

Implementation of Instructional Supervision During the Covid-19 Pandemic

Dedi Prestiadi^{1,*} Ahmad Nurabadi¹, Wildan Zulkarnain¹

¹ Department of Educational Administration, Universitas Negeri Malang, Malang 65145, Indonesia

*Corresponding author. Email: dedi.prestiadi.fip@um.ac.id

ABSTRACT

The COVID-19 pandemic has brought many changes, such as the learning process from face-to-face to online learning. Supervision of learning as one of the activities in educational institutions also needs to adapt to the conditions of the COVID-19 pandemic. The purpose of this study was to determine the implementation of instructional supervision during the covid-19 pandemic. The research method used in this study uses qualitative research methods. The research was conducted at SMAN/SMKN Malang City as the research sample taken six schools consisting of SMAN/SMKN in Malang City which were taken through purposive random sampling. The result of this research is that the implementation of instructional supervision during the COVID-19 pandemic at SMAN/SMKN Malang City is carried out online and blended. The implementation of instructional supervision activities is carried out through virtual classroom visits and classroom observations by utilizing technology media such as Zoom and Google Meet.

Keywords: instructional supervision, covid-19, SMAN/SMKN Malang

1. INTRODUCTION

The COVID-19 pandemic is still being felt in educational institutions. Based on a report from the Covid-19 handling task force in Indonesia, the number of Covid-19 cases in Indonesia has decreased. From the data displayed on the covid19.go.id page, the number of recovered patients has reached more than 4 million, and the graph of the number of positive COVID-19 patients has decreased. Meanwhile, for the distribution area of each province in the East Java region, it is still ranked 4th based on data until November 21, 2021.

The COVID-19 pandemic has had an impact on educational institutions. One of the impacts that are currently being felt is the distance learning policy. Distance learning is carried out online by utilizing various kinds of technological advances [1]. Based on the policy of the Ministry of Education, Culture and Higher Education, schools are required to carry out online learning at least until the end of even semester learning. Even though at this time several educational institutions have implemented limited face-to-face learning, there are also those that apply blended learning [2], [3], [4].

One of the activities that must continue to be carried out during the COVID-19 pandemic is instructional supervision. Instructional supervision is an activity that

cannot be abandoned even though learning is carried out online [5],[6]. Instructional supervision must continue to be carried out as a control and evaluation of teacher performance when online learning is carried out. Through this instructional supervision activity, the principal as a supervisor can assess the quality of learning carried out by the teacher [7]. Instructional supervision also aims to improve teacher competence and professionalism, through instructional supervision activities, principals strive to continuously improve the quality of teachers, so that teacher learning objectives can be achieved optimally [8].

Supervision of learning becomes important to be carried out during the covid-19 pandemic by school principals [9]. Through supervisory activities, principals can not only measure the quality of learning, but through these instructional supervision activities, teachers can use them to improve their appearance and overcome various learning problems when online learning is carried out. Teachers can use clinical instructional supervision to overcome perceived problems [10],[11].

Research conducted by Mustabsyiroh explained that the implementation of instructional supervision during the COVID-19 pandemic can be carried out via virtual. The implementation of virtual instructional supervision also has an effect on increasing teacher competence

during the covid-19 pandemic [12]. Supervision of learning that is carried out virtually by utilizing the development of technology, information and communication through conference platforms such as zoom or google meet to make virtual observations of teachers during online teaching [13], [14].

The implementation of instructional supervision during the covid-19 pandemic is interesting for further research. Educational institutions from primary to secondary levels are expected to continue to carry out instructional supervision activities during the COVID-19 pandemic. At the high school level at SMAN/SMKN Malang, it is interesting to study how the implementation of instructional supervision during the covid-19 pandemic is carried out. This study aims to determine how the implementation of instructional supervision during the covid-19 pandemic in SMAN/SMKN Malang City.

2. METHOD

This study used qualitative research methods. The data collection process in this study was carried out through several techniques, namely interviews, observation, documentation and closed questionnaires. Interview activities were carried out to obtain data directly from school principals and teachers by asking questions about the implementation of instructional supervision during the covid-19 pandemic. Meanwhile, observation and documentation techniques were carried out to strengthen and as a triangulation of the data obtained. Observations are carried out by looking at environmental conditions and looking at the recording of the implementation of instructional supervision. While the documentation is used to see the instrument and the results of the implementation of instructional supervision. This study used qualitative research methods. The data collection process in this study was carried out through several techniques, namely interviews, observation, documentation, and closed questionnaires. Interview activities were carried out to obtain data directly from school principals and teachers by asking questions about the implementation of instructional supervision during the covid-19 pandemic. Meanwhile, observation and documentation techniques were carried out to strengthen and as a triangulation of the data obtained. Observations are carried out by looking at environmental conditions and looking at the recording of the implementation of instructional supervision. While the documentation is used to see the instrument and the results of the implementation of instructional supervision.

