

**Supervision Efforts to Improve the Performance of Social Studies Subject
Teachers During the Covid 19 Pandemic**

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Abstract

The purpose of this research is to identify the reasons of issues encountered by instructors and efforts to address them through monitoring of social studies learning activities. This study is an example of descriptive qualitative research. The interview approach was employed to collect data in this study. Purposive sampling was employed to acquire data from the Social Studies teacher at MTs Negeri 1 Prabumulih in this study. The findings of the supervision implementation showed that efforts may be made to improve teacher performance by offering training and updating learning plans that respond to students' conditions and situations during the covid 19 pandemic. As a result of changes in the atmosphere and learning environment, student motivation in participation in learning grows. With comparison to before the epidemic. This research was also only undertaken at Madrasahs in Prabumulih City, and it was never conducted to the field of social sciences studies. This study helps the madrasa principal by providing stimulation in the form of criticism and incentive to instructors in an effort to enhance performance.

Keywords: Supervision, Teacher Performance, Covid-19

1. Introduction

Teachers are on the front lines of attempts to attain educational achievement. According to the Law of the Republic of Indonesia No. 14 of 2005, the major objective of a teacher is to convert, develop, and distribute science, technology, and art via teaching, research, and community service. Teachers must be taken into account, acknowledged, and recognized as professionals. Regular and continual coaching is required to develop instructors into professionals. This is done with the goal of making instructors more professional not just by enhancing their competence, but also by providing opportunities to learn again and again. Furthermore, teachers must be considered from a variety of perspectives, including increasing discipline, providing motivation, providing guidance through supervision, and providing appropriate incentives with professionalism in order to make teachers satisfied in their work as educators, which will have a positive impact on improving teacher performance (Abidin, 2019).

It is required to manage learning abilities connected to the usage of the learning environment, infrastructure, and assessment in order to improve the quality of national education. Being on the front lines of teacher education also serves as a facilitator of content delivery. As a result, skilled teachers are required. Educational supervision can be used to assess the quality of instructors' teaching and learning activities. The primary role of educational supervision, as a fundamental function, is to improve the teaching and learning circumstances in schools. One type of activity that is developed to assist instructors in completing their duties effectively is supervision of the teaching and learning process (Fathurrahman, 2018). During the implementation phase, educational supervision is carried out by a supervisory team comprised of the madrasa's head, supervisor, deputy madrasa's head, and senior instructors or colleagues. In general, educational supervision seeks to identify a teacher's teaching quality and whether anything needs to be improved, developed, or appropriately executed.

At the start of 2020, the globe witnessed a Covid-19 epidemic, including Indonesia, which had an impact on many facets of life, including education. The Covid-19 epidemic has had an influence on the world of education. Changes that arise unexpectedly, of course, cause changes that instructors and the school cannot

plan for in advance. It is not unexpected that many difficulties were discovered in the field from instructors, students, and student guardians. Students are supposed to learn independently without face-to-face interaction with the teacher. Based on observations of interviews with several social studies teachers, facts on the ground during the Covid-19 pandemic after the implementation of distance learning and the start of limited face-to-face learning that teachers had various obstacles in teaching and learning activities during the Covid-19 pandemic, both when distance learning and face-to-face learning. This issue is also confirmed by the findings of researchers through mass media such as Jawa Pos radarsemarang.id, which reports the facts in the field that the implementation of distance learning has many obstacles, including those related to human resource readiness, curriculum that is not appropriate, and limited facilities and infrastructure, particularly technology and internet support (Jumina, 2021).

The cause is because students in this case have difficulty capturing learning materials such as social studies subject matter that has a broad scope, according to the results of the evaluation of learning that was carried out in the 2020/2021 academic year and the results of observations that were made during the process of distance learning activities. This state persists when kids resume studying at school, despite the fact that the idea of face-to-face learning is limited. This situation necessitates significant attention from the world of education, particularly madrasas such as madrasa heads, deputy heads in all areas, and of course teachers, in order for them to be able to adjust learning that was unchanged prior to the Covid-19 epidemic. As a result, knowledge of learning techniques and tools, easier and more engaging learning materials, and communication that students can understand are required when presenting learning materials. As a result, when commencing face-to-face learning is restricted, teachers must have specific abilities that can promote student learning success.

