

# **Educational Supervision by School Principal for Maintaining School Excellency During Covid-19 Pandemic at Junior High School 5 Yogyakarta**

**by Priadi Surya, Lia Yuliana, Lantip Diat Prasajo, Aris Suharyadi, M.M.Wahyuningrum Handayani, Nurtanio Agus Purwanto**

## **ABSTRACT**

The Covid-19 pandemic situation in Indonesia is dynamic, and the changes occurred in any time. The learning process during this pandemic includes from online distance learning, face-to-face learning at school, and back to online learning at home while the virus transmission raise. This affects the teaching-learning quality. There are problems on teaching-learning quality during this pandemic, such as: teachers do not have ability to use technology on distance teaching-learning; students difficult to follow learning process due to their mobile phone is used by their working parents all day long; teacher could not supervise their students directly during the teaching-learning process; internet connection is unstable; and lack of facilities owned by students. The prolonged distance learning has affected education, including the decreasing learning quality or learning loss. In addition, psychological problems in the last two years of pandemic appear, such as decreasing social interaction. This triggers the Government to suggest face-to-face teaching-learning at school, if possible. Furthermore, supervisors should supervise their teachers to maintain school excellency during the pandemic. The Junior High School 5 Yogyakarta is a historical and traditional excellent school, in which familiar as favourite school by the general public. The school has relative excellency and had been the initial international-standardised school. However, the school zone policy changes the situation, where school enrolment is based on the school-home distance. This challenges the school to maintain the historical-traditional excellent school or favourite school. One of the efforts is academic supervision during the pandemic.

This research purposes are: 1) to describe teaching-learning process during Covid-19 pandemic; 2) to describe academic supervision by school principal to maintain school excellency during Covid-19 pandemic; 3) to construct a new concept of academic supervision to maintain school excellency, especially during the crisis of Covid-19 pandemic. The research method used in this research is qualitative approach. The data collection is semi-structured interview, observation, and document analysis. The data analysis used in this research is interactive model from Miles, Huberman and Saldana: data collection, data condensation, data display, and conclusion drawing or verification.

The results show that: 1) teaching-learning process is conducted online through media *Google Suite (Workspace)* modified for the school. The teachers conduct teaching-learning by *Google Meet, Google Classroom, Zoom, and WhatsApp*; 2) academic supervision by school principal is conducted by visiting the class, sometime without telling the teachers previously, thus it is natural; then organise regular meeting with teachers, and developing and providing the team ICT/information-communication technology; 3) the new constructed academic supervision is a combination of academic supervision and performance appraisal or assessment conducted simultaneously. Academic supervision is directed to solve teacher problems on teaching-learning, while performance assessment it to assess or evaluate the actual job performance, especially on teaching-learning.

*Kata Kunci: academic supervision, teaching-learning quality, online learning*