

## Pedagogical Competence of Kindergarten Teachers in Trenggalek District: Reviewed from Clinical Supervision and School Culture

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### Abstrak

Penelitian ini bertujuan untuk menginvestigasi pengaruh supervisi klinis dan budaya sekolah terhadap kompetensi pedagogik guru di TK se-Kecamatan Trenggalek. Penelitian ini menggunakan pendekatan kuantitatif dengan model penelitian yang bersifat *ex post facto*. Hasil penelitian ini menunjukkan bahwa baik secara parsial maupun simultan, supervisi klinis dan budaya sekolah memiliki pengaruh positif yang signifikan terhadap kompetensi pedagogik guru di TK se-Kecamatan Trenggalek. Namun, kontribusi supervisi klinis terhadap kompetensi pedagogik guru masih belum optimal dibandingkan dengan budaya sekolah. Hal ini terlihat dari nilai koefisien regresi variabel supervisi klinis (X1) sebesar 0,165 dan koefisien regresi budaya sekolah (X2) sebesar 0,478. Temuan ini memberikan pemahaman baru tentang pentingnya peningkatan supervisi klinis melalui kegiatan supervisi yang terjadwal dan dilakukan secara terus menerus sehingga meningkatkan kompetensi pedagogik guru, khususnya TK di Kecamatan Trenggalek.

### Abstract

*This study aims to investigate the influence of clinical supervision and school culture on the pedagogical competence of teachers in kindergartens throughout Trenggalek District. This research uses a quantitative approach with an *ex post facto* research model. The results of this study indicate that both partially and simultaneously, clinical supervision and school culture have a significant positive influence on the pedagogical competence of teachers in kindergartens throughout Trenggalek District. However, the contribution of clinical supervision to the pedagogical competence of teachers is still not optimal compared to school culture. This can be seen from the regression coefficient value of the clinical supervision variable (X1) of 0.165 and the regression coefficient of school culture (X2) of 0.478. These findings provide a new understanding of the importance of improving clinical supervision through scheduled and continuous supervision activities so as to improve the pedagogical competence of teachers, especially kindergartens in Trenggalek District.*

## INTRODUCTION

Clinical supervision is supervision that focuses on improving teaching through a systematic cycle of planning, observing, and analyzing intensive intellectual stages of actual teaching performance with the aim of making optimal modifications (Purwanto, 2008). Clinical supervision focuses not only on technical improvements in teaching, but also on the overall professional development of teachers. This is done through a collaborative approach, where teachers and supervisors work together to analyze teaching practices and find more effective solution (Carl D. Glickman, 2013). Clinical supervision plays an important role in building a culture of reflection among teachers. With clinical supervision, teachers are more encouraged to reflect on their teaching practices, so they can identify areas for improvement and develop more effective teaching strategies (Zepeda, 2012).

Characteristics of clinical supervision include: a. Supervision is given in the form of assistance (not orders), so that the initiative remains in the hands of education personnel; b. aspects that are supervised are based on teacher suggestions, which are reviewed together with the principal as supervisor to be agreed upon; c. Observation instruments and methods are developed together by teachers and principals; d. discussing and interpreting observation results by prioritizing teacher interpretation; e. supervision is carried out in an open atmosphere face to face, and the supervisor listens and answers teacher questions more than giving advice and direction; f. clinical supervision has at least three stages, namely initial meetings, observations, and feedback; g. there is reinforcement and feedback from the principal as supervisor regarding positive changes in teacher behavior as a result of coaching; h. supervision is carried out continuously to improve a situation and solve a problem (Rohmatika, 2018).

School culture is a manifestation of the values held by a group of people or society in an organization or institution which are then processed into values or norms and new rules which will later become attitudes and behaviors in the organization that are expected to achieve the vision, mission and goals. The process and creation of organizational culture involves all resources in the organization or institution (Kuswandari, 2022). School culture is the entire physical background, environment, atmosphere, feeling, nature, and climate of the school that is productively able to provide good experiences for the growth and development of students' intelligence, skills, and activities. School culture can be displayed in the form of relationships between the principal, teachers, and other educational staff at work, discipline, sense of responsibility, rational thinking, motivation to learn, habits of solving problems rationally (Nurrohman, 2024).

