



Academic supervision practice: case studies in kindergartens during the Covid-19 Pandemic

Kurnia Febriyanti¹, Prima Suci Rohmadheny^{2✉}, Yuning Eka Rahma Wati³

^{1,2} Universitas Ahmad Dahlan, Yogyakarta

³ Institut Agama Islam Ma'arif NU Metro

✉ prima.rohmadheny@pgpauud.uad.ac.id

Article Information

Submitted October 4, 2022

Revised December 13, 2022

Accepted December 29, 2022

Keywords

Academic Supervision;
Headmaster;
Pandemic.

Abstract

Academic supervision at TK LKMD Ngambah by the headmaster before the pandemic only completed the teaching observation step and was carried out directly. With the change in education policy during the pandemic, there is a background in this research. For this reason, this study aims to explore and describe in-depth information about the implementation of school headmaster academic supervision during the pandemic at TK LKMD Ngambah. The present study employed qualitative research with a case study approach. One headmaster and three teachers participated as the research subjects. Interviews, focus groups, and documentation were utilized to collect the research data. The study used source triangulation and member checks to assess the data validity. In analyzing the data, the Spradley model was completed. The results showed that the implementation of academic supervision at TK LKMD Ngambah during the pandemic followed the stages of academic supervision. The implementation was still carried out directly, even though learning was online. Furthermore, the learning support documents were not thoroughly examined, and the filling-out of the assessment instrument was manipulated.

INTRODUCTION

Supervision in educational units is needed to carry out control and evaluation so that improvements can be made (Aziz, 2016; Rodliyah, 2014; Sohiron, 2015). Improvements resulting from the implementation of supervision can help teachers overcome difficulties. The methods used in supervising teachers are in the form of discussions and interviews outside the classroom. At the same time, clinical or in-class supervision is carried out according to a predetermined schedule and by observation or direct observation of the learning process (Ambarrukmi et al., 2019; Leniwati & Arafat, 2017; Rohmatika, 2018). Supervision is needed at all levels of education to achieve quality education, including at the Early Childhood Education unit (PAUD).

Supervision is divided into internal and external supervision, where the unit head should ideally carry out internal supervision. The implementation of supervision by the head of the unit is carried out directly and through three stages, including revealing that the implementation of supervision by the head of the unit which is carried out directly requires three stages, namely (1) the initial meeting stage, namely in the form of preparation of instruments and discussion

of scheduling, (2) the learning observation stage, namely the unit head observes the learning process and fills in the instruments to observe the teacher's behavior during appropriate learning, and (3) the return meeting stage, in which the unit head discusses the results obtained during the assessment and provides feedback (Ambarrukmi et al., 2019).

However, the implementation of supervision in the conditions of the Covid-19 pandemic changed to adjust to education policies during the pandemic. Previous studies stated that supervision during pandemic conditions was still carried out using an online or virtual system containing daily discussions (Takhlishi, 2018; Warmansyah, 2020). This shows that the implementation of academic supervision can still be carried out in pandemic conditions online.

Academic supervision carried out by the head of the unit aims to provide follow-up evaluations as the final stage in implementing academic supervision. However, this did not work as it should because the study's results stated that supervision practices were carried out by filling in instruments on teacher performance in implementing learning and only to fulfill accreditation and administrative interests. (Rodliyah, 2014). Thus, the common practice is that the supervision carried out by the head of the unit has not been properly utilized but is only limited to administrative fulfillment. The results of this study are similar to the conditions found by researchers through preliminary studies, even though previous studies were produced not from PAUD units. The locus in this study is a differentiator from previous research on the practice of supervision, which is only for administrative fulfillment. Based on the results of interviews with the head of TK LKMD Ngambah, information was obtained that in pre-pandemic conditions, when learning was carried out face-to-face, academic supervision was only passed up to the teaching observation stage, namely by visiting teachers in class. Another empirical fact obtained is that the head of the unit often orders teachers to fill in the supervision instrument instead of carrying out their supervisory duties. The practice of academic supervision at TK LKMD Ngambah is done in person, while learning is done online. Therefore, researchers find it interesting to dig up in-depth information about implementing academic supervision at TK LKMD Ngambah.

