The Effectiveness of Academic Supervision in Improving Online Learning during the Covid-19 Pandemic

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ARTICLE INFO	ABSTRACT
	This study aims to determine the implementation of the principal's academic supervision based on the implementation program, supervision, supporting and inhibiting factors in online learning during the covid-19 period at a state junior high school in Banda Aceh. The data collection techniques used were observation, interview, and documentation study. The research subjects were school principals and teachers, totalling 12 respondents. The data analysis used was reduction techniques, data presentation, data interpretation and data verification. The results showed (1)The planning of the principal's academic supervision is carried out by establishing cooperation between teachers, principals and related parties for the achievement of learning quality. (2) The implementation of the principal's academic supervision is carried out by observing teachers doing online learning through competency standards, basic competencies, success indicators, and teaching materials. In addition, the presentation of fun material, the use of appropriate methods, and the presence of media are integrated indicators to determine the success of learning. (3) The existence of teacher awareness, good teacher perceptions, and support from parents to students are supporting factors for academic supervision so that the implementation runs successfully during the covid-19 pandemic.

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1. INTRODUCTION

The Minister of Education and Culture issued Circular Letter (SE) No. 4 of 2020 about the Implementation of Education Policies in the Emergency Period for the Spread of Covid-19, which forms the basis for the homeschooling policy in the midst of the pandemic. A call to take advantage of online and other forms of distance education is included in the circular (Ministry of Education and Culture,

2020). Thus, a learning system, which is typically executed online, is one of the measures that must be taken in the implementation of education (Cubukçu & Aktürk, 2020). As the preferred method of education shifts from in-person to online instruction, those with a vested interest in education must be ready to adapt to new technologies.

The effectiveness of education depends greatly on the professionalism and dedication of its educators. Teachers have a pivotal role in deciding the standard of education provided by the current teaching team. Sahertian (2014) relates this to the importance of supervisors, who are essentially education coaches, for classroom instructors. Teachers' supervisors' primary responsibility is to facilitate teachers' comprehension of operational programs through clear and concise explanations. Someone in this position must act as a supervisor and provide instructors with resources and support as they carry out their duties as educators.

One of the competencies that must be possessed by a school principal is supervisory competencies, as stated in the Regulation of the Minister of National Education (Permendiknas) Number 13 of 2007 about Standards for Principals. A school's primary goal is to provide high-quality education, and academic supervision plays a crucial role in achieving this goal (Suhayati, 2013). This analysis is used to see how the activities have been carried out, as it was found by Renata et al. (2018) and Murtiningsih, et al. (2019) that the direction of supervision may be stated to have helped in developing the teaching and learning process to acquire better circumstances. Academic monitoring is a strategy for boosting teachers' professionalism in the classroom. Capacity building in this context means not only improving teachers' subject matter expertise and classroom management techniques, but also their dedication, enthusiasm, and drive to do their jobs well (Zaimina, 2016).

An initial investigation revealed that academic supervision by principals at three state junior high schools in Banda Aceh left room for improvement in terms of students' use of online learning resources. Due to a heavy schedule, the principal rarely gets to spend time supervising students. Principals typically provide only broad guidance on issues that arise during the course of instruction and learning. The principal did not provide any additional guidance on how to implement learning using effective teaching tactics, acceptable learner strategies, and the integration of media and information technologies.

Some of the issues in education have to do with educators who are unable to develop creatively guided learning materials, who don't use appropriate teaching methods, who don't develop sustainable professions like classroom action research, and who don't use information technology to communicate and develop themselves. In light of this summary, the researcher intends to dig into issues closely related to the efficiency of academic supervision by school principals in enhancing online learning.

Educator Performance Assessment is very influential on the professionalism and quality of work of educators. With this assessment of the performance of educators, it is expected to improve the quality as educators. The results of previous studies that are relevant include the implementation of academic supervision carried out democratically and carried out when the teacher is learning in class, after that clarification is carried out. Feedback is very important in order to clarify, and determine strengths and weaknesses, as well as provide follow-up in the form of input, coaching, or training (Syamsidah, n.d.). The results of the study by Aprida, Fitria, and Nurkhalis (2020) show that the academic supervision of the Madrasah Tsanawiyah Supervisor in Jepara Regency is carried out by meeting procedural standards from the planning, implementation, and reporting stages by using a set of necessary instruments and carried out in modern ways, leaving conventional/ traditional. Meanwhile, another study (Nisa' et al., 2021) states that in addition to being able to improve the performance of a principal-supervised teacher, it can also increase a teacher's work motivation. So based on this it can be said that supervision activities can have a positive influence on improving teacher performance (Pujianto, Arafat, & Setiawan, 2020).

