The Academic Supervision Before and During the Covid-19 Pandemic and The Factors That Influence Them

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Abstrak

Masalah yang muncul saat ini adalah rendahnya kinerja pendidik, sehingga diperlukan pemimpin yang dapat meningkatkan kinerja pendidik. Tujuan penelitian ini adalah menganalisis pelaksanaan supervisi akademik sebelum dan selama masa pandemi serta untuk mengetahui kendala yang harus dilakukan sekolah dalam melakukan supervisi akademik oleh kepala sekolah. Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif. Data yang terkumpul ditulis dalam bentuk deskripsi. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah teknik purposive sampling. Subjek penelitian ini adalah empat kepala sekolah dan enam guru. Metode pengumpulan data dalam penelitian ini menggunakan teknik wawancara, observasi, dan studi dokumen. Instrumen yang digunakan dalam pengumpulan data yaitu kuesioner. Teknik analisis data yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Hasil penelitian ini yaitu pertama, pelaksanaan supervisi akademik sebelum pandemi keempat sekolah sudah baik dan mengikuti langkah-langkah supervisi akademik yang benar. Kedua, pelaksanaan supervisi akademik pada masa pandemi masih belum terlaksana dengan baik, hanya satu sekolah yang dapat melakukan supervisi akademik dengan baik. Ketiga, kendala yang terjadi adalah rasio kepala sekolah dan guru yang tidak seimbang, beban kerja kepala sekolah yang tinggi, kejadian mendadak yang membuat supervisi akademik dijadwal ulang, dan guru yang belum siap. Kendala di masa pandemi adalah sulitnya melakukan penilaian sesuai dengan standar instrumen supervisi akademik, kurang komunikasi antara kepala sekolah dan guru, dan sulitnya memantau prestasi belajar.

Kata kunci: Kepala Sekolah; Supervisi Akademik; Sekolah Dasar

Abstract

The problem that arises today is the low performance of educators, so leaders are needed who can improve the performance of educators. The purpose of this study was to analyze the implementation of academic supervision before and during the pandemic period and to find out the obstacles that schools had to do in conducting academic supervision by the principal. This study uses a descriptive method with a qualitative approach where the data collected is written in a description. The sampling technique used in this research is the purposive sampling technique. The subjects of this study were four principals and six teachers. Data collection methods in this study use interview techniques, observation, and document study. The instrument used in data collection is a questionnaire. The data analysis technique used in this research is descriptive qualitative. The results of this study are, first, the implementation of academic supervision before the pandemic of the four schools was exemplary and followed the correct academic supervision steps. Second, the implementation of academic supervision during the pandemic has not been carried out properly, and only one school can carry out academic supervision well. Third, the obstacles are the unbalanced ratio of principals to teachers, high workloads of principals, sudden events that make academic supervision rescheduled, and teachers who are not ready. The obstacles during the pandemic are the difficulty of conducting assessments according to the standards of academic supervision instruments, lack of communication between school principals and teachers, and the difficulty of monitoring learning achievement.

Keywords: Principal, Academic Supervision, Primary School

1. INTRODUCTION

In an effort to produce quality education, it is necessary to have the role of principals and teachers who are directly involved in the implementation of the development process (M. A. Flores & Derrington, 2017; Maria Assunção Flores & Derrington, 2017). Efforts to improve the quality of education are also carried out by making efforts to improve every educator in the education unit (Handayani, 2017; Ningsih et al., 2017; Sapulette & Wardana, 2016). In achieving quality resources, good quality of educators is needed in educating each of their students (Borthwick & Hansen, 2017; Nithyanantham et al., 2019; Syamsuddin, 2019). An educator must be able to carry out professional learning. The problem that arises today is the low performance of educators (Hartawan, 2020; Laksmi et al., 2019). This is also reinforced by research which reveals that educators are still lacking in implementing learning media and do not motivate students to reach their maximum potential (Utami & Hasanah, 2019). Because of the existing problems, the role of a leader is needed to be able to develop the potential of students by maximizing the competence of educators.

