

Implementation of Academic Supervision of Teacher Performance in Online Learning during the Covid-19 Pandemic (Case Study of Public Elementary Schools in Wonosegoro, Boyolali)

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Abstract

Supervision is required in every institution to control and maintain its quality, including educational institutions. Therefore, academic supervision must be carried out in educational institutions to ensure learning inputs and outputs. This research was a case study qualitative research with analysis techniques of interactive data. The sample in this study was 12 respondents of school principals in Wonosegoro District, Boyolali, obtained by using the proportional sample technique. Data collection techniques included interviews, observations, and questionnaires. The validity of the data employed triangulation techniques. This study aimed to observe the implementation of academic supervision during the COVID-19 pandemic at Public Elementary Schools in Wonosegoro, Boyolali. The results showed that; 1) Some schools have not been prepared appropriately in the implementation of academic supervision; 2) The implementation of academic supervision only used interviews via WhatsApp groups; 3) In the evaluation of supervision: some teachers were still constrained by the use of technology in implementing online learning, some teachers were less creative in choosing learning media, and the implementation of learning was not entirely following the learning design; 4) In follow-up academic supervision: teachers performance coaching was by the principals. The results of academic supervision are applied as a guide for reflection in improving teacher performance.

Keywords

academic supervision; teacher performance; online learning; covid-19 pandemic



I. Introduction

After Covid-19 was announced as the international pandemic outbreak on March 20, 2020, many countries made various policies to reduce the transmissions of the COVID-19 pandemic so that it does not spread more widely. Moreover, World Health Organization (WHO) also made recommendations for physical distancing, which was then adjusted to the 5M policy (wearing masks, washing hands, keeping distance, avoiding crowds, and reducing mobility) to break the spread of virus transmission. However, these regulations have practically resulted in various aspects of the community's social life, including education. Therefore, face-to-face learning is not allowed because it triggers a broader cluster of virus spread.

To solve this problem, the Ministry of Education and Culture of the Republic of Indonesia, as the policymaker and person in charge of education, has issued regulations contained in Circular No. 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Coronavirus Disease (Covid-19). The main principle in the circular letter is that the health and safety of students, educators, education staff, families, and communities are the top priority in setting learning policies. Therefore,

learning continues with the online system. Hence, these regulations make the education system in Indonesia completely change, not only in terms of the teaching and learning process but also in the educational administration process.

Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020). According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020).

The existence of the educational revolution has made schools, teachers, and students feel stuttered and unprepared due to the lack of preparation and less supportive facilities and infrastructure. However, with such conditions, it still must be conducted because it is an emergency condition. Although the process in the field cannot run 100%, it can be an alternative learning solution during the pandemic. The lack of supporting capacity of human resources and infrastructure is the cause of the ineffectiveness of online learning in Indonesia. Besides, the geographical conditions cause not all schools to perform online learning. Various factors that influence the ineffectiveness of online learning are also mentioned in the study of Anugrahana (Anugrahana, 2020). He found that the obstacles faced in online learning included ownership of gadgets or smartphones by students, operational ability in using smartphones by students, and the availability of the internet. He also explained that not all students have smartphones and can operate them, so they must be accompanied by adults or their parents. In addition, not all teachers can adapt to online learning, and several teachers might be clueless and not upgraded their knowledge. At the same time, teachers are at the forefront of the continuity of online learning in these conditions. The teacher is the main instrument in implementing the educational process required to improve competence and professionalism to provide full service in education (Mohanty, 2020). It is in line with Law No. 14 the Year 2005, which contain:

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal, primary, and secondary education.

To achieve the ideal teaching profession, monitoring and evaluating teachers is necessary to control their professionalism. One way to monitor teachers is by academic supervision. Academic supervision is a series of activities to help teachers develop and manage the learning process to achieve learning objectives (Higgins, D. & Elliott, 2011). Nawawi (2006) has explained that learning supervision is a service provided by leaders to help teachers become capable of doing their duties with the development of science (in general) and education (in particular) to improve the effectiveness of the teaching and learning process in schools.

Academic supervision has become a crucial element in education that can encourage improvements to realize the goals and ideals of education, especially in the COVID-19 pandemic condition. Sahertian (2000) has explained that the primary function of academic supervision is to improve teaching and learning situations in schools. Thus, supervision of the teaching and learning process is one of the activities planned to assist teachers in doing their work effectively.

