

# Implementation of Academic Supervision in Improving Teachers Teaching Performance in the Covid-19 Pandemic Era at Elementary School

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**Abstract**—The purpose of this study was to see the implementation of academic supervision in improving teacher teaching performance in the Covid-19 pandemic era at the elementary school. The method used in this research is the descriptive qualitative research method using literature studies from various official sources. The results of this study are an increase in the quality of teachers by supervisors in the Covid-19 pandemic era at the elementary school level. Academic supervision is an activity carried out by the school to help teachers improve their abilities in the learning process. The Covid-19 Pandemic has hit various countries in the world, this has resulted in significant changes in education in each country. In the current era of the COVID-19 pandemic, the quality of teacher teaching performance is needed to create effective learning patterns for students. In the current pandemic era, teachers are required to create a conducive and effective learning atmosphere at the elementary school level. For this reason, supervisors must have new innovations into the learning process, especially in the current pandemic era. The learning system is carried out with a bold method or distance learning using online media. From the results of this journal review, it can be shown that the role of supervisors is very much needed in classroom learning in the era of the Covid-19 pandemic in improving the quality of teaching performance of teachers in elementary schools.

**Keywords**—academic supervision, teacher teaching performance, the covid-19 pandemic

## I. INTRODUCTION

In March 2020, the coronavirus had spread in various countries around the world, including Indonesia. This virus first spread in Wuhan, China. This coronavirus has been designated by the World Health Organization (WHO) as a pandemic. The coronavirus disease (covid-19) pandemic has spread to all regions in Indonesia. This also has an impact on the world of education (Prestiadi, 2020). The government has issued

various policies in the field of education related to this coronavirus. Policies that have been issued by the government in the field of education have an influence on all levels of education, one of which is at the elementary school level. As a result of the impact of the COVID-19 pandemic, the system of teaching activities in schools has changed, which was initially carried out face-to-face in class, now teaching and learning activities have changed to an online system. Online (on the network) is a policy issued by the government carried out by utilizing online media for the learning process. This is aimed at suppressing the spread of COVID-19 in Indonesia (Chusna & Utami, 2013).

In the teaching process during the covid-19 pandemic, it is necessary to apply methods that can make students comfortable when participating in the online learning process. For this reason, academic supervision is needed to guide and provide teacher training in dealing with various problems that arise in online learning. This academic supervision prioritizes observations made by supervisors in various problems that arise in teaching and learning activities in the classroom (Pohan, 2020). Academic supervision is carried out to supervise teaching and learning activities in schools. This monitoring activity can be carried out through class visits when teachers teach, private conversations with teachers and some of their students to help teachers develop their professional competencies (Yayat, 2020). Academic supervision is very important as a way to improve the quality of teacher teaching in the classroom. If academic supervision is applied regularly, it will have an impact on increasing student learning achievement and of course, it will improve the quality and quality of learning and the school concerned (Jaya, 2020). One of the characteristics of academic supervision is that it directly influences and develops behavior in the learning process in the classroom. The ultimate goal of

academic supervision is for teachers to be able to foster and facilitate the learning of their students (Mulyana, 2019).

Teachers are the main key in the implementation of education which is required to provide maximum service in education. For this reason, teachers must improve their competence and professionalism to meet these demands because currently the needs of the world of work are getting closer and the demands of society are getting higher. Along with the development of society, providing education is a formidable task and requires professional educators because educating is not a trivial job and is not an arbitrary person who can provide a good education. For this reason, it is very necessary for educators who have the ability following the field they teach (Pohan, 2020) (Astuti & Prestiadi, 2020).

In academic supervision activities, the principal is a supervisor who functions as a determinant of the success of an educational institution to achieve goals. The leadership of a principal can affect the development of schools to implement policies that have been designed to improve teacher performance in schools (Wiyono et al, 2021). Performance is a condition that must be known by a leader in observing the level of achievement of the results of an educational institution related to the vision and mission of a school. The teacher is the most important and most needed thing to support the learning process. That is, the teacher is the spearhead of learning because the teacher can indirectly influence, foster, and improve the ability of students (Marianita, 2019) (Rositaningrum et al., n.d.).

