



Implementation of Educational Supervision during the Pandemic Period at Middle School in Kebumen District

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Abstract

This study aims to describe the implementation of the principal's academic supervision in Kebumen District Middle School which is carried out by the school principal. The approach used is a qualitative approach with a case study design. The collection of data used in this study was carried out through interviews, observation and documentation. Data analysis, namely the steps of data reduction, data presentation, and drawing conclusions. The results of the study show that the implementation of school principals' academic supervision during the pandemic: (1) Efforts by school principals to prepare online learning, by motivating teachers; (2) the principal's academic supervision program, namely individual supervision; (3) The school principal's academic supervision strategy, namely individual supervision through scheduled supervision activities in odd and even semesters; (4) Supporting school principals' academic supervision, namely school principals carrying out academic supervision aimed at increasing teacher motivation as well as providing adequate facilities and infrastructure to carry out supervision during the pandemic.

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INTRODUCTION

Education has a strategic role in preparing young people from an early age who have intelligence and empowerment. Education in junior high school is very important, this is explained in Article 31 Paragraph 1 of the 1945 Constitution that every Indonesian citizen has the right to education. Education for Indonesian citizens helps to educate and build national character. The world of education in 2020-2021 is experiencing changes due to the impact of the pandemic. The World Health Organization (WHO) has declared the spread of COVID-19 to be categorized as a pandemic. The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) published the implementation of learning during a pandemic in line with socialization regarding the pandemic.

Distance learning makes the transition from face-to-face learning to non-face-to-face learning. Face-to-face learning or known as offline (offline) and non-face-to-face or online learning (online). Online learning requires a good communication role. Communication carried out through social media needs to be carried out as well as possible, this aims so that the teaching and learning process during the pandemic goes well. The learning process so that it goes well cannot be separated from the figure of a teacher. The teacher is the spearhead of education who is responsible for educating the lives of students. Teachers not only help to educate but are responsible in terms of attitude, behavior and actions as part of coaching.

The teacher also carries out coaching, this coaching is in the form of a process for teachers to

develop their abilities (Fetrimen et al., 2022). Its capabilities include knowledge, teaching skills, commitment, and motivation through supervision. Supervision as an approach to provide services and guidance for teachers to be professional teachers. The professional teachers must be able to develop their abilities and achieve learning goals that must be achieved by students (Madjid, 2021). Educational supervision aims to assist educational staff to improve their abilities in carrying out their duties so that learning is effective and efficient.

Educational supervision consists of managerial supervision and academic supervision (Lee, 2023). Managerial supervision is supervision that is carried out under the supervision of the Principal related to education control (Helda, 2022). Managerial supervision oversees the person who becomes the manager or principal of the school which consists of developing staff or education personnel, as well as measuring the performance of the school principal. Academic supervision focuses on teachers consisting of classroom supervision and clinical supervision. Supervision in research, namely clinical supervision that discusses teacher performance during a pandemic.

METHODS

This study uses a qualitative approach, with . This study describes educational supervision during a pandemic to see teacher professionalism. Data collection techniques used are observation, interviews, and documentation. The data obtained were analyzed descriptively.

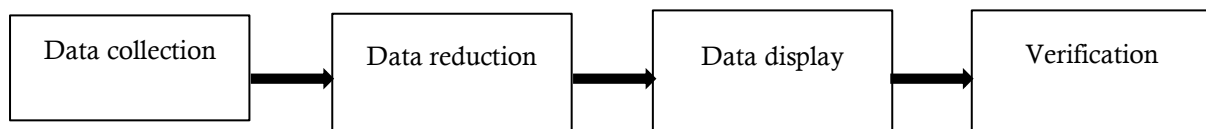


Figure 1. Data Collection Step

RESULTS AND DISCUSSION

The discussion of the results of this study interprets the results of research findings in the field that have been obtained. The aim of the research is to gain meaning from the implementation of supervision during a pandemic. The educational supervision work program is carried out by school principals at junior high schools (SMP) in the

Kebumen District which have been well designed. Supervision during a pandemic is unique, this uniqueness is different from previous supervision. Supervision during the pandemic by the school principal runs online or in a network (online). Assessment in educational supervision is carried out by each formal education unit.

A planned assessment process can achieve good results and achieve learning objectives,

indicators in the supervision assessment must meet the requirements, one of which is administrative completeness (Al-Kahtani, 2022). Administration in accordance with the supervision of education in formal schools such as educational calendars, annual programs, semester programs, syllabus, determination of Minimum Completeness Criteria (KKM), Learning Implementation Plans (RPP), face-to-face schedules, student attendance books, grade lists, and teaching materials (Dewi, 2022). The administration that has been prepared includes changes in efforts to adjust the curriculum and learning to conditions during the pandemic.

The discipline of science teachers in carrying out learning implementation tasks during the pandemic was categorized as good to very good. This category is classified as good to very good, based on many factors (Zulkafar, 2020). Factors that influenced learning during the pandemic went well because teachers at school, especially science teachers, received good facilities from the school that housed them. Principals provide training aimed at helping teachers who have difficulty using information technology-based learning media. The training is in the form of training using teaching media such as Google meet, zoom meetings, NGOs (Learning Management Systems) owned by schools, and so on.

