

The Efforts of Principals in Bengkulu To Ensure The Effectiveness of Post-Pandemic Educational Supervision

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ABSTRACT

This study aims to characterize the actual circumstances surrounding the oversight that school principals performed during the epidemic. Even though learning takes place at home, teachers still need to maintain administrative discipline and follow any applicable requirements when implementing the program. This study uses a qualitative methodology and is a field investigation. Snowball sampling was utilized to gather information, while interviews and observations with principals, teachers, parents, and students at senior high schools in Bengkulu City were employed as data gathering strategies. Data reduction, data presentation, and data verification were the methods employed in data analysis. The study's findings outline 14 features that the principal of the school should have in place to ensure that instructional monitoring is effective throughout the epidemic.

Keywords: Principal, Supervision, Pandemic, Effectiveness

A. INTRODUCTION

The learning process in schools is confronted with many uncertainties in a pandemic atmosphere like the Covid-19 pandemic. These uncertainties include those related to online and offline learning, the curriculum being used, academic assessments given to students, and government policies that are subject to change based on developments in the spread of Covid-19 exposure. As cited by LPMP DIY (2022), Minister of Education and Culture Nadiem Anwar Makarim stressed in his address the significance of streamlining the curriculum in exceptional circumstances (emergency curriculum). Nadiem also emphasized the necessity of changing curriculum implementation plans and procedures more completely, as evidenced by the curriculum's success in emergency situations. The trend of curriculum changes found in independent learning demonstrates a more flexible curriculum structure that emphasizes the core subjects and gives teachers the flexibility to use different teaching aids based on the needs and abilities of their students. Additionally, the program offers applications that offer a variety of references to further enhance the learning process overall. autonomous. Schools can choose from three curricula to be used in the post-pandemic learning recovery process: the emergency curriculum (or modified 2013 curriculum), the independent learning curriculum, and the full 2013 curriculum.

The school principal's role as supervisor is crucial in helping to restore the post-pandemic learning process because it involves keeping an eye on and assessing how innovative teachers are in the strategies, methods, and learning models they use on a daily basis. Additionally, the principal should mentor teachers to help them carry out their work with a responsible, effective, and honest attitude (Budiretnani & Riani, 2021; Khairi, 2011; Maladerita et al., 2019; Purnomo & Badriyah, 2021; Slameto, 2016). It is evident that the principal faces a very challenging challenge in planning and executing monitoring activities as part of her ongoing efforts to enhance the learning process implemented by instructors. The principal bears the primary responsibility for maintaining the institution of higher learning. The performance of educational staff must remain optimal despite the limited resources and infrastructure, such as laptops, internet networks, and the ability to use online applications, so school principals must exert additional effort to prevent teacher performance from declining as a result of the policy governing the distance learning process (Gultom et al., 2021). The principal of the school can assist in giving instructors direction or assistance in an effort to enhance their performance in

completing their jobs or in demonstrating alternate solutions to issues encountered throughout the teaching and learning process. The school principal's job is to keep an eye on the pupils in order to prevent learning loss.

When students are accompanied by teachers who are professional, agile, thorough, apply appropriate teaching methods, and care about their students' well-being, the student learning process becomes more dynamic and fulfills their potential (Maladerita et al., 2019; Purnomo & Badriyah, 2021; Slameto, 2016). This is why supervision programs typically focus on activities related to improving teacher performance in learning conditions, which are within their purview.

According to research by Maladerita et al. (2019), school administrators' supervision activities are especially designed to identify teacher administration and learning process activities. In addition to encouraging teachers to constantly acquire new information as a commitment to becoming professional teachers, supervision activities actually help teachers solve a variety of technical educational challenges that they encounter on a daily basis when learning occurs. The overlap of activities and the lack of operating finances present one challenge for school principals in providing supervision.