The spearhead in the implementation of this academic supervision is the school principal. The principal becomes the commander and the person responsible for the continuity of supervision and bringing the carriages of educational institutions forward or backward. To carry out this position, the school principal must be competent in his field,

professional in his duties, and has good character as mandated by the Minister of National Education. Number 13 of 2007 about the standards of principals and madrasah (Permendiknas RI, 2007).

Several studies related to academic supervision during the COVID-19 pandemic become the reference materials and the basis for conducting this research, one of which is the research by Rosalina and Ika Candra Sayekti (2021) entitled Academic Supervision of Elementary School Teacher Performance during the Covid-19 Pandemic. The study discovered obstacles in online learning during the pandemic: some teachers were still clueless about online learning, the ineffective usage of learning media, and the incompatibility of learning with the initial planning. Therefore, as the follow-up to academic supervision, teacher performance coaching is held in managing virtual learning in the Teacher Working Group (KKG) through a zoom meeting or WhatsApp group. Also, the study of Hermanda and Hariyati (2021) found that academic supervision research significantly affected the effectiveness of online learning during the pandemic in Public High Senior Schools throughout West Surabaya. Academic supervision (X) contributed to online learning (Y) effectiveness by 0.226 or 22.6%. Therefore, academic supervision is one of the influencing factors on the effectiveness of online learning during the COVID-19 pandemic.

Based on the descriptions and several previous studies, the researcher intends to develop similar research with different subjects and populations, namely in Public Elementary Schools in Wonorejo, Boyolali. This research is expected to get useful novelty (new elements or new findings) for institutions to determine policies. Besides, this study is supposed to be a reference for readers or researchers to develop further research.

II. Research Methods

This research was a qualitative study by applying a case study research design with descriptive analysis. The samples involved 12 respondents of the school principals in Wonorejo District, Boyolali. The research was conducted at Public Elementary Schools (SD Negeri) in Wonorejo, Boyolali, including 1) SD Negeri 1 Mongkrong, 2) SD Negeri 1 Begle, 3) SD Negeri 1 Gilirejo, 4) SD Negeri 1 Wonorejo, 5) SD Negeri Kedungpilang, 6) SD Negeri 2 Bolo, 7) SD Negeri 2 Ngablak, 8) SD Negeri Garangan, 9) SD Negeri Bandung, 10) SD Negeri Seworan, 11) SD Negeri 3 Repaking, 12) SD Negeri 2 Bojong. The selection of the 12 schools applied the purposive sampling technique to obtain more specific results and avoid generalizing to the population (Sugiyono, 2009). In addition, according to the researchers, the selection of the 12 schools already represented the population with characteristics that met the criteria, including 1) having a minimum of 2 years experience as the principal, 2) having a bachelor's degree in elementary school teachers. Data collection techniques in this study included interviews, observations, and questionnaires. The validity of the data applied triangulation techniques where data were obtained from interviews, observations, and documentation. This study used interactive data analysis techniques with data reduction, data presentation, and drawing conclusions (Miles & Huberman, 1992).

III. Results and Discussion

Academic supervision is an essential element in the education system to encourage improvements to realize the goals of education itself. Grace (2019) has explained that academic supervision plays a role in overseeing the course of education and correcting deficiencies and errors in the education process to improve the quality of education. The quality of education can be seen from the academic and non-academic achievements of students. Meanwhile, according to the Ministry of National Education (2017), there are three objectives of academic supervision, namely; 1) to help teachers improve their professional abilities, 2) to check and ensure the learning process in schools is running according to the provisions and objectives set, 3) to encourage teachers to improve their competencies (Ministry of National Education, 2007). The success of the implementation of academic supervision can be seen from teachers' performance in increasing the productivity of resources to become professional teachers, which has an impact on improving student learning achievement. However, the purpose of this supervision does not seem to be working properly due to the Covid-19 pandemic. The Covid-19 pandemic has caused the education system in Indonesia to experience many problems. Although the Ministry of Education and Culture has issued various regulations to overcome educational problems, it seems that the reality in the field is still facing multiple issues. The portrait of the implementation of academic supervision in the case study at Public Elementary Schools in Wonosegoro District, Boyolali Regency, can be described as four stages according to Pidarta (2004), namely supervision planning, implementation of supervision, evaluation of supervision results, and post-supervision actions.

