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## The Influence of Principal Supervision and Pedagogic Competence On Teacher Innovativeness and Teacher Work Quality

Mulyadi<sup>1</sup>, Hapzi Ali<sup>2</sup>, Kemas Imron Rosadi<sup>3</sup>

<sup>1</sup>MPI Doctoral Program Students, UIN Jambi, email: [mulyadiadnan2022@gmail.com](mailto:mulyadiadnan2022@gmail.com)

<sup>2</sup>Bhayangkara Raya University, Jakarta, Indonesia, email: [hapzi.ali@gmail.com](mailto:hapzi.ali@gmail.com)

<sup>3</sup>Postgraduate Lecturer for the MPI Doctoral Program, UIN Jambi, email:

[kemasimronrosadi@uinjambi.ac.id](mailto:kemasimronrosadi@uinjambi.ac.id)

Corresponding Author: Mulyadi<sup>1</sup>

**Abstract:** Teacher Work Quality is an individual's feelings and perceptions about the balance of personal life and professional life in relation to work, co-workers and the organization where he works. The Effect of Principal Supervision, and Pedagogic Competence on Teacher Innovativeness and the Quality of Teacher Work is a scientific article of literature study within the scope of the field of science. The purpose of this article is to build a hypothesis of the influence between variables that will be used in further research. Research objects in online libraries, Google Scholar, Mendeley and other academic online media. The research method with the research library comes from e-books and open access e-journals. Qualitative descriptive analysis. The results of this article: Principal Supervision ( $X_1$ ) and Pedagogic Competence ( $X_2$ ) on Teacher innovation ( $Y_1$ ) and Teacher work quality ( $Y_2$ ).

**Keyword:** Teacher work quality, Innovativeness, School principal supervision, and Pedagogical competence

### INTRODUCTION

Every student, whether Undergraduate, Undergraduate or Undergraduate, must conduct research in the form of a thesis, thesis and dissertation. Likewise for lecturers, researchers and other functional staff who actively conduct research and create scientific articles for publication in scientific journals. Scientific work is one of the requirements for students to complete studies at most universities in Indonesia. This provision applies to all levels of education, namely undergraduate thesis (S1), undergraduate thesis (S2) and third-level dissertation (S3).

Based on empirical experience, many students and authors have difficulty finding supporting articles for their scientific work as previous research or as relevant research. Relevant articles are needed to strengthen the theory being researched, to see the relationship or influence between variables and build hypotheses. This article discusses the influence of

school principal supervision, discipline on the quality of teacher work, a literature review study in the field of science.

Based on this background, the purpose of writing this article is to build a hypothesis for further research, namely to formulate: 1) The influence of the principal's supervision on teacher innovation; 2) The effect of Pedagogic Competence on teacher innovation; 3) The influence of the principal's supervision on the quality of teacher work; 4) The Effect of Pedagogic Competence on the Quality of Teacher Work; 5) The influence of the teacher's innovativeness on the quality of the teacher's work.

## **METHODS**

The method of writing this Literature Review article is the Qualitative Descriptive method and Library Research, sourced from the Google Scholar online application, Mendeley and other online academic applications.

In qualitative research, literature review must be used consistently with methodological assumptions. This means that it must be used inductively so that it does not direct the questions posed by the researcher. One of the main reasons for conducting qualitative research is that the research is exploratory in nature, (Ali, H., & Limakrisna, 2013).

## **RESULTS AND DISCUSSION**

### **Results**

Based on the background, objectives and methods, the results of this article are as follows:

Quality of Work Guru is the quality of work life is the level of happiness or dissatisfaction with one's career. Employers have started concentrating on providing the best working environment for employees to get the best results. A good quality of work life reduces absenteeism, accidents and friction. The quality of work life is useful for increasing production, organizational effectiveness, employee morale and the country's economic development. Several factors that support the quality of work life, are: a. Job and career satisfaction (job and career satisfaction), b. Working conditions (working conditions), c. General Well-being (welfare), d. Homework interface/Work life balance, and e. Career prospects and compensation and f. Training and Development (training and development) (Preethi vijaimadhavan and D. Venkatarama Raju., 2013, PP 20-28).