METHODS

This research uses descriptive qualitative with a case study approach. The time for conducting the research is for six months. This research involved the head of TK LKMD Ngambah as a participant to obtain information related to implementing academic supervision during a 60-year-old pandemic with the last education S1 PAUD and other informants in this study 3 teachers of TK LKMD Ngambah as a source of data support in obtaining information.

Teachers aged 60 years and 35 and the last education is not a graduate of PG PAUD. In this study, data collection techniques were used through interviews, FGDs, and documentation, while testing the data's validity using source triangulation and member check techniques. Data analysis uses the following steps: (1) to obtain an overview related to the problem under study, (2) analyze all data obtained by domain and look for important data, (3) organize in a domain not the same domain but in a different domain (taxonomic analysis), (4) drawing common threads and conclusions from the data that has been obtained into themes (theme analysis). The technical procedure for this research is described in Figure 1 below.

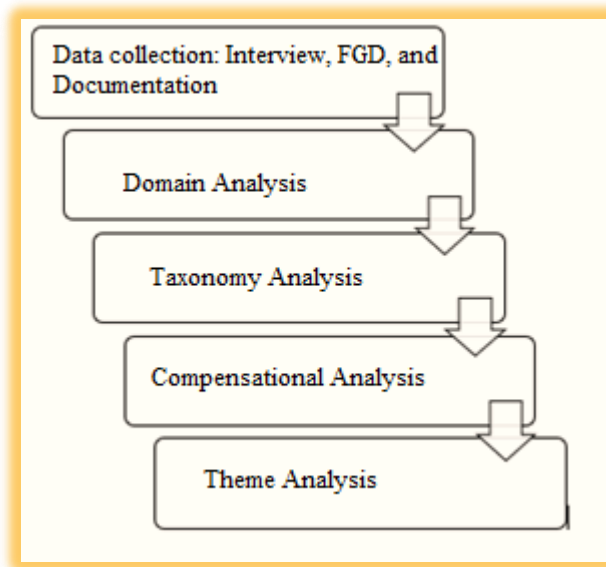


Chart 1. Research Procedure

RESULTS AND DISCUSSION

A. Result

Based on the results of interviews with all participants, it was found that the implementation of academic supervision at the LKMD Ngambah Kindergarten during the pandemic was carried out in several stages, namely, (1) the initial meeting stage, (2) the teaching observation stage, and (3) the return meeting stage. These results are described in the themes of the research results, which can be seen in Chart 2 below.