3.1 Supervision Planning

Every organization needs planning in every activity to run properly, orderly and structured. Good and careful planning will determine whether the implementation goes properly or not. Academic supervision activities also require planning. The planning stage in supervision is crucial because good planning will help the principals perform academic supervision activities properly, effectively, efficiently, meaningfully, and sustainably. The preparation in the planning stage includes; 1) the principal determines the objectives, 2) arranges the schedule, 3) determines the appropriate approach and technique, and 4) identifies the instrument used (MoEC, 2019). It is expected that every educational institution can prepare a good supervision plan, but it does not always run as expected in the field. Especially during the Covid-19 pandemic, it becomes an additional obstacle for school institutions to conduct academic supervision. Based on the questionnaires' results filled out by the school principals, as shown in Figure 1, it was discovered that 17% of schools did not carry out supervision plans properly, 8% of schools were very well planned, 8% of schools were ordinary, and 67% of schools made supervision plans.

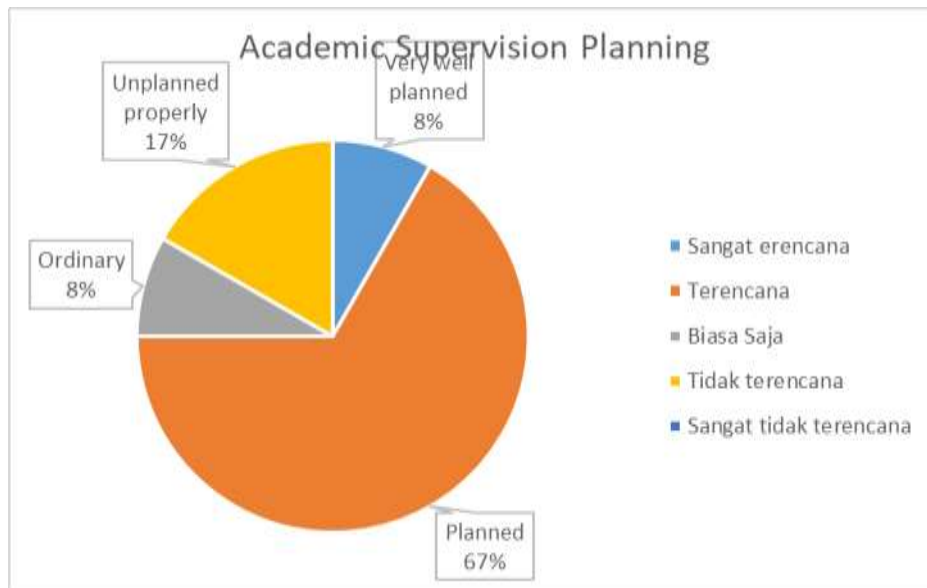


Figure 1. *Academic Supervision Planning*

The COVID-19 pandemic was one of the reasons why some schools did not prepare academic supervision plans. Changes in education policy during the COVID-19 pandemic, unfavorable situations and conditions, PPKM (implementation of restrictions on community activities), and online learning were the reasons of why the school principals did not prepare supervision plans properly. As stated by Herindra Dina N., the principal of SD Negeri Kauman, one of the reasons for not planning supervision was due to changes in education policy during the COVID-19 pandemic. In addition, the principals did not compile a supervision plan properly because the learning is transferred to online learning due to the existence of the PPKM policy (Tunggal, September 13, 2021). It is in line with the study conducted by Munawar et al. in Public Islamic Senior High School 2 Bandung City (Munawar, Asep Rizal; Jahari, Jaja; Rusdiana, 2021). They observed that the implementation of supervision, especially in the planning stage, was low due to the Covid-19 pandemic.

Ideally, in the supervision planning stage, the principals as the supervisor must prepare activity points as referred to the school principals' performance guide during the COVID-19 pandemic compiled by the LPPKSPS Kemdikbud, which include: 1) reviewing the existing supervision program, 2) identifying infrastructure, 3) compiling instruments, 4) synchronizing old programs with pandemic conditions (MoEC, 2020). Besides, Junarsih (2011) mentioned that the things needed to be considered in planning supervision should be cooperative, creative, comprehensive, flexible, and continuous.

3.2 Supervision Implementation

Academic supervision activities are mandatory activities in every educational institution, one of which is at Public Elementary Schools in Wonosegoro. The implementation of supervision does not always run according to what is expected and planned, especially during the Covid-19 pandemic. It is a new challenge in doing academic supervision. As seen in Figure 2, the questionnaire results revealed that the implementation of supervision was still not optimal; as many as 59% of the respondents said that the implementation of supervision was not good, 33% of the respondents said it was good, and the remaining of 8% said normal.