Teacher's work quality is the quality of work life as an employee's view of work quality standards, in essence effectiveness and efficiency are used as a measure. Furthermore, Flippo states that the essence of work quality is a result that can be measured by the effectiveness and efficiency of a job carried out by human resources or other resources in achieving organizational goals or objectives properly and efficiently. (Flippo, Edwin B, Personnel Management, 2001)

The teacher's work quality can be synthesized is an individual's feelings and perceptions about the balance of personal life and professional life in relation to work, co-workers and the organization where he works. The dimensions and indicators are: 1) The dimension of self-development opportunities, with indicators: Professional Development, Personal Development, Community Life Development; 2) The dimensions of freedom to take initiative and act in carrying out work, with indicators: Implementation of Main Work, and Implementation of Supporting Work/ Adm; 3) The dimensions of social life at work, with indicators: pride in work, relationships with colleagues, awards received; 4) The dimensions of evaluation at work, with indicators: Evaluation from the Leader on performance, Self-Evaluation of roles at work.

In the journal scientific article Anwar Hossain and Nahid Aktar, (2017) conducted research using the method. The results of their research show that "Influence of Perceived Organizational Support, Supervisory Support, and Working Environment on Employee Service

Quality: An Empirical Study on Non-Govt. Employees in Bangladesh”. This study aims to investigate the relationship between organizational support, supervision, and work climate with service quality.

The results of this study are also in line with research conducted by Hermin Arista, Eddy Sutadji and Hakkun Elmunsyah, (2018) "Contribution of Competence and Teaching Experience to the Teacher Work Motivation and Teacher Work Quality Also Its Effect to the Student Learning Outcome". This study aims to investigate the contribution of competence and teaching experience to teacher work motivation and quality of teacher work and their relationship to student learning outcomes.

### **Teacher Innovativeness**

Teacher innovativeness is a personality trait that makes a person comfortable with unfamiliar situations or willing to take high risks over new things. However, innovativeness has less predictive power in determining the decision to adopt a particular innovation. Individuals who have innovative personalities are those who are eager to accept technological innovations, in this case, the industrial revolution 4.0 (Gunasinghe, et.al. 2018: 24).

Teacher innovativeness is a deliberate treatment in developing or generating ideas to improve role performance. Innovativeness is described as the process of introducing new ideas and bringing them to the final stage of implementation. (Bawuro, et.al. 2018: 1008).

Teacher innovativeness can be synthesized, which is the level of a person's behavior in creating new ideas into new products, processes, services and management and then implementing them in order to provide added value and benefits. The dimensions/indicators that can be classified on innovativeness are product innovation (producing designs), process innovation (carrying out development), service innovation (providing services), and management innovation.

In the scientific article journal Lucell A. Larawan (2011) International Journal of Business and Management Studies with the title “Employee Innovativeness and Achievement Motivation: A Public and Private Organization's Experience”, concluded that there is a significant positive relationship between achievement motivation and innovativeness, with a coefficient correlation 0.24 ( $p < 0.05$ ).

The results of research by Doris Fay et. al. (2014) in their research entitled "Teamwork and Organizational Innovation: The Moderating Role of the HRM Context" shows that there is a positive relationship ( $r = 0.53$ ,  $p < 0.01$ ) between group collaboration on innovativeness. This research was conducted by interviewing and surveying 45 manufacturing companies in England. The results of this study indicate that the wider the use of teamwork in organizations, the higher the level of innovativeness.

The results of this study are also in line with research conducted by Scott G. Isaksen and Hans J. Akkermans (2019) in the Journal of Creative Behavior, with the title "work discipline: A Leadership Lever for Innovation", concluding that there is a significant positive relationship between Pedagogic competence with innovativeness. The results show a correlation coefficient of 0.602 at a significance level of 0.05.

### **Principal Supervision**

Principal Supervision is Instructional supervision aims to promote growth, development, interaction, fault-free problem solving, and a commitment to building capacity in teachers. Instructional supervision is an effort to encourage growth, development, interaction, problem solving that is free from errors, and a commitment to building skills in teachers (Sally J. Zepeda, 2018). Principal supervision is an effort to train teachers and provide them with advice and encouragement, coordinating various parts of school activities in an environment that is effective and conducive to learning. ( E.D. Nakpodia 2019).

Principal Supervision can be synthesized, which is a form of service performed by the principal on teacher activities with the intention of monitoring, evaluating, directing and guiding so that the process of carrying out the teacher's duties can run well in accordance with the goals that have been planned.