This study disproves earlier research on educational supervision carried out at a number of Bengkulu City schools, which concluded that school principals' role in educational supervision was not the best way to raise teachers' performance during the teaching-learning process. In actuality, a large number of teachers continue to impart knowledge without following established guidelines, which include lacking a syllabus, Learning Objectives Flow (ATP), Lesson Plan (RPP), Teaching Module, Semester Program (Prosem), and Annual Program (Prota), in addition to being disorganized in their duties. The principal's supervision of the school has not demonstrated a noteworthy impact on enhancing the learning process for the students. This is consistent with studies by Purnomo & Badriyah (2021) and Nurpuspitasari et al. (2019) that demonstrate the numerous challenges school principals face when executing their supervisory role in the context of online learning, like the Covid pandemic. 19. Thus, in order to ensure that supervision functions well and learning proceeds in an orderly fashion in compliance with current laws and rules, school principals need to exercise greater creativity in their supervision efforts by utilizing a variety of techniques.

The implementation of educational supervision by school principals faces numerous challenges, including the belief that supervision is merely a formality and that it serves as an

evaluation of teachers' performance (Pohan, 2020). Additionally, the goal of supervision is often interpreted narrowly, such as meeting accreditation requirements. According to Pohan's research (2020), supervision is a planned mentoring activity that school administrators carry out to support teachers and other educational staff in carrying out their duties and responsibilities in line with the goals of educational supervision. This helps to ensure that teachers don't waste their teaching time on unproductive activities.

The Minister of National Education Regulation Number 13 of 2007 concerning Academic Qualification Standards and Principal Competencies states that a principal should possess a number of managerial competencies. The principal, who is also a teacher, is tasked with overseeing the entire process and core of educational management in the school. Among the skills taught in schools are social, management, entrepreneurial, supervisory, and personality competence.

Someone who supervises in an educational setting is constantly confronted with the same, conflicting issues between the actual conditions of the institution and the government policies that need to be followed (Purnomo & Badriyah, 2021). This creates a paradoxical issue because, while a supervisor must enforce a regulation as quickly as possible, there are instructors or other staff members in educational institutions who are unprepared and unwilling to adjust as a result of the policy.

A supervisor's task is to invigorate teachers to solve difficulties with learning and improve instruction in accordance with the curriculum corridor. They also need to keep track of teachers' involvement in the preparation of different programs for professional development (Slameto, 2016). In order to help teachers be active and not indifferent, supervisors must also cultivate in them a feeling of responsibility for being more cautious and methodical in the teaching and learning process. In addition, supervision is an ongoing program that consists of actions meant to guide the educational environment in schools. To help teachers continually grow to their full potential, a school principal needs to be able to create a structured program of monitoring (Khairi, 2011; Kodariah et al., 2016; Maladerita et al., 2019).

Since supervisors are frequently referred to as teachers' teachers, they must possess mature managerial skills in regards to organizing and implementing school programs. This includes the ability to plan programs, plan programs, carry out programs with their team, assess whether activities deviate from program objectives, and make ongoing improvements.

Preparing a supervision program should prioritize eight factors: (1) competent leadership; (2) attention to learning quality; (3) efficiency in meeting learning indicators; (4) alignment with the vision, mission, and goals of educational establishments; (5) high standards for student achievement; (6) responsibility for school administration; (7) establishment of a learning community for the school community; and (8) encouragement and assistance from all school inhabitants (Slameto, 2016). The author is interested in learning more about Bengkulu school principals' efforts to preserve the efficacy of post-pandemic educational supervision based on the description provided above.

B. METHOD

This study, which is frequently referred to as a field study, is qualitative and employs a survey methodology. In-depth interviews and observation were used to gather data. Snowball sampling, which is a sampling technique that involves passing information from one respondent to another, was used to identify the sample. This approach is employed to elucidate certain patterns within the social communication (sociometrics) framework of a given group (Nurdiani, 2014). When the number of respondents or participants interviewed rises, the method begins with a snowball, which is described as a little information from one respondent. It then gets bigger as the snowball rolls, describing more and more information, until at last the sampling is deemed sufficient when the subsequent respondent does not provide additional information. Principals, instructors, parents, and students from Bengkulu City made up the respondents. Three steps make up the data analysis technique: data reduction, data display, and data verification. Conclusions are formed by analyzing responses to the objectives and supporting data from the interview process. They are then succinctly stated as research findings in plain language for ease of comprehension.

C. RESULT AND DISCUSSION

According to the findings of the responders' interviews, the school principal manages classroom supervision in the following ways:

1. Teachers monitor daily student attendance, and police who are scheduled daily throughout the epidemic perform additional temperature checks. This constitutes administrative supervision. When the principal provides teaching supervision, they go into the classroom and wait for the teacher to finish instructing the students. In addition, the principal will go

around the exterior of the classroom along the terrace each day after the bell rings to support learning activities during the pandemic. This is done to make sure the instructor is present in the classroom. If the teacher is absent, the principal comes in to inspire the pupils.

