IMPLEMENTATION OF PRINCIPAL ACADEMIC SUPERVISION IN DISTANCE LEARNING (PJJ) DURING THE COVID 19 PANDEMIC

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ABSTRACT

This study aims to describe the optimization of the implementation of distance learning (PJJ) by teachers under the academic supervision of the principal at SDN Karawaci Baru 2, Tangerang City. Distance learning in Tangerang City is suspected to have many obstacles. These problems include a) the implementation of the national curriculum has not been implemented comprehensively, b) the lack of preparation from educators in implementing online learning, c) the affective assessment aspect in online learning is not optimal due to distance limitations. This research is a quantitative descriptive study using the research flow, namely planning, implementation, results and follow-up. The subjects of this study were school principals and teachers at SDN Karawaci Baru 2, Tangerang City. Data collection was carried out in April–May 2022 through observation, interviews and documentation. It was concluded that the implementation of academic supervision of teachers could optimize the implementation of distance learning during the COVID 19 pandemic. Teacher supervision and motivation greatly determine the success of distance learning, both individually and in small groups.

Keywords: academic supervision;distance learning; COVID 19 pandemic

INTRODUCTION

The COVID 19 pandemic that has spread throughout the world has forced educational institutions to implement full online learning (online learning/distance learning). Hundreds of millions of students around the world have been affected by the closure of schools and universities due to the COVID 19 outbreak. In addition, as of 14 April 2020, the teaching activities of more than 1.75 billion students globally were disrupted in around 200 countries that have implemented full or partial lockdowns in worldwide (Oloyede et al., 2021). For example, in Spain, school closures have been carried out since mid-March 2020 by implementing online schools (Azorín, 2020). Meanwhile, in Indonesia, full online learning has also been carried out starting in March 2020, confronting teachers, students and parents with a completely new situation. (König et al., 2020a).

Teaching and learning is only possible through alternative school facilities during this pandemic.

Oloyede, Faruk and Raji (2021) reveal that E-teaching and e-learning have emerged as complementary alternatives that contribute to the smooth running of educational activities. In addition to educational goals, teachers are also required to maintain contact with students to allow for social integration of study groups. (König et al., 2020b). However, the government's policy of using online learning as a substitute for face-to-face learning to slow the spread of the pandemic has its own set of problems (McMillan, 2020). Research (Moorhouse, 2020) concludes that there are at least two technical problems in online learning, namely learning becomes teacher-centered and the gap in interaction between teachers and students is widening due to various technical constraints and limited access. The results of other studies clarify the tremendous stress experienced by parents trying to support "home schooling" and is most likely due to a significant reduction in academic engagement (Flynn et al., 2021). However, one thing that is important in the success of online learning according to research results is the supporting technological requirements (Wang et al., 2021). Thus, teachers' mastery of technology also needs to be a major concern which may also be an obstacle and problem for online learning.

Teachers as the spearhead of implementing formal education in schools need to make maximum efforts so that education and learning can continue. However, in certain areas the implementation of learning by utilizing technology experiences many obstacles, namely the ability to operate and understand IT and the availability of devices, for example cellphones or laptops which have the most influence on the implementation of technology-based PJJ. Broadly speaking, the problem in PJJ is the challenge of fully adopting technology into the teaching and learning process. After almost two years since the transition period, students are still experiencing high pressure to take part in PJJ. The teacher burdens students with many assignments to compensate for the previous face-to-face implementation. Students become bored and tend to get bored, so they seem to have underestimated the duties and obligations in PJJ. Students are also very dependent on their parents to do the task. Parents were also confused by the conditions that occurred and were forced to take over the teacher's duties in accompanying their son to study.

To monitor PJJ properly, it is necessary to supervise the school principal. The principal's supervision program is professional assistance to teachers, through systematic planning cycles, careful observation and objective feedback, so that teachers can use this feedback to improve their teaching performance. Academic supervision programs can improve the competence and abilities of teachers as educators in the learning process, so academic supervision has the main goal of helping teachers overcome the problems they face in teaching and learning activities so that they can improve the conditions and situations of learning activities for the better.