3. RESULT AND DISCUSSION

Instructional supervision is a very important aspect to improve the quality of learning. One aspect that underlies

the importance of instructional supervision is supervision as a way to measure teacher performance and help teachers to solve various problems related to the learning activities they do. Teachers are one of the resources that must be improved in achieving educational goals. The provision of instructional supervision services to teachers is an activity that must be carried out by a school principal or supervisor. Providing supervision to teachers aims to improve the quality of teacher performance. Teacher performance can be said to be successful if a teacher can change for the better, both in the learning process in the classroom to the evaluation process or learning assessment.

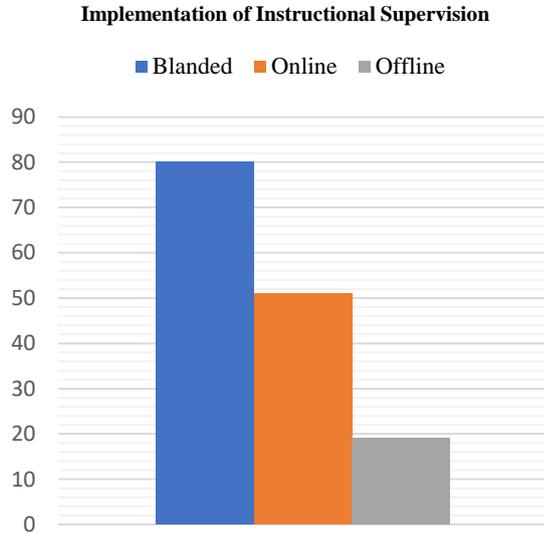
The implementation of instructional supervision is currently experiencing challenges due to the covid-19 pandemic which has an impact on the distance learning process through online learning [15]. However, instructional supervision activities must still be carried out as part of an effort to always provide quality learning. In this regard, supervision activities carried out at SMAN/SMKN Malang City are also always carried out by adjusting the conditions that are currently happening with the COVID-19 pandemic.

Based on the results of interviews and observations made by the research team regarding the implementation of instructional supervision at SMAN/SMKN Malang City obtained data that instructional supervision activities during the covid-19 pandemic are still running by adjusting the conditions. Instructional supervision activities at SMAN/SMKN Malang City at the time of distance learning or online learning are carried out in various ways. The results of data collection through the provision of closed questionnaires show that the implementation of instructional supervision at SMAN/SMKN Malang City is carried out through three forms of activities, namely, Blended (offline and online), full online and offline. Based on data collection on 150 respondents conducted in 6 SMAN and SMKN Malang, instructional supervision activities in SMAN/SMKN Malang city are shown in Graph 1.

Based on Figure 1 above, it can be concluded that the implementation of instructional supervision activities carried out at SMAN/SMKN Malang City is carried out through three different activities, the data shows that the highest implementation of instructional supervision is carried out through blended, while at least schools carry out offline learning activities.

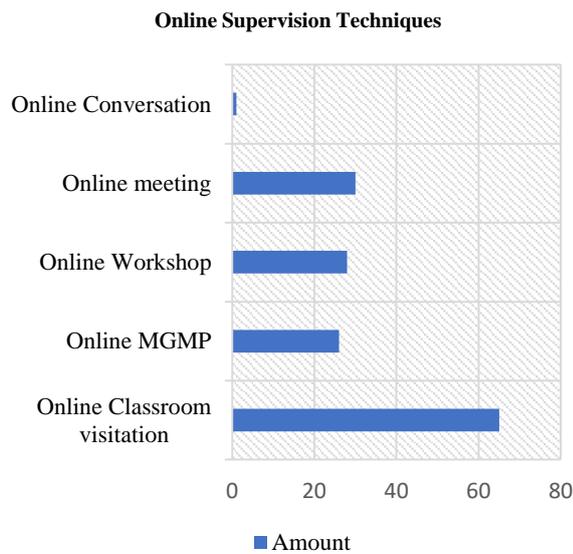
Instructional supervision activities during the COVID-19 pandemic can be carried out online. Supervision of online learning is an important activity carried out by school principals to maintain control over the quality of learning carried out by teachers [16], [17]. The development of technology will make it easier for school principals to carry out instructional supervision

activities. Based on the results of research by Rugayah, supervision activities can utilize information technology such as through video recordings of teaching teachers that can be used by school principals to view and assess the implementation of learning carried out by teachers when carrying out learning [13].