2. Call a meeting or provide educators with a briefing. This agenda-driven meeting takes place twice a month, once at the start and once at the end. Whether or whether there is information that has to be shared will depend on the circumstances surrounding the briefing. This brief is subject to change. The principle presents the evaluation of the administration that has been gathered to the principal during this meeting. The principal of the school will be able to determine the benefits and drawbacks of the teacher's administrative outcomes based on the administrative collection.
3. Have informal conversations with pupils, such as during study breaks. Asking questions about learning challenges and whether or not learning is enjoyable is one way the discourse relates to the learning process. During the Covid-19 pandemic, the principal of the school was also actively involved in providing tutoring to children in order to get them ready for the National Assessment (ANBK). The principal of the school makes an effort to contribute as much as possible in order to get the best results. Principals of schools also assign special teams to mentor pupils or give them more time to study; some even teach certain courses. Throughout the Covid-19 pandemic, the school administrator has implemented measures, and as far, all students have adhered with the established regulations. Thus, during the Covid-19 pandemic, the school principal's actions have aided in monitoring student learning.
4. Constantly assess the subject teachers' state of health. If a restricted face-to-face situation has been reached by the pandemic, this is accomplished by going around the classroom. The principal of the school uses WhatsApp for other checks. When a teacher is ill or has permission not to teach, the principal keeps an eye on them. Teachers frequently have permission to miss class for specific reasons. The concept of the principal is to never leave a class unattended by a teacher, nevertheless. Teachers who are allowed to miss work are typically covered by another educator. Teachers in the same subject area or at least teachers at that school meet the requirements that substitute teachers on that particular day also have.

5. Keep an eye on the financial planning process for the institution. Schedules for the day and other events are arranged in conjunction with student affairs, curriculum, administration, and other departments. The principal of the school places a high priority on adhering to all administrative procedures and is not content to accept the outcome. This is done to fix any problems, including those related to recording, that may have occurred.
6. Keep an eye on and assess educators. Once a month, there is a monitoring and evaluation session for teachers. This relates to the manner in which learning occurs. The challenges that arise are incorporated into future learning. Students frequently have emergency situations as well, which call for an urgent group discussion. Additionally, the principal of the school occasionally reviews the teachers' daily attendance records.
7. Always keep a positive rapport with committees, student parents, education agencies, foundations, and the community. Monthly parent meetings are one of the initiatives the school principal has undertaken. Typically, the school committee takes part in suggesting themes or subjects for events. Parenting days, early year meetings, school graduation activities, and other events are a few instances of meets with student parents. Apart from that, there are typically regular meetings to discuss issues at the school in order to keep excellent ties with the head of the foundation, the education office, or the school supervisor. Evaluations are occasionally conducted following an activity at school as well.
8. Keep an eye on the virtual education process. Sending a lesson video is one instance of a task assigned to students in online learning. A video of pupils yelling or singing might be used as an example to evaluate students' demeanor, attitudes, and level of confidence. Interviewing students' own parents about a specific topic is another example. The purpose of this project is to practice speaking with parents. Principals of schools frequently take part in instructors' online courses in order to observe how parents shape their kids' learning.
9. Make a list of all the things that stand in the way of learning. These barriers include those relating to teacher management during home learning and those arising from senior instructors' uneven use of new technologies. Senior and junior teachers collaborate in a work team that the principle forms to facilitate the sharing of technology, knowledge, and communication. The principal of the school keeps an eye on and assesses the justifications for allowing teachers to abstain from teaching. This includes keeping an eye on the actions of educators who have extra assignments to complete in class and conducting evaluations

either directly or indirectly (via email, Google Forms, WhatsApp, etc.) at the end of each week or at least once a month.

