

Principal Supervision of the Learning Process during Covid-19 Pandemic

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ABSTRACT

The purpose of this study was to document the principal's efforts in overseeing teachers as they implemented the learning process during the Covid-19 Pandemic. The descriptive method with a qualitative approach was employed in this study. Interviews and observation were used to acquire data. Purposive sampling was used to select the research subjects. The researchers determined the validity of the human instruments themselves. The data analysis process included data reduction, presentation of the data, and conclusion formation. The findings indicated that education supervision in Public Senior High School Bandar Baru District, Pidie Jaya Regency, occurred at different levels, including planning, implementation, and follow-up (evaluation). The principal is responsible for academic oversight, assisted by the vice-principal and senior teachers.

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1. INTRODUCTION

Supervision is derived from the English word "supervision" in its original form. On the other hand, the supervisor is the one who is in charge of keeping an eye on things. In general, supervision can be defined as watching over, directing, and providing guidance. "Supervision is a coaching activity meant to help teachers and other school staff carry out their duties efficiently," says Purwanto (2009: 76). Because of his position, the principal must be able to keep a close eye on the school's various departments and employees. The competence of the principal, namely several abilities that a principal must have, this ability can be seen after actualizing it in the behavior of the principal as a leader," Suhardiman (2010: 108) states. According to Wahyudi (2012: 28), the school principal's competence is defined as his or her ability to make decisions about the provision, use, and improvement of potential resources to improve education at their institution (Romdhoni, D. 2017; Munawar, Jahari, A. Rusdiana, 2021). This includes knowledge and skills as well as fundamental values. Principals can easily coach teachers to improve the learning process in schools because they have the necessary skills (Chudzaifah, Ibnu, 2019). As the Covid-19 pandemic spreads worldwide, school principals can use their expertise to help students overcome

difficulties in studying. The responsibilities of a principal in a school are strongly linked to the set of skills and abilities that a person possesses. In order to oversee instructors, the principal needs to be competent. Evaluating educational programs is essential for educational oversight (Murfi, A., Fathurrochman, I., Atika, A., & Jannana, N. S, 2020). The epidemic of Covid-19 has led to modifications in educational programs of many kinds, including educational oversight. In this case, school or madrasa administrators are faced with a challenge (Prabowo. Muh. Elyas, 2021).

The education process initially went smoothly and was hampered by the Covid-19 pandemic that hit the world (Hermanda & Hariyati, 2021). Therefore, the government has established an emergency curriculum in the learning process during the Covid-19 pandemic. According to a statistics expert, Kresna Yahya assessed that the education system demanded adaptation during the Covid-19 pandemic. Educators or teachers must carry out new learning methods according to the curriculum set by the government and apply them during the Covid-19 pandemic. Accuracy in making decisions about the implementation of learning in the era of the Covid pandemic is essential. This policy takes into account the risks and benefits. This is also related to concerns over the covid-19 transmission cluster. One of the policies needed is to discipline all parties in fully implementing the health protocol".

Based on the above opinion, it can be concluded that teachers as educators play a significant role in the learning process, especially in shaping students' character during the Covid-19 pandemic, because the teacher is a party directly involved with students in the learning process every day. During the Covid-19 pandemic according to Hari Wibawanto, "the learning conditions during the Covid-19 pandemic were carried out through an online learning system (online), a direct face-to-face learning system between teachers and students. The teacher selects and limits the extent to which the scope of material and application is suitable for the material and learning methods used. According to Risa Hayady, during the Covid-19 pandemic, school principals must carry out their managerial activities in educational decision-making, modeling, communication, and motivation. Giving direction to the teacher will also determine students' future in school. During the Covid-19 pandemic, the community, in this case, the parents of students, always accompanied their children to take part in the learning process from home (BDR). The Ministry of Education and Culture (Kemdikbud) issued a Circular during the Covid-19 Pandemic, namely Circular (SE) Number 15 of 2020, concerning "Guidelines for Implementing Learning from Home in an Emergency for the Spread of Covid-19."

