

Educational Supervision to Improve Teachers' Learning Quality and Performance in the New Normal Era

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ABSTRACT

This study aims to discuss the role of individual technical academic supervision in improving the quality of learning in the "new normal" era after the COVID-19 pandemic. The research method used is a qualitative descriptive method involving school principals, teachers, and students at Pelita Nusantara Elementary School. The results showed that individual technical academic supervision was carried out by the principal through several stages, including planning supervision by creating programs and instruments using the Google Drive and Google Form applications. Supervision is carried out through online class visits, learning observations, and individual talks with teachers. Digital-based supervision provides efficiency in the supervision process, enabling principals to monitor teacher activities in various classes without time and place restrictions. However, online supervision also has weaknesses related to the lack of direct interaction between supervisors and teachers. Supervision of learning materials is also an important part of academic supervision, where the school principal checks and assesses learning device documents, such as lesson plans, that are in accordance with the new curriculum. Recommendations for further research include comparative studies on the effectiveness of various supervision platforms, developing more interactive supervision platforms, in-depth research on the impact of technology on supervision, and exploring the implementation of peer-to-peer supervision. It is hoped that this research can provide guidance for school principals and educational supervisors in designing effective supervision programs to improve the quality of teacher learning in the "new normal" era. In addition, it is hoped that the results of this research can provide insight and contribution to further research in the field of education and supervision, so that it can continue to improve the quality of the education system as a whole.

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1. INTRODUCTION

Teachers play a crucial role in shaping the quality of education and student performance (wang et al., 2010). However, in the era of the "new normal" that followed the COVID-19 pandemic, teachers confront difficult challenges. Changes in curricula, distance learning policies, and the use of technology in the teaching process necessitate teachers' swift and effective adaptation (Hanafi et al., 2021). In facing this challenge, educational supervision is crucial to improve the quality and performance of teacher

learning. Educational supervision is a systematic process that provides constructive feedback and evaluation of teacher teaching (Giri, 2016). In the "new normal" era, supervision assists teachers in adapting the curriculum to distance learning or combination learning, making effective use of technology, and dealing with new challenges as they arise. Through educational supervision, teachers can be evaluated objectively and get the necessary support and motivation to continue to develop as professional educators (Lansangan & Gonzales, 2020).

Efforts are being made to raise instructors' level of professionalism, and one strategy is to supervise their lessons. Sitaasih (2020) argues that principals and supervisors in educational institutions should approach the execution of instructional supervision with methodical precision. The purpose of these recommendations is to give educators a road map for performing their jobs successfully and efficiently. Principals and supervisors typically use observation sheets, which detail areas of teacher and school performance that could want improvement.

The sector of education has greatly benefited from the tremendous advantages offered by new technologies. The government is rapidly implementing this technology in the educational sector to enhance the proximity between government programmes and the community. The website for the Ministry of National Education (Mahlopi, 2022) has facilitated global access to e-learning, scholarship information, and various other resources. This plays a crucial role in the process of educating the inhabitants of the nation.

Numerous studies have examined the significance of educational supervision. Similar to Ramadhan's (2017) investigation titled *The Influence of the Implementation of Academic Supervision of School Supervisors and Principal Supervision on the Performance of State Vocational School Teachers in Majene Regency*. The findings of this study indicate that the supervision provided by school supervisors and principals affects the performance of instructors in Majene Regency's vocational high schools. In addition, Suparliadi's (2021) research titled *The Role of Educational Supervision in Improving the Quality of Education* discovered that educational supervision provides convenience and assists school principals and instructors in reaching their full potential. In a study titled *Implementation of Educational Supervision as a Means of Improving Teacher Performance in Teaching and Learning Activities*, Rohmawati et al. (2023) explain that supervision has a significant impact on performance improvement. Teacher performance will be exemplary if the teacher demonstrates high loyalty and dedication to teaching assignments, mastery of and development of learning materials, discipline in teaching and other tasks, inventiveness in teaching implementation, and collaboration with all school members.

This study aims to examine the role of educational supervision in improving the quality and performance of teacher learning in the context of the "new normal" era. The primary objective is to comprehend how educational supervision may facilitate teachers in adjusting curriculum to remote learning or combination learning, proficiently incorporating technology into the teaching process, and managing the difficulties and modifications arising from the COVID-19 pandemic. This study will focus on the specific features of educational supervision that directly pertain to the role of the teacher in the learning process during the "new normal" period. These restrictions encompass the tasks of monitoring and assessing teacher performance, enhancing curriculum and learning methodologies, and providing supervisory support and encouragement to teachers. This study will not delve into parts of supervision that are tangentially connected to teacher learning, such as school administration or human resource management.