Academic supervision is one of the various models of supervision such as conventional (traditional), scientific (scientific), clinical, and artistic (Sanglah, 2021). Academic supervision carried out by the principal aims to help teachers understand the learning objectives (Arikunto, 2018). Teachers

should when teaching and fostering educator participants, they should be more prepared and creative so that educator participants will be more motivated for better changes (Nisa' et al., 2021).

Given this context, the study's central question is whether or not the academic supervision provided by school principals throughout the Covid-19 era at SMPN Banda Aceh City contributed to the enhancement of distance learning. The overarching goal of this research is to identify how school administrators may best improve online education for their students throughout the Covid-19 time frame. The findings of this study should prove valuable in the real world by giving rise to new concepts that may be implemented in the realm of academic supervision of online learning, allowing principals to better direct students' progress toward their desired outcomes.

2. METHOD

This research was conducted during the Covid-19 time frame with the goal of identifying the program, implementation, and role of school administrators, and facilitating and inhibiting elements of principals' academic supervision in enhancing online learning. The technique employed is a qualitative description technique. A researcher is a crucial tool that must physically go to the site of interest in order to gather information. Purposive sampling was used to choose participants in accordance with the study's aims. The study's subjects were the school's principal and a random sample of 12 teachers and students from SMPN in Banda Aceh City. The research was conducted through in-depth interviews and firsthand observation. Interview and observation protocols were the tools employed here. In qualitative research, the criteria for data validity are the norms of trustworthiness, reliability, reproducibility, and credibility. Descriptive qualitative analysis is employed, and the data is processed through the elimination of extraneous information, presentation of only relevant facts, drawing of appropriate conclusions, and checking for errors.

3. RESULT AND DISCUSSION

Academic Supervision Planning

At the beginning of each school year, a plan for academic supervision is drafted. For this purpose, the vice principal and faculty are consulted. At least twice per semester, and four times per school year, each educator will be observed in action. Interviews with the school's administration revealed that "the scope of the academic supervision planning carried out by the principal of SMPN 19 Banda Aceh includes the formulation of a curriculum or syllabus, the execution of good learning, and the accomplishment of minimal completeness standards." Annually, semesterly, and monthly, the principal of SMPN 3 Banda Aceh oversees the academic progress of her students. Meanwhile, interviews with educators revealed that "the scope of planning for academic supervision carried out by the principal of SMPN 11 Banda Aceh is the development of learning materials, effective learning implementation, and student learning completion." Learning tools are prepared, efficient learning is implemented, and student mastery is attained under supervision. In-class observations are used to evaluate how well students are putting what they've learned into practice and whether or not they've fully mastered their coursework.

The results showed that the academic supervision program by the principal was prepared at the beginning of the school year. The supervision program is made by setting goals, namely increasing the ability of teachers to make lesson plans (RPP), as well as implementing effective learning face-to-face or non-face-to-face (online). Based on the results of interviews with the principal said "Academic supervision is carried out with the hope of increasing student learning experiences and outcomes through online or offline learning during the Covid-19 pandemic ". (Siti Ramdaniah, 2017) explains that planning academic supervision programs is the preparation of implementation planning and monitoring documents. One of the principal's duties is to plan academic supervision. In order to carry out their duties properly, the principal must have competence in planning academic supervision.

Prasojo (2011: 88) says that academic supervision planning has a very important position in the series of academic supervision processes.

Principals also need to understand teaching programs and strategies, so that they are able to provide assistance to teachers who have difficulty in preparing their respective teaching programs and strategies. The concept of the principal as a supervisor shows an improvement in teaching at the school he leads, this improvement can be seen after the supervisor's touch is in the form of assistance in overcoming teacher difficulties in teaching. Meanwhile, based on the results of interviews with teachers said "Assistance provided by school principals to teachers can be in the form of facility support assistance, necessary teaching materials, strengthening of mastery of teaching materials and strategies, training, internships, and other assistance that will increase the effectiveness of teaching programs and program implementation in classroom learning activities".

