

The Effectiveness Of Academic Supervision Of School's Implementation On Improving Teacher Performance During The Covid-19 Pandemic's Comparative Study In State Junior High School 1 Talang And State Junior High School 5 Adiwerna

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Abstract: Academic supervision, led by school principals, is a form of coaching aimed at assisting teachers in improving their learning competence. When implemented in a planned, programmed, and directed manner, supervision can enhance teacher performance. The competence of the principal as a supervisor plays a crucial role in the success or failure of supervision. With the challenges posed by the Covid-19 pandemic, e-supervision has emerged as an effective model. Despite the unique circumstances of distance learning during the pandemic, academic supervision can still be carried out using Google Form application. Supervisors can observe learning through the Google form they have created, while teachers submit reports by filling out a Google form connected to the supervisor's Google Drive. Observations from the Google form reveal that teachers use various online learning applications, such as WhatsApp, YouTube, Zoom meetings, or a combination of several online learning tools. The supervisor participates in observing the implementation of learning through the teacher's monitor screen. Teachers may also upload various learning videos or use Zoom meetings for online learning (PJJ) purposes.

Keywords: Effectiveness of Academic Supervision, Teacher performance

1. Introduction

Supervision is one of the competencies that must be mastered by the principal. Supervision is carried out as a form of coaching to teachers to help teachers who experience problems in learning. The implementation of supervision in a planned, programmed, directed, and wisely implemented manner will affect the improvement of teacher performance. With the increase in the performance of teachers, the achievement of institutions will also increase. So in general supervision is not just a form of supervising teachers in carrying out work assignments in the work environment, but rather providing motivation, solutions, and providing a sense of comfort in the work environment. There are several limitations on the term supervision, including: Based on the Regulation of the Minister of National Education Number 13 of 2007 concerning School Principal Standards, it is emphasized that one of the competencies that a school principal must have is

supervision competence, including; Principals can have the competence to plan academic supervision programs in order to improve teacher performance, and can carry out academic supervision of teachers using appropriate supervision approaches and techniques, and can follow up on the results of academic supervision of teachers in order to improve teacher performance.

Meanwhile, [1], supervision is a planned coaching activity to assist teachers and other school employees in carrying out their work. From these two opinions, they have in common that supervision is not just supervising the process of carrying out work but places more emphasis on the form of coaching, namely providing assistance to teachers in carrying out the learning process. Meanwhile what is meant by academic supervision is a planned program that can be carried out by the principal to assist teachers in improving their ability to manage the learning process. Therefore academic supervision activities are deemed necessary to improve teacher performance which has a direct impact on the learning process in which students are involved. With the rapid development of education, it requires teachers to become more and more professional each year and become more professional in teaching, so academic supervision needs to be carried out effectively so that teacher deficiencies can be overcome immediately.[2]

The purpose of academic supervision is to help teachers develop their abilities to achieve the learning goals set for their students [3] Through Academic Supervision it is hoped that the academic quality carried out by teachers will increase (Neagley, 1980). Improving academic quality includes increasing teacher knowledge and teaching skills and increasing teacher commitment or motivation. Therefore by increasing the ability and motivation of teachers, the quality of learning will increase.

The principal as a supervisor has an important role in efforts to improve the quality and performance of teachers in implementing teaching. And then how can educational supervision be more directed in applying ministerial regulations regarding supervision. One of these demands is about competency in understanding methods and techniques in supervision. Supervisors are people who are professional in carrying out their duties and act on the basis of scientific principles to improve the quality of education. Supervision here does not only emphasize the form of supervising a school principal on the implementation of teacher duties but how a school principal is able to utilize his supervisory abilities to assist teachers in developing and improving teaching abilities, providing solutions to teachers who experience obstacles or problems related to learning. By carrying out supervision activities the principal can see which parts of the learning activities are still lacking, so that efforts are made to be good and pay attention to which ones are already good so that they can be improved to be even better so that there is always coaching. Teachers are human resources in the field of education who require supervision services as coaching in improving their competence. Supervision carried out by the school principal for teachers requires skills, in order to be able to find out problems and find solutions in order to improve the quality of education. In addition, supervisors should have the sensitivity to understand what they observe in the form of inner sensitivity or not just seeing what is visible to the eye.