It is expected that this study will have a big impact on education in the "new normal" era. By figuring out what the part of educational supervision is, this research can help authorities, school principals, and education supervisors come up with effective programs to improve the quality of teachers' teaching. Teachers will also benefit from this study because they will gain a better understanding of how important supervision is for their professional growth. The results of this study can also be used to help guide and inform future research in the fields of education and management, so that new ideas and information can keep coming out to improve the quality of education as a whole.

2. METHOD

A descriptive qualitative technique was used to conduct this research in numerous primary schools in the city of Bandung (Sugiyono, 2016). The informants who became important persons were school principals, instructors, and elementary school pupils from Pelita Nusantara Elementary School in Bandung. Data collecting methods include interviewing, observing, and documenting. The purpose of this study is to examine and document the process of individual technical academic supervision in the new normal period. Data analysis employs qualitative data analysis, which organizes data, sorts it into manageable units, synthesizes it, looks for and uncovers patterns, and identifies what is significant and what can be presented to others (Arikunto, 2014). The study stages are based on theory (Miles and Huberman, 2013), with the first stage collecting all data using predetermined data-gathering methodologies. Data reduction is the second stage. The researcher summarizes or searches for key points in the data collected. The third stage is data presentation, in which the accumulated data is displayed methodically. The last stage is drawing conclusions and validating the findings, which are then described in the form of a report.

3. FINDINGS AND DISCUSSION

The findings of the study into the practical implementation of technical academic supervision through observation, writing, interviews, and reading. The results inform the development of a programme and the establishment of instruments for technical academic supervision by the school director. This academic supervision action aims to raise educators' and students' performance in the classroom. Since academic supervision duties must accommodate the study schedule and academic calendar, the timetable is derived from the school's teaching schedule and calendar. As a result, the academic monitoring schedule is developed according to the school year and the amount of time each class spends on homework.

3.1 *Academic Supervision by the Principal*

Teachers can access assessment tools and supervision schedules through the Google Drive app and fill out the appropriate information using the Google form in preparation for individual supervision. Instruments such as those used for observation and in the development of strategies for putting what has been learned into practice also fall under this category. Principals are responsible for implementing supervision, although they must still adhere to the standards of doing so (Interviews with the school director).

The principle is responsible for implementing academic supervision, which consists of teacher teaching planning, teacher teaching implementation, and teacher teaching evaluation. The principal has devised a variety of different supervision instruments in order to carry out academic supervision. In addition, in order to make observations, principals of schools often use digital media, such as voice recorders or webcams. The application of academic supervision should function more smoothly thanks to the utilization of information technology, which is the primary goal of this strategy. Instruments for academic monitoring that are tailored to the requirements of the teachers.

At Pelita Nusantara Elementary School, the implementation of overseeing teacher learning plans is carried out by the school principal. This is done by supervising the administration of teacher learning tools, including assessing effective lesson plans that refer to the new paradigm curriculum. In addition, the school principal oversees the assessment of effective lesson plans. The instructor must first upload any administrative documentation pertaining to the learning devices that will be evaluated before beginning the assessment process. The principal then evaluates the students according on the criteria contained in the evaluation tool. It has been shown that using digital media to implement administrative supervision of teacher learning tools at Pelita Nusantara Elementary School is more effective than using manual techniques. When this occurs, the instructor is in a position to carry out the evaluation points mentioned in the supervision instrument in a manner that is both more effective and

efficient. The principal of the school is able to monitor the administrative completeness of each teacher individually and can identify any gaps in coverage using the available media. In order to ensure that administrative shortcomings are used as a reference material in the process of implementing coaching, particularly in the process of preparing learning administration.

Class visit activities are carried out through online video conferences to oversee the continuous process of teaching and learning. These activities are timed to align with the instructors' teaching hours, during which they will be under supervision. Classroom visits were conducted with little noise to avoid disturbing pupils' concentration. The principal may also scrutinise the teacher's administrative records. The execution of learning process supervision is governed by a schedule that has been agreed upon by the principal and the instructor. The primary responsibility of the principal in learning monitoring is to observe classroom practise. Prior to meeting with their pupils, instructors are advised to compose comprehensive courses that encompass both introduction and finishing components, based on insights derived from discussions with the headmaster. By utilising a video call, the principal is able to observe the entire class through the projector. The principal will communicate the evaluation results and recommendations for enhancement to the relevant educator.

