

Research article

The Effect of Learning Supervision on Graduates' Competitiveness During the COVID-19 Pandemic: A Case Study

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Abstract.

Some studies argue that the COVID-19 pandemic has led to a massive decline in the quality and competitiveness of undergraduate students today. The pandemic has had a tremendous impact on the world of education, especially. Therefore, educational institutions are expected to maximize their role, in terms of leadership design, improvement in the quality of learning and curriculum, supervision, formation of a positive school atmosphere, self-assessment and evaluation, and involvement of parents (society). A strategy that can prove to be effective is to conduct learning supervision. Supervision activities are expected to improve the learning process. This study aimed to describe: (i) the application of standards and learning models during the pandemic and (ii) the learning supervision strategies implemented during that time. This research was qualitative. Data were collected through structured interviews, observation, and documentation and analyzed based on the theory of Miles and Huberman through the stages of reduction, presentation, inference, and interpretation. The results of this study explain that: (i) learning at SD Muhammadiyah 2 Kejaman during the COVID-19 pandemic was done using a hybrid learning model, namely two-way learning (offline and online), and (ii) learning supervision was carried out by school principals during the COVID-19 pandemic to maintain and improve the quality and competitiveness of undergraduates.

Keywords: supervision, hybrid learning, COVID-19 pandemic

1. Introduction

Education is essentially a process to prepare humans to be able to develop abilities and shape character and civilization in order to educate the nation's life.[1] Education is also expected to produce students who excel and have high faith. A good education is expected to have implications that focus on the process of individual development in accordance with religious values and the life they hold.

The years 2020 and 2021 will be the most special years, especially for the world of education. Due to the Covid-19 pandemic, various educational unit activities, from school planning, emergency curricula, learning patterns and strategies, to financing,

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Published 20 June 2022

Publishing services provided by
Knowledge E

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Selection and Peer-review under the responsibility of the ICIGR 2021 Conference Committee.

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are currently experiencing obstacles. This situation will certainly have a major impact on the quality of graduates (output) of each educational unit.[2] In fact, the quality of graduates is a reflection of the input and the educational process. No one dares to ensure that the pandemic will end, even now a new variant of omicron has reappeared. Therefore, if we just sit still and blame the existing situation, then there is no benefit that we can get other than only regret and disappointment. Because of the Covid pandemic phenomenon, this should be used as a momentum to innovate because actually this pandemic forces us to think hard, act more creatively and innovatively.

In the context of educational unit institutions, they are required to prepare the basic things needed to fulfill the requirements for providing quality education during the pandemic. One of the most central issues to date is the facility and effectiveness of online learning. Fundamental problems that must be addressed immediately are the unequal ownership of smartphones and internet quota support among students, the distribution of the internet network that is not yet optimal as well as other shortcomings, especially in terms of material effectiveness and limited interaction between teachers and students. The quality and competitiveness of education graduates must remain a major issue that must be considered. In this regard, Sallis revealed “quality is at the top of most agendas and improving quality is probably the most important task facing any institution.[3]

Therefore, educational units must be able to meet rapidly changing educational qualification standards, to ensure that the learning process and other educational services can be implemented properly and are able to realize the quality or competitiveness of graduates. An educator is not only required to master academic competence but also must be able to organize IT-based learning. This is a new challenge that must be immediately resolved, especially during the COVID-19 pandemic.

2. Theoretical Studies

2.1. About Supervision

The word supervision consists of the word super which means more and vision which means to see or review.[4] In a scientific sense, supervision is defined as a service provided by the leader to bring teachers (people who are led) to become more capable teachers or personnel in accordance with the development of science in general and education in particular in order to increase the effectiveness and efficiency of the learning process in schools.

Experts put forward the definition of supervision as an aid to co-workers (staff) for the development of an effective teaching environment. Adams and Dickey provide a limit as to the planning of learning improvement programs.[5] Meanwhile, Wiles provides limitations on supervision is service activity that exists to help teachers do their job better.[6] Based on the above definition, it can be concluded that supervision is a series of assistance in the form of professional services, these services are provided by more skilled people to teachers as educators to realize the planned educational goals.

So supervision has a broad understanding, namely in the form of all kinds of assistance from school leaders, which are aimed at the quality of teacher professionalism as educators in an effort to achieve educational goals.[7] Supervision activities are coaching activities that are carried out systematically to assist teachers (educators) in carrying out their work effectively.[8]

2.2. Quality and Competitiveness of Graduates

In general, quality implies the degree (level) of superiority of a product (the result of work/effort) both in the form of goods and both tangible and intangible.[9] Quality is a thing related to passion and self-esteem.[10]

Definition of quality according to Daming is a solution to achieve continuous improvement.[11] while the graduate is a qualification criteria for the abilities/skills of students which are expected to be achieved after completing their study period in an educational unit at a certain level.

