Principal Academic Supervision And Implementation During The Covid 19 Pandemic

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Abstract:

Academic supervision is the principal's service in improving the ability of educators to learn. The principal as a supervisor must influence and develop community behavior in improving performance. The existence of academic supervision is able to identify deficiencies both in terms of administration and the learning process. Then, knowing the shortcomings, they can find solutions together to improve administration and the learning process. In this research, the researcher uses qualitative research for phenomena or facts in the field related to academic supervision. In the collection technique, namely observation, interviews and documentation, then reduced and carried out to draw conclusions. Based on the discussion related to the implementation of academic supervision at State Junior High School 2 Bandar Lampung, conclusions can be drawn. First, the principal's academic supervision is carried out through 3 (three) stages, namely planning, implementation and evaluation (follow-up), then two things that are supervised include administration and virtual learning processes. Second, in the implementation of the principal's academic supervision, there are obstacles, including the tight schedule of the principal's activities. Meanwhile, the supervision and ability to master information technology for teachers who teach is still low. Finally, in overcoming these obstacles, the principal of the training school divides roles and tasks to vice principals, senior teachers or even school committees and then provides seminars and teachers on administration and virtual learning processes to master information technology.

Keywords: Implementation of Supervision; Academic Principal; Covid-19 Pandemic.

1. Introduction

The Covid-19 pandemic has affected various sectors and one of them is education [1]. Therefore, teachers make extra efforts to maintain performance in their educational careers. [2]. In the face of a pandemic, the leadership of school principals and professional teachers is a major factor in learning

activities [3]. One of the efforts made by the government regarding education is to divert online learning activities to break the chain of transmission of the corona virus [4].

Education can be defined as a tool to help humans think, work, and make decisions in their daily lives. Education is an element of development that is inseparable from the socio-economic growth of a nation. Education can also shape its citizens for a good life. Therefore, the government requires its citizens to take 12 years of compulsory education. One of the efforts to make the program a success is building schools in various places, both in rural and urban areas.

Schools are social institutions where the education and personal development of students takes place to shape the future [5]. One of the most important factors influencing the growth and development of students is to take care of their mental health [6]. Quality of education can be achieved by improving the quality of teaching and learning activities in schools [7]. The existence of teachers in schools can be described as a transfer of knowledge, which must be creative in transmitting knowledge to students [8]. Also, one of the things that teachers and parents use the most when approaching their students or children is advice [9].

Supervision is necessary for the development process of an educational institution. Supervision can be understood as a service for teachers. Supervision is assessed as an activity of reviewing the work of others to see whether performance is running or not. Supervision can also be interpreted as directing all efforts by school officials, teachers and other educational staff. In addition, supervision is carried out by supervisors to check the work of the teachers [10]. The purpose of supervision is to provide appropriate services and to develop teaching and learning processes and to improve the quality of the activities carried out as part of the teaching and learning process. Supervision is required to help teachers make the teaching and learning process more effective, especially to improve student understanding. In addition, pedagogical supervision helps teachers prepare prospective educators to develop effective teaching skills. Oversight is typically done through three processes: observation, analysis, and discussion.

Pedagogical supervision plays an important role in improving the quality of teachers learning about student success [11]. There is a relationship between supervision of teaching and academic success. This means that the higher the performance of the teacher, the higher the learning performance of the student. Supervision is a form of coaching that can be used as a reference for school supervisors in preparing programs to improve the quality of education. Supervision in schools is also related to curriculum, facilities and infrastructure, students, and the school's relationship with the community. Supervision can also be termed as an important series in educational management. If there is no supervision, it

can lead to a lack of communication, leading to indiscipline of students at school. Students will be rude to teachers, principals and other friends.

Consequently, supervision in schools should train pupils to adopt an opinion suited to their way of thinking, train pupils to adopt a critical attitude towards a school program and give positive impulses for the progress of their school [12]. Pedagogical supervision can improve students' academic performance, teacher quality and teaching, and help supervisors monitor teacher teaching [13]. In general, supervision aims to achieve an effective teaching and learning process appropriate to the teacher's abilities [14]. Supervision must be creative, encouraging the teacher's initiative in creating a conducive learning atmosphere, so that it can create an atmosphere of creativity in the students. Supervision must also adapt to the times [15]. This is meant to keep up with the changing mindsets of students. Supervision is mainly done to increase teachers' motivation to review teacher's work notes, observe learning and check timeliness. Interpersonal cooperation is seen as an educational asset, often required for quality outcomes. Teachers' views on supervision by conducting multi-school surveys followed by group discussions. The results of the discussion show that cooperative teachers criticize each other in relation to the planned and implemented educational programs. Subsequently, both teachers showed their commitment to encouraging the growth and development of their students [16]. Teaching supervision will improve teaching practice and lead to student success.