Principals as supervisors are expected to be able to develop classroom supervision programs, supervise and evaluate learning, carry out supervision programs, utilize the results of supervision to improve teacher/employee performance and for school development. The principal as a supervisor must be able to improve the quality of education related to improving teacher performance, student achievement and effective and efficient learning. Low teacher performance will lead to low quality or the quality of education in schools. In connection with school supervision activities as an effort to improve the quality of education, this research will discuss how academic supervision activities can improve teacher performance so that it will have an

impact on increasing the quality of education in schools. Creating conditions so that children can learn and feel how learning can provide meaning and how to stimulate students' thinking. [4] offer a recipe for this. First, students must be motivated to be able to learn how to learn, by finding problems, not solving problems offered by the teacher. Second, the learning process must be carried out in a fun way and build self-confidence.

Third, knowledge must be conveyed by the teacher with a multisensory and multimodal approach. Fourth, parents and the community must be fully involved in the child's education process. Fifth, school must be a real preparation for the real world. A quality and meaningful learning process can only be carried out if the teacher who manages the learning process has good performance, namely mastering learning competencies. The impact of the implementation of supervision carried out with good and programmed planning and proper implementation will improve teacher performance which leads to increased student and institutional achievement. The performance of a teacher is a picture that shows the ability of a teacher in carrying out his duties in achieving educational goals, which includes aspects: planning lessons, implementing learning, assessing learning outcomes, guiding and training students, and carrying out additional assignments, and evaluating.

In order to be able to carry out academic supervision properly, of course, a school principal has supervisory competence, in line with the development of the world of education which is increasingly rapid and fast, school principals need to develop their abilities through various activities, both through training, discussions, educational seminars, self-development and other activities that support. By participating in these activities, the competency of the school principal will increase and have an impact on teacher performance and learning activities in schools. The principal also supervises with observation techniques in class at least once a week to see the learning process that occurs and interact with students and teachers. Academic supervision is a very important activity, with supervision teachers become more disciplined in all respects and continue to improve their competence so as to produce students who excel.

Based on the conditions above, the school principal should carry out academic and ongoing supervision activities in the hope of being able to improve teacher performance in the learning process. And this supervision activity is an implementation of the principal's role as a supervisor in an effort to improve his competence at school. Under normal conditions, learning can run smoothly and produce maximum results as well as the implementation of academic supervision, but in line with the development of the era, the world of education will be tested by various new problems full of challenges. As is the case at this time, it has been more or less two years since the world has been hit by the Covid-19 pandemic which has also had an impact on education. The Covid-19 pandemic that hit people's lives around the world, including in Indonesia, has brought many changes to the lives of people around the world, including in the field of education.

The government was preoccupied with overcoming the spread and transmission of Covid-19 which then issued a policy limiting all activities including in educational institutions. This policy has had a massive impact on the learning process in schools and other educational institutions. This condition gave birth to various changes and learning models, especially online learning. While the Teaching and Learning Activities (KBM) carried out at Talang 1 Public Middle School and Adiwerna 5 Public Middle School during the pandemic period implemented online learning models and face-to-face learning for half of the class while still adhering to the health protocol. Both models are implemented based on policies from the District Education and Culture Office. The application of the two models alternates in a short time, thus demanding that school principals and teachers are always on standby and abreast of existing developments. While the

government stipulates a school health protocol policy, it must continue to carry out learning effectively. It becomes an additional burden for teachers in learning to carry out online learning, considering that online learning is not used to being carried out so that skills and the ability of teachers in the IT field are needed. At first it was hard, but gradually the teacher had to have the courage to carry out online learning habits to grow his abilities. However, each teacher's ability to manage classes online needs to be examined to ensure teaching and learning activities run effectively. The action taken by the principal is to carry out programmed academic supervision.