Principals as supervisors must still carry out academic supervision, including during the COVID-19 pandemic. Because the implementation of learning is carried out remotely, supervision is also carried out remotely.

The supervision model, which originally entered the classroom under his supervision, is currently supervising with an online/remote system. The problem encountered is that school principals need to make changes to the supervision model that is carried out to improve the quality of learning and teacher performance. Other obstacles faced by school principals as supervisors include: there are still many teachers who are not evenly distributed in the IT skills that can support PJJ.

At SDN Karawaci Baru 2, Distance learning uses a variety of methods, including: Via WhatsApp Groups (WAG), Google Classroom, combine TV shows with project assignments, or send short messages to students to read their favorite books.

Policy makers emphasize teachers as a way to prove student achievement (Darling-Hammond et al., 2020) and teacher evaluation is central to current educational policy reforms (Hanberger et al., 2016). Teachers who perform poorly cause failure to achieve goals and influence others through their behavior (Stroebe, 2020). Therefore teachers need to be supported and developed to improve their performance which results in student success. Developing teachers and helping them is not possible by

simply telling them what to do (Darling-Hammond et al., 2020). However, the principal who acts as a supervisor is obliged to determine what assistance a teacher needs by observing and supervising his work. In other words, supervision activities aim to provide assistance to teachers in improving the quality of learning better, especially during the COVID 19 pandemic, which is carried out online. Even though many researchers have carried out research on supervision before, not many have focused on implementing academic supervision in PJJ during a pandemic which may be different from face-to-face. Therefore, it is still important to conduct research to examine its implementation, the effectiveness of academic supervision and its impact on teachers and students, especially at the elementary school level, which contribute practically to online learning.

METHOD

This study uses a descriptive qualitative method because the results of this study describe the implementation of academic supervision by school principals which includes planning, implementation, results, and follow-up activities in academic supervision. According to Sugiono, qualitative research is research where researchers are placed as key instruments. Qualitative research produces and processes descriptive data, such as interview transcripts and observations.

The reason for this illustrative exploration is to make a methodical, genuine and exact portrayal, picture or painting of current realities, qualities and connections between the peculiarities researched. This examination action incorporates information assortment, information examination, information translation, and in the end an end is planned that alludes to the information examination.

The reasoning for utilizing this strategy is on the grounds that this exploration needs to be familiar with existing peculiarities and in normal circumstances, not under controlled, research facility or exploratory circumstances. Other than that, since analysts need to go straightforwardly into the field with research objects, this type of descriptive qualitative research would be more appropriate to use.

In accordance with the problem that is the focus of this study, namely a descriptive description of the dynamics of the Implementation of Principal Academic Supervision in PJJ during the COVID 19 pandemic at SDN Karawaci Baru 2 Kota Tangerang, the researcher used a qualitative approach by describing the data that the researcher obtained as a result of a study.

By using this method, the researcher will get the data as a whole and can be described clearly so that the results of this study are truly in accordance with the existing field conditions.

FINDINGS AND DISCUSSION

1. Planning for the supervision of school principals in PJJ during the COVID-19 pandemic at SDN Karawaci Baru 2, Tangerang City

The planning stage is very important to study because good planning will help the principal in carrying out academic supervision activities in a good, effective, efficient, meaningful and sustainable manner. Through academic supervision, teachers are expected to improve their competence continuously so that the learning process and student learning outcomes increase. To start planning academic supervision, the principal must carry out a series of activities sequentially. The school principal formulates goals based on the results of previous supervision to be an improvement this year, especially in PJJ during the COVID 19 pandemic.

The objective of the implementation of Principal's Academic Oversight in PJJs during the COVID-19 pandemic at SDN Karawaci Baru 2 Kota Tangerang is for Principals to improve teaching and learning process activities in PJJs based on the results of last year's oversight . The COVID-19 19 pandemic and supervised teachers are motivated to use their skills to complete classroom tasks, promote self-development, and encourage teachers to take their duties and responsibilities seriously. Encourage. Additionally, implementing academic supervision can improve performance and motivate teachers to do better in the learning process., besides that this supervision activity can assist teachers in using appropriate teaching materials for students so that teachers are greatly assisted in

assessing student progress (Edy et al. ., 2021).