Implementation of Academic Supervision

In carrying out the academic supervision program that has been made, the principal of SMPN 3 Banda Aceh first communicates with the teachers. Supervision programs that have been made and will be implemented, are notified to the teachers in advance, either through teacher meetings or in daily meetings. The principal of SMPN 3 Banda Aceh applies several principles of academic supervision, including creating a harmonious, sustainable, democratic, and constructive relationship.

This is in line with the implementation of academic supervision at SMPN 11 Banda Aceh, from the results of interviews of researchers with the principal. Based on the results of interviews with the principal said "the implementation of academic supervision at SMPN 11 Banda Aceh, namely by notifying the supervision schedule and aspects that will be supervised in regular teacher meetings". Teachers are supervised twice in one semester, and the results of the first supervision become input for improvements for teachers in the next lesson.

While the implementation of supervision carried out at SMPN 19 Banda Aceh, namely the principal first checked the learning tools that had been carried out by the teacher, checking the learning tools was carried out by the teacher. Then the teaching side arranges a supervision schedule for teachers. Furthermore, the principal makes a visit to the classroom to see firsthand the teaching conditions of the teacher and concludes and revises the results of supervision. Based on the results of interviews with the principal of SMP Negeri 11 Banda Aceh said", for students who are online (Learning in the Network), the principal conducts monitoring through the school operator with the e-learning application". Similar to what was done at SMP Negeri 3 Banda Aceh, the principal directly monitored through the e-learning application from the education office. Meanwhile, at SMP Negeri 19 Banda Aceh, the principal monitors through the media learning application. During face-to-face learning, the principal also makes class visits to conduct academic supervision of teachers.

The principal supervises in order to ensure whether the teacher carries out his duties as mandated or not. Meanwhile, based on the results of interviews with teachers said "The principal can guide by motivating teachers so that the learning process is carried out in an orderly and smooth manner so that student achievement can be achieved". Meanwhile, based on the results of interviews with teachers said " In the implementation of coaching that is academic, technical that must be carried out and get attention from the principal as a supervisor is coaching that is directly related to teaching improvement. While administrative coaching is not directly related to teaching improvement but can support the implementation of teaching and learning activities optimally".

In this case, the principal who is able to see in detail whether the programs and activities are still in accordance with the specified directions and goals is the principal who is able to improve professionalism, especially for teachers and other education personnel in schools. The ability to carry out such supervision is based on his experience and achievements before becoming a school principal. All this can be done if the principal is able to carry out internal supervision in the school he leads.

The Principal's Role in Academic Supervision

To follow up on the research findings, the principal analyzes and evaluates all findings from observations on teacher learning implementation activities, both regarding the completeness of learning tools and the implementation of student learning activities in the classroom. The follow-up actions taken by school principals at SMPN 3 Banda Aceh, SMPN 11 Banda Aceh and SMPN 19 Banda Aceh tended to be the same, namely not to find fault or lack of teachers, but rather to provide guidance to teachers so that their work can be done. deficiencies that are the target of supervision can be identified, and then the task of the supervisor is to fix them to improve the quality of the work. The follow-up to the findings of this supervision is prioritized for teachers who have obstacles in carrying out their duties, both in terms of limited knowledge and in managing learning in the classroom.

Based on the findings of the research, it can be analyzed that the presence of the principal in the school plays a very important role in determining the progress of education in schools, especially in terms of academic and managerial supervision. Moreover, so far the author sees his role in fostering and guiding principals of teachers. Meanwhile, based on the results of interviews with teachers said "The principal is a place to ask questions and submit complaints when there are learning problems for teachers. It is undeniable that it plays a very important role, especially in conducting academic and managerial coaching". By the naked eye, the author sees that there are still teachers who do not understand the correct way of teaching starting from the selection of methods and the use of media. So this is where the supervisor's role is to help the teacher.

The role of the principal is very necessary in order to see further the implementation of teaching in schools by teachers. Furthermore, it provide guidance to school principals and teachers to be better able to improve the quality of education. This is also supported by the results of the researcher's observations, that when the principal carries out his duties and obligations at school to the fullest, his role in school is very visible.