To overcome educational problems, each education provider should make efforts to manage educational resources effectively and efficiently, the aim is to maintain and even improve the quality and competitiveness of its graduates. Variables forming the competitiveness of graduates in educational institutions;[12]

1. Maximization of educational resources Adequate resources will be able to improve the quality and competitiveness of graduates. Principals, educators and education staff and even school facilities and infrastructure must be able to play a maximum role, of course supported by systems and mechanisms as well as a strong school culture that will be able to improve future school brands.[13]
2. Quality and competitiveness of graduates There are several quality qualities and competitiveness of graduates that can be used as a parameter of competitive ability, namely the quality of graduates that other institutions do not have (exclusive licenses), cannot be competed with other institutions because they already have

Strong Brands and are strengthened by social networks through the synergy of alumni, exclusive licenses, and the quality and competitiveness used by schools in general. [14]

3. Products that cannot be produced by other institutions are only owned by schools that receive
4. Products that are difficult to compete with by other institutions, educational units are often in great demand by students and their existence is highly respected by their competitors because they have competitiveness parameters that are relatively difficult to compete with other educational institutions, namely having distinctive and distinctive educational resources. [15]

3. Research Methodology

This research is a qualitative descriptive study. Qualitative research is a research method based on the philosophy of postpositivism, used to examine the condition of natural objects where the researcher is the key instrument, sampling of data sources is carried out purposively, collection techniques are triangulation, data analysis is inductive/qualitative, and research results qualitative emphasizes meaning rather than generalization.[15] The research data were taken using structured interview techniques, observational studies and documentation. The research subjects include the principal, the teacher council, and the school committee. The research data obtained were then analyzed using the technical analysis of the Miles & Huberman model through the stages of reduction, presentation, inference and interpretation of the data. The results are presented in the discussion in the next point.[16]

4. Research Results and Discussion

4.1. Research Results

Supervision is part of efforts to improve the quality and competitiveness of graduates, so that supervision is also related to increasing teacher competence, especially professional competence. This was conveyed by the principal as follows:

"I routinely supervise the teachers at my school. I do this on a scheduled basis. I check carefully and I discuss with them if there is something that is not in accordance with my views. Indeed, there are times when I am busy so that my supervision does not match the schedule I set. My goal in supervising is to ensure that my teachers

are ready for learning even during the pandemic. Don't let them teach without being prepared. I check the completeness of teaching teachers. Starting from the educational calendar, lesson schedule, annual program, semester program, syllabus, lesson plans, assessment and analysis as well as remedial and enrichment programs."

The success of supervision must be based on an approach that can support student achievement and the quality and competitiveness of graduates. Supervision must be able to ensure the continuity of improvement and changes in the learning program. Increasing teacher professionalism is an effort to help educators to have professionalism in carrying out their duties as educators, this is in accordance with what the Principal said as follows:

"In improving teacher professionalism, namely: for teachers who have not completed their studies, we encourage them to complete their studies, for those who are not eligible, for those who do not understand, we develop to be able to understand more about what the teacher does not understand, because the purpose of supervision itself is to provide assistance to teachers so that they can further improve their quality as teachers"

Based on the results of interviews and observations made by the researchers above, it can be concluded that the supervision carried out is constructive and provides guidance. These supervisory activities have several characteristics, namely:

4.2. Guiding

The supervision carried out by the principal is educational in nature with a humanistic approach, providing problem solving-based advice in accordance with the mission and vision of the school.[17] According to the information from the Head of SD Muhammadiyah 2 Kejapanan Gempol explained that:

"The supervision I do is guiding, it doesn't have to be harsh and by practicing family values in accordance with the vision, mission and goals of this institution, and also involves all existing components and maintains the harmony that exists for the sake of advancing the institution."

4.3. Continuously and As Needed

Supervision must have a clear program planning formulation and contain activities aimed at increasing the usability and results of the teaching and learning process in improving the quality and competitiveness of graduates. The principal also explained:

"The supervision itself is carried out continuously and according to need, so it doesn't have to be every two weeks or once a month, for example, but we adjust it to the circumstances or the situation of the teachers themselves. , but if the performance has been supervised, we still consider it less than optimal, so we will supervise it again, but the time period does not have to be tight because we are afraid that the teacher will feel pressured".