Pedagogical competence is the ability of teachers to manage students during learning and the abilities that educators must have include: a. understanding of educational insights and foundations; b. understanding students; c. curriculum and syllabus development; d. learning design; e. implementation of educational and dialogical learning; f. utilization of technology; g. evaluation; h. development of students to actualize their potential (Mulyasa, 2016). Pedagogical competence is the ability that reflects a teacher's teaching skills. To be an effective teacher, teachers must have a deep understanding of pedagogical theory and practice, such as understanding student characteristics, being able to convey lesson material clearly, evaluating the learning that has been carried out, and developing the potential of students.

Regulation of the Minister of National Education Number 16 of 2007 groups teacher pedagogical competence into ten parts including: a. mastering the characteristics of students; b. mastering learning theories and principles; c. developing curriculum; d. organizing educational development activities, e. utilizing information & communication technology; f. facilitating the development of student potential; g. communicating effectively, empathetically, and politely; h. conducting assessments and evaluations; i. utilizing the results of assessments and evaluations; j. carrying out reflective actions. Based on the brief study as explained above, it can be understood that teacher pedagogical competence is not optimal if it is not supported by continuous supervision of the principal and a quality school culture. For this reason, there needs to be a representative empirical study that can describe the relationship between educational components.

The hypotheses proposed in this study include: The influence of clinical supervision on teachers' pedagogical competence, The influence of school culture on teachers' pedagogical competence, The influence of clinical supervision and school culture together on teachers' pedagogical competence, The dominant influence of clinical supervision on teachers' pedagogical competence.

## RESEARCH METHODS

Type of research is the research uses a quantitative research approach with an ex post facto research model. It is called ex post facto research because researchers are dealing with variables that

have occurred and do not need to provide treatment to the variables being studied. (Sappaile 2010). Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical with the aim of testing the established hypothesis.

Population and Research Sample: Population according to (Sugiono, 2010) is a generalization area consisting of objects or subjects that have certain quantities and characteristics determined by researchers to be studied and then draw conclusions. The research population is the entire subject being studied by the researcher, in this case the teachers in kindergartens throughout Trenggalek District. Specifically, there are 140 kindergarten teachers throughout Trenggalek District, so the total population and sample in this study is 140 teachers.

Table 1. Population and Sample Recapitulation

No	Kindergarten Name	Number of Teachers
1	Aisyiyah 1 Kindergarten Surodakan	6
2	Aisyiyah 2 Kindergarten Sumbergedong	7
3	Permata Ummat IT Kindergarten	13
4	Al Hidayah 1 Kindergarten Ngantru	6
5	Al Hidayah 2 Kindergarten Kelutan	5
6	Al Hidayah VII Kindergarten Kelutan	8
7	Ya Bunayya Kindergarten	5
8	Pembina State Kindergarten	8
9	Bhayangkari Kindergarten	8
10	Kartika Kindergarten	3
11	Dharma Wanita 1 Kindergarten Sumberdadi	3
12	Dharma Wanita 2 Kindergarten Sumberdadi	3
13	Dharma Wanita Kindergarten Kelutan	2
14	Dharma Wanita 1 Kindergarten Karangsono	2
15	Dharma Wanita 2 Kindergarten Karangsono	1
16	Dharma Wanita 3 Kindergarten Karangsono	2
17	Dharma Wiraman Kindergarten	3
18	Dharma Wanita Kindergarten Rejowinangun	3
19	Dharma Wanita 1 Kindergarten Parakan	2
20	Dharma Wanita 2 Kindergarten Parakan	2
21	Dharma Wanita 1 Kindergarten Sukosari	3
22	Dharma Wanita 2 Kindergarten Sukosari	3
23	Dharma Wanita 1 Dawuhan	2
24	Dharma Wanita 2 Dawuhan	2
25	Dharma Wanita31 Dawuhan	3
26	Dharma Wanita 2 Kindergarten Tamanan	2
27	Dharma Wanita 1 Kindergarten Ngares	4
28	Dharma Wanita Kindergarten Sambirejo	2
29	Pertiwi Setda Kindergarten	3
30	Pertiwi Kindergarten Ngantru	5
31	Pertiwi Sumbergedong Kindergarten	4
32	Adhyaksa IX Kindergarten Trenggalek	3
33	Bina Anaprassa Kindergarten	2
34	Wahidiyat Plus Kelutan Kindergarten	3
35	Trisula Perwari Kindergarten	3