There are dimensions and indicators of school principal supervision, namely: 1) Dimensions of monitoring activities, with indicators: preparation of supervision plans, determination of supervision implementation techniques, preparation of implementation schedules; 2) The dimensions of evaluating activities, with indicators: informing the implementation of teacher supervision, carrying out class visits, conveying findings; 3) The dimensions of directing activities, with indicators: fostering work relations; 4) Dimensions of guiding activities, with indicators: following up on findings.

Supervision of the school principal was examined by researchers Anwar Hossain and Nahid Aktar, (2018) "Influence of Perceived Organizational Support, Supervisory Support, and Working Environment on Employee Service Quality: An Empirical Study on Non-Govt. Employees in Bangladesh". This study aims to investigate the relationship between organizational support, supervision, and work climate with service quality. In the scientific article journal Bima Prakarsa Arzfi1, Resi Ananda (2022) Implementation of Supervision by Principals in Improving Teacher Pedagogic Competence in Elementary Schools "This research aims to describe supervision by school principals in improving the pedagogic of educators in schools. The results of this study are also in line with research conducted by Nasrullah Jamaludin (2021) entitled "The Relationship Between Principal Supervision and Transformational Leadership and the Innovative Widyaaiswara BPPSDMP Ministry of Agriculture in BPP Lembang, BPP Lampung, Cianjur Agricultural Training Center, and PPKMP Ciawi-Bogor" ,

### **Pedagogic Competence**

Teacher pedagogical competence as the ability and ability to organize and animate learning situations, to manage the development or continuation of learning, to involve students (students) in the learning process, to organize group work. (Bipoupout Jean Calvin and Ngufo Evelyn Chumba :2017).

According to Buchari Alma (2012) Pedagogic competence is the ability to manage student learning, includes the concept of teaching readiness as shown by mastery of teaching knowledge and skills, understanding of students, understanding of educational insights, syllabus development, designing or implementing educational and dialogic learning, evaluating results learning, developing students to actualize the various potentials they have.

Teacher pedagogic competencies can be synthesized, namely skills or abilities that must be mastered by a teacher in seeing the characteristics of students from various aspects of life, be it moral, emotional, or intellectual. The dimensions and indicators of pedagogical competence are: 1). Mastery of pedagogic competencies, including: designing lessons, understanding learning objectives, using methods, using media, and carrying out learning; 2). Mastery of student management, including: understanding of students, class management, interaction with students and development of student skills; 3) Mastery of class management, including: class management; 4) Assessment of learning achievement, including: assessing the learning process, and utilizing the results of the assessment for the benefit of learning.

This Pedagogical Competence has been extensively studied by previous researchers Itang, (2018) "Work Discipline and Work Competence with Quality of Service in the Office of Religious Affairs (KUA) District of Mount Kencana Lebak Regency of Banten". This study aims to investigate the relationship between Pedagogical Competence and work competence with work quality. The sample used in this study was 160 people from the community around the Office of Religious Affairs (KUA) Gunung Kencana District, Lebak Regency, Banten. The

results showed that there was a positive relationship between Pedagogic Competence and work quality with  $r = 0.197$  ( $p \leq 0.01$ ). Likewise, there is a positive influence between work competence and work quality with  $r = 0.251$  ( $p \leq 0.01$ ). The results of this study are also in line with research conducted by Scott G. Isaksen and Hans J. Akkermans (2019) in the Journal of Creative Behavior, with the title "Pedagogic competence: A Leadership Lever for Innovation", concluding that there is a significant positive relationship between Pedagogic competence with innovativeness. The results show a correlation coefficient of 0.602 at a significance level of 0.05.

### Relevant Article Review Results

Reviewing relevant articles as a basis for setting research hypotheses by explaining the results of previous studies, explaining the similarities and differences with the research plan, from relevant previous research as shown in table 1 below.