The school principal makes a supervision schedule in order to improve the competence of all Karawaci Baru 2 SDN teachers, especially during the COVID 19 pandemic to measure the success of implementing remote learning. Where the schedule is made, the principal involves the curriculum section and all teachers determine the supervision schedule which is carried out once in one semester.

Appropriate approaches, techniques and models are used in the implementation of the school principal's academic supervision in PJJ during the COVID 19 pandemic at SDN Karawaci Baru 2 Tangerang City, namely a direct approach and class visit techniques by participating in the learning zoom. Through direct supervision, learning problems can be solved jointly between the principal and the teacher so as to improve the quality of teacher learning. Quality learning will have an impact on student learning outcomes, according to the theory put forward by Glickmn.

2. Implementation of school principal supervision in PJJ during the COVID 19 pandemic at SDN Karawaci Baru 2, Tangerang City

In implementing the academic supervision of school principals in PJJ during the COVID 19 pandemic at SDN Karawaci Baru 2, the focus was on the completeness of learning tools, the suitability of lesson plans in the process of implementing PJJ. Because learning devices are a collection of media or facilities used by teachers and students in the learning process in class, so a series of learning tools must be prepared by a teacher in dealing with learning in class, but there are still some teachers who have not completed learning tools.

In the implementation of supervision, there are several teachers who are still not in accordance with the RPP that was prepared with the implementation of learning that is carried out online. This is because the teacher must adjust the lesson plans, implementation of learning with technology at one time. Therefore it is necessary to evaluate to improve online learning during the COVID 19 pandemic.

The learning process at SDN Karawaci Baru 2 is carried out in PJJ or online during the COVID 19 pandemic. It is hoped that this online PJJ will not reduce the essence of face-to-face learning. To find out the quality of PJJ, the principal supervises all teachers by joining the learning zoom. From the results of the implementation of supervision, there are still a number of teachers who are creative in utilizing technology in learning so as to produce interesting and interactive learning. For some teachers who have not maximized technology in supporting learning, the principal facilitates these teachers to attend various training and learning technology training.

3. Results of supervising school principals in PJJ during the COVID-19 pandemic at SDN Karawaci Baru 2

After the implementation of supervision can be known strengths, weaknesses and problems encountered. The advantages of the school principal's academic supervision in PJJ are that students are more independent studying at home, teachers are required to be more skilled in mastering information technology so that they can present interesting, interactive and not boring learning, PJJ carried out at home can reduce the spread of the COVID 19 virus, can increase teacher's insight in providing learning through technology and the internet, which so far teachers only do face-to-face, more time and place for learning, and adapted to students' abilities to complete assignments.

The results of the supervision show that PJJ has several weaknesses such as the lack of interaction between students and teachers and reduced teacher supervision because students have never met the teacher directly. In addition, with PJJ, many students experience disturbed focus, due to the noisy and unconducive conditions of the house, which disrupts student concentration while studying. This PJJ is related to the internet network, which is sometimes unstable so that it can interfere with the learning process. The housing conditions of each student are different, thus affecting the quality of student learning from home. The noisy condition of the house really disturbs the concentration of students. When the teacher explains the material there are students chatting with other students, so the teacher must really supervise students while listening to the teacher's explanation. PJJ makes students lack understanding of the subject matter, and students cannot ask the teacher directly about material they do not understand, as well as teachers who have difficulty

knowing whether students understand or not the material provided by the teacher. Another weakness is that teachers find it difficult to assess students' behavior, attitudes, and discipline because they cannot see them directly

The problem encountered during the implementation of the school principal's academic supervision in the PJJ during the COVID 19 pandemic at SDN Karawaci Baru 2 Tangerang City was that the implementation of the national curriculum could not be carried out in its entirety because there were some that were difficult to apply in the conditions of the COVID 19 pandemic replaced by an emergency curriculum that had been prepared by Ministry of Education and Culture instead. Another problem is the implementation of supervision in the implementation of learning including, the lack of preparation from supervised educators in carrying out online learning, there is still a lack of educators' knowledge about how to use technological media as an effective learning medium, there are still teachers who are clueless about technology. Another problem is that aspects of affective assessment in online learning are not optimal due to distance limitations and online learning, differences in students' absorption in understanding subject matter.