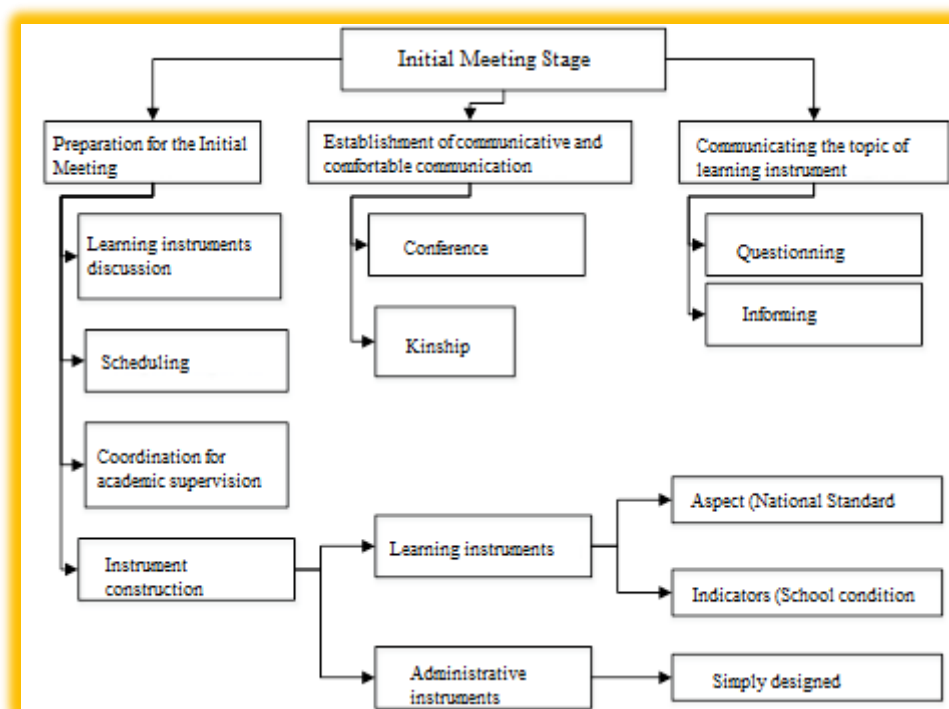


Figure 2. The Theme of the Initial Meeting Stage

Based on the results of the theme chart above, it can be seen that at the initial meeting, the unit heads made several preparations. The initial preparation is carried out through the following: discussion of learning tools, preparation of a schedule for implementing academic supervision, and coordination. Learning devices in question discuss that the teacher consults on learning devices so that the teacher can prepare well. The schedule is prepared by involving the head of the unit and the teacher to reach a mutual agreement regarding the timing of the supervision. Coordination is carried out by the head of the unit to see the lack of documents made by the teacher and the preparation of instruments in the form of reprints and photocopies.

Meanwhile, the unit head also creates communicative communication with the aim that the implementation of academic supervision can run without tension and the teacher can provide maximum performance and communicate learning topics with the aim that the teacher can prepare ahead of time. However, in compiling learning tools the unit head is not involved in providing ideas or ideas. Next, in preparing supervision instruments, TK LKMD Ngambah did not develop new instruments used during a pandemic, while learning during a pandemic was carried out differently. Learning is carried out online, but the supervision instruments used to conduct learning assessments are not adapted to changes in policy in the learning system, one of which is apperception (interactive) activities carried out during face-to-face learning not carried out during online learning, but learning assessment instruments are still there is.

Then, in carrying out the observation stage, teach the head of the unit to make observations. Where observation during this pandemic was carried out using two alternatives, namely (1) direct observation in the unit in the form of checking documents such as learning tools, compilations, and assessment recaps, and observing the process of making video props by the teacher to be used as teaching materials, and (2) WhatsApp group observations were carried out to observe teacher interactions with students in the form of giving feedback when collecting works. However, the observations made by the head of the unit during the pandemic were not carried out in full. The unit head observes the teacher's preparation for teaching, namely making lesson plans, learning videos, and providing various learning material tools. However, the unit head does not observe the teacher's methods or processes in conveying the designed learning resources and tools to students.

Because the head of the unit does not make full observations, the assessment by the head of the unit is carried out by not fulfilling the principles of assessment. The unit head determines the assessment by manipulating the results obtained; namely, the unit head gives a maximum score of 4 to 5 on a scale of 1 to 5, even though the unit head does not make observations on the learning process as a whole. The theme of the teaching observation stage is illustrated in Chart 3 below.

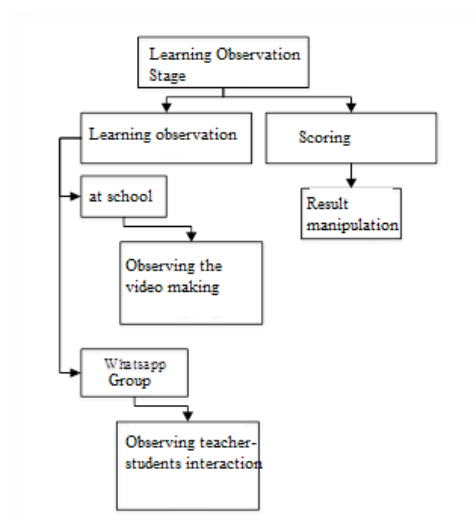


Figure 3. The Theme of the Learning Observation Stage

The next stage is the return meeting. The feedback meeting in academic supervision at TK LKMD Ngambah during the pandemic period was carried out through several activities, namely (1) discussions where all teachers and unit heads exchanged ideas on deficiencies found during teaching observations which then both teachers and unit heads could provide opinions and sharing experiences, (2) deliberations on teacher approval of the results obtained by signing and teachers can complain if they object to the results obtained, (3) guidance in which the unit

head guides TK LKMD Ngambah by providing input and opinions, and involving teachers in workshops, seminars and training in the hope that teachers can develop skills, improve performance, and improve them, (4) feedback in the form of providing input and direction, unit heads also motivate teachers who have not met standards and appreciation for teachers who have good results. The theme of the feedback meeting stage is illustrated in Chart 4 below.