A principal is an important element as a direct leader in the achievement of quality educators (Badriyati & Usman, 2020; M. A. Flores & Derrington, 2017). A school principal must have several competencies which are stated in the Regulation of the Minister of National Education Number 28 of 2010 concerning the assignment of teachers as principals of schools/madrasahs which says that the competence of principals/madrasahs includes knowledge, attitudes and skills on the dimensions of personality, managerial, entrepreneurial competence, supervision, and social (Erdianti, 2014; Ratmini et al., 2019). These competencies are related to improving the quality of education in schools which will make a major contribution to the development of teachers and the development of human resources in Indonesia (Djafar & Nurhafizah, 2018; Lumban Gaol & Siburian, 2018; Maris et al., 2016). One of the competencies mentioned is conducting supervision in the education unit in each school. This supervision is carried out to ensure the achievement of a learning process through supervision in achieving the goals of National Education. The implementation of supervision carried out by school principals could improve not only the quality of learning but also the quality of the competence of educators (Dian & Prayoga, 2019; Yusuf, 2012).

Several research results in several schools indicate that the principal has carried out academic supervision in accordance with the existing stages. The results also show similar results, that is the implementation of academic supervision is carried out according to the determined stages and systematically (Leniwati & Arafat, 2017; Nasution et al., 2021). Likewise, the results showed that the implementation of supervision in public elementary schools could improve teacher performance (Douglas et al., 2016; Syamsuddin, 2019). However, this is different from the results which revealed that the academic supervision program carried out by the principal has not yet been comprehensively implemented and the supervision results have not been carefully organized which has an influence on teacher performance (Mintadji, 2015).

Problems that occur in the implementation of supervision in schools are always an interesting topic to know as they are closely related to the quality of the school. Especially at this time when the covid pandemic is happening, everything is changing (Adedoyin & Soykan, 2020; Firman & Rahman, 2020; Muhyiddin, 2020). The learning system changes unexpectedly, every effort is made to the maximum to get the best results. The reforms were carried out by the principal and teachers in the implementation of learning (Arlinwibowo et al., 2020; Jiang et al., 2021). In these times, supervision from the principal is needed to ensure that each teaching and learning process still meets the quality standards of each school (Elfidawati, 2020; Saputra et al., 2021). The implementation of academic supervision during this pandemic was carried out face-to-face which was divided into planning, implementation, observation and reflection. Moreover, the research found that the implementation of

supervision is carried out by making a weekly activity schedule and activity form as well as by using observation techniques, personal discussions and checking learning resources (Elfidawati, 2020). The existence of gaps in the results of several studies conducted in several schools related to the implementation of supervision before and during the pandemic made the authors want to examine the implementation of supervision that occurred in representatives of one cluster in SD Salatiga, they are SD Kristen 03 Eben Haezer, SD Kristen 04 Eben Haezer, SDN Kutowinangun 01 and SDN Kutowinangun 04.

Improving the quality of educators does not only focus on the broad learning process such as making lesson plans, using media and others but also personally, namely increasing the motivation of educators (Hafid, 2017; Zulfakar et al., 2020). It is hoped that with this academic supervision, educators will have the motivation to have a willing to develop self-competence that will have an influence on the learning process. Seeing the importance of supervision in educational units, supervision is "assistance in developing a better teaching and learning situation (Hoque et al., 2020; Ibara, 2013; Ozdemir & Yirci, 2015). In other words, supervision is a learning activity provided to help teachers improve their ability to carry out teaching tasks. supervision is an effort to improve teaching that is carried out individually or in groups in order to provide services to teachers (Kusumawati, 2020; Wahyu, 2020). From the two opinions above, it can be seen that supervision is a form of effort made by supervisors to improve the ability of teachers both individually and in groups in order to carry out teaching tasks.

Several important aspects of supervision, that are: first, providing assistance and services to school principals, teachers and administrative staff; second, for the development of the teacher's self-quality; third, for the professional development of teachers; and fourth, to motivate teachers. There are several types of supervision carried out in schools, namely academic supervision, administrative supervision and institutional supervision (Arikunto & Yuliana, 2012; Asakura & Maurer, 2018). Academic supervision is a series of activities carried out to help teachers develop their abilities or competencies in managing the learning process which is expected to achieve learning objectives (Alwis et al., 2020; Nasution et al., 2021). Academic supervision has several objectives, namely general goals and specific goals. The general purpose of academic supervision is to help teachers' improvement in developing professionalism, monitoring the quality of learning and foster motivation in achieving learning goals.