36	Kasih Kindergarten	1
37	Tunas Kasih Kindergarten	3
	Total	140

The instruments in this study were tested for validity and reliability before being used in data collection. While inferential statistical tests were conducted using Multiple Linear Regression with the equation:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

Where:

Y = Pedagogical Competence

$\alpha$  = constant number

X1 = Clinical Supervision

X2 = School Culture

$\beta_1$  = Clinical Supervision Coefficient

$\beta_2$  = School Culture Coefficient

Hypothesis testing in this study used the t-test, F-test and coefficient of determination test, while to ensure the feasibility of the model in this study, classical assumption tests were carried out, including normality tests, multicollinearity tests and heteroscedasticity tests. (Suyitno 2024).

## RESULTS AND DISCUSSION

### Results

Validity and Reliability Test. The questionnaire testing is intended to find its validity and reliability, so if at the time of the first test it is not valid, it will be corrected and retested. Therefore, data is displayed for the first and second tests. The results of the test can be presented as in the table below. Clinical Supervision. The results of the questionnaire testing can be presented as in the table below.

Table 2. Clinical Supervision

Items	Validity Value	Information	Reliability Test Results
1	2	3	4
Items 1	0.721	Valid	0.960
Items 2	0.750	Valid	0.960
Items 3	0.737	Valid	0.960
Items 4	0.728	Valid	0.960
Items 5	0.814	Valid	0.959
Items 6	0.763	Valid	0.960
Items 7	0.789	Valid	0.959
Items 8	0.788	Valid	0.959
Items 9	0.737	Valid	0.960
Items 10	0.779	Valid	0.959
Items 11	0.840	Valid	0.958
Items 12	0.813	Valid	0.959
Items 13	0.766	Valid	0.960
Items 14	0.699	Valid	0.960
Items 15	0.733	Valid	0.960
Items 16	0.621	Valid	0.962
Items 17	0.765	Valid	0.959
Items 18	0.822	Valid	0.959
Items 19	0.810	Valid	0.959
Items 20	0.738	Valid	0.960

The table shows that in the validity test  $r_{\text{count}} > r_{\text{table}}$  0.159 then the instrument is declared valid and for reliability testing  $r_{\text{count}} > r_{\text{table}}$  0.159, then for clinical supervision the questionnaire is declared reliable or has a good level of consistency. Furthermore, after its validity and reliability are known, the questionnaire can be applied to a number of respondents to have their opinions annulled. School Culture. The results of the questionnaire testing can be presented as in the table below.

Table 3. School Culture

Items	Validity Value	Information	Reliability Test Results
Items 1	0.674	Valid	0.971
Items 2	0.611	Valid	0.971
Items 3	0.647	Valid	0.971
Items 4	0.639	Valid	0.971
Items 5	0.754	Valid	0.970
Items 6	0.696	Valid	0.971
Items 7	0.312	Valid	0.975
Items 8	0.363	Valid	0.973
Items 9	0.646	Valid	0.971
Items 10	0.727	Valid	0.970
Items 11	0.762	Valid	0.970
Items 12	0.305	Valid	0.970
Items 13	0.720	Valid	0.970
Items 14	0.738	Valid	0.970
Items 15	0.746	Valid	0.970
Items 16	0.795	Valid	0.970
Items 17	0.755	Valid	0.970
Items 18	0.500	Valid	0.970
Items 19	0.808	Valid	0.970
Items 20	0.811	Valid	0.970
Items 21	0.798	Valid	0.970
Items 22	0.756	Valid	0.970
Items 23	0.575	Valid	0.972
Items 24	0.646	Valid	0.971
Items 25	0.782	Valid	0.970
Items 26	0.735	Valid	0.970
Items 27	0.756	Valid	0.970
Items 28	0.841	Valid	0.970
Items 29	0.749	Valid	0.970
Items 30	0.795	Valid	0.970

The validity test table of the school culture instrument shows  $r_{\text{count}} > r_{\text{table}}$  0.159 overall, so the instrument is declared valid, likewise in the reliability test  $r_{\text{count}} > r_{\text{table}}$  0.858, this means that the questionnaire is reliable, meaning that there is consistency in the questionnaire, and can then be applied to explore research data.