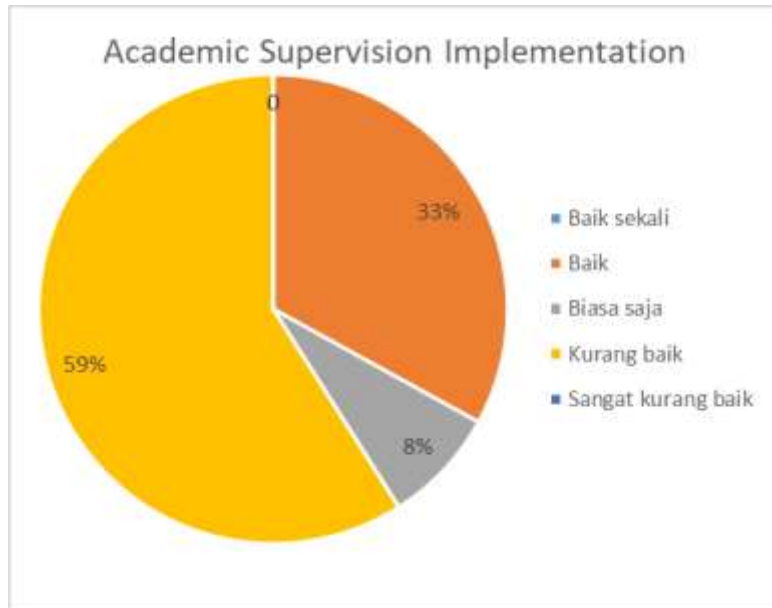


Figure 2. *Implementation of Academic Supervision*

Several reasons that cause the implementation of academic supervision less optimal include internal and external problems. The internal problems are HR competence, commitment, and motivation of teachers and principals. While the external problems include facilities and infrastructure and impossible situations such as natural disasters or epidemics. As stated by Sulardi, the principal of SD Negeri 2 Ngablak:

The existence of PPKM regulation causes learning to be performed online so that the principal's communication with teachers is not going well, which ultimately results in academic supervision not going well (Sulardi, September 13, 2021).

Despite being the dominant cause, the effect of the COVID-19 pandemic is not the only cause in the implementation of supervision less optimal. Several factors causing the implementation of academic supervision less optimal might come from human resources between teachers and the school principals, as stated by Sri Widiyatningsih, the principal of SD Negeri 2 Jatilawang:

The complexity of the principal's managerial duties as the supervisor is burdensome, so qualified competencies are needed. The supervised teachers were also not ready even though it had been planned. In addition, the element of subjectivity is still high, and infrastructure is still limited.

Some of the interviews and questionnaires' results showed that the less optimal implementation of academic supervision was dominated by the COVID-19 pandemic factors. In line with Takhlishi's (2020) research results, the obstacles in this pandemic increase because learning and supervision activities are carried out online. On the other hand, communication with teachers is not going well, and some teachers are technologically stuttering. It is also in accordance with the research by Munawar et al. (2021), demonstrating that not all teachers were proficient in using technology, so learning activities and administration did not run optimally.

There are basic points that become evaluations in the implementation of supervision, including learning tools, lesson plans, teaching and learning processes, and assessment of learning outcomes. The questionnaire results reveal that 50% of the respondents answered teachers arranged learning tools properly, 25% answered it was not good, 16.7% answered ordinary, and the remaining 8.3% answered it was terrible. From these data, it can be understood that the competence of teachers is different. Furthermore, regarding the

preparation of the RPP (Learning Plans), 50% of the respondents said that teachers were good in the RPP preparation, 25% of the respondents replied not good, 16.7% of the respondents replied average, the remaining 8.3% replied they were very poor. However, after the learning was done, the questionnaires data showed that only 33.3% of the respondents said that the learning proceeded appropriately and adequately, 41.7% of the respondents said it was inappropriate, and 25% said it was normal. Finally, at the end of the learning, there is a learning evaluation. The results revealed that 40% of the respondents said that the learning evaluation stage did not run smoothly, 16.7% said running smoothly, and the remaining 33.3% answered normal.