**Table 1: Relevant Research Results**

No	Author (Year)	Previous Research Results	Similarities With This Article	The Difference With This Article	H
1	Nasrullah Jamaludin (2021)	Principal supervision and Transformational Leadership with Innovativeness	Supervision of the Principal has an effect on Innovativeness	Transformational Leadership with Innovativeness	H1
2	Lucell A. Larawan (2011)	Principal Supervision has a positive and significant impact on Innovativeness	Supervision of the Principal has an effect on Innovativeness	Influential Organizational Experience terhadap Keinovatifan	H1
3	Doris Fay et. al. (2014)	group cooperation towards innovation	group cooperation towards innovation	group cooperation towards innovation	H1
4	Scott G dan Hans Akkermans (2019)	Pedagogic competence and work competence have a positive and significant impact on the quality of work	Pedagogic competence affects the quality of work	work competence affects the quality of work	H2
5	Victor Obule Ebuara (2018),	The Effect of Staff Discipline and Work Attitude on Innovativeness	Pedagogic competence influences innovation	Work attitude influences innovation	H2
6	Anwar Hossain dan Nahid Aktar, 2018	organization, supervision, and work climate with service quality	supervision, with quality of service	organization, and work climate with service quality	H3
7	Hermin Arista, Eddy Sutadji dan Hakkun Elmunsyah, 2019	supervision and teaching experience on teacher work motivation and teacher work quality	supervision of the quality of teacher work	teaching experience on teacher work motivation and teacher work quality	H3
8	Itang, 2018	Pedagogic competence and work competence with work quality.	Pedagogic competence with work quality.	work competence with work quality.	H4
9	Anwar Prabu Mangkunegara dan Tinton Rumbungan Octorend, 2018,	The Influence of Pedagogic Competence, Work Motivation and Work Quality on Employee Organizational Commitment in the Company	The Influence of Pedagogic Competence, and Quality of Work	The Effect of Work Motivation and Work Quality on Employee Organizational Commitment in the Company	H4
10	Ng Yu Seen, Sharan Kaur Garib Singh,	the relationship between the quality of work with innovativeness	the relationship between the quality	the relationship between the quality	H5

	Sharmila Jayasingam 2019		of work with innovativeness	of work with innovativeness	
11	Vikas Thakare dan Gyan Prakash, 2018	Positive influence between innovation and quality of work	Positive influence between innovation and quality of work	Positive influence between innovation and quality of work	H5

In this study, although there are some similarities in the variables analyzed, there are basically differences in determining the indicators of these variables based on the theoretical basis used in the study.

**Discussion of Relevant Article Studies**

**The Effect of Principal Supervision on Teacher Innovativeness**

Principal supervision is an effort or service from the principal as a stakeholder with everything to advance the development of teachers, staff and students. Business development activities planned to assist teachers and school staff in carrying out their work effectively and efficiently. Supervision by the principal is part of an educational process, as well as a democratic social process, whose main function is leadership. Through supervisory activities the principal can contribute instructions, encourage, explain, guide, and help improve learning situations, as well as help teachers so that they teach better. Suharsimi Arikunto (2010) stated that the concept of supervision is an activity of observing, identifying which things are correct, which are not correct, and which are not correct, with the intention of being precise with the aim of providing guidance.

Principal Supervision affects Teacher Innovativeness if Principal Supervision is well perceived, then Teacher Innovativeness will be well perceived and vice versa. Whereas the perspective of the two theoretical concepts above implies that, if the school principal carries out and carries out supervision activities by monitoring, evaluating, directing, and guiding regularly to all teaching staff and educational staff, then it is expected to be able to encourage members of the organization to carry out self-development, take the initiative and act in carrying out the work, the stability of social life at work, and ready to be evaluated so that it can fulfill the quality of work by working together.

Based on the thoughts above, it can be clearly surmised that the Principal's Supervision has a positive Influence on Teacher Innovativeness.

To increase teacher innovativeness by paying attention to the supervision of the school principal, what must be done by management is to carry out supervision activities by monitoring, evaluating, directing, and guiding regularly to all teaching staff and educational staff where the higher the supervision of the school principal, the more innovative the teacher will be. . Thus the findings of facts and data in this research analysis further support previous findings regarding a positive relationship between principal supervision and teacher innovation.

Results of previous research conducted by Mohammad Baitul Islam, "Factors Affecting Innovatives of Work Life: An Analysis on Employees of Private Limited Companies in Bangladesh". This study aims to investigate the relationship between workload, family life, transportation facilities, compensation, supervision, work environment, working conditions and career opportunities with innovativeness. The sample used in this study was 100 employees of a private limited company in Bangladesh. The results showed that there was a positive relationship between supervision and innovativeness with  $r = 0.332$  ( $p \leq 0.01$ )

Another relevant research conducted by Anwar Hossain and Nahid Aktar, "Influence of Perceived Organizational Support, Supervisory Support, and Innovative Working Environment on Employee Service: An Empirical Study on Non-Govt. Employees in Bangladesh". This study aims to investigate the relationship between organizational support, supervision, and

work climate with innovativeness. The results showed that there was a positive relationship between supervision and innovativeness with  $r = 0.51$  ( $p \leq 0.01$ )

Thus this study supports the results of research which states that the higher the principal's supervision with teacher innovativeness, the more innovative the teacher's results will be. Thus the findings of facts and data in the analysis of this study further support previous findings regarding the existence of a positive influence between principal supervision and teacher innovation.