These supervision objectives will certainly provide useful benefits for the development of teachers in the teaching process (Suriansyah & Effendi, 2019; Wichmann-Hansen et al., 2015). Educators can find out the advantages and disadvantages in the whole learning process such as making lesson plans, implementing the teaching and learning process in the classroom, developing learning assessment instruments, and increasing knowledge (Moriarty et al., 2020; Saihu, 2020). There are several techniques that can be used by school principals so that the academic supervision process in the education unit can run effectively. Supervision technique is a method taken by supervisors to achieve certain goals, both those related to solving managerial problems with the principal's target in developing institutions and other related problems, as well as being oriented towards improving the quality of education (Hasanah & Kristiawan, 2019; Mintadji, 2015). The supervision technique used will always pay attention to and be related to the problem of teaching by the teacher, the number of teachers and the variety of subjects that are the responsibility of the teacher being guided. There are several academic supervision techniques that need to be taken by the principal or supervisor.

Previous research has also stated that supervision is needed to improve the quality of education in schools (Ningrat et al., 2020; Subagia et al., 2019). The findings of previous studies also state that the implementation of supervision can improve teacher professionalism

(Kustiyah, 2017; Messi et al., 2018; Ningrat et al., 2020). The purpose of this study was to analyze the implementation of academic supervision in four elementary schools during the pre-covid-19 pandemic and during the covid-19 pandemic and the obstacles experienced by the four schools in implementing academic supervision. This research is expected to provide assistance to schools, especially elementary schools, to be able to make a reference for the implementation of academic supervision properly and identify obstacles so that they can find the right solution in overcoming them so that they can help teachers to maximize their potential in their professional duties.

2. METHOD

This study uses a descriptive method with a qualitative approach where the data collected is written in the form of a description. The sampling technique used in this study is a purposive sampling technique where the researcher selects the subjects to be studied according to certain criteria. This research was conducted in Sudirman Cluster which consists of six schools, however the researcher will choose four schools as representatives consisting of two public schools and two private schools. The schools are SDN Kutowinangun 01, SDN Kutowinangun 04, SD Kristen 03 Eben Haezer and SD Kristen 04 Eben Haezer. The reason of the researcher chose Sudirman Cluster could be seen from the existence of private schools in this cluster which would further complement the results of this study. The subjects of this study were four principals and eight classroom teachers. All subjects endeavored to be able to provide information about the implementation of academic supervision in this school. The data collection method in this study used interview techniques. The instrument used in data collection is a questionnaire. The questions given are open-ended questions that allow correspondents to be able to answer the questions deeper. The research instrument was arranged based on the aspects in the supervision steps, namely preliminary meetings, planning by teachers and supervisors, implementation by observation, data analysis and feedback. In testing the credibility, the researcher triangulated, through member checks or checking with other teachers so that they could be compared and the credibility of the answers given could be known. The data analysis technique used in this research is qualitative description. First, the researcher will reduce the data which is then presented in the form of a description and data verification is carried out as the final stage of data analysis.

3. RESULT AND DISCUSSION

Result

Based on the results of interviews conducted with the four schools, it was found that each school has carried out academic supervision with almost the same goal, it is for the benefit of teachers. The principal of SDN Kutowinangun 01 and SD Kristen 03 Eben Haezer said that academic supervision was carried out to improve the teaching and learning situation in schools and improve the professional abilities of teachers. The principal of SDN Kutowinangun 04 also said the same thing which stated that academic supervision was endeavored to assist teachers in improving, not only as an assessment of teacher performance. However, the principal of SD Kristen 03 Eben Haezer said something more specific to the interests of students in the school, that is the purpose of this supervision is to see the achievement of learning. In practice, these four schools have carried out academic supervision in their elementary schools according to the program that had been prepared at the beginning of learning. The program in each school differs from one school to another. SDN Kutowinangun 01, SD Kristen 03 Eben Haezer and SD Kristen 04 Eben Haezer carry out academic supervision, which is once a semester. In contrast to SDN Kutowinangun 04,

which carries out supervision once a year.As for the implementation of academic supervision, each school goes through several stages, they are: first, Preliminary Meeting.