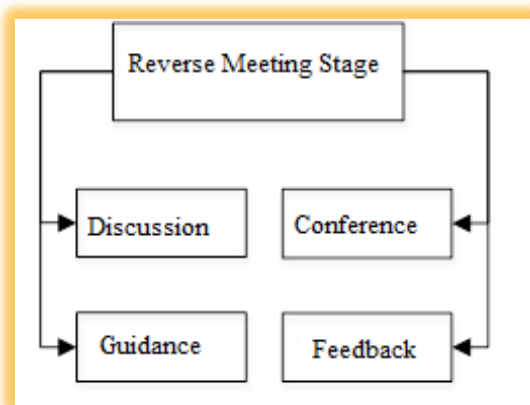


Figure 4. The Theme of the Return Meeting Stage

B. Discussion

Based on the results described above, the unit head at TK LKMD Ngambah was following the process of carrying out academic supervision during the pandemic as a whole. This finding aligns with the stages that should be carried out during academic supervision: the initial meeting stage, teaching observation, and feedback meeting (Ambarrukmi et al., 2019). This fact indicates that TK LKMD Ngambah is still trying to carry out all supervision stages even though it is in a pandemic condition. However, the head of TK LKMD Ngambah practices data manipulation in giving judgments.

Such practice can potentially reduce the achievement of supervision objectives, where the aim of academic supervision is to increase teacher professionalism or provide guidance to improve the quality of teaching and education. (Aziz, 2016; Japemar et al., 2020; Suryadi, 2016). When supervision is not carried out with the correct steps, approaches, and methods, it will result in poor quality supervision. Because the quality of academic supervision carried out by the unit head has a significant relationship with teacher performance, the higher the quality of the unit head's academic supervision, the more teacher performance will increase. (Khoeriyah, 2015; Nurdin et al., 2021).

The LKMD Ngambah Kindergarten instrument does not develop new instruments used during a pandemic, while learning is carried out differently. Learning is carried out online, but the supervision instruments used to conduct learning assessments are not adapted to changes in policy in the learning system, one of which is apperception (interactive) activities carried out

during face-to-face learning not carried out during online learning, but learning assessment instruments are still there is. The development of academic supervision instruments needs modification so that there is an evaluation of indicators that are adapted to ideal conditions (Hariyati et al., 2021; Sembiring, 2022).

Meanwhile, in communicating the topic of learning, the head of the unit was involved in the preparation, so he did not provide ideas or strategies. Even though it is hoped that the heads of units will also participate in managing education, including learning in their respective institutions (Ali, 2020; Cecep et al., 2021). Unit heads are educators, administrators, leaders, and supervisors who are expected to be able to manage educational institutions and be involved in educational programming so that institutions experience better development (Marno, 2013).

Based on the results obtained, it turns out that in TK LKMD Ngambah, they also carry out supervision techniques that, in practice, still follow existing theory despite the pandemic conditions. TK LKMD Ngambah uses individual supervision techniques, namely the head of the unit makes observations of each teacher who is carrying out learning. According (Rohmatika, 2018) explained that individual supervision means that only one person is supervised and that one person is dealing with one supervisor or unit head during the observation process. Research results (Wakingah Wakingah, 2018) explained that implementing academic supervision with individual techniques could facilitate supervisors in making more intense observations and positively impact teachers in improving academic abilities.

During the observation or teaching observation stage, the head of the TK LKMD Ngambah unit during the pandemic used two methods: directly in the unit and through the WhatsApp group. In line with the study's results, it was stated that supervision during a pandemic was implemented by utilizing unit heads joining virtual classes. However, this study did not state which application was used virtually. (Takhlishi, 2018). This also confirms similarities with other research that the implementation of academic supervision in schools continues to run directly because there is a face-to-face learning system in rotation (Pohan, 2020). The difference is that TK LKMD Ngambah is carried out directly by reducing the observation process so that not the whole learning process is observed.

The unit head also checks supporting documents such as assessment compilations and learning tools in teaching observation. However, the document checking was not examined in detail, only seen from the completeness of the documents prepared by the teacher. With this in mind, the unit head should continue to carefully examine documents that are tailored to the unit's vision and mission because the learning process of the unit head also comments on both

the learning tools and the completeness of the documents made by the teacher, so that the unit head can be objective in giving assessments (Masaong, 2013; Rahmawati, 2017; Sadtyadi et al., 2014).