Following oversight of the instructional process from inception to evaluation. The principal uses supervision methods to uncover problems, and then provides feedback to teachers in an effort to improve their competence and professionalism in the classroom. It is hoped that these results would spark discussion among teachers and school administrators about how to enhance education moving forward. The results of the supervision of lesson plans provided to instructors serve as improvement materials for teachers, particularly with regards to the management of learning instruments that are aligned with the employed curriculum, specifically the new paradigm curriculum.

Online education, as defined by Anugrahana (2021), is characterized by a lack of teacher-student interaction. Instead, remote education through online learning makes use of a platform that can aid in both the teaching and learning processes. The goal of expanding access to high-quality educational resources across a wide network is to broaden the circle of people who can benefit from any one individual's learning. The term "outside the network" has come to mean "offline," which was originally a synonym for "disconnected." Being "offline" is the polar opposite of always being "online." Because of this, offline learning is defined as any form of education that does not require an active internet connection. In contrast to online learning, which takes place in a networked environment, offline learning takes place with the use of media such as books, modules, printed instructional materials, and so on (Marlina, 2020). Offline activities include things like student conferences, which take place in person rather than online (Fachri, 2020). When students use Microsoft Word to write essays or finish homework when they don't have access to the internet, they are engaging in an offline activity.

Coaching in the form of educational supervision entails providing direction or instruction with the goal of bettering the educational environment as a whole and the quality of instruction in particular. Curcio (2018) argues that supervising the process can help make sure that all the pieces of the desired educational outcomes and all the processes in the implementation process come together as planned. In addition to being a management strategy, Suryana (2011) defines supervision as "a sequence of activities designed to help ensure that the quality that is required throughout the planning, implementation, and assessment processes is achieved to the greatest extent possible."

To better prepare students for successful participation in a modern, democratic society, supervision can also be understood as an ongoing effort to stimulate, coordinate, and guide the professional development of educators at all levels of the educational system. The principal's supervision, as described by Mulyasa (2011), consists of:

1. Better learning and teaching environments can be created with the help of supervision;
2. Supervision is a service provided to educators to assist them in their work as educators.
3. Ultimately, the goal of supervision is to help teachers help their students succeed academically;
4. Supervision is a method for bettering classroom instruction through the participation of other educators;

5. Supervision is part or aspect of administration, especially regarding efforts to improve teacher performance to a certain appearance
6. Supervision is a phase or stage in school administration, especially regarding certain expectations and goals in teaching.

Mulyasa (in Sulistyorini, 2011) states that the purpose of educational supervision is as follows:

1. Facilitating Principals and teachers' comprehension of the true objectives of education and the role of schools in achieving those objectives.
2. Enhance the capacity of school administrators and educators to prepare students to become better and more productive members of society.
3. Assisting Principals and Teachers with Critical Diagnosis of Their Activities, Teaching, and Learning Challenges, and Planning Improvements
4. Increase the awareness of school principals, instructors, and other school members regarding a democratic and all-encompassing mode of operation, as well as their willingness to assist.
5. Boosting educator zeal and achievement motivation to maximize professional performance
6. Assisting school principals in promoting the growth of educational programs in schools and the community
7. Protect the person under surveillance from society's unjust and unhealthy criticism.
8. Assist the principal and instructors in evaluating their efforts to foster student creativity and activity.
9. Develop among instructors a sense of oneness and unity (collegiality).

The principal at Bandung's Pelita Nusantara Elementary School claimed that, even after the Covid-19 pandemic ended, he would continue to provide academic supervision both online and offline in order to maximize online learning. Teachers require academic supervision to help them adjust to the shift from traditional to digital education. He also mentioned that internet-based remote monitoring is just one of the many technologies currently available for use in supervision. The current limitations of time and location of supervision, as well as the absence of direct connection between supervisors and teachers, will be readily surmounted. The effectiveness and efficiency of the virtual-based supervision model are enhanced by the fact that a supervisor need not be physically present at the school in order to keep tabs on the target instructor.

With this framework, educators have more leeway to share their goals and opinions on students' progress with their supervisors outside of formal meetings. A virtual-based supervisor allows a single administrator to exert authority over multiple classrooms remotely. Many research aimed at bettering the quality of education could be generated through online talks involving administrators and educators from different institutions working together. Because this internet-based supervision may be done at any time, in any place, supervisors and teachers will have more options for how and when to provide information.