The results of interviews conducted with these four schools, it was found that the four schools held the preliminary meeting as a first step to ensure the readiness of the teachers. In this stage, the four principals hold a meeting to build family relationships that are useful for motivating teachers when supervision is carried out so that the correct concept of supervision as assistance, not assessment can be conveyed. The principal of SDN Kutowinangun 04 said that the implementation of academic supervision started from the evaluation of previous years, so that it started with a preliminary meeting first. However, in practice, the preliminary meetings of these four schools used different methods. SDN Kutowinangun 04, SD Kristen 03 Eben Haezer and SD Kristen 04 Eben Haezer held a preliminary meeting together in a joint meeting with all teachers in the school and discussed the implementation of the supervision that would be carried out. Meanwhile, the Principal of SDN Kutowinangun 01 held this meeting one by one with the teachers to discuss the supervision schedule and the instruments to be used. In this meeting, the principal communicates what criteria will be used in the assessment of supervision instruments so that teachers can prepare these things carefully and what skills will be observed. The principal also asks for administrative completeness that must be collected before the observation is carried out.

Second, Planning by Teachers and Supervisors. The second stage in the academic supervision step is not carried out by all schools. There are principals who do special planning with teachers but there are also those who do not. The principal of SDN Kutowinangun 04 said that the next stage of supervision that is always carried out is planning to discuss administrative completeness and discuss shortcomings so that it can be completed immediately before observations are made. It is also different from the planning stage carried out by the principal of SD Kristen 03 Eben Haezer. The principal said that planning was carried out if only deficiencies were found in administrative completeness which is usually found in lesson plans and teaching media, if no deficiencies were found, the principal would not carry out the planning stage. Meanwhile, the principal of SD Kristen 04 Eben Haezer said that the planning stage was not often carried out because the collection of administrative completeness was carried out during the observation schedule so there was no time to discuss the shortcomings. Another thing was done by the principal of SDN Kutowinangun 04 who said that the planning stage by teachers and supervisors had been merged into one with the preliminary meeting stage which was conducted personally.

In the implementation stage of this observation, the four schools did the same thing that is by observing directly into the classroom during the learning process according to a predetermined schedule. The principal directly observes the entire learning process from beginning to end in accordance with the collected lesson plans. Observations were carried out thoroughly, such as pre-learning, core learning activities (mastery of learning materials, learning approaches/strategies, utilization of learning resources/learning media) and final activities. Observations made by the principal also include observing the responses of students in following the learning carried out by the supervised teacher. When observing the teaching and learning process, the principal also fills in the assessment data for the supervision instrument. The next stage carried out by the four principals was to analyze the data based on the observations that had been made. The principal usually conducts data analysis immediately after the observation process ends. In analyzing the existing data, the principal compares the plans outlined in the lesson plans with the implementation of learning in the field. The principal of SD Kristen 03 Eben Haezer revealed that there are often differences in the stages of learning in the lesson plans with the reality. In addition, the principal of SD Kristen 04 Eben Haezer said that the differences usually occur in the time

allocation that is not in accordance with the lesson plans, the different sequence of activities between implementation and lesson plans and the absence of a grid of questions.

The last stage of the implementation of academic supervision is to provide feedback to the supervised teacher. The four principals said that they all must have given feedback but the timing of giving the feedback was different. The principal of SDN Kutowinangun 01, SDN Kutowinangun 04 said that feedback was carried out immediately after the observations were made or maximum on the same day when the observations were made. The principal of SD Kristen 03 Eben Haezer also stated the same thing, only that feedback could not always be done directly due to the busyness of the principal. Meanwhile, the principal of SD Kristen 04 Eben Haezer said that feedback was given a maximum of 1 week after the observations were made. Regarding the feedback given, the four principals stated the same thing, teachers were given reinforcement, appreciation, input and suggestions as well as appropriate solutions to overcome the shortcomings faced by supervised teachers. In this stage, the principal also provides follow-up based on the observations made. The principal of SDN Kutowinangun 01 said that follow-up was provided by conducting follow-up observations that focused on the shortcomings of the teacher. The principal of SDN Kutowinangun 04, SD Kristen 03 Eben Haezer and SD Kristen 04 Eben Haezer said that the follow-up actions were holding trainings, IHT (In House Training), workshops, KKG and direct guidance from the principal.