Supervision is assistance given to all school staff to improve their ability to carry out their duties and aims to develop a better teaching and learning situation, so as to improve the quality and competitiveness of graduates. The Deputy Principal explained:

"To achieve the desired goals, supervision is provided continuously and continuously, because supervision cannot be carried out only once or twice. But it must continue in accordance with the times. The principal explained that the supervision techniques carried out were individual and group techniques, "In the implementation of supervision I combine individual and group techniques, and individual techniques, because I adjust them to the problems being faced and the existing conditions or circumstances".

Based on the results of observations at SD Muhammadiyah 2 Kejapanan, the learning supervision carried out by the principal was based on the technique, namely:

4.4. Group technique

Group technique is supervision that is carried out in groups or coaching a number of teachers by one or several supervisors which can be done through teacher meetings with the aim that all teachers get guidance and direction jointly related to teaching and learning. Supervision at this teacher meeting is to convey new ideas and ideas related to their professional performance. The Principal explains:

"The teacher meeting is chaired directly by the principal, at the teacher meeting the principal provides direct directions and input to all teachers in the meeting, and provides opportunities for teachers to express their aspirations, where these aspirations will be heard by all teachers".

in this school. In addition, the principal also provides guidance based on the subject teacher family. As the principal explained:

Teachers who have the same subjects gather to discuss the material and matters regarding the subjects according to their needs, which will later be given directions to these teachers.

"The discussion of teachers in one field of study is aimed at solving problems in the field of study taught by the teachers, which includes methods of delivery that are

acceptable to students, problems of understanding, and methods used in class, which will be given input by the supervisor. for the solution.”

Based on the results of the interviews above, coaching teachers in one field of study can solve the various difficulties experienced by these teachers by collecting all the existing problems which will later be found together.

Teacher guidance is also carried out by involving teachers in workshops, training, seminars and workshops in order to gain new knowledge and experiences that can be implemented in the learning process. Discussion activities face to face with each subject teacher are also carried out intensively and continuously.[18] The principal also conducts home visits to classes to find out firsthand the ongoing KBM project.

One of the supervisory activities carried out by the school principal is to instruct all teachers to prepare learning tools. The device must be approved by him. This is in line with what one teacher at SD Muhammadiyah 2 Kejawanan said:

“Teachers are required to compile learning tools even though we get them from other schoolmates or download them, the important thing is that they exist and have been modified. At the beginning of the year and the beginning of the semester, we print and we continue to bundle. We will hand over the device to the principal to get a signature.”

Apart from academic tools. The principal also supervises learning. Learning supervision is usually carried out by the principal every mid-semester. The responses of teachers to the presence of school principals in academic supervision varied. This is as conveyed in the following excerpt from the interview with Anik Wakhidah:

“Learning supervision is carried out every mid-semester. September to October in semester 1 and late February to March in semester 2. In fact, the teachers are still nervous, so sometimes they misbehave in front of their students. I understand this because there are supervisors who also monitor learning”

When asked about the involvement of the school committee in supervision, Anik Wakhidah said that the school committee was not directly involved in supervision issues. This is as conveyed by the principal in the following interview excerpt:

“School committees don’t want to be involved in supervising teachers. Although the technical guidelines clearly have authority in that direction. But they don’t want to. They have completely trusted us. However, we still need their considerations and opinions so that the quality of schools increases from year to year.”

The headmaster’s statement was confirmed by Hasyirudin, the head of the school committee. Hasyirudin in his interview excerpt said: “We trust the principal. We also

believe in teachers. They are people who have been educated in college. God willing, the knowledge possessed is sufficient to educate children. So we do not involve ourselves in the supervisory function. Leave the principal alone. We only provide input and assistance that is deemed sufficient for improvement.

” According to the principal, the objectives of this supervision are: “I want to make sure all students get the best learning. If this best learning materializes, God willing, the quality of education in this school will be better, including the quality of graduates from this school. This can be seen from the alumni here who are widely accepted in favorite schools. The children also won many prizes in the competitions held. They even won at the provincial level.”

In the midst of the COVID-19 pandemic, the supervision carried out by the school principal turned out to be very effective in improving the quality and competitiveness of graduates, this was as expressed by the principal in an interview session with the author. Supervision carried out during a pandemic like today is very effective because supervision activities involve the preparation and readiness of teachers in carrying out learning in the classroom such as lesson plans, syllabus and so on. Therefore, in the midst of this pandemic, supervision activities are really needed to maintain the quality of learning which will affect the quality and competitiveness of graduates.