Thus it can be said that the role of the principal has been felt quite well in his role in schools, both in academic and managerial supervision. School principals are strongly required to play an active role in improving the quality of education in schools, including the development of the Teacher Working Group (KKG) and the Principal Working Group (K3S) to provide coaching and training in academic and managerial supervision.

Supporting and Inhibiting Factors in Academic Supervision

Supporting factors are things that encourage these activities to run as expected. Based on the results of interviews with the principal said "Supporting factors for academic supervision are high teacher awareness, good teacher perceptions of academic supervision. Another supporting factor is to provide motivation so that teachers have the drive and willingness to carry out learning and train various teaching methods".

The inhibiting factor in academic supervision is the presence of sudden external activities so the previously prepared supervision schedule is also disrupted. Based on information from the principal, according to the researcher, this can be handled by asking for help from senior study teachers at the school. The next obstacle is the presence of teachers who are not present at the time of the predetermined class visit schedule. The absence of teachers as expressed by the principal, both caused by external and internal factors, can cause the implementation of supervision to be disrupted.

The next inhibiting factor for academic supervision is that the supervised teacher feels afraid and stiff when being supervised. Based on this information, school principals need to establish better communication with teachers. The principal must make every effort to make the teacher feel comfortable and not stiff when supervising class visits are carried out.

Supporting factors are things that encourage these activities to run as expected. In the online learning process carried out at SMP Negeri 3 Banda Aceh, SMP Negeri 11 Banda Aceh, and SMP Negeri 19 Banda Aceh there are several things that support the learning process so that the learning process can run smoothly including the implementation of online learning, namely parents have gadgets,

participants Students can operate gadgets, especially WhatsApp and YouTube. Teachers are facilitated by internet quotas from schools, the internet network is not too bad because most teachers and students live in cities, and most parents have installed wifi in their respective residences.

The inhibiting factor is a thing that becomes an obstacle to achieving the goal. In the online learning process at SMP Negeri 3 Banda Aceh, SMP Negeri 11 Banda Aceh, and SMP Negeri 19 Pilot Banda Aceh several things become obstacles in learning, including that there are still some who are constrained by the internet network because there are some students who live in residence in the village, parents cannot accompany children during online learning because parents work late at night, students' enthusiasm for learning is lacking, parents have limitations in using gadgets, students are getting bored, bored and lazy to collect assignments.

Inhibiting factors in the implementation of academic supervision carried out by school principals include the busyness of the principal participating in sudden external activities, no experienced teachers so that the principal is alone in carrying out supervision, the vacancy of subject teachers thereby increasing the workload of other teachers to fill the class vacancies. because the teacher in question is not present on the class visit schedule.The principle is that teachers must be supervised periodically in carrying out learning. The principal can delegate the implementation of academic supervision to experienced teachers. The existence of experienced teachers really supports the smoothness of academic supervision (Zulfikar et al., 2017).

What are some factors that influence the success or failure of supervision or the speed of supervision carried out by the principal. Purwanto (2016) is as follows: 1) The community environment where the school is located. 2) The size of the school which is the responsibility of the principal. 3) The level and type of school. 4) The condition of the available teachers and staff. 4) The principal's own skills and expertise.

4. CONCLUSION

There are three components to a principal's academic supervision: a preliminary survey, academic supervision itself, and class visits to ascertain the curriculum being followed. By examining the documentation of the teacher's completed activities and providing feedback if there are any discrepancies or failures to meet the specified standards, the principal assesses the program's efficacy and ensures its smooth execution. Parents' and kids' access to and familiarity with digital technology—in particular, messaging apps like WhatsApp and video-sharing websites like YouTube—have been critical in facilitating the successful implementation of online education. Internet quotas provided by schools are a great help to teachers, notwithstanding the subpar quality of school-issued networks. One barrier is that students and teachers don't have enough access to the internet, and another is that they don't have enough time to devote to learning using online learning media (online). As a result, student performance indicators also demonstrate that online education does not improve students' grasp of course material. That the principal's performance evaluation necessitates measuring standards, assessment methodologies, analysis of measurement data, and follow-up on measurement outcomes is a significant caveat of this research. The principal is urged to create a template for the academic supervision of teachers that can be used entirely online.

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