Problems Implementing Academic Supervision in Pandemic and New Normal Period in Senior High School

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A R T I C L E   I N F O

A B S T R A K

Implementasi supervisi akademik di sekolah belum terlaksana secara maksimal. Supervisor belum melakukan tindak lanjut terhadap hasil supervisi. Tujuan penelitian ini adalah menganalisis masalah pelaksanaan supervisi akademik pada masa pandemi dan new normal. Jenis penelitian ini yaitu kualitatif. Subyek penelitiannya adalah kepala sekolah dan guru-guru. Data dikumpulkan melalui wawancara, angket terbuka, FGD dan studi dokumentasi. Teknik analisis data menggunakan analisis deskriptif kualitatif. Hasil penelitian ini menunjukkan bahwa pada masa pandemi kegiatan supervisi akademik tidak dapat dilaksanakan karena masalah akses internet yang kurang mendukung, kemampuan guru dalam mengoperasikan IT yang masih rendah khususnya guru-guru yang terpaut usia serta kepala sekolah belum mengetahui dengan pasti mekanisme pelaksanaan supervisi secara online. Pada masa new normal, permasalahan dari kegiatan supervisi akademik ini adalah tahap pertemuan pendahuluan kadang tidak dilaksanakan sehingga guru biasa diberikan jadwal kegiatan supervisi secara mendadak, kegiatan supervisi akademik belum menggunakan pendekatan dan metode yang beragam, serta belum dilakukannya tindak lanjut supervisi. Disimpulkan pada masa pandemi maupun new normal pelaksanaan supervisi masih mengalami permasalahan yang perlu menjadi perhatian kepala sekolah agar ke depannya pelaksanaan supervisi dapat dilaksanakan dengan lebih optimal.

A B S T R A C T

Implementing academic supervision in schools has yet to be carried out optimally. Supervisors still need to follow up on the results of supervision. This research aims to analyze the problem of implementing academic supervision during the pandemic and the new normal. This type of research is qualitative. The research subjects were school principals and teachers. Data was collected through interviews, open questionnaires, FGDs, and documentation studies. The data analysis technique uses descriptive qualitative analysis. The results of this study indicate that during the pandemic academic supervision activities could not be carried out due to the problem of unsupported internet access, teachers' ability to operate IT was still low, especially teachers who were age adrift and school principals did not know for sure the mechanisms for implementing online supervision. In the new normal period, the problem with this academic supervision activity was that the preliminary meeting stage was sometimes not carried out, so teachers were usually given a sudden schedule of supervision activities, academic supervision activities had not used a variety of approaches and methods, and follow-up supervision had not been carried out. It was concluded that during the pandemic and new normal, the implementation of supervision still experienced problems that needed to be of concern to the school principal so that in the future, the implementation of supervision could be carried out more optimally.

1. INTRODUCTION

The progress of a country is strongly influenced by the quality of education. One of the things that play an important role in improving the quality of education is the supervisory function. Supervision is an act of observation which is an important component of the management function (Boko & Sibua Amrin, 2021; Marhawati, 2018). Supervision in the field of education, especially school organizations is needed in

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assessing the implementation of the tasks of both the principal and the teacher. Supervision can be done through the implementation of supervision. Educational supervision is an effort made by supervisors to motivate teachers to develop their skills so that educational goals can be achieved as expected (Rusdiana et al., 2020; Tamim Mulloh & Muslim, 2022). With supervision, a supervisor or principal will understand the things that are good and still need to be improved by a teacher.

Educational supervision consists of academic supervision which also includes clinical supervision and managerial supervision (Mulyadi & Fahriana, 2018; Utami et al., 2021). Academic supervision is given by service supervisors and school principals to teachers to develop their professionalism in carrying out learning. Then, clinical supervision was also given by the principal to the teacher because there were problems encountered in the learning activities. Meanwhile, managerial supervision is given by supervisors to school principals to improve work patterns and the ability of school principals, in order to improve school quality (Istiningsih, 2020; Sitaasih, 2020). In this study will be discussed about academic supervision. Academic supervision is an act of providing assistance to teachers to improve their competency in managing learning so that learning objectives can be achieved. It can be said that academic supervision is a continuous activity in assisting and directing teachers to develop their competencies so that there is an increase in the quality of learning and the achievement of learning objectives. In this case the principal as a supervisor plays an important role in increasing teacher competence.