3.2 Individual Academic Supervision

The implementation of individual technical academic supervision allows teachers to be able to work better and be more focused when carrying out their responsibilities. This is in addition to making the teaching process more efficient overall. At Pelita Nusantara Elementary School, the methods of individual supervision that are utilized include techniques such as class visit techniques, class observation techniques, individual conversations, and discussions regarding the challenges that are experienced by teachers in relation to the implementation of teaching and learning. In addition, the principal of Pelita Nusantara Elementary School creates a digitally-based supervision tool by leveraging the conventional digital media employed there. Because the principal can see directly assessing the implementation of learning based on assessment components such as tools, methods, and teacher skills in teaching, and can directly monitor how teachers motivate students in learning, class visits run more effectively and efficiently now that the assessment instrument is available. This is

because even though the principal is not present in person, the principal can see directly assessing the implementation of learning based on assessment components.

According to the Principal of Pelita Nusantara Elementary School, the implementation of online supervision (during the Covid-19 pandemic) was carried out using the main platform, Zoom because besides Zoom, other platforms were also used to optimize the teaching and learning processes such as WhatsApp, Telegram, Zohoo, and others. In the Zoom application, all school residents create an account to be able to enter the application. Students enter their respective classes as well as the teacher who teaches in the class. Do not forget that the principal is also included in all classes, this is so that the principal can directly monitor the implementation of learning. One of the principal's competencies is to supervise.

Supervision is carried out by the principal or teacher assigned by the principal. This supervisory team is called a supervisor. The supervisor is in charge of observing learning starting from lesson planning, and learning implementation (introduction, core, and closing). After observation followed by reflection. Reflection is carried out by meeting between the teacher and the supervisor. The aim is to discuss findings in the field and equate perceptions if there are differences of opinion. In the 2022/2023 school year, supervision will be carried out online where supervisors will be involved in the classes that will be supervised to monitor the implementation of learning activities.

Supervisors can monitor teacher activity in online learning. From these online observations, the supervisor will know what techniques or applications the teacher uses in learning. Learning is fun or not can also be known. Learning only gives assignments or not, the supervisor will also know. Teachers enter online classes when there are teaching hours or not, the supervisor will also know. The teacher came on time or not can also be known. Whether the teacher ends the lesson on time or not will also be known. So, if the principal is a member of a class group, he or she will know all of the teacher's work in that class.

In face-to-face classes, all students and teachers are in one room that can meet face to face during learning. Thus, the teacher can see directly the students' expressions, can see directly the ongoing discussion, can see directly the way students speak, and see firsthand the attitudes of students during learning. Likewise, students can see the teacher directly when teaching in class. In contrast to learning that is done online.

Supervision of learning devices is an activity carried out by supervisors, in this case the school principal, to carry out inspections and assessments of learning device documents. In carrying out inspections and assessments, supervisors use assessment instruments (Suryana, 2011). This is done to get input about teacher competence in preparing learning tools as documents in preparing learning to be carried out. Supervised learning tools consist of Educational Calendar; Annual Program; Semester Program; KKM; Syllabus; RPP; lesson timetable; Daily Agenda; Score list; List of attendees; Teacher Guidelines; and Handbook.

In actual practice, the supervision of learning devices that take place in face-to-face or offline learning is different from the supervision of learning devices that take place in online learning. However, the disparities that do arise are not very principled because the school administrator, in his capacity as a supervisor, verifies documents as part of the carrying out of this oversight. The distinction lies in the approach to analyzing the papers on the learning device. Because there has not been an outbreak of the COVID-19 pandemic, school administrators are permitted to employ the document checking approach when implementing offline learning. This is because there has not been an outbreak of the pandemic. For instance, by having teachers in different topic groups engage out tasks such as document cross-checking with one another. During the present Covid-19 pandemic, it is impossible for such actions to take place.

4. CONCLUSION

Research on individual technical academic supervision at Pelita Nusantara Elementary School found that school principals plan supervision by creating supervision programs and instruments in the

Google Drive and Google Form applications. The goal is to improve teacher performance and quality learning. Supervision is carried out through online class visits, learning observations, and individual talks. In addition, the principal also supervises the teacher's learning tools, including the assessment of lesson plans that are in accordance with the new paradigm curriculum. While online supervision is efficient, there are downsides to technology and a lack of direct interaction between principals and teachers. Recommendations for further research include comparative studies, developing supervision platforms, in-depth research on technology effectiveness, implementing peer-to-peer supervision, and focusing on improving the learning process. This research is expected to increase the effectiveness and efficiency of academic supervision in schools.

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