### **The Effect of Pedagogic Competence on Teacher Innovativeness.**

Pedagogic competence is a skill or ability possessed by the teacher in seeing the characteristics of students from various aspects of life, be it moral, emotional or intellectual. Through pedagogic competence, teachers can create an atmosphere in learning to be comfortable and optimal so as to foster positive student perceptions. With this positive perception it will foster student motivation in learning so that it can influence student action in achieving its goals, namely satisfactory learning achievement. The principle expressed by (E. Mulyasa, 2010) Pedagogic competence is the teacher's ability to manage student learning.

Pedagogic Competence influences Teacher Innovativeness if Pedagogic Competency is well perceived then Teacher Innovativeness will also be well perceived, and vice versa. This can be explained that the Perspective of the two theoretical concepts above implies that if the teacher has the ability to see the characteristics of students from various aspects of life, be it moral, emotional, or intellectual through mastering pedagogic competencies, student management, class management, and assessing student achievement in carry out their main tasks and functions, it is expected to encourage members of the organization to carry out self-development, take initiative and act in carrying out work, establish social life at work, and be ready to be evaluated so that they can fulfill the quality of work by working together.

Based on the above thoughts, it can be assumed that Pedagogic Competence has a positive and significant influence on Teacher Innovativeness.

To increase teacher innovativeness by paying attention to pedagogic competence, what must be done by management is pedagogic competence, namely the ability to manage student learning, including the concept of teaching readiness as shown by mastery of teaching knowledge and skills, understanding of students, understanding of educational insights, syllabus development, designing or implementing educational and dialogic learning, evaluating learning outcomes, developing students to actualize their various potentials.

The results of previous research conducted by Itang, "Work Discipline and Work Competence with Quality of Service in the Office of Religious Affairs (KUA) District of Mount Kencana Lebak Regency of Banten". This study aims to investigate the relationship between work discipline and work competence with work quality. The sample used in this study was 160 people from the community around the Office of Religious Affairs (KUA) Gunung Kencana District, Lebak Regency, Banten. The results showed that there was a positive relationship between work competence and work quality with  $r = 0.251$  ( $p \leq 0.01$ ). Likewise the results of research conducted by Hermin Arista, Eddy Sutadji and Hakkun Elmunsyah, "Contribution of Competence and Teaching Experience to the Teacher Work Motivation and Teacher Innovation Also Its Effect to the Student Learning Outcome". This study aims to investigate the contribution of teaching competence and experience to teacher work motivation and teacher innovation and its relationship to student learning outcomes. The sample used was 64 teachers of the Informatics Engineering SMK skills study program in Malang Regency. The results of the study showed that there was a positive influence between teacher competence and innovativeness with  $r = 0.333$  ( $p \leq 0.01$ ).

Thus this study supports the results of research which states that the higher the pedagogical competence, the more innovative the teacher's results will be. Thus the findings of

facts and data in this research analysis further support previous findings regarding the existence of a positive influence between pedagogical competence and teacher innovativeness.

### **The Effect of Principal Supervision on the Quality of Teacher Work**

Supervise school principals as a business or service to advance the development of teachers, staff and students, hold discussions and open up to be willing to assist teachers in preparing students in the learning process will improve the quality of teacher work life. This can be achieved if the school principal plans an academic supervision program in order to increase teacher professionalism, carries out academic supervision of teachers using appropriate supervision approaches and techniques, and follows up on the results of academic supervision of teachers in order to increase teacher professionalism, and evaluates the supervision program.

This is in accordance with the concept or principle put forward by (E.D. Nakpodia, 2011) explaining that the supervision of school principals is an effort to develop teachers and give them advice and encouragement, coordinating various parts of school activities in an environment that is effective and conducive to learning. Supervise the principal protects teachers and provides services and protects them from unreasonable demands and pressures from society.