Schools should pay particular attention to monitoring teachers' teaching practices. This choice aims to train a teacher's sensitivity to the pedagogical reality of their students. To ensure the success of this practice, the school system must establish a mechanism, namely supervision. Supervision in education can be used to see the effectiveness of teachers in the classroom. Historically, the primary function of educational oversight has been oversight (inspection), the review referred to here being oversight by the school head. In order to be successful in supervision work, various forms of cooperation between teachers and schools are necessary, the teacher brings knowledge or material to the students [17]. In addition, it is necessary to show respect to the work so that it can be used as a strong and effective tool. In addition, it also serves to improve the teaching practice of teachers and can be used as a guide by supervisors. In order for the program to be successful in schools, many staff, including schools, administrators, teachers, and principals must recognize the importance of oversight to overall management.

To facilitate the learning process at school, the teacher invites students to simulate phenomena that occur in real life by improving learning modes that are connected to their respective personal lives [18]. It aims to stimulate the sensitivity of students. His research revealed that students also expect active, creative, and fun learning [19].

To maximize a program in schools, the role of the principal as a supervisor is needed. It aims to monitor and assess whether all school programs are running well or not. This requires the quality of a supervisor, which can be seen from the way he supervises teaching in his school, especially for the teacher concerned [20]. Garira also argues that evaluating the quality of education in schools requires principals to supervise teachers, students, and so on [21].

The principal as a supervisor must try to improve the teaching methods of teachers, the methods of student learning, the quality and improve the learning outcomes of students [22]. Superiors in education are perceived by themselves. Sometimes, principals and teachers have different perceptions. In addition, supervisors see themselves as providers of education. There is a relationship between the school leader and improving the quality of teacher professionalism that is closely linked to teacher competence and supervisory activities [11]. The principal's role is to help teachers work together. The principal, acting as a supervisor, must be able to carry out various supervision and control the performance of the teacher. Principals, teachers, and supervisors prepare students for secure jobs. The headteacher gives the teacher responsibility for achieving these goals [23]. For the guidance of the principal to be fruitful, the teacher forms a study group, then one teacher discusses with another the programs put in place in the school. After that, the teacher reports the results of the discussion to the principal [24]. This is done to encourage a sense of reciprocity and trust between principal and teacher. Supervision is also used to evaluate supervisors on the activities, creativity, and performance of their subordinates. The supervisor must hold a higher position than the person to be supervised. In order to create a relaxed atmosphere, superiors must advise and motivate their subordinates [25]. Additionally, supervisors also consult and converse with their subordinates to practice openness between a manager and their subordinates. The instructional supervision method emphasizes the inclusion of instruction. The teaching in question consists of the director providing understanding and direct example to the entire academic community involved in the school's program.

Bakar showed that some supervisors are more likely to find errors and deficiencies in the implementation of the tasks they designed when carrying out their tasks in their educational institutions. Therefore, the supervision program should be fundamentally used in the teacher training process to motivate teaching professionals. The supervision program created by the school leader must reflect the school's vision, mission and objectives. Principal supervision can also help teachers improve the teaching and learning process by paying attention to the character of each student. There are several supporting factors that school leaders face when monitoring student learning. These supporting factors include: the support of the responsible education authority, as well as maximum support from parents so that their

children want to learn effectively and of high quality. One of the main roles as a supervisor is the repair role. In addition to being an assessment, school leaders need to continually improve and lead to better achieve the goals of supervisory activities.

One of the tasks of supervisors is to evaluate the process and the re- sults of the school development program with the school stakeholders. Pro- cess-oriented educational leadership, contributing to the implementation, improvement and maintenance of educational programs and evaluating their performance. As the headmaster, the headmaster is responsible for ensuring that appropriate educational standards are maintained in the school. Education regulators also have a duty to train, support and encour- age teachers to achieve oversight goals [12].

Pedagogical support is an important factor in the functioning of the educational process at school. The teacher's performance is observed when the pedagogical supervision of the director under his supervision also increases. Supervisors are required to use various supervisory techniques to overcome problems faced by teachers [26]. There are several approaches supervisors take to address issues. These approaches include explaining, presenting, directing and exampleing.