Based on the above conditions, it is the basis for researchers to conduct supervision research conducted by school principals in the conditions of the Covid pandemic related to the effectiveness of supervision which includes planning, implementing, and following up on the results of academic supervision. So researchers need to conduct research on "The Effectiveness of Implementing Academic Supervision in Schools in Improving Teacher Performance During the Covid-19 Pandemic, A Comparative Study at Junior High School 1 Talang and Junior High School 5 Adiwerna Tegal Regency."

2. Method

This research belongs to the type of descriptive evaluative research with a comparative quantitative approach. Descriptive definition according to [5] is a method in examining the status of a group of people, an object, a set of conditions, a system of thought, or a class of events in the present. The purpose of descriptive research is to make systematic, factual and accurate descriptions, drawings or drawings of the facts, characteristics and relationships between the phenomena investigated. In the descriptive method the researcher can compare certain phenomena so that it is a comparative study. Comparative research is research that compares the presence of one or more variables in two or more different samples, or at different times [6]

Quantitative approaches are used to test a theory, to present a fact or to describe statistics, to show relationships between variables, and those that develop concepts, develop understanding or describe many things. The research design used is a summative evaluation model because it leads to measuring the success of the program that has been evaluated. The success of the program will be seen from the point of its effectiveness. In this evaluation, the effectiveness of the implementation of academic supervision will be seen in improving teacher performance. This study used quantitative data in the form of the results of academic supervision assessments and the results of teacher performance assessments from two schools.

This research was conducted in two schools, namely SMP Negeri 1 Talang in Talang District, Tegal Regency and SMP Negeri 5 Adiwerna Kec. Adiwerna Tegal Regency.

The population in the study is the area that the researcher wants to examine. As according to (Sugiyono, 2017) "Population is a generalized area consisting of objects/subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions." The opinion above is one of the references for the writer to determine the population. The population that will be used in this study is a number of 45 teachers who are in SMP Negeri 1 Talang, Kec. Talang, Tegal Regency and 42 teachers at SMP Negeri 5 Adiwerna Kec. Adiwerna Kab. Tegal.

The sample is part of the population that the researcher wants to examine. "The sample is part of the number and characteristics possessed by the population." So that the sample is part of the existing population, so that for sampling it must use a certain method based on existing considerations.

In this sampling technique the authors use a purposive sampling technique. that: "Purposive Sampling is a sampling technique with certain considerations." From the above understanding and based on the small population size and in order to be able to represent all teachers, both civil servant and honorary teachers, the researchers determined the number of samples in this study were all populations, namely 45 teachers at Talang 1 Public Middle School and 42 teachers at Adiwerna 5 Public Middle School. Data collection techniques are the most strategic steps in research, because the main goal of research is to obtain data. Referring to the approach used in this study, namely comparative quantitative, the researcher sought and obtained data in the two schools that were the research samples in the form of numerical data.

In this study, data were obtained from the results of teacher performance assessments by school principals and questionnaires consisting of: 1) Teacher performance assessment questionnaires by colleagues, 2) Teacher performance assessment questionnaires by students, 3) Teacher performance assessment questionnaires by parents. The questionnaire model is standard, so there is no need to validate the questionnaire, but it is directly used to collect data related to teacher performance.

Data analysis according to [6] is the process of systematically searching for and compiling data obtained from interviews, field notes and documentation, by organizing data into categories, describing them into units, synthesizing them, compiling them into patterns, choose which ones are important and which will be studied, and draw conclusions so that they are easily understood by themselves and others. Meanwhile, according to [8] data analysis is the process of organizing and sorting data into patterns, categories, and basic descriptive units so that themes can be found and working hypotheses can be formulated as suggested by the data. The accuracy and accuracy of the data collected is necessary, but it cannot be denied that different sources of information will provide different information. The work of analyzing data requires efforts to focus attention and exert one's own physical and mental energy. In addition to analyzing data, researchers also need to study the literature to confirm the theory.