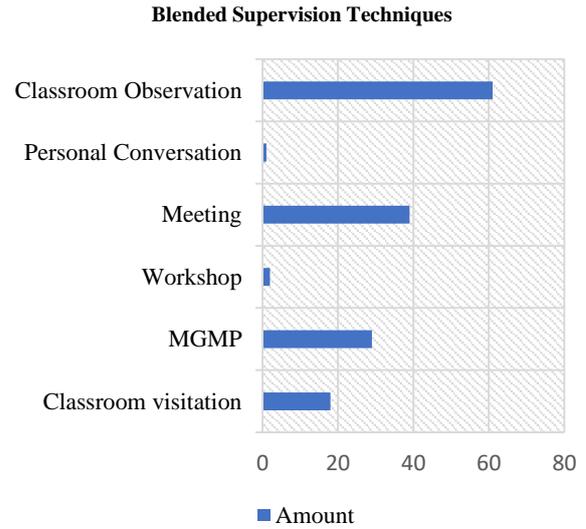


Graph.1 Implementation of Instructional supervision

Meanwhile, with regard to the techniques used in the supervision of learning carried out at SMAN/SMKN Malang City during the COVID-19 pandemic, based on data collection, it was grouped into two activities, namely supervision techniques carried out online, and instructional supervision techniques carried out in blended. The results of the online instructional supervision technique are shown in Graph.2, while the blended supervision technique is shown in Graph 3.



Graph.2 Online instructional supervision techniques

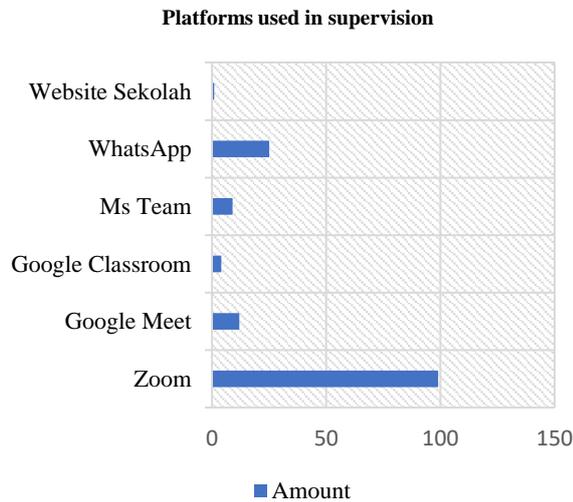


Graph.3 Blended instructional supervision techniques

Based on Graph.2, it can be concluded that the instructional supervision technique carried out online at SMAN/SMKN Malang City is carried out through various kinds of supervision techniques. It can be seen that the implementation of supervision during the covid-19 pandemic which was carried out at SMAN/SMKN Malang City mostly used the online class visit technique, then through online meetings, online workshops, online Subject Teacher Consultations (MGMP) and finally the least used was private conversation supervision techniques. When viewed from the results of data collection, it indicates that the online class visit technique is the most widely used, this is because the online class visit technique is felt to be more effective because the supervisor can directly see the teacher's work performance when carrying out online learning.

In Graph.3 about the technique of supervising learning which is carried out in a blended manner, namely by combining two activities, namely online and offline. Based on these data, it can be seen that the implementation of instructional supervision at SMAN/SMKN Malang City during the COVID-19 pandemic was also carried out in a blended manner. This can be seen from several techniques that are also carried out in a blended manner, namely: class observations, private conversations, meetings, workshops, MGMP and class visits. Based on the data presented in Figure 3, it can be seen that the class observation technique is mostly used, then followed by the teacher council meeting technique, MGMP, class visits, workshops and the least used is private conversation technique. The results of this data are influenced by the existence of policies regarding schools that have begun to implement limited face-to-face learning. So that some of the instructional supervision techniques carried out apply the blended system.

The implementation of instructional supervision activities at SMAN/SMKN Malang City which is carried out online or blended certainly requires a device or platform that is used to carry out these activities properly. So from the results of data collection on the implementation of instructional supervision carried out online or blended several schools using conference devices such as zoom, google meet, more about the platform used as shown in the following Graph 4:



Graph.4 Tools used in online or blended supervision

Based on Graph.4 about the devices used in the supervision of learning carried out online or blended at SMAN/SMKN Malang City, it can be seen that the use of zoom devices is the most widely used, then in the order of the two devices the most widely used is WhatsApp, followed by Google Meet, Ms. Team, Google Classroom and the least is the use of the school website. The use of zoom as a conference device is most widely used as a means of conducting instructional supervision activities. This indicates the relationship or relevance to online instructional supervision techniques, where the most widely used technique is the online class visit technique which in its implementation uses a conference device to see the teacher's teaching performance during the covid-19 pandemic.

4. CONCLUSIONS

Based on the results of the discussion, it can be concluded that the implementation of instructional supervision during the COVID-19 pandemic at SMAN/SMKN Malang City was carried out online, blended and offline. The implementation of instructional supervision carried out online mostly uses the online class visit technique. Meanwhile, the instructional supervision carried out in a blended manner mostly used classroom observation techniques. Meanwhile, the platform used during online and blended instructional supervision activities is through a zoom device. And the

implementation of offline supervision is influenced by the policy of face-to-face learning trials. The technique used during offline supervision is through class observation. The use of zoom as the most widely used device is relevant to the technique used, namely online class visits. Through this online class visit technique, supervisors can directly assess the teacher's appearance when carrying out online learning.

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