There are several steps in implementing academic supervision, namely the initial meeting, planning, implementation, observation, analysis and providing feedback, and follow-up (Dewi & Dwikurnaningsih, 2022; Faizatun & Mufid, 2020). In the implementation of academic supervision there are 5 approaches that can be used, namely collegial, individual, clinical, artistic, and group approaches (Evanofrita et al., 2020; Utami et al., 2021). Meanwhile, for the supervision technique, the supervision technique is divided into two parts, namely individual and group techniques (Jónsdóttir et al., 2015; Mulyadi & Fahriana, 2018). Individual techniques consist of class observations, class visits, private conversations or meetings, self-assessments and clinical supervision. While group techniques can be carried out in the form of teacher group discussions, teacher meetings, orientation meetings, workshops, and visits to other schools.

There are several principles of educational supervision, namely: 1) practical, can be applied easily based on school needs; 2) Systematically, supervision activities are carried out based on the design of a comprehensive supervision program; 3) objective, giving advice based on things observed in the instrument; 4) realistic, according to existing situations and conditions 5) anticipatory, all problems that might get in the way can be overcome; 6) constructive, teacher productivity can be increased in developing learning activities; 7) cooperative, establishing a close relationship between supervisors and teachers in improving the quality of learning; 8) kinship, helping each other in improving learning; 9) democratic, supervisors need to uphold an attitude of equality in supervision activities; 10) active, enthusiastic involvement of supervisors and teachers; 11) humanist, prioritizing human attitudes so that better and more open relations are established; 12) ongoing, academic supervision activities are carried out on a scheduled and continuous basis; 13) integrated, integrated with educational activities (Dalanggo, 2019; Lalupanda, 2019). These supervision principles serve as guidelines in carrying out academic supervision activities.

If all supervision steps are carried out systematically and regularly using existing approaches, techniques and principles, it is certain that the results obtained from academic supervision activities will be more effective. The implementation of continuous academic supervision has been proven to be able to improve teachers' abilities, especially in making lesson plans and syllabi (Bertus, 2019; Najmiah, 2021). Academic supervision that is carried out optimally and continuously is very useful in helping teachers find ideas and creativity for learning innovations, increasing teacher professionalism, arousing teacher motivation, producing quality supervision benefits that can be obtained by streamlining academic supervision activities according to research results (Ghifar et al., 2019; Musyadad et al., 2022; Sitaasih, 2020). Therefore, it is very important to carry out effective and continuous academic supervision to obtain maximum results, namely improving teacher quality.

It cannot be denied that the implementation of academic supervision has changed during the Covid-19 pandemic. The pandemic period is a situation where the spread of the Covid-19 virus occurs which requires all activities in various fields, both economic, social, cultural and educational to be carried out virtually (Mangla, 2021; Pratama et al., 2020). This makes academic supervision activities in various schools carried out virtually remotely.During the pandemic, supervision was still carried out even remotely to ensure that education could run effectively and efficiently. Furthermore, it is said that the implementation of online supervision during a pandemic besides having several weaknesses also has advantages such as saving time, no need to meet in person, can build easier communication between supervisors and teachers, and can be accessed through various media (Fendi et al., 2020).

Entering the new normal era, activities in various fields can be carried out both virtually and face to face by following health protocol rules. New normal is a time when there is a change in habits from before to adapt to new habits by getting used to living a healthy life (Mularsari & Farika, 2022; Sanchez et al., 2022). Academic supervision activities carried out on an ongoing basis during the new normal period virtually, face to face, or in combination have been proven to increase teacher competency (Ahmad, 2020; Budiyanto, 2022). In this case, it can be said that academic supervision activities during the pandemic in various schools were still being carried out, especially after the pandemic, namely the new normal period, academic supervision activities were carried out on an ongoing basis in order to increase teacher competence.