Teacher Pedagogical Competence, The results of the questionnaire testing can be presented as in the table below.

Table 4. Teacher Pedagogical Competence

Items	Validity Value	Information	Reliability Test Results
1	2	3	4
Items 1	0,786	Valid	0.971
Items 2	0,701	Valid	0.971

Items 3	0,863	Valid	0.970
Items 4	0,658	Valid	0.972
Items 5	0,703	Valid	0.971
Items 6	0,783	Valid	0.971
Items 7	0,785	Valid	0.971
Items 8	0,872	Valid	0.969
Items 9	0,796	Valid	0.970
Items 10	0,786	Valid	0.971
Items 11	0,842	Valid	0.970
Items 12	0,884	Valid	0.969
Items 13	0,855	Valid	0.970
Items 14	0,885	Valid	0.969
Items 15	0,881	Valid	0.969
Items 16	0,889	Valid	0.969
Items 17	0,828	Valid	0.970
Items 18	0,822	Valid	0.970
Items 19	0,721	Valid	0.971
Items 20	0,801	Valid	0.970

The table shows that in the validity test  $r_{\text{count}} > r_{\text{table}}$  0.159 then the instrument is declared valid and for the reliability test  $r_{\text{count}} > r_{\text{table}}$  0.159, then for clinical supervision the questionnaire is declared reliable or has a good level of consistency. Furthermore, after the validity and reliability are known, the questionnaire can be applied to a number of respondents to explore research data. Test the Classical assumptions is Normality Test. The normality test is intended to determine the residual distribution of the research results. In order to determine whether the residual value is normally distributed or not, it will be analyzed using the classic normality test P-P Plot and histogram with the help of the SPSS Version 27.0 for Windows computer program with the criteria for drawing conclusions if the points are on the diagonal line and the bell-shaped curve, then the residual value is stated to be normally distributed.

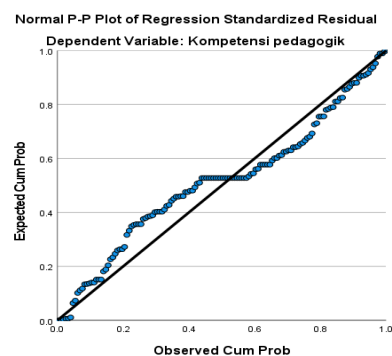


Figure: 1 P-P Plot Normality Test

The results of the normality test show that the points follow and approach the diagonal line, so it can be stated that the residual values are normally distributed.

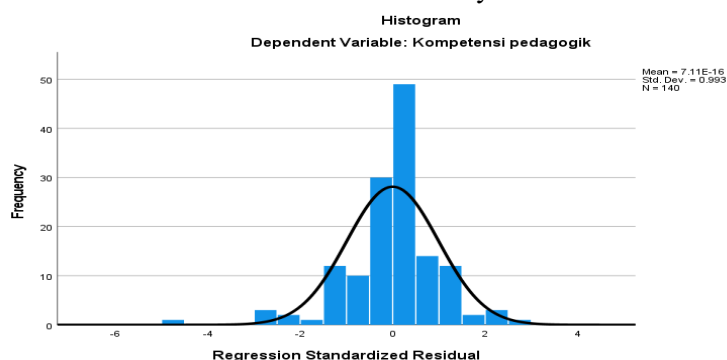


Figure: 2 Histogram Normality Test

From the chart above which is shaped like an inverted bell that fills the bell line, it can be stated that the residual value is normally distributed.

Multicollinearity Test is Regression test is not appropriate if there is a correlation between the independent variables, to find out whether there is a correlation between the independent variables, a multicollinearity test is first needed which is carried out with the help of the SPSS computer program version 27.0 for windows. The test criteria are tolerance > 0.10 and based on the VIF value < 10.0 means that there is no multicollinearity.

Table 5 Multicollinearity Test

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	6.860	3.068		2.236	.027		
	Supervisi Klinis	.165	.077	.165	2.143	.034	0.321	3.119
	Budaya Sekolah	.478	.051	.719	9.327	.003	0.321	3.119

a. Dependent Variable: Y

Based on the table above, it is known that the tolerance value for X1 is 0.321 > 0.10 and X2 is 0.321 > 0.10, while based on the variance inflation factor/VIF value for variable X1 3.119 < 10.0 and X2 3.119 < 10.0, this means that there is no mutual influence between the independent variables or there are no symptoms of multicollinearity.