In addition to the concerns listed above, this research is driven by (Musonip Saputro et al., 2022) research, which shows that holding supervision activities as an effort to enhance teacher performance can help overcome the phenomena of learning activities during the Covid-19 pandemic. Other research findings (Supoyo, 2021) suggest that academic supervision through school principle guidance can increase teacher performance in creating assessments of learning

outcomes by attaining maximal completeness results. According to the findings of a study (Sanglah, 2021), considerably after supervising the principal through multiple phases in accordance with the protocols for implementing supervision, the results obtained that after implementing supervision and giving follow-up can increase teacher performance.

Solutions for overcoming the numerous barriers experienced by teachers are implemented through the provision of supervision with the goal of understanding teachers' strengths and shortcomings in order to enhance teacher performance. When teacher performance improves and competent instructors are employed, kids with acceptable abilities will be produced. The ability held and demonstrated by the teacher in carrying out his tasks or work is referred to as teacher performance. A teacher's performance can be described as satisfactory and gratifying if the goals are met in accordance with the standards that have been established. Conduct supervision to assess teacher performance as a guide to determine the parts of performance being evaluated and as a way of reviewing teachers' strengths and shortcomings in order to enhance the quality of their performance. Research on teacher performance has various advantages since it may be utilized as a decision-making tool.

According to (Utami et al., 2021), the supervision supplied must be tailored to the demands of the teacher so that the supervisor can select the most appropriate supervision model to use. That is, the outcomes of the offered supervision are anticipated to increase the quality and performance of instructors. This study on Madrasah Tsanawiyah in Prabumulih City has never been done before. There has been no previous research that investigates efforts to improve teacher effectiveness through supervision in online learning activities and minimal face-to-face learning during the Covid-19 epidemic. This study is anticipated to help madrasa principals enhance teacher performance by providing stimuli in the form of criticism and recommendations, with the goal of inspiring instructors to improve their performance during the Covid-19 epidemic, when face-to-face learning is limited.

2. Methods

This study is an example of descriptive qualitative research. Qualitative research is research in the form of an explanation of the study's findings. This research is one of the attempts that may be made to identify the challenges that social studies instructors experience in the field and the appropriate ways to solve them. In this study, there are two categories of data: primary and secondary data. This study's primary data came from interviews with the Head of Madrasah, Deputy Head of Curriculum, and Social Studies instructors at MTs Negeri 1 Prabumulih City. The secondary data in this study came from the outcomes of literature investigations, documentation, and other journal articles pertinent to the researcher's subject of study.

Teachers of Social Studies at MTs Negeri 1 Prabumulih participated in this study. Purposive sampling was utilized to acquire data for this study. This study includes preparation, execution, assessment, and follow-up. The analysis utilized in this study is phenomenological descriptive, presenting the facts acquired in the field to obtain an objective image of the subject of the study.

The researchers employed triangulation to establish the trustworthiness and authenticity of the data in order to gather complete data. Sugiyono defines triangulation credibility testing as "evaluating data from many sources in various ways and at various times." Thus, there is source triangulation, data collection technique triangulation, and temporal triangulation. The data received by the researcher from the informant will be double-checked by questioning the informant if the data put down has been agreed upon or not (Sugiyono, 2018). In order to enhance the study's findings, the researchers also conducted interviews with other sources. Following data collection, the analytical activities in this study were carried out by following the interaction pattern of data reduction, data display, and verification.

3. Results and Discussion

According to Glickman (1981), Daresh (1989), and Sergiovani (1987), as cited by (Musonip Saputro et al., 2022), supervision is a set of actions aimed at assisting and nurturing instructors' competence to supervise the learning process in order to fulfill the learning objectives. As a result, oversight in the field of

education is required. If educational oversight is not implemented, teacher performance will suffer. By removing monitoring, the instructor also removes the possibility for teachers to communicate numerous issues that may arise throughout the teaching and learning process.

Based on preliminary observations made in July 2021 during an interview with one of the social studies professors about the hurdles and issues encountered during distant learning during the Covid 19 epidemic. The findings of interviews with social studies instructors at MTs Negeri 1 Prabumulih on the challenges encountered, such as a lack of students' enthusiasm in engaging in distant learning, were used to make conclusions. Data from the interview were also gathered on student scores while applying distant learning, which were less than desirable following the learning evaluation.