In fact, the implementation of supervision in schools is still experiencing various problems, especially during the pandemic and the new normal. Based on the results of interviews with the principal and several teachers as well as documentation studies, it can be seen that during the pandemic, namely the 2019/2020 and 2020/2021 academic years, the implementation of academic supervision at SMAN 2 Rantepao was not carried out because the principal did not know for sure how to carry out online supervision. IT skills of teachers are mostly still low and limited internet access. During the new normal period, academic supervision will be carried out in the second semester of the 2021/2022 academic year 2 (two) times and in the first semester of the 2022/2023 academic year 1 (one) time at the beginning of the semester face-to-face by implementing the health protocol. In practice, the problems faced by school principals are still the same as before, before the pandemic occurred, namely the many duties and responsibilities of school principals carrying out managerial functions with many groups, namely 36 making the principal ask for the help of the vice principal and competent teachers (expert teachers) in carry out supervision. But the vice principal and competent teachers are only tasked with assisting the principal in checking learning devices and observing supervised teachers. The same thing was conveyed by several teachers at SMAN 2 Toraja in an open questionnaire via Google form and the results of the FGD that academic supervision activities were carried out by the school principal with the help of the Vice Chancellor and expert teachers because the school principal had many other things to do. Academic supervision activities are carried out at least twice in one semester with class visit techniques and direct observation. But the implementation of supervision is sometimes not according to the predetermined schedule because the Wakasek and expert teachers are still waiting for orders from the school principal. In addition, the implementation of academic supervision has not been followed up, so the results are less than optimal.

During a pandemic, the implementation of academic supervision did not go well because the implementation did not follow supervision procedures during a pandemic, there were no application standards from the government, internet access constraints, and the teacher's ability to use IT was still low (Fendi et al., 2020; Nurlaelah et al., 2022). The inhibiting factor for the implementation of academic supervision is that supervision is carried out not according to a predetermined schedule due to the many agendas of the principal and team of supervisors outside the school so that sometimes supervision is carried out suddenly (Dewi, 2020; Iskandar, 2020).This also has an impact on the lack of follow-up for teachers so that the implementation of supervision is considered not effective. In overcoming the problem of online academic supervision activities, agencies or school principals need to ensure facilities and infrastructure such as stable internet access and improve teacher abilities in using IT (Ma'ayis, 2022; Rindarti, 2021). Furthermore, for the problem of the many other tasks of the school principal which result in the implementation of supervision not running optimally, the school principal can apply peer-based supervision or collegial supervision by giving full rights to expert teachers in carrying out academic supervision activities so that they can run optimally (Handayani et al., 2021; Joy et al., 2020; Rochim, 2020; Wariah & Sa'ud, 2021; Warlizasusi et al., 2020). The purpose of this research is to analyze the problem of implementing academic supervision during the pandemic and the new normal. The results of this study are expected to be used as material for consideration for schools to carry out academic supervision activities more optimally.

2. METHOD

This research is included in qualitative research, where the data obtained will be made in the form of descriptions. The research subjects were principals and teachers at SMAN 2 Toraja Utara. Data collection techniques through interviews, open questionnaires, FGD, and documentation studies. Informants in conducting interviews were school principals and respondents in an open questionnaire were teachers. While the FGD was conducted with several teachers including the vice principal. The instrument used in this study was an open questionnaire with the intention that the questions given could be answered by the correspondent in depth. The interview question instruments and open questionnaires

consisted of how school principals carried out academic supervision during the pandemic and the new normal, the number of school principals carrying out academic supervision,

The data collected will be analyzed descriptively qualitatively. The analysis is based on theory (Miles & Huberman, 2014) which consists of stages: data collection, data reduction, data display, and conclusion. Data collection was carried out through interviews, open questionnaires, and documentation studies by recording and recording data. Furthermore, data reduction is carried out by selecting and focusing data according to the topic under study, simplifying, grouping, and changing the raw data. After reducing the data, then display the data by narrating the data. The last stage is the conclusion where the researcher draws conclusions from the data that has been presented by ensuring that the data is valid and consistent through both source triangulation and member checks.

3. RESULT AND DISCUSSION

Result

According to the results of interviews, questionnaires, FGD, and documentation reports, it shows that when the Covid-19 pandemic occurred, namely in the 2019/2020 and 2020/2021 academic years, academic supervision activities were not carried out due to internet access constraints and low mastery of IT by teachers. . In addition, the school principal also does not know for sure about the implementation of online supervision. Furthermore, during the new normal period, namely in the 2021/2022 academic year, 2 (two) academic supervision activities were carried out in the second semester and in the 2022/2023 academic year, 1 (one) academic supervision activity was carried out in the first semester at the beginning of the semester. Supervision activities during the new normal period are carried out face-to-face by implementing health protocols.