Heteroscedasticity Test is Furthermore, a heteroscedasticity test needs to be conducted to test whether in the regression model there is inequality of variance from the residuals of one observation to another observation with the basis for drawing conclusions from the test if the residual search diagram does not form a certain pattern and if the data radiates around zero (on the Y axis). In addition, there is no particular pattern on the graph, such as gathering in the middle, narrowing then widening and vice versa. Using the SPSS 27 for Windows program, the results can be seen as follows:

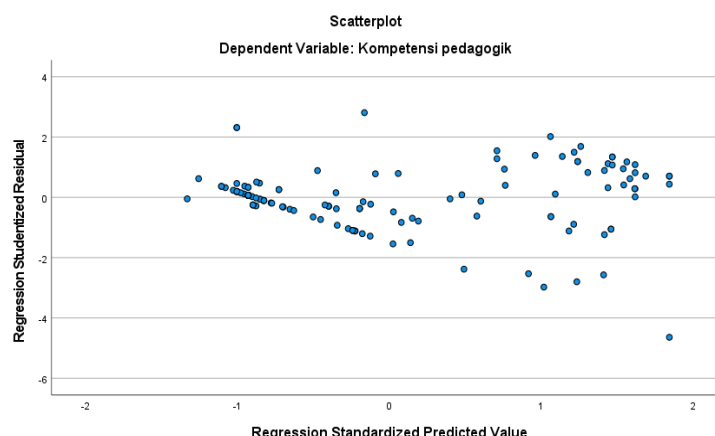


Figure: 3 Heteroscedasticity Test

Figure 3 explains that the data that is spread does not form a particular pattern and is spread around the zero point on the Y axis. This means that it can be concluded that the data to be studied meets the

heteroscedasticity assumption. Multiple Linear Regression Analysis is using the multiple regression analysis technique, the analysis test can be stated as follows.

Table 8. Regression Calculation Results

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.860	3.068		2.236	.027
	Supervisi klinis	.165	.077	.165	2.143	.034
	Budaya Sekolah	.478	.051	.719	9.327	.000
a. Dependent Variable: YY						

Based on the SPSS print out results, the coefficients obtained in the regression calculation above, then the regression equation becomes:  $Y = 6.860 + 0.165X_1 + 0.478X_2$ .

Based on the equation, the following explanation can be put forward: Constant (a) of 6.860 indicates that when the independent variables of clinical supervision and school culture are constant, the average teacher pedagogical competence is 6.860. The regression coefficient of clinical supervision competence (b1) of 0.165 indicates that every increase of one constant in the clinical supervision variable will increase pedagogical competence by 0.165. The regression coefficient has a positive value indicating that the better the clinical supervision, the better the teacher's pedagogical competence. The regression coefficient of school culture (b2) of 0.478 indicates that every increase of one constant in the school culture variable will increase learning achievement by 0.478. The regression coefficient has a positive value indicating that the better the school culture, the better the teacher's pedagogical competence.

Furthermore, regression tests, both partially and simultaneously, can be stated as follows: Partial variable test is The results of the t-test to find the level of partial relationship between variables X1 and X2 to Y can be stated as follows:

Table 9. Partial calculation of the relationship between variables X1 and X2 to Y

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.860	3.068		2.236	.027
	Supervisi klinis	.165	.077	.165	2.143	.034
	Budaya Sekolah	.478	.051	.719	9.327	.000
a. Dependent Variable: YY						

Based on the SPSS output results as in the table above, it is known that: Variable X1: significance value  $t_{0.034} < 0.05$  with a value  $t_{count} 2.143$ . Variable X2: significance value  $t_{0.000} < 0.05$  with value  $t_{count} 9.327$ .

Test variables simultaneously is Simultaneous Variable Test To determine the effect of X1 and X2 on Y simultaneously, the F test is carried out as follows:

Table 10. Simultaneous Effect of X1 and X2 on Y

ANOVA <sup>b</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5618.734	2	2809.367	194.220	.000 <sup>b</sup>
	Residual	1981.688	137	14.465		
	Total	7600.421	139			

- |   |
|---|
| a. Dependent Variable: Pedagogical competence                   |
| b. Predictors: (Constant), School culture, Clinical supervision |

Based on the SPSS output above, it is known that the significance value for the influence of  $X_1$  and  $X_2$  simultaneously on  $Y$  is  $0.000 < 0.05$  and the  $F$  count value is 194.220.