According to (Ahmad, 2021) managerial supervision is aimed at creating a conducive learning atmosphere in the classroom. This is applied to basic education to achieve conducive learning optimization and improve discipline in the current pandemic era through an online learning system. Of course, this requires the quality of good teacher performance. Teacher performance here is the result of a series of learning processes and learning climates in elementary schools. The quality of teacher performance greatly affects the quality of education because the teacher is a very influential party in determining the quality of education by guiding and fostering students directly in the learning process at school. Students are agents of national change who can determine the quality and quality of education. Teachers are an important component in the field of education, where a teacher must play an active role and demonstrate as a professional workforce following the needs and demands of today's society. So that teachers are required to have integrity, discipline, dedication, and responsibility to realize that they are professional teachers who can foster, guide, and provide good direction to their students (Russamsi et al., 2020).

According to (Gaol & Sibuarian, 2018) improving teacher performance is very necessary during the

learning process. Teacher performance will increase if the principal as a leader can foster teachers in improving the quality of teacher work with full responsibility and high discipline on the tasks carried out. If the principal does not provide genuine support for the teacher in improving his work, then the teacher will not be optimal in carrying out his duties, namely educating, fostering, and developing the potential of his students. For this reason, the role of schools as leaders is needed to improve and develop the quality of teacher performance.

The current Covid-19 pandemic in Indonesia greatly affects the learning process in the classroom, this results in learning that cannot be done face-to-face but with a distance learning system (online) at home with parental supervision. Principals play an important role in improving the quality of the learning process even though they are online. For this reason, the principal must take a policy that will be implemented during online learning to improve the quality of learning in schools. In improving the quality of learning, of course, a qualified teacher is needed to improve and develop the existing learning system (Hasanah, 2020).

Based on the problem above, researchers are interested in researching the implementation of academic supervision in improving the quality of teaching teachers in the era of the COVID-19 pandemic at the elementary school level. The reason for doing this research is because during the online learning process many problems arise such as, the class atmosphere is not conducive, the mastery of the material is not optimal, the lack of online media supervision for students. If the problem persists, the quality of learning will decrease. For this reason, the role of the supervisor is very necessary in improving the quality of teacher performance during the learning process, because the teacher is the leader in the class. In addition to improving the quality of teaching, teachers must be able to develop their professional competence.

## II. METHOD

This study uses a descriptive analysis method with a qualitative approach. In this approach, namely investigating social phenomena or human problems. The qualitative research method is research used in research on natural object conditions. In this qualitative research, the researcher is the key instrument and the data analysis carried out emphasizes more on meaning. The data collection technique used in this research is done by studying literature. Literature study is the process of collecting or searching for data following research conducted from various official sources such as books, online journals, and scientific articles which are then compiled based on systematic writing of scientific papers.

By using this qualitative research method, all existing results relate to the implementation of

academic supervision in improving the quality of teaching teachers in the era of the covid-19 pandemic at the elementary school level which involves the role of principals in fostering teachers, improving the quality of teacher performance, supervising students at home when using online media, the obstacles that occur during online learning and the solutions that occur in elementary schools.

### III. RESULT AND DISCUSSION

From various literature studies conducted by researchers, it was found that online learning activities for some time to come will still be carried out at home. However, learning activities at home are also required to be carried out as the implementation of learning in the classroom between teachers and students. This of course requires teachers as educators to create changes in learning strategies and methods in the classroom even though it is carried out online. During the online learning process, the teacher delivers the subject matter by utilizing online media such as WhatsApp, google classroom, google meet, zoom, etc. The use of this online media must remain under the supervision of parents because if it is not supervised students will abuse the use of this online media (Widiawati, 2021).

A principal in improving the teaching quality of teachers can be seen from personality competencies, managerial competencies, entrepreneurial competencies, supervisory competencies, and social competencies. These competencies must be possessed by the principal as a leader in an institution to improve the quality of teaching teachers, especially in the current pandemic era. A teacher must also have four teaching competencies, namely pedagogic competence, personality competence, professional competence, and social competence. If when the principal conducts academic supervision on online learning and the seriousness of the teachers being supervised, the results obtained are not only in terms of improving the quality of their teaching but also their teaching administration to improve the quality of online learning through academic supervision carried out by the principal of the school teacher.

Based on research conducted by (Widiawati, 2021) at SMA Negeri 7 Denpasar, from the results of interviews with ten teachers, researchers obtained information that in online learning today, teachers still have difficulty and do not even know how to develop an administrative framework, such as lesson plans. From the results of these interviews, there were only three teachers who had standard process files, then only four teachers had participated in a lesson plan development workshop to improve the quality of online learning through teacher academic supervision. However, there are still many teachers who do not fully understand the components of RPP for implementing online learning today. For this reason, the teachers agreed to take part in training in the preparation of online lesson plans to be used as guidelines when

implementing learning through online media (Prestiadi, et al, 2020).