The study results also show an empirical fact that the head of the TK LKMD Ngambah unit conducts an assessment by manipulating the results obtained, namely by giving a score between 4 to 5 on a scale of 1 to 5. This is because it is given without looking at the learning process that the teacher has carried out. The unit head has no basis and assessment material because observations are not carried out thoroughly in the learning process, but only observe the teacher's preparation in providing learning tools and resources. For this reason, charging is not done following actual conditions. The assessment should be given in accordance with the aspects determined at the initial meeting and the conditions during the observation (Sohiron, 2015) because the results of thorough observations become material for analysis (Yuningsih & Sunhaji, 2021). This is caused by the assessment, which aims to identify the quality of mastery of teacher competencies (Hasanuddin, 2018), and the teacher's high competence mastered by the teacher is very influential on children's learning outcomes (Dermawati, 2013).

At the return meeting, the head of the TK LKMD Ngambah unit had implemented it well, namely by holding discussions with the teacher, deliberating on the approval of the results and providing feedback when the teacher expressed objections to the results obtained, guiding by involving the teacher in training, workshops, seminars where the teacher hoped can fix problems in learning. This is supported by research that suggests that providing assistance, such as training, training, and workshops, has an impact on increasing educators' professionalism and can solve learning problems (Rodliyah, 2014). Same with the results of research that discusses the provision of guidance by unit heads through training, seminars, MGMPs, and others that contribute to teacher performance in learning (Pratama & Lestari, 2020; Sumiati, 2019; Rakib et al., 2017; Sola, 2019)

Educators need self-development activities such as workshops, training, and training activities to develop learning strategies and media (Indrawati et al., 2017; Martapura et al., n.d. 2020). This requires the ability of the unit head as a supervisor to follow up on the results of the implementation of supervision so that the quality of supervision will result in changes to teacher performance (Suryadi, 2016). Therefore, it should be encouraged by the head of the unit to recommend teachers to take part in development activities that are based on the results of proper and accurate supervision.

The next step is providing feedback. Giving feedback, namely giving directions, the head of the unit also provides motivation and rewards for teachers so that with motivation, the

teacher can improve his performance, and the award is expected to be maintained by the teacher. This is reinforced by the results of research (Japemar et al., 2020; Tambunan, 2019; Djafar et al., 2018) that motivating unit heads can impact educators in improving performance. Research result (Chiar et al., 2017) the appreciation given by the head of the unit can have a positive impact on improving the ability of teachers because teachers feel their efforts are appreciated.

CONCLUSIONS

Based on the description of the results and discussion, it can be concluded that the implementation of academic supervision during a pandemic at LKMD Ngambah Kindergarten was carried out in the following stages: (1) the initial meeting stage, namely discussing learning materials, preparing schedules, establishing communicative and comfortable communication, and communicating learning tools, (2) the teaching observation stage, namely making observations in the unit directly and through WhatsApp groups, as well as conducting assessments according to the instrument, and (3) the return meeting stage for the head of the unit to carry out discussions with the teacher, deliberations, guidance, and feedback. The findings obtained in this study include, first, the implementation of supervision which was not carried out thoroughly in the observation stage, so the assessment was not adjusted to actual conditions because the TK LKMD head did not have data for assessment. The head of the unit only makes estimates between 4 to 5 on a scale of 1 to 5. Second, the instruments during the pandemic used the same instruments as before, even though the learning systems and syntax were different. Therefore, it is hoped that this can become material for improvement in the implementation of academic supervision to provide changes for both unit heads and teachers to make units more advanced and qualified.

ACKNOWLEDGEMENT

The researcher realizes that this research cannot be separated from the support and assistance of various parties. Therefore, the researcher would like to thank:

1. TK LKMD Ngambah has accepted researchers and provided opportunities for researchers to conduct the research.
2. FKIP UAD has allowed researchers to compile this research article to completion.
3. Various parties have helped in the preparation of this article so that this article can be completed properly.

AUTHOR CONTRIBUTIONS STATEMENT

YREW is one of the section editors. He works as a proofreader on this article and completes the parts of the article that are not maximized

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