Hypothesis Testing is The results of testing the three hypotheses above can be summarized in a research results paradigm, which can be described as follows:

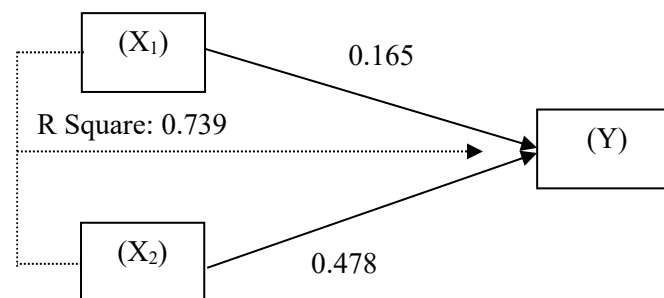


Figure 3: Research Results Paradigm Image

The research results as presented in the table above need to be given a clear understanding. For that, it is necessary to take an interpretation of the hypothesis that has been put forward.

#### The Influence of Clinical Supervision on Teachers' Pedagogical Competence ( $X_1 - Y$ )

The research hypothesis related to the influence of clinical supervision on teachers' pedagogical competence is as follows:

Ha: There is a significant influence of clinical supervision on teachers' pedagogical competence in kindergartens throughout Trenggalek District.

Ho: There is no significant influence of clinical supervision on teachers' pedagogical competence in kindergartens throughout Trenggalek District.

To draw conclusions on the interpretation of the research results, the results of the t-test were compared by consulting the t-value table for  $\alpha = 0.05$  at degrees of freedom ( $dk = n-2$ ) =  $140 - 2 = 138$ . At  $dk$  138, the value obtained was  $t_{\text{tabel}} 1.9773$

Testing criteria:

If  $t_{\text{count}} > t_{\text{table}}$  means that both variables studied have a significant influence.

Based on table 9, the t-count value of the variable of the influence of clinical supervision on teacher pedagogical competence is 2.143, while  $t_{\text{table}}$  is 1.977, so that  $2.143 > 1.977$ .

Interpretation Conclusion:

Ha: which states "there is no significant influence of clinical supervision on the pedagogical competence of teachers in kindergartens throughout Trenggalek District"

Ho: is rejected and Ha which states: "there is a significant influence of clinical supervision on the pedagogical competence of teachers in kindergartens throughout Trenggalek District." is accepted.

#### The Influence of School Culture on Teacher Pedagogical Competence ( $X_2 - Y$ )

The research hypothesis related to the influence of school culture on teacher pedagogical competence is as follows:

Ha: There is a significant influence of school culture on teacher pedagogical competence in kindergartens throughout Trenggalek District.

Ho: There is no significant influence of school culture on kindergartens throughout Trenggalek District.

To draw conclusions on the interpretation of the research results, the results of the t-test were compared by consulting the t-value table for  $\alpha = 0.05$  at degrees of freedom ( $dk = n-2$ ) = 140 – 2 = 138. At dk 138, the value obtained  $t_{table}$  1.977

Testing criteria:

If  $t_{count} > t_{table}$  means that both variables studied have a significant influence.

Based on table 9, the t-count value of the variable of the influence of school culture on teacher pedagogical competence is 9.327, while  $t_{table}$  is 1.977, so  $9.327 > 1.977$ .

Interpretation Conclusion:

Ho which reads "there is no significant influence of school culture on teacher pedagogical competence in kindergartens throughout Trenggalek District." is rejected and Ha which reads: "there is a significant influence of school culture on teacher pedagogical competence in kindergartens throughout Trenggalek District" is accepted.

### **The Influence of Clinical Supervision and School Culture Together on Teacher Pedagogical Competence (X1 and X2 – Y)**

The research hypothesis on the influence of clinical supervision and school culture on teachers' pedagogical competence is as follows:

Ha: There is a significant influence of clinical supervision competence and school culture simultaneously on teachers' pedagogical competence in kindergartens throughout Trenggalek District.