To control the learning process carried out in schools, supervision is needed by the principal, which is called supervision. This aims to assist teachers in solving various problems during the learning process. According to Sergiovani and Starrett (E. Mulyasa. 2007: 5), supervision is a process specifically designed to help teachers and supervisors learn their daily tasks at school in order to use their knowledge and abilities to provide services that are better for the parents of students and the school as a more effective learning society ". The principal is the leader who will make decisions in the school organization. Thus, the principal has the right to make decisions. Therefore, the principal must pay attention to several aspects of the decision-making process, including physical, emotional, rational, practical, interpersonal, and structural (Prasetyo, M. A. M., Bashori, B., & Lailisna, N. N, 2020).

The covid-19 pandemic that hit the world in December 2019 prompted the government to implement an emergency curriculum for the teaching and learning process. Learning is carried out face-to-face, online, and offline. The Minister of Education and Culture also issued Circular Letter No.4 of 2020, which contained several policies taken during the Covid -19 Pandemic, including; the cancellation of the 2020 National Examination, learning that was initially used face-to-face at school was changed to Learning From Home (BDR) or Distance Learning (PJJ) using online or online modes. Student graduation from the education unit and graduation is also done online. The results of research by Prabowo. Moh. Elyas (2021) shows that the implementation of supervision during the pandemic at MAN Dompu refers to the work guide for madrasa supervisors issued by the Ministry of Religion of the Republic of Indonesia. In its implementation, using online media is supported by the average ability of good teachers to use online media. The need for teachers in academic supervision activities at MAN Dompu is more significant in preparing learning tools. The implementation of academic supervision at MAN Dompu adjusts to the

latest developments in the pandemic zone. According to Novilia Dwi Hermanda & Nunuk Hariyati (2021), academic supervision significantly affects the variable effectiveness of online learning during the pandemic at SMA Negeri in West Surabaya. Academic supervision (X) contributed to online learning (Y) effectiveness of 0.226 or 22.6%. Therefore, academic supervision is one of the factors affecting the effectiveness of online learning during the current pandemic.

In the learning process during the Covid epidemic, the ability of teachers to carry out the learning process using technology is very much needed. This can only be done by a small proportion of teachers who can use technology well. In addition, the learning process carried out is also not optimal. This is due to the limited time spent learning due to the covid pandemic conditions. Seeing these conditions, the importance of carrying out supervision as an effort to solve the problem of educators. Supervision is a directing and guiding activity made by the school principal to teachers and relevant school personnel by handling the student learning process to improve teaching and learning situations (Suhardan, 2017). Not only that but supervision Academic is also a series of activities that help teachers develop the ability to manage learning processes by the achievement of goals learning. Supervision carried out by school principals during the Covid-19 pandemic, especially for areas where the red or orange zone where learning was carried out online and offline, immensely helped teachers carry out the learning process in an emergency. This will make it easier for teachers to control the learning process.

2. METHODS

This research was conducted to describe the efforts made by the principal in supervising teachers in implementing learning during the Covid-19 Pandemic. The research method used in this research is the descriptive method with a qualitative approach. It is hoped that the research will be directed to examine various problems in the field. Furthermore, the research results will be discussed to find solutions to these problems. The research method that the author uses to interpret the phenomena occurs is using descriptive methods and using observations and interviews to collect research data. The writer did this directly with the respondents in the research data collection activities. The research, conducted at SMA Negeri 1 and SMA Negeri 2, Bandar Baru District, Pidie Jaya Regency, involved the principal directly as a leader in the school.

Furthermore, researchers will collect data from teachers and students. Therefore, researchers will take several samples from teachers and students to get accurate data. The researchers' samples as data sources include school principals, teachers, supervisors, and MGMP teachers in SMA Negeri Bandar Baru District, Pidie Jaya Regency.