Furthermore, the Ministry of Education and Culture and the Ministry of Religion released a circular discussing adjustments in the execution of learning activities that allowed schools to carry out limited face-to-face learning. Where pupils who attend school make up just half of the total number of students in one class, which is divided into groups A and B. After walking for approximately one month and conducting learning evaluations through Daily Test I in September 2021, the results of distance learning far in the form of student learning outcomes remain the same, indicating that there has been no increase in student interest in participating in learning activities.

So, in September 2021, the researcher revisited the challenge of adopting restricted face-to-face learning by interviewing other social studies instructors. As a result of the interviews, it was determined that students' motivation to participate in learning remained constant despite changes in the learning environment with fewer learning exchanges. In accordance with teacher difficulties and the implementation of yearly monitoring activities. As a result, efforts are being made to improve teacher performance through supervision, as planned by the Head of Madrasah.

In order to understand how a teacher can teach, the principal must carry out a supervising function, which can be carried out through a kunjungan kelas program. This allows the principal to monitor the teaching process in real time, particularly in the selection and use of teaching methods, educational media, and

instructional materials. Then, the results of the supervision may be seen in terms of kelemahan as well as guru's confidence in carrying out instruction and guru's level of competence. Then, solutions, partnerships, and other details were included so that the teacher could improve the problems that had arisen while also strengthening the student's confidence in the classroom (Kristiawan et al., 2019). During the course of the investigation, the following steps were taken to ensure proper supervision (Husaini, 2019) 1) planning; 2) actuating; 3) evaluating; and 4) follow-up.

The planning step is the first stage in the execution of supervision in this study. The head of the madrasa is the leader who leads the school as an educational institution. The Madrasah's head serves as an educational leader. Supervision must be carried out in accordance with the Head of Madrasah's orders and instructions, with the Head of Madrasah making preparations for the academic supervision semester program at the start of the year to make the process more quantifiable (Hasan, 2021). All instructors are involved in learning about the areas that will be overseen by the supervisor team and contribute to the program's development. Data was acquired based on an interview with the head of MTs Negeri 1 Prabumulih "in the plan to carry out supervision, it is done by planning first, then implementing it, and then carrying out follow-up as an attempt to increase supervision implementation".

The findings of these interviews are consistent with the findings of interviews with social studies teachers, who reported that prior to the supervision, the teachers received a decision letter outlining the implementation of the entire supervision schedule, which was prepared by the head of the madrasa and the deputy head of the curriculum. With the goal of allowing instructors to prepare the necessary materials prior to the deployment of monitoring. According to a research done by (Zaidan et al., 2021), the adoption of academic supervision carried out by the principal would increase the intensity of supervision operations. This is due to the fact that the administrator must be well-versed in the diverse demands of instructors. Academic supervision is the principal's endeavor to improve the quality of the key activities in schools, specifically the teaching and learning process.

According to the expert's opinion, specifically (Sinar, 2021), educational monitoring has the following applications: 1) identify actions that are in line with the objectives; 2) identify activities that are not in line with the objectives; and 3) offer information on what has to be handled first (which is prioritized). 4) being aware of the officers who must be regulated, such as teachers, school principals, administrative personnel, and school guards; 5) being aware of books that do not correspond to learning objectives; 6) being aware of curriculum flaws; 7) enhance the quality of the teaching and learning process; and 8) preserve what is currently excellent.

The following stage is to supervise. In this study, the implementation of supervision was done in three steps. The encounter comes first, followed by the observation. Second, while the teacher was instructing, observations were made. Finally, the meeting follows the teacher's lesson. In actuality, each teacher receives equal monitoring in line with the letter from the head of MTs Negeri 1 Prabumulih City No. B-28Mts.06.13.01/PP.005/09/2021. Supervision will be carried out from September 1, 2021 to December 31, 2021. However, supervisors and madrasah principals are not always in charge of supervision, which is often delegated to vice principals and senior instructors. The findings from the supervision implementation are still communicated with the supervisor so that support and coaching may be provided to the teacher in question. Due to time restrictions and the fact that there are fewer supervisors than instructors to be monitored, the supervisory team for the social studies field of study that delivers the evaluation is represented by a senior social studies study teacher who also acts as deputy head of the curriculum.