Ho: There is no significant influence of clinical supervision competence and school culture simultaneously on teachers' pedagogical competence in kindergartens throughout Trenggalek District.

In order to draw conclusions on the interpretation of clinical supervision and school culture simultaneously on teachers' pedagogical competence, it is tested using the F test. To find out the results, it is necessary to draw conclusions on the interpretation by comparing the values  $F_{count}$  with  $F_{table}$ , at degrees of freedom  $n-k = 140 - 2 = 138$ . At degrees of freedom 138,  $F_t = 3.06$  is obtained.

Testing criteria:

If  $F_{count} > F_{table}$ , it means that the two variables studied have a significant influence. Based on table 10, the values obtained are  $F_{count}$  the influence of clinical supervision and school culture simultaneously on teacher pedagogical competence is 13,996, while  $F_{table}$  is 3.06, so that  $194.220 > 3.06$ .

Interpretation Conclusion:

Ho which states "there is no significant influence of clinical supervision and school culture together on the pedagogical competence of teachers in kindergartens throughout Trenggalek District" is rejected and Ha which states: "there is a significant influence of clinical supervision and school culture together on the pedagogical competence of teachers in kindergartens throughout Trenggalek District" is accepted.

## **Result and Discussion**

### **The Influence of Clinical Supervision on Teachers' Pedagogical Competence**

Based on the results of the inferential statistical analysis test on clinical supervision, the value of  $2.143 > 1.977$  was obtained, which means significant. The significance of the results of this study can be interpreted that there is a significant or positive influence of clinical supervision on teacher pedagogical competence. Or it can be said that the better the clinical supervision, the better the teacher's pedagogical competence.

Compared with the results of previous studies conducted by Misbahul Arifin Al Bustani, it was stated that Clinical Supervision influenced Teachers' Pedagogical Competence by 85% and the rest was determined by other factors and Diah Rini Kuswandari stated that Clinical Supervision influenced Teachers' Pedagogical Competence by 82.2% and the rest was determined by other factors. Not much different from the results of the two studies above, namely clinical supervision improves teachers' pedagogical competence by improving teaching and learning activities in the classroom. Therefore,

clinical supervision needs to be carried out continuously, as well as conducting intensive supervision in order to improve pedagogical competence.

### **The Influence of School Culture on Teachers' Pedagogical Competence**

The test results of the study on inferential statistics on the influence of school culture on teacher pedagogical competence obtained  $9.327 > 1.977$  which means significant. The results of this significant data test can be interpreted that the better the school culture, the better the influence on teacher pedagogical competence. The results of this study are in line with the research conducted by Moh. Nurrohman and Diah Rini Kuswandari which stated that school culture has a positive and significant influence on Teacher Pedagogical Competence by 72.4%.

### **The Influence of Clinical Supervision and School Culture Together on Teachers' Pedagogical Competence.**

Based on the results of the hypothesis test f test Simultaneous testing of the influence of Clinical Supervision (X1), School Culture (X2), on Teacher Pedagogical Competence (Y). From table 10, the F count value is  $194.220 > F$  table 3.06 and the significance value is smaller than the probability value of 0.05 or the value of  $0.000 < 0.05$ . This means that simultaneously Clinical Supervision (X1), School Culture (X2), have a significant effect on Teacher Pedagogical Competence (Y) in Kindergartens throughout Trenggalek District. Based on the results of the empirical study, it is suspected that the most influential determinant factors on teacher pedagogical competence are clinical supervision, school culture, management of learning facilities, and the learning process.

### **CONCLUSION**

This study aims to determine the effect of clinical supervision and school culture on the Pedagogical Competence of Kindergarten Teachers in Trenggalek District. Based on the data that has been collected and tested using a multiple linear regression model, the variables of clinical supervision and school culture have a positive and significant effect on teacher pedagogical competence. This is indicated by the Fcount value of  $194.220 > F$ table 3.06 and the significance value is smaller than the probability value of  $0.000 < 0.05$ , which means that simultaneously clinical supervision (X1), school culture (X2), have a significant effect on teacher pedagogical competence (Y). In addition, both variables, namely clinical supervision and school culture, partially have a significant effect on teacher pedagogical competence and the school culture variable has a more dominant effect on teacher pedagogical competence than clinical supervision.

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