Data collection was conducted through direct observation and in-depth interviews. The data validity in qualitative research refers to credibility, transferability, dependability, and confirmability standards. The data collection was through careful observation. The data analysis is employed with model analysis. Data analysis started with data collection, and data reduction and conclusions were made by interpreting the classification results of the study.

3. FINDINGS AND DISCUSSION

Based on the preliminary research results, it can be explained that the preparation of educational supervision programs in SMA Negeri Bandar Baru District, Pidie Jaya Regency by the principal himself. In preparing the school principal's education supervision program, it involved the deputy head and several senior teachers who had worked for more than 15 years. This is evident from an interview with one of the deputy principals who said, "The principal invited us, senior teachers, to prepare educational supervision programs." Based on the questionnaire results distributed to the respondents, there are several 25 teachers active, showing a positive response with an average of 76% of the effectiveness variable online learning. Not only that, as big as 75% also said they agreed that students give an active response in learning online. As if answering John Carroll's theory (Supardi, 2013) stated that Instructional Effectiveness depends on five factors: 1) Attitude; 2) Ability to Understand Instructions;

3) Perseverance; 4) Opportunity; 5) Quality of Instruction. Knowing the indicator shows that learning can be effective if there is an attitude and a will in the child to learn, the readiness of children and teachers, and the quality of the material to be delivered in Learning Activities. Research carried out by Romdhoni (2019) also supports the effectiveness of academic supervision through class visits to improve quality learning. Romdhoni shows that the learning completeness of class X and XI students is 99.7% due to planning factors. Academic supervision is carried out well by the principal regularly and takes turns to the teacher to get the best guidance. Hasil penelitian yang telah dilakukan oleh Nurpuspitasari, dkk (2019) menguatkan teori bahwa supervisi akademik dengan efektivitas pembelajaran guru menunjukkan hubungan yang sangat signifikan dengan memperoleh besar skor koefisien korelasi $r_{yl} = 0,5086$ yang menunjukkan bahwa peningkatan peran supervisi akademik kepala sekolah dapat meningkatkan efektivitas pembelajaran.

The stages passed in educational supervision activities at SMA Negeri Bandar Baru District, Pidie Jaya Regency, included: planning, implementation, and follow-up. The principal said, "The education supervision planning program is usually prepared at the beginning of the school year. This is with the aim that the program of supervision activities can be integrated into school activities as a whole. Educational supervision is implemented at the beginning of the school year, at the beginning of each semester, and at the time of the teaching and learning activities. The focus of the supervision activities carried out by the principal can be identified into two things, namely; first, supervision activities related to teacher administration, in this case involving all preparations that a teacher must prepare before carrying out learning, and second, supervision activities related to teaching and learning process activities."

Furthermore, the school principal explained that "The preparation of the educational supervision program is carried out at the beginning of odd semesters or the beginning of the school year, as well as the program's implementation. Meanwhile, the evaluation of the education supervision program is carried out at the end of each odd semester and even semester to know the extent of the achievement of the supervision program that has been implemented ". In connection with the description above, the results of interviews with teachers stated that they knew that the principal had compiled a supervision schedule. Before supervising the teachers, they have compiled the program in advance. If the program is not adequately prepared in advance, the implementation is not what is expected. The programs are arranged on a schedule of activities consisting of the starting date until the end, the tools needed, the goals to be achieved, the design for the development of teachers' professional abilities, increasing teacher work motivation, and how to make education supervision run well (Purwanto, Pramono, R., Asbari, M., Chi, C., Mayesti, Setyowari, & Budi, P, 2020). The top school plans to implement educational supervision of teachers at least once and a maximum of two times a year, namely once in the odd semester and once in the even semester. The implementation schedule is at the beginning and end of the semester, both odd and even semesters.

