

# Implementation of Managerial Supervision During the COVID-19 Pandemic at Bayan 1 Public Vocational School, North Lombok Regency, Indonesia

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DOI: [10.22178/pos.88-7](https://doi.org/10.22178/pos.88-7)

LCC Subject Category: L7-991

Received 21.11.2022

Accepted 27.12.2022

Published online 31.12.2022

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**Abstract.** This study aims to describe the planning, implementation, evaluation, and reporting of managerial supervision during the Covid-19 pandemic at Bayan 1 Public Vocational School in 2021. This research uses a qualitative descriptive method with a single case study design. The primary data source for the research was obtained from informants using snowball sampling. The secondary data were in text, literature and other supporting files. Data collection techniques were used in the form of interviews, observation, and documentation. Testing the validity of the data included testing credibility, transferability, dependability, and confirmability.

The study results show that at the planning stage, it is carried out independently or in groups both online and offline by only involving school supervisors, which is carried out at the beginning of the school year. At the implementation stage, managerial supervision consists of the school principal and vice principal. The evaluation phase is carried out on the same day after the implementation of administrative management in schools, accompanied by follow-up problem-solving on the supervisor's findings related to the condition of the assisted schools. At the reporting stage, it is used as material for school supervisors to provide recommendations to the Education and Culture Office.

**Keywords:** Managerial Supervision; Planning; Implementation; Evaluation; Reporting; COVID-19 Pandemic

## INTRODUCTION

Education is a conscious and planned effort [1, 13]. National education functions to develop capabilities and shape noble national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen [4, 9].

In improving the quality of education, the teaching staff is a very influential component. These educator components contribute to each other between teachers, principals and school supervisors [3, 6]. Furthermore, school supervisors who are educational staff are given the task, responsibility and authority to carry out supervision or supervision in the academic and managerial fields.

Leadership is functional because it is directly related to the learning process and guidance to teachers and principals so that the education process in schools will be run by the demands of national education standards [7, 11, 12].

School supervisors' role in improving education quality is to carry out academic and managerial supervision [5]. The main activity of school supervisors in carrying out educational management is to foster school personnel, especially teachers, so that the quality of learning can increase. It is hoped that it will impact student achievement and indirectly improve education quality [8, 10].

Permendiknas Number 12 of 2007 states that the scope of school supervisors is to carry out academic and managerial supervision. Authors [2] say that the lowest scores were in administrative management and academic supervision competencies of the six competencies that must be pos-

sessed by school supervisors that were tested. Even though carrying out maintenance is one of the main tasks of school supervisors.

Short visits have become commonplace for school supervisors. The supervisor only came to meet the school principal, chatted a bit and then ended his visit without informing the teachers or school administrative staff about the purpose of the visitation. In addition, most supervisors still need documents on the results of the implementation of educational supervision in each target school because they only record activities carried out during academic management in the official guest book. This is supported by the results of research submitted by the Director General of Quality Improvement and Education Personnel 2009, which shows that an academic supervision competency is the lowest achievement (52.8%) of other competencies that a school supervisor must master. Only 1.7% of supervisors visited for more than 2 hours.

Well, one of the focuses that are examined is the aspect of managerial competence. This aspect includes preparing school plans, organizational development, creating a school climate and culture, managing relations with the community, and monitoring, evaluating, and reporting program implementation with appropriate procedures.

The implementation of educational supervision at SMK Negeri 1 Bayan, North Lombok Regency, only ran for a maximum of two years (early 2020 to 2021).

In these conditions, the implementation of educational supervision, both academic management and managerial control, may experience various obstacles so that it does not run normally. The components of administrative control that experience problems include school planning and management, education financing, educational facilities and infrastructure, and management of educators and education staff.

The focus of the problem in this study is the Implementation of Managerial Supervision During the COVID-19 Pandemic at Bayan 1 Public Vocational School, North Lombok Regency, Indonesia.

## METHOD

This study used a qualitative approach. Qualitative research, as a complex picture, examines words and reports in detail from respondents'

views and conducts analyses in natural situations. This research only has one variable, namely managerial supervision by vocational supervisors. This data was obtained through interviews with the informants using snowball sampling. Using this technique, the researcher selected one informant, the school supervisor. He is a source of information to guide further and is a competent informant who can provide the correct data. The data collection technique used is interview, observation and documentation.

## RESULTS AND DISCUSSION

*Managerial Supervision Planning Stage.* Several sources have been questioned and stated that the time for preparing managerial supervision plans was carried out at the beginning of the school year. The planning for administrative supervision was carried out at the Education and Culture Office in North Lombok. The aspects planned were school management, educators and education staff, infrastructure facilities, and monitoring of the implementation of educational standards. Planning for managerial supervision is prepared in a work program for supervisors based on the results of care in the previous year. Supervision plans are designed independently or in groups, both online and offline. During the Covid-19 pandemic, the preparation of planning experienced minimal obstacles.