The implementation of academic supervision during the pandemic has gone through many changes. The same thing happened to the four schools interviewed by the researcher. These schools use different methods to suit the circumstances and abilities of each teacher and student who attends there. These circumstances and abilities are based on skills in terms of skills and abilities from finance and the availability of learning tools. The four schools do different things at each stage of academic supervision. The principal of SD Kristen 03 Eben Haezer said that the implementation of academic supervision was still carried out in accordance with the planned program and implementing the existing supervision measures. Academic supervision carried out during the covid-19 pandemic was carried out at the same stages as the stages before the covid-19 pandemic. Preliminary meetings are also conducted face-to-face but in the implementation stage the principal does it through google classroom asynchronously or synchronously.

This is different from the implementation of academic supervision at SD Kristen 04 Eben Haezer who said that the implementation of academic supervision was not carried out according to the planned program. The implementation of academic supervision also cannot be carried out thoroughly for all teachers. When implemented, the principal also cannot follow every stage of academic supervision, such as by eliminating preliminary meetings and going directly to the stages of collecting lesson plans and observations that are adjusted to the learning carried out such as supervised teacher learning videos and evaluating academic supervision instruments followed by feedback come back. The principal of SDN Kutowinangun 01 also did something different, such as direct meetings which were held one by one with the supervised teachers on a scheduled basis to discuss administrative completeness and discuss the difficulties experienced in the learning process and find the right solution to overcome them. Meanwhile, the principal provides an assessment of the supervision instrument without making observations because the implementation of learning is carried out only by giving the LKPD (Student Worksheet). Meanwhile, the principal of SDN Kutowinangun 04 uses the Google Form application as a tools of implementing academic supervision. Academic supervision is carried out every three months. Teachers are expected to be able to fill out google forms for questions such as: "Do you prepare lesson plans?", "Do you determine the learning media?", "Do you use google classroom to help the learning process?".

Based on the results of interviews conducted by the four schools, it was found that each school had its own obstacles in implementing academic supervision in their respective schools due to the different conditions and situations of teachers and students in each educational unit. The principals of SD Kristen 03 Eben Haezer, SD Kristen 04 Eben Haezer and SDN Kutowinangun 01 said the same thing about the obstacles that occur in the implementation of academic supervision in schools. They stated that the problem often arises is the time adjustment between the principal and the teacher who will be supervised. Often the principal has an invitation or a sudden meeting so that the supervision schedule has to be changed. Another thing that becomes a problem is the ratio between the number of teachers and principals who will carry out supervision is not balanced so that it is causing a very high workload for principals. In addition, this matter made the principal find difficulties to provide quick feedback. The principal also said that the filing of academic supervision was not well documented. Teachers and school principals also said that observations in the classroom made teachers feel nervous which in the end the learning process became less smooth. It was also mentioned that the lack of completeness of teacher administration was also an obstacle.

The principal of SDN Kutowinangun 04 added that the reschedule of supervision time caused by a sudden event by the principal make the enthusiasm of the supervised teachers decrease. Another thing that is also an obstacle is the lack of teacher readiness in carrying out the learning process and the lack of readiness of the material provided. Incomplete facilities and infrastructure are also a problem that must be addressed immediately. Meanwhile, the principal of SDN Kutowinangun 04 stated that raising the spirits of the teachers was a big challenge. Growing the desire of teachers to make learning innovations is the biggest obstacle in the implementation of academic supervision.

During the COVID-19 pandemic, apart from the obstacles that arose before the pandemic, it was found that things that affect learning methods and also academic supervision. The four schools said the same thing about the obstacles occurred, namely that the absence of face-to-face meetings caused difficulties in monitoring learning achievement as the principal had difficulty being able to monitor the progress of the children. Another obstacle that arises is the difficulty in conducting teacher assessments in managing learning because of the provision of LKPD and assignments that cannot see how the teacher manages the class. It is also said that related to the assessment, the principal finds difficulties to assess the teachers according to the standard of the assessment instrument. The less intensity of communication between teachers and principals due to WFH (Work From Home) also becomes a separate difficulty in the implementation of academic supervision. The principal of SDN Kutowinangun 01 and 04 added that another difficulty happened was the large number of students who did not use gadgets, which made it difficult for teachers to communicate with students, so that the principal had difficulty in monitoring learning achievement.