According to the results of interviews with school principals and the results of FGD, it was conveyed that academic supervision activities during the new normal period were carried out as before the pandemic but by following health protocol rules. The school principal carries out academic supervision by asking the vice principal and expert teachers to provide supervision to their colleagues. This is because there are many other duties of the school principal which are also very important.

The stages of implementing academic supervision during the new normal period consist of: 1) preliminary meeting; 2) implementation; 3) analysis of the results of observations and providing feedback. Preliminary meetings are usually held through teacher meetings. In the principal's meeting or represented by a vice principal ask about the readiness of teachers who will be supervised, how the learning materials are prepared and convey the learning assessment criteria and the devices made, as well as determine the schedule for supervision activities. Then the next stage is implementation. There are 5 (five) vice principals who each supervise English, Mathematics, Biology, Physics and Indonesian subjects. Two of the vice principal who provide supervision in the English and Mathematics subjects are driving teachers while the other subjects are given by expert teachers according to the field they are in charge of. The implementation was carried out by the vice principal and expert teachers by visiting classes and observing the learning activities that took place in class. Here the supervisor observes the teacher based on the lesson plans and assessment sheets from the beginning to the end of the lesson. The supervisor observes the teacher's apperception, the core learning activities, to the closing activities. The next step is to analyze the results of observations and provide feedback.

Furthermore, according to the questionnaire and the results of the FGD, it was conveyed that the problem with implementing academic supervision was that preliminary meetings through meetings were sometimes not carried out as before. Even though this stage is very important to discuss teacher readiness and supervision implementation schedules. In addition, the implementation of supervision is also sometimes not carried out according to a predetermined schedule because the vice principal and expert teachers are still waiting for orders from the principal, while the principal has a lot of busy work which is also very important. This causes supervision activities to be rescheduled so that the implementation is carried out suddenly. Then, the results of classroom learning assessments and learning tools are only given to supervised teachers without being used as material for consideration in implementing follow-up for subsequent supervision activities. The deputy headmaster and teachers who assist the principal in carrying out academic supervision only play a role in observing and assessing their colleagues and have not been given full rights as supervisors to carry out academic supervision activities in full to make the results of the assessment a material for consideration in providing follow-up.

The above is the same as what was conveyed by the principal in the interview that in the implementation of supervision there are still some weaknesses because again that the principal's duties are so many that he forgets to inform the Wakasek and expert teachers to continue holding teacher meetings for supervision activities . In addition, follow-up implementation has not been given because we

are used to the hope that the feedback given to teachers will later become evaluation material for them to improve and enhance their teaching abilities. But the school principal still said that this would be taken into consideration in the future so that it was necessary to carry out follow-up supervision.

On the other hand, through the results of questionnaires and FGDs, teachers acknowledged that supervision activities are actually very good for improving teacher quality, helping teachers to identify deficiencies that must be corrected, finding new ideas, and creativity for learning innovations if academic supervision activities are carried out properly. optimal.

Discussion

At the time of the pandemic the school principal was unable to carry out academic supervision due to the problem of unsupportive internet access where some teachers live in remote areas and the ability of teachers to operate IT is still low, especially teachers who are age adrift (Asmarani et al., 2021; Fatoni, 2022; Fendi et al., 2020; Hastowo & Abduh, 2021; Sanoto, 2021). In addition, the school principal also does not know for sure the mechanism of online academic supervision activities (Nurlaelah et al., 2022; Rindarti, 2021). On the other hand, the implementation of supervision during a pandemic actually continued to be carried out online in various schools and had a positive impact in addition to the problems that had to be faced. These positive impacts include saving time, not having to meet in person, being able to build easier communication between supervisors and teachers, and being accessible through various media.

During the new normal period, academic supervision activities are carried out face-to-face by following health protocols. Academic supervision activities carried out by the principal with the assistance of the vice principal and expert teachers are carried out by following the usual stages, namely preliminary meeting, implementation, analysis of the results of observations and providing feedback (Dewi & Dwikurnaningsih, 2022; Faizatun & Mufid, 2020). But in practice, school principals encountered several problems like before the pandemic occurred supervision activities are sometimes not carried out according to a predetermined schedule considering the many tasks and other activities of the school principal that must be carried out so that the schedule must be changed and supervision activities (Dewi, 2020; Fitri et al., 2021; Iskandar, 2020).