Supervision of the Principal affects the quality of the teacher's work, if the supervision of the principal is well perceived, then the quality of the teacher's work will also be perceived well, and vice versa. This can be explained that the Perspective of the two theoretical concepts above means that if the teacher has the ability to see the characteristics of students from various aspects of life, be it moral, emotional, or intellectual through mastery of Principal Supervision, student management, class management, and assessing student achievement in carrying out their main tasks and functions, it is expected to be able to encourage members of the organization to carry out self-development, take initiative and act in carrying out work, establish social life at work, and be ready to be evaluated so that they can fulfill the innovativeness of teachers by working together.

Based on the above thoughts, it can be assumed that the Principal's Supervision has a positive influence on the quality of teacher work.

To improve the quality of teacher work by paying attention to the supervision of the school principal, what must be done by management is that the school principal continuously supervises the school principal as a business or service to advance the development of teachers, staff and students, hold discussions and open themselves up to be willing to assist teachers in preparing students in the learning process will improve the quality of teacher work life. This can be achieved if the school principal plans an academic supervision program in order to increase teacher professionalism, carries out academic supervision of teachers using appropriate supervision approaches and techniques, and follows up on the results of academic supervision of teachers in order to increase teacher professionalism, and evaluates the supervision program. where the higher the Supervision of the Principal, the quality of the teacher's work will also increase. Thus the findings of facts and data in this research analysis further support previous findings regarding a positive relationship between the Supervision of Principals and the quality of teacher work.

Principal supervision plays a role in teacher work quality. . Employees in Bangladesh". This study aims to investigate the relationship between organizational support, supervision, and work climate with service quality. The results of this study are also in line with research conducted by Hermin Arista, Eddy Sutadji and Hakkun Elmunsyah, (2019) "Contribution of supervision and Teaching Experience to the Teacher Work Motivation and Teacher Work Quality Also Its Effect to the Student Learning Outcome". This study aims to investigate the



contribution of supervision and teaching experience to teacher work motivation and teacher work quality and their relationship to student learning outcomes.

The findings obtained in this study indicate that if the principal carries out continuous supervision of the principal as a business or service to advance the development of teachers, staff and students, holds discussions and opens himself up to be willing to assist teachers in preparing students in the learning process it will improve the quality of teacher work life. This can be achieved if the school principal plans an academic supervision program in order to increase teacher professionalism, carries out academic supervision of teachers using appropriate supervision approaches and techniques, and follows up on the results of academic supervision of teachers in order to increase teacher professionalism, and evaluates the supervision program. The school principal's supervision program will run if it is supported by the attitude of a teacher to comply with all adherence to formal regulations, implementation of regulations, and work patterns and ethics that have been set together in carrying out an activity or job will be able to improve the quality of the teacher's work life.

Thus this study supports the results of research which states that the higher the supervision of the principal, the higher the quality of teacher work. Thus the findings of facts and data in this research analysis further support previous findings regarding a positive relationship between school principal supervision and teacher work quality.

### **The Effect of Pedagogic Competence on the Quality of Teacher Work**

Pedagogic competence, namely the ability to manage student learning, includes the concept of teaching readiness as shown by mastery of teaching knowledge and skills, understanding of students, understanding of educational insights, syllabus development, designing or implementing educational and dialogic learning, evaluating learning outcomes, developing students to actualize its various potentials.

Likewise the concept expressed by (E. Mulyasa, 2017) pedagogical competence is the ability of teachers in managing student learning.

Pedagogic competence affects the quality of teacher work. If pedagogical competence is well perceived, then the quality of teacher work will also be perceived well, and vice versa. This can be explained that the Perspective of the two theoretical concepts above implies that if the teacher has the ability to see the characteristics of students from various aspects of life, be it moral, emotional, or intellectual through mastering pedagogic competencies, student management, class management, and assessing student achievement in carrying out their main tasks and functions, it is expected to be able to encourage members of the organization to carry out self-development, take initiative and act in carrying out work, establish social life at work, and be ready to be evaluated so that they can fulfill the quality of work by working together.

Based on the above thoughts, it can be assumed that Pedagogic Competence has a positive and significant influence on the quality of teacher work.