#### *A. Implementation of Academic Supervision in Improving Teacher Teaching Performance in the Era of the Covid-19 Pandemic at the Elementary School Level*

According to (Russamsi et al., 2020) the role of the principal as a leader must be able to encourage and foster teachers to improve the quality of their work in the learning process (Dakir & Fauzi, 2020). The quality of a good leader will affect improving the quality and professionalism of teachers in carrying out their duties and responsibilities because if a leader does not set a good example for his subordinates, the goals in an institution will not be achieved effectively and efficiently. The principal's role in improving the quality of teacher teaching is very important. Principals must pay attention and focus on efforts to improve teachers in dealing with various problems in the classroom.

To improve the quality of teacher performance in schools, ten factors influence it, namely internal and external factors. These factors are: 1) Motivation to work; 2) Responsible for the assigned tasks; 3) Interest in doing the task; 4) Reward for the achievement of their duties; 5) Opportunity to develop personal characteristics; 6) Attention from the principal; 7) Establish interpersonal relationships with teachers and other staff; 8) Participate in the Subject Teachers' Deliberation (MGMP) and Teacher Working Groups (KKG); 8) Focused discussion groups, and 10) Library services. As a leader in the institution, the principal has a role in improving teacher performance, namely learning leadership. Learning leadership is leadership based on 5 aspects in its implementation, namely 1) analysis of student achievement results; 2) create cooperation; 3) focus on the learning process; 4) teacher development; 5) adjustment of curriculum, teaching, and assessment (Lunenburg & Irby, 2006) in (Russamsi et al., 2020).

According to (Hasanah, 2020) to improve the quality of learning in the current era of the COVID-19 pandemic, school principals have a role to play in improving their professional abilities. According to (Mulyasa, 2012) to improve the performance of educators can not be separated from several principles that must be implemented. These principles are as follows:

- Providing insight and briefing to educators who are more interesting because educators will be more diligent if the activities carried out are fun and do not seem boring.
- During learning activities in the current covid-19 era, educators must be involved in setting clear work goals.
- The principal must always inform about the achievements of each work that has been carried out

by the educators. In the process of working, the principal can provide rewards and punishments to educators. Giving gifts will be more meaningful to teachers because teachers feel successful with the struggles that have been carried out in educating students to become human beings who excel, but punishment is also needed so that teachers are more disciplined and responsible in carrying out their assigned tasks.

- To give satisfaction to educators, the principal must provide a sense of security and comfort, pay attention to the teacher's physical condition, give more attention, and manage the experience in such away.

For this reason, school principals must also meet professional qualities in improving the quality of teaching teachers in the era of the COVID-19 pandemic. One of the steps taken by the principal is to improve his quality. In improving his quality, school principals need non-academic abilities, for example, workshops, seminars, and other training. The main purpose of principals participating in various training is to obtain special skills that are needed by principals to lead a school institution in carrying out their leadership tasks.

Based on research conducted by (Kurniawan & Hasanah, 2021) at SD Muhammadiyah Bantul City, it was found that the implementation of supervision in this school was carried out at the beginning and end of each semester on an ongoing basis. The role of the principal here oversees all activities carried out during the learning process in the classroom. With these supervision activities, the learning process will be more directed and controlled because there are parties who provide supervision who are then given directly to improve the quality of teaching. In this study, the principal also strengthened the statement that. "Despite the current pandemic, the school continues to carry out supervision because one of the principal's duties is to supervise teachers during the learning process.

The results of the implementation of this supervision can be used as a reference for sustainably developing the teaching profession. The school principal has planned to develop teacher capabilities in terms of mastering material regarding digital media to be applied in distance learning during this covid-19 pandemic. After knowing the teacher's ability, then the principal will provide technical guidance. School principals must have adequate skills regarding the material provided to teachers during training and must improve their ability to use digital applications for distance learning purposes.

#### *B. Problems of Academic Supervision in Improving the Quality of Teacher Teaching in the Era of the Covid-19 Pandemic*

Jamaludin, Gunawan, and Paujiah (2020) argue that online learning has its problems, challenges, and

strengths. This online learning is categorized as active learning because the learning center is focused on students so that it shows students' discipline and responsibility. However, students in schools still do not have the independence to learn so that learning during the pandemic is only giving assignments from teachers because teachers are also less able to measure students thinking skills through distance learning (Fitrianawati et al., 2017).