This is done to see the development and changes made by the teacher in the teaching and learning process. At the end of the even semester of the current year, an evaluation of the educational supervision program is carried out to know the realization of the program's achievements. In addition, it also serves as an evaluation of what activities need to be revised because they are not relevant to be implemented. The benefits of this evaluation can also identify things that can hinder the supervision process (Munir, A. & Darwis, 2020). Furthermore, the findings of the evaluation results, both on the program and the results of the implementation of the supervision are immediately followed up to meet the targets according to what has been programmed. The educational supervision program prepared by the principal is a priority activity before the teaching and learning process takes place because, according to the principal's explanation, supervision of teachers is part of the duties that the principal must carry out in fostering teachers in the teaching and learning process (Mujiati, Suriansyah, A., & Effendi, R., 2019). In this case, the current principal continues to guide teachers in SMA Negeri Bandar Baru District, Pidie Jaya Regency, considering that the supervision carried out by the old school principal is rarely done.

Based on the results of interviews with the principle of SMA Negeri Bandar Baru District, Pidie Jaya Regency said: "The target of education supervision by the principal is all subject teachers, administrative staff, school library managers, homeroom teachers, to foster teachers and staff so that more skilled and competent in carrying out their duties. "

From the explanation above, it can be seen that the educational supervision program prepared by the principal is oriented towards the guidance of teacher tasks, such as the preparation of teaching programs, implementation of teaching programs, preparation of learning devices (lesson reference units, learning plans, evaluation tools, preparation learning media and others). Furthermore, the principle of SMA Negeri Bandar Baru Subdistrict, Pidie Jaya Regency, stated that: "All educators must be able to formulate what will be done professionally clearly. Good planning must be clear about what will be done and how to do it to be effective and efficient. "

The supervision program prepared by the principal, together with the teachers, has a reciprocal relationship that supports each other. Therefore, the implementation and realization of the plan must be carried out systematically and intensively to minimize obstacles that may occur in the teaching and learning process (Nurpuspitasari, Sumardi, Hidayat, R., & Harijanto, S, 2019). Efforts made by the principal in the implementation of supervision include preparing annual programs, semester programs, and other preparations that must be prepared by a teacher, conducting supervision visits to virtual classes, and compiling follow-up reports on the results of supervision. The school principal supervises all components of school education. The implementation of educational supervision carried out by the principal places more emphasis on fostering the ability of teachers to manage to learn (Putria et al., 2020).

According to teacher interviews, the principal teachers carried out the way of implementing educational supervision, "During this pandemic, learning activities were carried out online (online). The supervision carried out by the principal is usually carried out by joining the WA group in-class learning (Wargadinata, W., Maimunah, I., Dewi, E., & Rofiq, Z, 2020). The school principal carries out supervision activities in kinship and not coercion so that I do not feel afraid when the principal is present and joins the WA group for learning ". The description above shows that the principal's implementation of supervision during the Covid19 pandemic, where learning activities were carried out online, was by joining the WA group in-class learning to observe the course of the distance learning process (PJJ). The principal in carrying out supervision uses a humanistic approach not to find mistakes but helps teachers work better and be focused on carrying out their duties (Prasetyo, M. A. M., Bashori, B., & Lailisna, N. N, 2020).

4. CONCLUSION

Education supervision in SMA Negeri Bandar Baru District, Pidie Jaya Regency, is carried out through several stages, namely: planning, implementation, and follow-up (evaluation). Academic supervision is carried out by the principal and assisted by the vice-principal and senior teachers. The things that are supervised include administrative and academic supervision. Administrative supervision is carried out before the implementation of PJJ. Academic supervision is carried out using supervisors joining virtual classes or online classes. The results of this study are expected to be a comparison and reference material for further research and material for consideration to deepen further research using different variables. Even using the same variable, it is expected to develop other indicators that are not used as material for this research. The limitation of this research is that there are obstacles to implementing supervision, including a) busy schedule of head activities school, b) some IT skills educators who are still low, and c) facilities and supporting school infrastructure inadequate implementation of distance learning.

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