The training provided encourages science teachers to be able to carry out learning well and to be able to design an emergency Learning Implementation Plan (RPP) according to conditions during the pandemic. This training was able to reduce the obstacles that arose during the pandemic period of learning (AlAjmi, 2022). Science teachers while using electric media can manage learning

materials, upload material according to the material, give assignments, see the achievement of learning outcomes, take tests or quizzes, and carry out exams. Giving exams to students can be in the form of daily exams, midterm exams, and final semester exams.

Science teachers in carrying out online learning can choose material that is relevant to the learning objectives, use quality learning methods by providing some examples and exercises. The visual elements provided are images and text in accordance with the material being taught. Science teachers use strategies during online learning in order to students can build their own understanding, skills, and creativity in each lesson. (Alshammari et.,2022). In distant learning periode, the science teachers don't only give materials, but also have interaction ability with their students.

The interaction given by the science teachers can help students in complementing and giving good memory at the learning materials. The students are given responsibility to do their task. The kinds of the tasks are writing and making vidio in their home. One of the kinds of written task is answering questions given by the science teacher. The questions given are essay to test cognitive level (Adetayo, 2023). The essay questions can give stimulus to the students. The function of giving essay questions is in order to the students are not passive in science learning in pandemic periode.

In learning process during the pandemic, the science teacher had done a supervision to look at her perfomace result with making RPP (Learning Implementation Plans) during the pandemic. This is a recapitulation results from supervision during the pandemic :

Table 1. Recapitulation results from supervision during pandemic

No	Aspek	Condition				
		State	State	State	State	Private
		Junior high school A in Kebumen regency	Junior high school B in Kebumen regency	Junior high school C in Kebumen regency	Junior high school D in Kebumen regency	Junior high school E Kebumen
1	2	3	4	5	6	7
I	Preliminary activities					
A	Apperception and Motivation					
1	Motivating students to start learning	√	√	√	√	√
2	Creating a comfortable and enjoyable learning atmosphere	√	√	√	√	√

	(seats, media, and readiness of learning tools and materials)					
3	Relating the previous material to the material that will be learned	√	√	√	√	√
B	Submission of competencies, activity plans, and assessments					
4	Convey competencies, indicators, and goals to be achieved	√	√	√	√	√
5	Explaining the scope and assessment techniques that will be used	√	√	√	√	√
II	Core activities					
A	Mastery of Learning Materials and Management of Learning					
6	The Ability to associate material with other relevant knowledge, science and technology developments, and real life.	√	√	√	√	√
7	Presenting discussion of learning material systematically and properly	√	√	√	√	√
8	Carrying out learning according to the planned time allocation	√	√	√	√	√
B	Application of educational learning strategies					
9	Carrying out learning in accordance with the competencies to be achieved	√	√	√	√	√
10	Responding positively to students' questions and opinions	√	√	√	√	√
11	Carrying out contextual learning	√	√	√	√	√
12	Carrying out learning that fosters positive habits and attitudes	√	√	√	√	√
C	Application of Integrated Scientific Approach, HOTS Aspect, 21st Century Skills, and Knowledge Dimensions in Learning					
13	Carrying out HotS learning activities: knowledge transfer	√	√	√	√	√
14	Carrying out HOTS learning activities: Critical and creativity	√	√	√	√	√
15	Carrying out HotS learning activities: <i>Problem solving</i>	√	√	√	√	√
16	Carrying out learning activities based on the knowledge dimension	√	√	√	√	√
D	Utilization of Learning Resources / Media in Learning					
17	Showing skills in the use of learning resources	√	√	√	√	√
18	Involving students in the use of learning resources	√	√	√	√	√
E	Implementation of Learning Assessment					
19	Carrying out attitude assessment	√	√	√	√	√
20	Carrying out a knowledge assessment	√	√	√	√	√
21	Implementing skills	√	√	√	√	√
F	Involve students in learning					
22	Growing the active participation of students starts the interaction of teachers, students, and learning resources	√	√	√	√	√
23	Responding positively to students	√	√	√	√	√
G	The use of correct and appropriate language in learning					

24	Using spoken language clearly and fluently	√	√	√	√	√
25	Using good and correct written language	√	√	√	√	√
III Closing Activities						
A Closing Learning						
26	Facilitating and guiding students to reflect on learning processes and materials	√	√	√	√	√
27	Providing feedback on the process and learning outcomes	√	√	√	√	√
28	Doing an assessment	√	√	√	√	√
29	Planning follow-up activities	√	√	√	√	√
30	Delivering the lesson plan at the next meeting	√	√	√	√	√

Science teachers at SMP Kebumen District are ready for online-based learning during the pandemic, this is based on the results of the supervision of each school in Kebumen District. Supervision needs to be followed up so that it has a good impact, this aims to increase teacher professionalism. Teachers who have low scores must be followed up with coaching. The coaching can be carried out individually or in groups (Lorensius, 2022). The coaching aims to make teachers know the weaknesses or obstacles they have in the learning process during the pandemic. The science teacher at SMP Kebumen District, based on the existing score, does not have a low score which is required to follow up.

CONCLUSION

Implementation of supervision in middle school in Kebumen district during the pandemic can run according to recommendations from the ministries of education, culture, research and technology in a non-face to face manner. The strategy used in learning science during the pandemic is that the science teachers use interactive multimedia. Difficulties experienced by the science teachers during the pandemic are still difficult in controlling students to be active in learning process. The quality of science learning during the pandemic has decreased but there is a good increase of science teachers who have improved their quality and students have been able to participate in learning.

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