In the implementation of learning in the current era of the COVID-19 pandemic, there are many problems experienced by teachers and students. Based on research conducted by (Russamsi et al., 2020) at SMA Negeri 7 Denpasar, several obstacles occur during the learning process. These obstacles include: 1) students have difficulty understanding the material provided by the teacher online; 2) students are not used to collaborating with other students because, with this online system, students find it difficult to interact; 3) many students are less active during the learning process; 4) the teacher only provides material based on theory and does not relate it to everyday life; 5) the results of the achievement of tests and student learning are still relatively low; 6) many students do not reach the KKM standard; 7) learning seems boring because the teacher does not create methods or strategies in providing material to students.

Furthermore (Russamsi et al., 2020) also researched SD Asy-Syifa 2 Bandung which is one of the modern Islamic schools in Bandung. In his research, he found that this school requires competent human resources to foster and guide students to improve the quality of learning and services provided by teachers to students and parents in this era of the covid-19 pandemic. Thus, the development of teacher competence is very necessary, but according to the existing circumstances, teacher development has not been seen and is still lacking, one of which is the difficulty of teachers in mastering the material and making teaching media during online learning. This arises because of the teacher's lack of awareness to carry out self-development and the lack of maximum guidance from the principal as a supervisor.

According to (Wiyoko et al., 2021) the biggest obstacle faced by teachers and students is the internet network which greatly disrupts the online learning process. In addition, not all students in elementary schools have Android-based cellphones that support the online learning process. Some students have only one cellphone and are used by all family members, resulting in students being unable to participate in the online learning process. This results in the online learning process not running optimally.

#### *C. The solution to overcome the problem of supervision*

According to (Musfah, 2019) in the implementation of supervision, the principal must be able to provide the best solution to every problem experienced by

educators and education personnel related to the learning process. Thus, teachers, staff, and students will feel comfortable and feel ready to carry out teaching and learning activities even though they are online. Principals must also ensure that teachers have digital-based teaching skills through various training.

According to (Gaol & Sibuarian, 2018) six efforts can be made by principals to improve teacher performance in learning. These efforts, namely:

- Principals must have a high commitment to encourage teachers to develop four teacher competencies, namely pedagogic competence, personality competence, professional competence, and social competence (Hermino, 2016). In addition, efforts that can be made by schools include providing directions and instructions for teachers to take part in various teacher competency development training, such as attending seminars or workshops. Hosnan (2016) argues that training for teachers must be following the competence of each teacher.
- Principals allocate budgets for efforts to improve teacher performance competencies. The budget is allocated according to the needs of the school and is used for teacher professional training.
- The role that can be done by schools is to provide constructive guidance and advice to teachers on the performance carried out in the learning process. In this case, the principal must assist and provide solutions to solve problems encountered during the learning process.
- The principal must be able to create a conducive organizational culture so that the performance of educators and education personnel are not disturbed. The principal must also build a good organizational culture so that student learning achievement increases.
- The principal can provide changes in learning methods because the learning process seems boring quickly if the teacher is not able to create interesting learning strategies, especially at the elementary school level.
- The principal is expected to reward teachers for the performance achievements that have been carried out by the teacher.

To effectively improve teacher performance in this era of the covid-19 pandemic, a school principal must provide a challenge to teachers. The challenge here is that the teacher must have a target to produce superior and high-achieving students to be able to compete in the academic field, give rewards to teachers through praise to improve the abilities that exist in the teacher and provide material debriefing through workshops or seminars to every employee. educators in the form of technical or non-technical. Furthermore, the principal

must provide a learning system that is following the times, meaning that the principal provides a learning system that leads to digital technology. During the online learning process, the principal should involve guest teachers in the teaching and learning process led by the principal. It aims to add references and insights of students. In addition, the principal must also provide feedback to teachers regarding student learning outcomes in each subject.

#### IV. CONCLUSION

Based on the results of the discussion above, it can be concluded that in improving the quality of learning in schools in the current covid-19 pandemic era, educational institutions must create various innovations and creativity in carrying out the online learning process. The principal's task as a leader is to make teachers who teach in educational institutions maintain their professionalism by increasing the quality of teaching teachers, one of which is in the pandemic era like today.

Principals play an important role in improving the quality of the learning process even though they are online. For this reason, the principal must make policies that will be implemented during online learning to improve the quality of learning in schools. If academic supervision is applied routinely, it will have an impact on increasing student learning achievement and will certainly improve the quality and quality of learning and the school concerned because teachers are the main instrument in fostering to produce superior and high-achieving students to be able to compete in the academic field.

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