Another problem encountered is that the preliminary meeting stage which is usually carried out through meetings is sometimes not carried out even though this stage is very good at building kinship between supervisors and teachers as in research. This is intended so that supervised teachers feel fearless and worried about the mistakes they might make in learning activities while being supervised because the purpose of supervision is not to find fault with teachers but to help them improve their quality (Ahmad, 2020; Lorensius et al., 2022). Principles in academic supervision activities include the principle of kinship where supervisors and teachers must be able to help each other to improve the quality of learning and democracy to discuss together to reach consensus (Dalanggo, 2019; Lalupanda, 2019; Prastania & Sanoto, 2021).

The next problem is that there is no follow-up. The results of the observational analysis are only used as material for giving grades or feedback to teachers without being used as reference material to follow up on subsequent supervision activities (Dwikurnaningsih, 2020; Iskandar, 2020). While Permendiknas No. 13 of 2007 states that school principals need to follow up on the results of academic supervision of teachers in order to increase their professionalism. The principal as the top leader in providing academic supervision to teachers by following the supervision stages in a systematic and sustainable manner has proven to be able to increase the competence of teachers and improve the quality (Istiningsih, 2020; Musundire et al., 2019; Saihu, 2020).

The technique used at the implementation stage is an individual technique through class visits and observations. One of the academic supervision techniques is individual techniques through class visits and direct observation (Anggal & Lugan, 2022; Fahmi et al., 2018; Mulyadi & Fahriana, 2018). Academic supervision through visits and observations has a significant effect on teacher performance and can improve teacher competence (Ahmad, 2019; Dewi, 2022). The approach used in the implementation of academic supervision is a collaborative approach, in which competent colleagues are involved as supervisors (Simbolon, 2018; Wiyono et al., 2021). However, the implementation of this academic supervision only uses a collaborative approach and class visit techniques. Principals in carrying out academic supervision most often use class observations and have not used various supervision methods and techniques (Dwikurnaningsih, 2020; Ulfah & Santoso, 2021). On the other hand school principals carry out supervision with various principles and approaches such as providing continuous guidance to teachers, using individual and group techniques, and doing innovative things in supervision activities actually make the atmosphere pleasant (Abadi et al., 2019; Messi et al., 2018; Nurtaniati, 2018).

In addition to the problems with the implementation of academic supervision, the teachers said that academic supervision is actually very good at improving teacher teaching methods, finding ideas and creativity for learning innovations, and making a teacher reliable in teaching in his field if implemented optimally (Ghifar et al., 2019; Purnamaraya, 2019; Sitaasih, 2020). Solutions that can be provided in overcoming the problem of online academic supervision activities are that agencies or school principals need to ensure facilities and infrastructure such as stable internet access and improve teacher abilities in using IT (Ma'ayis, 2022; Rindarti, 2021). Furthermore, for the problem of the many other tasks of the school principal which result in the implementation of supervision not running optimally, the school principal can apply peer-based supervision or collegial supervision by giving full rights to expert teachers in carrying out academic supervision activities so that they can run optimally (Handayani et al., 2021; Joy et al., 2020; Rochim, 2020; Wariah & Sa'ud, 2021; Warlizasusi et al., 2020). Collegial supervision provides benefits to teachers in developing their professionalism, improving teacher competence or performance, and optimizing learning activities (Hashim et al., 2020; Wardana, 2018; Wibawa, 2019; Wiyono et al., 2019).

4. CONCLUSION

During the pandemic and the new normal, the implementation of supervision in schools still experienced several problems that needed to be of concern to school principals. Academic supervision activities during a pandemiccannot be carried out due to the problem of unsupported internet access where some teachers live in remote areas, the ability of teachers to operate IT is still low, especially for teachers who are age-appropriate, and the principal does not know for sure the mechanism for implementing online supervision.During the new normal period, supervision was carried out with the help of the vice principal and expert teachers using the class visit technique but it still had a number of problems.The problem with this academic supervision activity is that the preliminary meeting stage is sometimes not carried out so that the teacher is usually given a sudden schedule of supervision activities. Academic supervision activities have not used a variety of approaches and methods and follow-up supervision has not been carried out. The results of the observational analysis are not used as reference material to follow up on the next supervision activity.

5. ACKNOWLEGDE

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