To improve the quality of teacher work by paying attention to pedagogical competence, what must be done by management is that pedagogic competence is a skill or ability possessed by teachers to see the characteristics of students from various aspects of life, be it moral, emotional or intellectual. Through pedagogic competence, teachers can create an atmosphere in learning to be comfortable and optimal so as to foster positive student perceptions. With this positive perception, it will foster student motivation in learning so that it can influence student actions in achieving its goals, namely satisfactory learning achievement.

Pedagogic competence has a positive influence on teacher work quality, this is in line with research conducted by: Itang, (2018) "Work Discipline and Work Competence with Quality of Service in the Office of Religious Affairs (KUA) District of Mount Kencana Lebak Regency of Banten ". This study aims to investigate the relationship between Pedagogical Competence and work competence with work quality. The sample used in this study was 160

people from the community around the Office of Religious Affairs (KUA) Gunung Kencana District, Lebak Regency, Banten. The results showed that there was a positive relationship between Pedagogic Competence and work quality with  $r = 0.197$  ( $p \leq 0.01$ ). Likewise, there is a positive relationship between work competence and work quality with  $r = 0.251$  ( $p \leq 0.01$ ). The results of this study are also in line with research conducted by Anwar Prabu Mangkunegara and Tinton Rumbungan Octorend, (2018), Effect of Work Discipline, Work Motivation and Job Satisfaction on Employee Organizational Commitment in the Company (Case Study in PT. Dada Indonesia), *Universal Journal of Management* 3(8): 318-328, 2018 DOI: 10.13189/ujm.2018.030803 <http://www.hrpub.org> “explains the Effect of Pedagogic Competence, Work Motivation and Work Quality on Employee Organizational Commitment in Companies.

The findings obtained in this study indicate that if the teacher carries out and has an attitude of obedience, respect and respect for formal regulations, implementing rules and ethical work patterns and towards written and unwritten regulations that have been jointly established at school, then they are willing to accept a punishment commensurate with what he has violated may be able to realize the goals of national, school and community education. Teachers who have good competence will complement their learning tools by trying to develop curricula related to the subjects being taught, develop subject syllabuses based on competency standards (SK) and basic competencies (KD), and plan lesson plans (RPP) based on The syllabus that has been developed consists of competency standards related to the ability to master students' character, from the physical, moral, social, cultural, emotional, to intellectual aspects, carrying out learning, understanding student and class management, and evaluating student achievement.

Thus this study supports the results of research which states that the higher the pedagogical competence, the higher the quality of teacher work. Thus the findings of facts and data in this research analysis further support previous findings regarding the existence of a positive relationship between pedagogical competence and the quality of teacher work.

### **The Influence of Teacher Innovativeness on the Quality of Teacher Work**

Teachers who have high innovation will carry out or carry out an activity or task as well as possible in order to produce achievements with commendable predicates. This kind of behavior will greatly impact the quality of work that arises from within the teacher himself. This relates to the statement put forward by (Huang, 2017: 778) Innovation is defined as a process of transforming creative ideas into useful products, services, or work methods to enhance the improvement and promotion of organizational quality. This is intended for organizations to maintain a sustainable competitive advantage and generate new value through new procedures and directives. Innovation in education is defined as an organizational strategy that employs employees to make breakthroughs, change current conditions, and develop characteristics of products, processes or services through education to improve organizational performance.

According to Mary Uhl-Biel et al. (2010: 476) states that the Principles or concept of Innovativeness is a process of finding new ideas which are then practiced. Innovation is also a means for the formation of ideas in creating something that can be applied in everyday life, ideally innovation is a follow-up that contributes to providing an improvement for services and user productivity (consumers and organizations).

Teacher innovativeness influences the teacher's work quality. Efforts to increase a teacher's innovativeness are of course very important, but this seems to be getting less attention. The innovativeness of a teacher in developing ideas for the development of products, processes and services will certainly be very useful in the world of work in the field of education. In carrying out a job, of course, it is not uncommon for individuals to be combined in a group in

collaboration. Group cooperation requires the presence of individuals who have the same character or at least can be responsible for one another in achieving good work results. If someone has innovation in doing his work, of course it will have a positive impact on collaborating in groups, innovation can also be present thanks to the quality of work in an individual teacher in his work.

Based on the thoughts above, in an effort to improve the quality of teacher work, it is suspected that there is a positive influence between the innovativeness of teachers and the quality of teacher work.