Supervision planning is intended to develop semester and annual work programs. This plan at least contains several things, including a description of supervision activities, problems, goals, success indicators, techniques or methods, activity scenarios, resources used, assessment instruments and follow-up plans. Managerial supervision planning is carried out independently or with online and offline supervisory working groups. In preparing the supervision program, the School Supervisor is obliged to explain regarding:

- 1) The main issues in preparing work programs must be specific, explicit and focused on achieving goals. The work program compiled can motivate the parties involved to carry it out,
- 2) The selected programs and activities must be measurable, and the indicators of achievement or success should be quantitative and observable;
- 3) The chosen programs and activities must be a reality.

A managerial supervision program plan is prepared at the beginning of the school year concerning the effects of supervision in the previous year. This activity was carried out at KCD North Lombok and also at home. To obtain initial data, more is needed for a supervisor to have unilateral information from the target school. However, you must find out by being present at Bayan School to get comprehensive data for planning managerial supervision.

*Managerial Supervision Implementation Stage.* The research results show the early stages of supervision; school supervisors assist their target schools in planning and preparing vision, mission, goals, school guidelines, and school work plan about three or four months after the learning process. Managerial supervision is carried out in each target school. In this case, the supervisor assists Bayan School. Supervised aspects are generally related to school management, such as the current condition of the school, the state of teachers and administration, infrastructure conditions, financial conditions, and other necessary matters.

The initial activities of implementing managerial supervision at Bayan School were conveying the aims and objectives, explaining the format and agreeing on an assessment scenario in the core activities of the supervisor monitoring and assessing the implementation of educational standards.

In the early stages, administrative leadership was carried out to assist the target schools in developing the school's vision, mission and guidelines, work plans and budget. Furthermore, supervision is carried out routinely to ensure and monitor the implementation of educational standards during the Covid-19 pandemic. The aspects that are supervised at Bayan School are

- 1) aspects of school management, including the vision and mission and school programs, applicable curriculum documents, division of tasks for teachers and administration,
- 2) aspects of educators and education staff at Bayan School, including analysis of needs and the ratio of teachers to workload,
- 3) the aspects of facilities and infrastructure are intended as a reference for schools when building facilities and infrastructure in schools to support the quality of education and make it easier for schools to provide the facilities and infrastructure needed by students,

- 4) aspects of financing, use and financial reporting must be by directives and technical instructions from the government.

*Managerial Supervision Evaluation Stage.* The evaluation of administrative supervision is carried out directly on the same day after the maintenance at Bayan School. All aspects are evaluated jointly with the school. Several problems are the most urgent to solve, namely the need for teachers because they are directly related to the learning process and the condition of facilities and infrastructure. The evaluation was conducted with many open and amicable discussions to find solutions to the problems.

Evaluation activities are intended to determine the success of implementing school administration within a certain period. The primary purpose of the evaluation is to

- a) assess the level of implementation of school programs or activities,
- b) determine the success of the program,
- c) obtain materials for subsequent planning,
- d) justify schools.

Evaluation of managerial supervision is carried out after supervision activities, with the review results followed by follow-up activities involving the school. From the description above, the evaluation and follow-up program should apply all elements interested in Bayan School, especially teachers, administration, and school committees.

*Managerial Supervision Reporting Stage.* The supervision implementation report is prepared independently or in groups at the North Lombok KCD. Aspects or contents of administrative supervision report all the results of control and problems related to school management to be reported to the West Nusa Tenggara Education and Culture Office with the hope that they can be followed up. The substance of the supervision results report is a comprehensive description of the implementation of activities which are the main tasks of the supervisor, and the condition of the assisted schools based on the results of managerial supervision in the form of coaching, monitoring and assessment results, and supporting and inhibiting factors for the implementation of care. All the problems that we prioritize, especially the need for educators, must be realized as soon as possible. Manager supervision reports are prepared independently or in groups, both online and offline. The preparation of the super-

vision report goes according to the time available, and everything is fine if all the supporting documents are complete.

## CONCLUSIONS

Based on the research and discussion results, organizational supervision planning is intended to develop semester and annual work programs carried out at the beginning of the school year based on the results of supervision in the previous year.

Managerial supervision planning is carried out independently or with online and offline supervisory working groups.

Implementation of administrative control at Bayan School carried out to assist assisted schools in developing the vision, mission, and school guidelines, work plans and school budgets.

Furthermore, supervision is carried out routinely to ensure and monitor the implementation of educational standards during the Covid-19 pandemic.

Evaluation of managerial supervision activities is carried out at the end of supervision activities accompanied by follow-up.

Evaluation is intended to find problems encountered during the implementation of supervision, while the follow-up is in the form of discussions with the school to find a way to solve problems at Bayan School.

Furthermore, activity reporting is intended as evidence that supervisors have carried out their primary obligations and duties and material for reflection on the implementation of supervision in the next year.

The supervision report also contains recommendations to leaders in formulating educational policies on the results of implementing managerial leadership at Bayan School.

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