Nur Hamidah and Nur Asiyah confirmed the principal’s statement. They are of the view that circumstances force teachers to develop themselves and follow developments. Otherwise, learning will be missed. One form of self-development that teachers do is to familiarize themselves with distance learning (online) by using existing applications such as WA groups, zoom, meet, google classroom and so on.

At the time of the implementation of the new normal limited face-to-face learning (PTMT), learning then underwent a slight change. Principal says:

”After the new normal and limited face-to-face meetings, we allow students to enter while still implementing health protocols, students cannot have more than 15 children per class and the duration is limited to 3 hours a day. So half the students at school, the rest study at home. Actually there is a positive side. However, there is also a negative side. On the positive side, the interaction between children and teachers is re-established. But the negative side of the teacher works twice, preparing face-to-face learning and also face-to-face (online). The burdens increase but the welfare does not change.”

5. Discussion

As Habegger explains, the principal responsibility of the principal is to create and maintain a high-achieving educational environment. Furthermore, he identifies three essential elements for creating a high-achieving learning environment: students, educational staff, and the community.[19] In this case the principal is aware of his function and role in improving the quality of schools and the competitiveness of graduates.

The actions of a school principal have actually reflected an action that seeks to improve the quality of schools and graduates. Academic supervision carried out by the principal is a structured and planned program in accordance with standard operating procedures (SOPs) set by the principal. Theoretically this is in line with Sahertian's statement which states that the main function of teaching supervision is to improve and improve the quality of teaching and teaching development so that teaching improvements continue to be made.[20]

Supervision carried out by the principal is divided into two types. First, supervision of the completeness of learning tools that function to monitor the readiness of learning documents include: educational calendar, details of effective pecans (RPE), lesson schedules, annual programs, semester programs, syllabus, lesson plans, assessment and analysis as well as improvement and enrichment programs. Second, academic supervision is the activity of monitoring all learning activities in the classroom. This is in line with the meaning of academic supervision according to Jatmiko, namely, professional services carried out by school principals, school inspectors and other supervisors and supervisors to improve learning processes and outcomes, so many experts provide supervision limits as assistance to staff to develop a more comfortable learning situation. good.[21]

During the COVID-19 pandemic, supervision activities were carried out in two directions, namely offline and online by utilizing online learning applications such as zoom meetings, goggle meet and so on. This is because the learning model held in schools is a hybrid learning model, namely offline and online 2-way learning. As stated by the principal in the interview response, namely... *"After the new normal and limited face-to-face meetings, we allow students to enter while still implementing the health protocol, students are not allowed to have more than 15 children per class and the duration is limited to 3 hours a day. So half of the students are at school, the rest are studying at home."* The principal's statement is corroborated by the following teacher statement: *"The best learning is a hybrid, a combination of both types of learning models. There*

is no other alternative that can be chosen, so it must be implemented even though it is a little more difficult.”

The practice of combined online and offline learning during the covid-19 pandemic developed by the principal above is in accordance with the opinion of Ferdig et al. who said that hybrid learning is a pedagogical approach that combines face-to-face instruction (F2F) with computer-mediated instruction.[19] In general, supervision activities carried out by school principals are able to improve the quality of learning quality, which means it can also improve the quality and competitiveness of graduates. With the hybrid learning model, teachers are able to take lessons, namely increasing teacher competence, especially in the field of mastering information technology and digitalization, and being able to find variations in learning models so that students do not feel bored with only one approach model which is done monotonously. Supervision of learning carried out through WA groups, zoom meetings, google meet, google classroom, Microsoft team is able to maintain and even improve the quality and competitiveness of graduates. This is in line with Powell's view which states that the purpose of implementing learning supervision is to help teachers achieve what they strive for every day.[20]

In addition, children get new experiences that they have never had before. This allows children to be enthusiastic and motivated to get higher learning achievement.[21] Hybrid supervision also becomes more flexible because it can be carried out anytime and anywhere.

6. Conclusion and Suggestions

Based on the findings and analysis above, it can be concluded several things: (1) learning supervision is carried out routinely by the principal in a hybrid way (offline and online). (2) Supervision carried out by the principal, namely: supervising the completeness of learning devices and academic supervision and supervision of online learning through the zoom application or other.

Suggestions that need to be considered by schools in improving the quality and competitiveness of graduates are (1) increasing teacher competence in strengthening offline and online learning; (2) maximizing facilities and infrastructure as an effective learning medium for improving the quality and competitiveness of graduates.

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