Referring to the opinion above, the data analysis that the researcher used was a correlation technique, namely to find out the consistency between teacher performance assessments by school principals and teacher performance assessments by peers, teacher performance assessments by school principals and teacher performance assessments by students, and student assessments. teacher performance by the principal with an assessment of teacher performance by parents.

The data that has been collected is analyzed using a simple correlation formula, namely the product moment. According to Winarno Surahmad, the calculation uses the formula:

$$r = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Description: r : Pearson correlation coefficient, N : number of pairs of X and Y values, $\sum XY$: sum of the product of X values and Y values, $\sum X$: sum of X values, $\sum Y$: the sum of the Y values, $\sum X^2$: the sum of the squares of the X values, $\sum Y^2$: the sum of the squares of the Y values.

to find out whether the correlation value (r) is significant or not, you can directly consult the critical value (r) in the table. If (r) count > from (r) table it means significant, otherwise if (r) count < from (r) table means it is not significant (not significant).

Based on the explanation above, if the results of data analysis on teacher performance assessments by school principals and teacher performance assessments by colleagues, teacher performance assessments by school principals and teacher performance assessments by students,

as well as school principal performance assessments and teacher performance assessments by parents, show a value r -count is higher than r -table, so the assessment is significant and consistent.

Furthermore, in the interpretation of the size or strength of the correlation between the research variables, Winarno Surahkmad (1985: 302) says that:

- 0 - 0.20 : Very low correlation
- 0.20 – 0.40 : Very low correlation but there is
- 0.40 – 0.70 : Moderate correlation
- 0.70 – 0.90 : High correlation
- 0.90 – 1.00 : Very high correlation

Furthermore, it can be concluded that there is consistency between the teacher's assessment by the school principal and the teacher's assessment by peers, the teacher's performance assessment by the school principal and the teacher's assessment by students, and the teacher's performance assessment by the school principal and the teacher's performance assessment by parents are consistent. Furthermore, to determine the effectiveness of academic supervision is analyzed using a different correlation test of the two samples.

3. Discussion

Learning in the net (online) during the Covid-19 pandemic experienced many obstacles. Starting from network limitations and internet quota, devices and understanding of online learning that have not been fulfilled, the implementation of PJJ is boring, to the psychological pressure of students who have learning difficulties, even many parents of students complain of stress because they have difficulty helping their children attend and help PJJ (PJJ). [4,9] A similar opinion was expressed who stated that the obstacles encountered in online learning except for the problem of wasteful quotas and internet services are also boring online learning. However, the inhibiting factors for implementing PJJ need to find the root causes and solutions, so that PJJ truly becomes an effective learning model when face-to-face learning (PTM) is not possible due to the massive spread of Covid-19. However, the health and safety of students and all school members is of the utmost importance.

Academic supervision plays a very important role in inventorying the problems that hinder PJJ as well as finding solutions that enable the implementation of PJJ to be fun, effective and not boring. There is no guide for the academic supervision form during the Covid-19 emergency. What is new is in the form of alternative ideas that can be used as a reference. Therefore school principals need to innovate to take alternative paths in this emergency. conducted research on the reaction of elementary school teachers to electronic supervision carried out by the school principal, with the title: "E-Supervision Using the Web: Elementary School Teacher's Reaction". The results of the study show that it turns out that teachers welcome e-supervision. Teachers argue that e-supervision changes their perspective on the supervision process. Supervision is no longer looking for mistakes but helps teachers in increasing professionalism in the learning process. On the basis of the problems faced, Junior High School 1 Talang and Junior High School Adiwerna 5 implementing PJJ during the Covid-19 pandemic, the school principal innovated in carrying out academic supervision.

