation of needs analysis; (2) Preparation of school supervision work program; (3) Assessment of the performance of school principals, teacher performance, and the performance of other education personnel (4) Coaching of principals, teachers, and other education personnel; (5) Monitoring of school activities and educational resources which include learning facilities, educational infrastructure, costs, and the school environment; (6) Processing and analyzing data from assessment, monitoring, and coaching results; (7) Evaluation of the process and results of supervision; (8) Preparation of the report on the results of supervision; (9) Follow-up on the results of supervision for the next supervision.

Iv. Conclusion

The management of teacher competency development by school principals in improving teacher pedagogic competencies has partly been carried out following programs established according to national education standards through training, monitoring, assessment, and follow-up. However, the implementation of supervision and supervision is still not running optimally, so that the increase in the pedagogic competence of productive teachers of Network Computer Engineering is less significant.

Based on the research findings, interpretation and discussion, the following conclusions are Planning for teacher competency development to improve teacher pedagogic competence has a 5-year program formulation and an annual supervision program consisting of 3 monitoring programs (quality control), and 1 evaluation.

The organization of teacher competency development to improve teacher pedagogic competence is prepared by the school Team, consisting of principals, vice principals and heads of the Computer Network Engineering program. The implementation of teacher competency development to improve teacher pedagogic competence is sometimes not in accordance with the programmed schedule/time and established procedures, as well as operational cost constraints.

Supervision of teacher competency development to improve teacher pedagogic competence has been carried out by the Head by recommending suggestions to teachers to make follow-up plans, both for increasing teacher pedagogic competence, the learning process, fulfilling the 8 SNPs and the quality of the Vocational High School itself on an ongoing basis according to the Format points. Supervision and Monitoring. However, there are still reports of monitoring and evaluation of coaching that have not been compiled and distributed to related parties because the number of teachers being mentored exceeds the standard.

Factors that support teacher competency development to improve teacher pedagogic competence are good activity planning according to programs and objectives; high enthusiasm and passion for the profession. As for the obstacles in the implementation of the development of pedagogic competence include: 1) the lack of a number of competent teachers; 2) The principal has not fully utilized the data obtained from the coaching; and 3) the principal has not carried out his managerial duties as the head according to his/her main duties and responsibilities.

Efforts made to overcome obstacles and obstacles in the implementation of teacher pedagogic competency development to improve the performance of productive teachers in Networking Computer Engineering are: 1) maintaining connected communication and more intense monitoring, 2) recommending the results of supervision to the Principal through the Head of the Study Program Network Computer Engineering, 3) sharing good practices of knowledge and experience with other productive teachers; and 4) Utilizing information technology in the form of applications and social media to facilitate the implementation of coaching.

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