10. Teachers carried out instruction in accordance with protocols even during the pandemic. Teachers use a Google Form to complete their attendance online. Google Drive is used to store documents pertaining to teacher management, including lesson plans, quizzes, student score lists, and more. This is not the same as in-person instruction that took place before to the pandemic. Instructors check in at the office. The same is true for grade lists and assessments, which are typically turned in as printed materials. Teachers continue to support learning activities by attending webinars, seminars, and training sessions despite the pandemic. Teachers typically take part in online courses covering curriculum development, pedagogical skills, learning models, media, and other topics.
11. During one learning year, the school always holds meetings with students' parents once a month. There are times when the meeting is held simultaneously in all classes, and sometimes it is held in each class. The school packages these activities in the form of webinars, recitations and appreciation in various categories for its students. The school also gave appreciation to students' parents in the form of certificates for accompanying their children well at home during the pandemic. Activities like this are carried out in order to maintain good relations between the school and the students' parents as well as helping the monitoring and evaluation process.
12. The principal of the school functions as both the manager and the administrator of the educational establishment. To ensure that school resources are distributed effectively and efficiently, the principal of the school constantly supervises, oversees, offers inspiration and encouragement, becomes a friend to teachers, staff, parents, and students, and engages in interpersonal interactions.
13. In the educational process, the principal of the school serves as an example. This is shown by always arriving at school on time, staying late when you leave, keeping the school environment clean, and not being afraid to assist the janitor in sweeping and cleaning the school grounds. Respect is gained from school personnel such as teachers, staff and students as a result.
14. In terms of school resource management, the principal is a Learning Leader. The principal of the school is a learning leader who makes good use of the resources he has and manages

them in line with the laws of nature and the times. The principal looks for and acknowledges good aspects of school life by concentrating on what works in the school as an inspiration, a positive strength or potential in the school environment, and by using strengths as a lens through which to think. Human capital, social capital, physical capital, environmental and natural capital, financial capital, political capital, and religious and cultural capital are the seven primary school assets that make up the school's capital.

The challenges that educators have while putting the learning process into practice are comparatively intricate. The foundation of any online or offline educational program is its learning activities. Teachers' primary responsibility of supporting the building of knowledge must be performed to a high standard in order to shift learning patterns to more flexible and contextual learning. Because of their strong performance in multiple studies, educators are able to select and implement learning models, learning media, learning techniques, and learning strategies that work with multiple resources at once. This results in the development of engaging, creative, inventive, effective, efficient, and fun learning experiences for students (Isbianti & Andriani, 2021; Kristiantari, 2021; Marwanto, 2021; Santosa et al., 2021).

It is crucial to pay close attention to how school administrators supervise their staff both during and after the pandemic. Research findings support this, demonstrating that during the pandemic, online secondary schooling created a number of challenges for teachers to deal with, necessitating prompt action from school authorities. In addition to being in charge of accomplishing educational goals, school principals can serve as problem solvers, facilitators, motivators, mentors, consultants, communicators, counselors, leaders, and innovators (Al Faruq & Supriyanto, 2020; Ampofo et al., 2019; Brock et al., 2021; Hasan, 2019; Isbianti & Andriani, 2021; Kodariah et al., 2016; Maisyaroh et al., 2021; Sunaryo, 2020; U-Sayee & Adomako, 2021; Villar et al., 2021).

It is important for school principals to possess sufficient expertise in order to fulfill their supervisory roles. In order to welcome a better future and learning process after the pandemic, the school principal must be able to communicate the vision, mission, and goals of the institution and encourage all components of the school to be willing to participate, collaborate, and work together optimally without any element of coercion. In order to accomplish educational goals, a school principal with a transformational leadership spirit will be able to alter the orientation,

attitudes, convictions, and individual objectives of every component inside the school (Al Faruq & Supriyanto, 2020; Gultom et al., 2021; Turmidzi, 2021).

D. CONCLUSION

In order to make sure that educational procedures are carried out effectively in compliance with national education goals, the school principal plays a crucial role. The job of the school principal is to make sure that the process keeps functioning well while taking into account the dynamics of current developments, despite the fact that the pandemic has caused the learning process to change drastically in a short amount of time without any prior planning or readiness from teachers, students, or parents. The principal of the school needs to work together with everyone involved in these changes and make the required modifications. School principals make fourteen adjustments to ensure that educational monitoring remains effective. The researcher suggests that further investigation into the practice of educational supervision in the context of academic and non-academic supervision in secondary schools, including the application of clinical supervision and coaching-based academic supervision, serve as a roadmap for future research.

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