The supervision of principals in an educational institution is an important educational service for teachers in schools in producing learning improvements to achieve national educational goals. This, under Law no. 20 of 2003 article 1, paragraph 2, which reads as follows: "The function of national education is to develop skills and train students who believe and fear Almighty God and to educate for the life of the nation. It is always evolving. To achieve the objectives of national education, the support of several sectors is necessary, including that of education. High schools can be characterized by competent principals. Principals should be able to inculcate the Pancasila philosophy embraced by the Indonesian people, to teach students the importance of education. They can also train students to solve problems in the environment and environment in which they live. Education must also be necessary to build the personality of each student. For the achievement of national education, one of the efforts that a school can make is to provide the maximum service to the students. This aims to develop the potential of each student, both from a cognitive and emotional point of view.

Schools are required to continue to improve the quality of education, starting from input, process to output, because the task that is their responsibility is to educate the nation's and improve quality of resources. The principal, who is also a supervisor, acts as a consultant, supervisor, leader in the development of school management.

Principals who are also supervisors also need good educational leadership. A good supervisor must be equipped personally and professionally so that his nature and knowledge are in accordance with the

profession of the principal for which he is responsible. The appointed principal must understand education management so that he is able to advance superior schools according to the school's vision and mission.

In academic supervision, the primary focus of school principals is teachers, who play an important role in shaping the character of the nation's next generation. Professional teachers need to have learning potential and improve their skills. However, there are still many factors that inhibit the improvement of teachers' skills. One of the skills: teachers must be able to manage and develop their skills in the learning process.

The Academic Supervisor feature helps improve the ability of teachers in the management and learning process with the ultimate goal of enabling teachers to develop their abilities to achieve their learning goals. According to Hariwung, the purpose of academic supervision is to manage quality of teachers, professional development and motivate teachers in their abilities.

The purpose of academic supervision is to foster self-awareness for teachers, so that there is a desire within themselves to make improvements for the sake of improvement, so that the learning process experiences an increase in quality. Frequent academic supervision which is carried out a maximum of 2 times a year is able to avoid teacher backwardness in mastering teaching skills and competencies. Another goal of supervision is to be able to build togetherness and cohesiveness in moving according to the specified target. Especially for teachers, with academic supervision, competence from cognitive, affective and psychomotor aspects helps to achieve conducive learning conditions.

A new issue related to the COVID-19 pandemic from the government indicates that schools can already have face-to-face learning, but with restrictions in place on community activities, the issue has yet to be addressed: work in the presence of the face. Based on information from the implementation of community activity restrictions on teaching and learning activities, it is indicated that in the red zone, teaching and learning activities take place online, while in other areas they comply with Ministry of Education regulations , culture, research and technology. Implementation of strict health protocols. In addition to the constrained learning process, this also has an impact on the school supervision of the director, who must adapt to online learning, so that the obstacles are numerous.

Based on the results of initial observations during the COVID-19 pandemic, there are still obstacles in academic supervision from both the principal and the teacher concerned. For school principals, the time is tight during the COVID-19 pandemic with various meetings, while for teachers who teach, many are found teaching without any planning due to confusion in implementing online learning. In the implementation of the virtual learning process, the ability of teachers in mastering information technology is still low, so that for students it is difficult to learn and most tasks without any explanation or practice of the material being taught.

2. Materials and Methods

2.1. Sample
This research was conducted at State Junior High School 2 Bandar Lampung, Indonesia with principals and senior teachers as respondents who have had a long period of teaching service.

2.2. Method
This study used qualitative research methods. Qualitative research is a research process whose understanding is based on methods of investigating a social phenomenon and its problems. This research involves providing complex descriptions, analyzing words, providing detailed reports from the opinions of interviewees, and studying studies in natural situations.

2.3. Instrumen
Instruments for data collection, researchers used the instruments of observation guidelines, interview guidelines and documentation guidelines.

2.4. Data Analysis
Analysis of the data used in this qualitative research is a flow model of data analysis. A number of steps analysis contained in this model, namely data collection, data reduction, presentation of data and drawing conclusions.

3. Results
Based on the results of research related to the implementation of school principal supervision during the covid 19 pandemic at State Junior High School 2 Bandar Lampung Indonesia. Then the researcher will present the following research results :

3.1. Implementation of the academic supervision of school principals during the Covid-19 pandemic at State Junior High School 2 Bandar Lampung Indonesia.

a. Carry out supervision planning by compiling a supervision program in odd and even semesters at least once a year or a maximum of once every 2 years
b. Carrying out supervision in two stages including: supervision of teacher administration and supervision of the teaching process of teachers in class
c. Conduct evaluations with the aim of knowing the realization of program achievements so that they can be followed up to meet program targets
3.2. Obstacles in supervising school principals during the Covid-19 pandemic at State Junior High School 2 Bandar Lampung
a. The busy schedule of activities at school

b. Lack of ability to use information technology during the pandemic
   3.3. The follow-up to the obstacles to the supervision of the principal during the Covid-19 pandemic
a. Dividing roles and duties as supervisors for vice principals and other senior teachers
b. Facilitating teachers by providing training in online learning
c. Equip information technology facilities to support the learning implementation process

4. Discussion

School supervision is a series of activities undertaken by school principals to help teachers develop their ability to manage the learning process in order to achieve learning objectives.