Discussion

Based on the results of the interviews, we can see that the role of the school's academic supervision greatly affects the quality of the school. With academic supervision, schools can improve teacher performance in teaching students which will affect the quality of school graduates (Hoque et al., 2020; Nasution et al., 2021; Zulfakar et al., 2020). It can be seen from interviews with principals and teachers from the four schools that each school has carried out academic supervision with the aim of helping teachers to improve their abilities and skills in carrying out the learning process. academic supervision is an aid and not an assessment. This goal can be felt by every supervised teacher when schools carry out supervision by prioritizing family relationships so that every teacher wants to increase their teaching potential (Ibara, 2013; Ozdemir & Yirci, 2015; Zulfakar et al., 2020). One of the

important roles in academic supervision is the leadership role of the principal so that it can improve teacher performance (Kusumaningrum et al., 2020; Kusumawati, 2020).

The implementation of academic supervision that has been held is also in accordance with the program that has been determined in each school. This shows that the school has implemented continuous supervision which is always monitored to ensure that teachers can carry out their teaching duties well. Continuous academic supervision is needed to be able to develop the performance of teachers in education units (Hasanah & Kristiawan, 2019; Kolman, 2018; Wahyu, 2020). In the implementation of academic supervision in the four schools we can see that in each school in this cluster have carried out academic supervision well. Each step applied by the school was in accordance with the steps, that are preliminary meetings, planning by teachers and supervisors, observations, data analysis and providing feedback (Arikunto & Yuliana, 2012; Herbert et al., 2018). With the preliminary and planning meetings in the academic supervision step, it prepare the teachers to be better mentally and materially. Observations made by the principal by visiting the class when learning takes place are the right technique to find out the actual conditions in the learning process. With the right steps and techniques, it is certain that the competence of teachers will increase (Marwati et al., 2019; Yazid et al., 2021). Based on the research findings, data analysis was carried out by looking at the differences between lesson plans and implementation in the field as well as the advantages and disadvantages of supervised teachers using supervision instruments so as to reduce objectivity. This is in line with research conducted, which states the importance of supervision instruments so that they can provide the right direction in the assessment process (Bulunz et al., 2014; Zulfakar et al., 2020).

The findings show that the four schools have carried out academic supervision steps well. This is in line with research that every school that carries out academic supervision steps well can improve every teacher's performance and correct any deficiencies that exist in the learning process (Dian & Prayoga, 2019; Rukayah, 2018; Sitasih, 2020). Another research finding carried out during the COVID-19 pandemic was that only one school could apply the academic supervision in accordance with appropriate supervision and the established program. Schools are experiencing pressure in implementing learning during the covid-19 pandemic which causes their focus to be on adaptations and what must be done to be able to survive in the uncertainties of the COVID-19 pandemic. The implementation of PJJ (Distance Learning) by the Government forces schools to change their traditional ways by utilizing technology (Dietrich et al., 2020; Priatmoko et al., 2021; Sari et al., 2020). The use of technology is an opportunity during the current pandemic (Djamdjuri et al., 2020; Sudarsana et al., 2019). However, in reality this is highly dependent on the conditions and circumstances of each educational unit.

The finding found in SD Kristen 03 and 04 Eben Haezer is the difficulty that arises because of there is no objectivity in the assessment of academic supervision instruments. This causes the principal finds difficulty to determine the value that should be given to teachers. In the implementation of learning, each teacher has a different method in implementing the learning process so that the existing instruments cannot be used in general for every teacher. The lack of communication intensity also affects how principals can build family relationships that can help teachers overcome difficulties in carrying out their professional duties, namely teaching. The findings at SDN Kutowinangun 01 and 04 show that parents do not have devices that can support the learning process, so teachers must be willing to carry out learning through LKPD which is given once a week. This affects the academic supervision carried out by the principal to be able to supervise learning properly. This is the biggest obstacle in the implementation of academic supervision.

4. CONCLUSION

The implementation of academic supervision of the four schools which was carried out before the covid-19 pandemic was in accordance with the correct steps of academic supervision. The implementation of academic supervision during the COVID-19 pandemic, only one school has implemented appropriate academic supervision and the three schools have not implemented it properly. The obstacles that arise are mostly in the form of an unbalanced ratio of the number of teachers and principals. This causes academic supervision to be unable to be carried out according to a predetermined schedule. In addition, during the pandemic, the obstacle that occurred was the difficulty in giving assessments to teachers because the teaching methods used were different so that the principal had difficulty giving grades objectively.

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