To increase teacher innovativeness by paying attention to the quality of teacher work, what must be done by management is that teachers who have high innovation will carry out or work on an activity or task as well as possible in order to produce achievements with commendable predicates. This kind of behavior will greatly impact the quality of work that arises from within the teacher himself. where the higher the innovativeness, the quality of the teacher's work will also increase.

In line with research conducted by: Ng Yu Seen, Sharan Kaur Garib Singh, Sharmila Jayasingam (2019) from the Faculty of Business and Accountancy, Universiti Malaya entitled "Teacher Work Quality and Innovation among Malaysian Employees" yielded findings that there is a correlation between quality work with an innovativeness of ( $\beta = 0.84, p = 0.05$ ). The results of his research imply that there is a significant relationship between work quality and innovativeness. In the scientific journal Vikas Thakare and Gyan Prakash, (2018) also shows "Innovation for Work Quality in Public Funded R&D Laboratory" concluding that there is a positive influence between innovation and work quality as indicated by the correlation coefficient  $r = 0.379$  (with  $p < 0, 01$ ). This study aims to increase the innovativeness of a teacher is very important, but this is still not enough attention. However, through the existence of innovation as an encouragement or desire in individuals that will shape behavior to excel in carrying out activities or assignments as well as possible, of course, the quality of teacher work will be more sustainable.

Thus this study supports the results of research which states that the higher the teacher's innovativeness, the higher the quality of the teacher's work will also increase. Thus the findings of facts and data in this research analysis further support previous findings regarding the positive relationship between work discipline and pedagogical competence together with the quality of teacher work.

### Conceptual Framework

Based on theoretical studies and scientific article reviews, the conceptual framework for this literature review is:

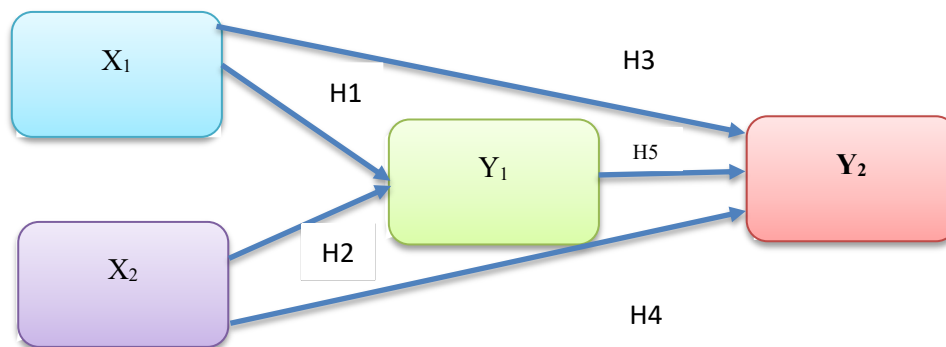


Figure 1: Conceptual Framework

Based on theoretical studies, reviews and research results from relevant journals as well as drawings from the conceptual framework, it can be formulated:

- H1 :Supervision of the Principal has an effect on Teacher Innovativeness  
H2 :Pedagogic Competence influences Teacher Innovativeness  
H3 :Supervision of the school principal affects the quality of teacher work  
H4 :Pedagogic competence affects the quality of teacher work  
H5 :The teacher's innovativeness influences the quality of work

Based on the conceptual framework image above, then: Principal Supervision, and pedagogical competence, affect teacher innovation and teacher work quality. Apart from the two exogenous variables that affect teacher innovation and the quality of teacher work, there are many other variables, including:

- 1) Empowerment: (Ali, Sawitri et al., 2023), (Eka & Ali, 2022), and (Ali, son. Krisna, 2021),
- 2) Organizational Climate: (Ali, Yamin et al., 2023), (Ruliana 2014), (Awolusi et al. 2015), S.V. Anitha & B. Srihalaj (2017)
- 3) Achievement motivation: (Prayetno, Ali H , 2020), (Ali & Mappesona, 2016), and (Ali, Yamin, Anshori et al, 2023)

## CONCLUSION

Based on the objectives, results and discussion, the conclusion of this article is to formulate hypotheses for further research, namely: 1) Principal supervision has a positive effect on teacher innovation 2) pedagogical competence has a positive effect on teacher innovation 3) Principal Supervision has a positive effect on the quality of teacher work 4) pedagogical competence has an effect on the quality of teacher work and 5) Teacher innovativeness has a positive effect on the quality of teacher work.

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