The implementation of academic supervision during the Covid-19 pandemic certainly could not be carried out ideally. However, with all the limitations, school principals try to continue to carry out academic supervision in emergency conditions, to ensure that teachers remain enthusiastic and innovative in carrying out learning. Apart from that, it is also to ensure that

students are served the right to receive study guidance from the teacher. The results of studies, observations, and analysis in implementing PJJ found alternative solutions to the problem, namely PJJ needs to be combined with face-to-face learning (PTM) in a limited way. Restrictions are made by limiting the number of students who take part in PTM. Therefore PTM is carried out in rotation and on a scheduled basis, while strictly maintaining health protocols. Blended learning (mixed learning) is being carried out at Junior High School 1 Talang and Junior High School Adiwerna 5 Tegal Regency so that learning during the Covid-19 pandemic runs smoothly, effectively, fun, not boring and provides maximum learning services to students. The steps for implementing academic supervision will continue to follow supervision under normal conditions, but by adapting to the Covid emergency conditions, with distance learning.

In principle, the steps for academic supervision during this pandemic are the same as the usual steps for academic supervision, while sequentially covering 5 things, namely: 1). preliminary meeting between the supervisor and the supervised teacher, 2). supervision of lesson plans, 3). implementation of learning observation, 4). analysis of supervised data, 5). follow-up (Ministry of Education and Culture, 2015).

Because learning is carried out in a blended manner, that is online with Distance Learning (PJJ) and face-to-face learning in rotation, of course these steps are adapted to the conditions and learning model.

Preliminary Meeting

The activities carried out at the initial meeting between the teacher and the supervisor are useful for understanding between the teacher and the supervisor regarding the learning to be carried out, as well as for creating a good kinship between the two so that in the activities carried out there is effective communication. The preliminary meeting is intended to make an agreement between the supervisor and the teacher about things to be developed and improved related to aspects of the learning process. benchmarks or criteria used in the observation.

Planning Supervision

Supervision of lesson planning is supervision of administrative tools that have been prepared by the teacher for teaching. Innovations made by Junior High School 1 Talang and Junior High School 5 Adiwerna Kab.Tegal in this activity include: 1). Written teaching preparation for PJJ that has been made, if necessary, a discussion is held regarding matters that still need improvement, as well as which parts will receive special attention from the written preparation made. 2). Preparation regarding the tools/media used and the application for PJJ. 3). Method of recording/recording data and direction of data collection to be used by the supervisor. This needs to be conveyed to the teacher so that implementing PJJ activities can run smoothly

Learning Observation

One application on the internet that can be used in conducting academic supervision during the Covid-19 pandemic is the use of the Google form application. Based on this, in the implementation of distance learning with online mode, supervisors can observe learning through the Google form they make. Meanwhile, the supervised teacher submits a report by filling out a Google form that is connected to the supervisor's Google Drive. Observations from the Google form made by the school principal as the supervisor show that teachers use a variety of PJJ applications, including: WhatsApp, YouTube learning, zoom meetings, or by combining several online learning applications. So the implementation of learning by the teacher can be seen through google form reports such as the application used, the material presented, the learning media, the

number of students who take part and the number of students who do not take part, students who are active or passive, and so on. The supervisor participates in observing the implementation of learning through a monitor screen or via an Android cellphone.

4. Conclusion

Academic supervision during the Covid-19 pandemic in its implementation went through the same stages as in normal learning conditions, namely through: Planning, implementation, Assessment, but the implementation was adapted to online and semi-face-to-face learning models. In this case the supervision model used is using the Google form and applications on the internet such as zoom meeting, google meet and you tube or by combining several online learning applications. From the teacher's report through the google form connected to the supervisor, it can be seen how the teacher's learning is carried out. By using the zoom meeting supervisor learning application, you can observe the implementation of learning through a computer monitor screen or via an Android cellphone. So even though the learning model is online the implementation of supervision is still running effectively.

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