The next stage after implementation is evaluation. Quality achievement under supervision is directly tied to learning quality, because a quality learning process necessitates high-quality professional teachers, who may be created through academic supervision. Teachers, being the primary players in the learning process, can have their professionalism enhanced through academic monitoring, ensuring that learning objectives are met as planned. This supervision allows for an evaluation of teacher performance, the identification of challenges and problems in the learning process, and the discussion of these issues between instructors and supervisors.

According to the findings of the supervision, many instructors did not apply or alter the learning implementation plan during the COVID-19 epidemic, therefore they did not master the information that should have been provided using IT-based learning media. As a result, it is vital to improve in establishing a learning implementation strategy that is appropriate for the circumstances. This is consistent with the results (Nampar, 2020) that attempts to enhance teacher performance in developing learning implementation plans through supervision result in increased teacher competence in developing learning implementation plans through ongoing assistance from cycle to cycle. Furthermore, teachers must be innovative in order to create instructional materials in order to raise student interest, which will undoubtedly have an influence on enhancing learning assessment outcomes. This is consistent with the findings of study by (Alwa'id, 2021).

Furthermore, when adopting distant learning, the instructor does not take advantage of many types of learning apps that may be utilized to pique the attention of pupils. This is owing to the teacher's inexperience with digital-based learning technologies. When using distant learning, professors merely provide homework through WhatsApp groups without providing extensive explanations or face-to-face virtually. For restricted face-to-face learning, the outcomes are similar to the previous findings; however, there is a shortage of IT infrastructure offered by the school, resulting in repetitive learning that does not pique students' interest in engaging in learning activities. As a result, instructors must be trained to participate in the training of Information Technology and Computer ICT learning medium. This assessment is consistent with the findings of the research presented (Nisa et al., 2018), which show that attempts to enhance performance in the use of Information and Computer Technology (ICT) have increased after instructors have received training. This is evident through observations made following the training's execution, which show the teacher's excitement for creating learning gadgets employing computers or laptops and inventing in preparing lesson plans with appealing designs.

Teacher professionalism may be organized and organized as a continuous improvement effort in learning improvement (Nasution, 2021). The findings of the supervising team's analytical summary and the notes of the Head of Madrasah

can be utilized to determine the teacher's strengths and faults. Based on these circumstances, the Head of Madrasah can devise a coaching and development program to improve teacher performance through follow-up measures. Whereas the follow-up carried out based on the findings of supervision implementation is an attempt by the supervisor to support the teacher in order to develop competence and solve different difficulties encountered by the instructor after the teaching and learning process takes place. The supervisor follows up on the outcomes of supervision during the feedback meeting, which occurs following the execution of supervision as feedback. This is consistent with study (Zulfakar et al., 2020) that shows academic supervision conducted by the Head of Madrasah has a good impact on teacher performance growth. It is envisaged that organized planning and the setting of planned objectives would offer feedback that the instructor can respond to. The following are some types of follow-up carried out by the madrasa's head about the findings of the supervision implementation in 2021. 1) guiding teachers by involving them in ICT-based learning media trainings; 2) compiling and planning trainings in the production of teaching materials and the preparation of learning implementation plans for social studies subjects; and 3) equipping schools with facilities and infrastructure, particularly in the IT sector, to make it easier for teachers to develop abilities.

4. Conclusions

Efforts to overcome the problems encountered by teachers during the Covid-19 pandemic, when the implementation of distance learning and face-to-face learning was limited, namely by holding supervision carried out by a supervisory team consisting of the madrasa's head, deputy head of curriculum, and senior teachers. Good supervision must be implemented on a regular basis to increase teacher performance by giving solutions to instructors and preserving the benefits that teachers have. According to the study's findings, implementing supervision has an influence on increasing the performance of social studies instructors. It may be evident in the teacher's attempts to repair weaknesses by completing teaching demands such as program planning and presentation in line with current conditions. Furthermore, there is a rise in students' learning motivation in participation in learning activities, as evidenced by the development

of learning assessment findings. Following the supervision, the following actions were taken: 1) providing guidance to teachers through ICT-based learning media trainings; 2) compiling and planning trainings in the manufacture of teaching materials and the preparation of learning implementation plans for social studies subjects; and 3) equipping facilities and infrastructure in schools, particularly in the IT sector, to assist teachers in developing abilities.

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