Based on the above, there are two stages of supervision that will be carried out by the director, namely administrative supervision of the learning process and supervision of the learning process. The Headmaster's Academic Support aims to help teachers develop their skills to achieve intended learning goals, promote teacher motivation and contribute to quality teacher development. Based on the results of the research described above, the principal of State Junior High School 2 Bandar Lampung, conducts academic coaching in 3 (three) stages.

In the first stage, the principal makes plans for academic supervision by planning academic supervision programs, academic assessments for evaluation materials and following up on evaluation materials to develop teacher competencies. In planning for academic supervision there are 4 (four) teacher competencies that must be developed, namely pedagogic, personality, social and professional competencies. Academic supervision is carried out in odd and even semesters at least once a year or a maximum of once every 2 years. In planning, the principal prepares observation sheets related to administration and the learning process.

The second stage, the principal implements academic supervision with 2 programs. Namely the first program, the principal supervises the administration of the learning process including syllabus, notes, promissory notes, lesson plans, grade books, attendance and records of student achievement and behavior. In this case, the principal guides, assesses and provides input related to teacher administration. The second program, the principal supervises the learning process. During the COVID-19 pandemic, the learning process is carried out online with Whatsapp groups, zoom meetings and so on. In this case, the principal participates in virtual visits, both zoom meetings and others to see the development of teacher learning through virtual media that is run. Prior to the visit of the principal via virtual, the principal held individual talks or groups of teachers to discuss the problems faced by teachers during the pandemic in online learning.

In the implementation of academic supervision via the WhatsApp virtual group, the principal joins the whatsapp class group to observe and supervise the learning process, then in the zoom meeting the principal joins the learning process. The implementation of supervision is carried out in the middle of the odd semester and even semester learning which has previously been prepared with an academic supervision observation sheet. The purpose of holding it twice a year is to help teachers overcome problems and also make teachers aware so that motivation is maintained in developing skills in teacher administration and the learning process.

The third stage, the principal evaluates the administration and the teacher's learning process in a virtual form. In the evaluation, the principal assesses academic supervision based on the supervision sheet that has been prepared based on the competence of the teacher. Based on the evaluation results, teacher administration related to planning is still confused because of the virtual learning process, while in the learning process many teachers have obstacles. While online learning during the pandemic because they are not ready and unable to master information technology and use online systems.

In the implementation of academic supervision, principals and teachers face obstacles including the density of principal activities at the same time. In carrying out the supervision of the principal at the same time as the activities are busy, it is usually represented by the deputy principal or senior teacher. The purpose of being represented is not only for the passage of time according to the schedule of activities, but also for regeneration and responsibility.

In addition, the supervision barrier is the lack of information technology mastery ability of some senior teachers in the learning process, so that sometimes it is not in accordance with what is planned in the Learning Implementation Plan. Older senior teachers usually find it difficult to use information technology facilities, besides that, it makes it difficult for teachers to apply internet-based learning methods.

Based on the above hurdles, the principal, teachers, and school committee discussed finding a way out to track school supervision results even six months during the pandemic. The follow-up done by the principal on the results of supervision consists of distributing the roles and functions of supervisors both to the vice-principals and for the experienced teachers who are proficient in information technology, in order to facilitate the activities of management who are involved in it. The director also asked for help from the school committee to facilitate regular school supervision.

In the obstacle of the lack of information technology mastery skills for some teachers, the principal facilitates teachers by providing training and seminars both offline and online which aims to improve abilities in the online learning process. In addition to providing training, school principals equip IT facilities to support the learning process.

5. Conclusions

Based on the results of the discussion on the implementation of school supervision at Bandar Lampung State Middle School 2, the following conclusions can be drawn: 1) The school supervision by the headmaster takes place in 3 (three) phases, namely planning, implementation and evaluation (follow-up) . Miscellaneous: administration and virtual learning processes. 2) When implementing the academic supervision, the headmaster sees, among other things, the tight schedule of the headmaster's work as well as the supervision and the still low mastery of information technology among the teaching staff. 3) In overcoming obstacles, principals follow by assigning roles and responsibilities to vice principals, head teachers, or even school committees, and then offering seminars and teacher training courses on administration and virtual learning processes for information technology mastery.

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