3.3 Reflection and Evaluation of Supervision Results

After the planning and implementation of academic supervision activities, several notes and findings will be discovered to be used as evaluations and improvements in the future. It is in accordance with the introductory teaching materials for academic supervision issued by the Director-General of GTK, Ministry of Education and Culture, which states that reflection and evaluation activities for supervision are required to determine the strengths and weaknesses of teachers, including the causal factors so that priorities for improvement are found. Efforts to make improvements based on the analysis results will help teachers improve the quality of learning (MoEC, 2019). In line with the academic supervision teaching materials issued by the GTK Directorate, LPPKS as the institution that handles the quality of school principals also launched a guidebook for school principals' performance during the COVID-19 pandemic. The book stated that an analysis of monitoring results are conducted to find strengths, weaknesses, and obstacles in learning during the COVID-19 pandemic, after being identified that the principals monitor the teachers so that previous learning deficiencies and obstacles can be overcome so that learning is of higher quality (Kemendikbud, 2020).

Reflection and evaluation activities are critical to be a milestone for future improvements. However, the reflection and evaluation activities do not always run optimally. Based on the questionnaire results shown in Figure 3, 50% of the principals stated that the reflection and evaluation activities went adequately, 25% stated normal, and the remaining 25% stated not good.

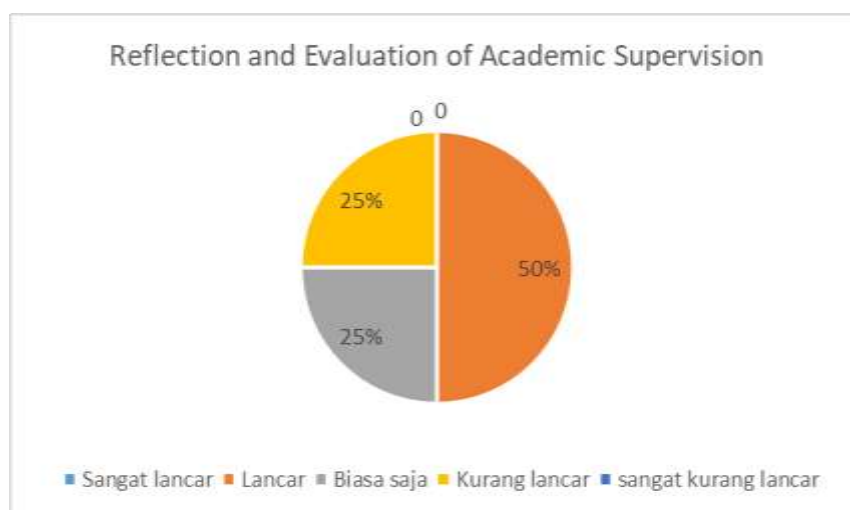


Figure 3. Reflection and Evaluation of Academic Supervision

Although reflection and evaluation activities are considered necessary in the academic supervision stage as the analysis stage determines the next improvement step, the

reality is not in line with expectations. However, it aligns with the questionnaire results, which are still not optimal in the reflection and evaluation stage of academic supervision. Likewise, from the interview by one of the principals at Public Elementary Schools in Wonosegoro, it was told that:

The reflection and evaluation stages did not go appropriately because of the COVID-19 pandemic, so communication was not going appropriately. Problems in learning have been found, but there are difficulties to fix them (Marchaban, September 13, 2021).

In addition, there was also another statement from one of the principals which stated that:

Not all teachers have the qualified competence, or human resources are still low. Other than that, they are technologically stuttering. Whereas, learning in the COVID-19 pandemic must be required to be technology literate for the implementation of online learning (Anis Agung Kurniawan, September 13, 2021)

Based on the questionnaire and interview data, the results of reflection and evaluation of academic supervision have not run optimally. It is expected that in the future, it will be an improvement to determine policies for improvement in the education unit, especially at Public Elementary Schools in Wonosegoro, Boyolali.

IV. Conclusion

Academic supervision activities are mandatory for every educational institution to ensure the quality of education. However, in general, academic supervision activities at Public Elementary Schools in Wonosegoro experienced obstacles during the COVID-19 pandemic, from planning, implementation, reflection, and supervision evaluation. The change in the education system from offline to online was one of the primary causes of the obstacles in implementing supervision. In addition, not all teachers had the competence to perform the online learning process required to be technology literate. Therefore, there were two causes of obstacles to academic supervision at Public Elementary Schools in Wonosegoro: the situation and conditions such as the COVID-19 pandemic (external) and inadequate competence of teachers and principals (internal).

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