Results Before the implementation of the school principal's academic supervision in PJJ during the COVID-19 pandemic at SDN Karawaci Baru 2 Tangerang City, which was originally carried out face-to-face, but after the COVID-19 pandemic hit the learning world, it was carried out with a PJJ system or online (online). Online learning is carried out with limited existing facilities and infrastructure. The teacher is almost without preparation, what must be done to be able to continue learning. The teacher makes use of improvised means, namely by using the whatsapp group. Teachers also still have to learn with other applications to convey subject matter to students.

The use of the selected distance learning media has not met expectations. There were 18 teachers that the researchers did, only 8 people developed applications other than the WhatsApp group, namely Google Classroom, YouTube, and other online learning applications. For synchronous learning the teacher also utilizes Google Meet or Zoom media. However, only a few teachers can operate and use it in PJJ, as the head of the school principal provides assistance for teachers who experience some obstacles in online learning by facilitating teachers to share abilities and skills with teachers who still lack IT skills and involve grunts to take part in training whether organized by the government or independently. From the problems encountered, from the implementation of the school principal's academic supervision in PJJ during the COVID 19 pandemic at SDN Karawavi Baru 2, supervision is intended to improve the abilities and skills of teachers in carrying out their main daily tasks, namely managing the teaching and learning process with various supporting aspects so that it runs smoothly. good. In this case, even though in the COVID 19 pandemic situation the principal of SDN Karawaci Baru 2 Kota Tangerang has carried out his role as a supervisor by proving that the principal always supervises teachers by always providing communication and monitoring the performance of all teachers by instructing them to always make Activity journal reports Teaching and Learning which is then sent via Google Classroom or WhatApps Group by looking at aspects such as the selection and use of methods, then the media used and the level of involvement of students in the learning process. So Supervision is counseling activities, feedback, completing deficiencies in order to improve the quality of education. And to fix the weaknesses and problems encountered by the principal, follow up for improvement (Bige & Sarpkaya, 2015).

CONCLUSIONS

The results of this study provide an important implication that during the COVID-19 pandemic it is necessary to continue to carry out academic supervision by the school principal as the person in charge of implementing the learning process that takes place in the educational institution he leads. Assistance, guidance, and supervision carried out by the principal to ensure that the learning process goes well is the function of the supervisor of the principal in the education unit he leads. Implementation of academic supervision by the school principal in the midst of the COVID 19 pandemic can be carried out with daily discussions online, providing assistance to teachers solving problems, and providing feedback on evaluating the learning process that has taken place

Based on the results of the research and discussion, the authors conclude that the academic supervision of school principals during the COVID 19 pandemic at SDN Karawaci Baru 2 Tangerang City is as follows:

1. Planning for the academic supervision of school principals during the COVID 19 pandemic at SDN Karawaci Baru 2 Tangerang City begins with the stage of drafting objectives, schedules and approach models used in academic supervision at the beginning of each semester using previous year's instruments adapted to conditions during the COVID pandemic 19.
2. Implementation of academic supervision by school principals during the COVID 19 pandemic monitoring the completeness of learning tools, the suitability of lesson plans in the process of implementing online learning via zoom to see teacher readiness and direct observation when teachers provide online learning at school.
3. The results of the implementation of academic supervision during the COVID 19 pandemic which was carried out online through the zoom application involving all teachers carried out an analysis of the results of direct observation, there were advantages, weaknesses and problems. motivation for teachers. As for the follow-up of academic supervision during the COVID 19 pandemic at SDN Karawaci Baru 2 Tangerang City, firstly provide advice, direction and guidance to teachers through meetings which will be delivered through teacher meetings. Both provide assistance through training in supporting the implementation of PJJ.

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