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Role of the supervision of the school principal in improving the quality of learning at state elementary school's post-pandemic COVID-19

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ABSTRACT

This research aims to evaluate the role of principal supervision in improving teacher performance, identify obstacles related to academic supervision analysis, and design strategies to overcome these obstacles. This research was conducted at a public elementary school in Blora Regency. Qualitative data analysis techniques were used in this research. Sampling used purposive sampling technique. Data collection through observation and in-depth interviews. The informants taken included the Principal, Teachers, Supervisors, Chair of the School Committee, and Students. The results of the study show that academic supervision is carried out by the principles of academic supervision by going through the stages of planning, implementing, evaluating, and following up. The techniques and models of academic supervision that are applied vary according to the situation and condition of the school, as well as the principles of academic supervision that are applied. The obstacles found include the role of the principal as a supervisor who is often given additional tasks by the department, teachers as the party being supervised have various activities and competencies, as well as a lack of facilities and infrastructure. Another obstacle is the limited study time and the limited communication skills of students. Efforts have been made, among others, by rearranging schedules, involving teachers in training, allocating budgets for new facilities and infrastructure through the School Operational Assistance program, and building good cooperation with school committees.

Contribution/Originality: Improving the quality of learning through improving infrastructure, improving teacher performance, and creating good relationships between the supervisory roles of school principals, teachers, students, and school committees

1. INTRODUCTION

The COVID-19 pandemic has changed many things in the lives of the world community, including in Indonesia. Especially in the field of education has a tremendous impact. Several studies state that the COVID-19 Pandemic has changed many community activities, especially in the field of education starting from face-to-face learning to online, causing a decrease in the quality of student learning (Dhawan, 2020; Kadafi, Alfaiz, Ramli, Asri, & Finayanti, 2021; Maulana, 2021; Sugiyono, 2021). During the COVID-19 pandemic, all levels of education were not allowed to meet face to face, from kindergarten to tertiary institutions (Ali, 2020; Hanik, 2020; Tamboto, Tambingon, Lengkong, & Rotty, 2021). The COVID-19 pandemic brought significant changes to the learning

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atmosphere in schools, the effectiveness of teacher performance during the COVID-19 pandemic was classified as less effective (Nasution & Ramadan, 2021).

After the COVID-19 pandemic, many students experienced a decline in their enthusiasm for learning due to several factors that affected their psychological and environmental conditions, including prolonged distance learning (online), where distance learning carried out during the pandemic required students to study from home with using communication and information technology. After the end of the pandemic or post-pandemic period, it was difficult for many students and teachers to shift from this habit, so that serious attention is needed to restore these conditions to pre-pandemic conditions.

Education is an orderly system and carries a fairly broad mission, because of the important role of the world of education, it is necessary to develop teaching methods that can answer future challenges in building a strong nation and state (Setyanto, Sulhan, Nurranto, & Kemal, 2022). The efforts made by the government are to improve the world of education by issuing laws and government regulations governing the management of the national education system (Darman, 2017).

Principals and Educators as human resources hold the main and important positions in the management of the successful implementation of education (Muslimin & Muqowim, 2021) Educational factors which include state philosophy, religion, social, culture, economy, politics, and demography greatly influence education. In reality, it shows that the influence of a system on education is very strong so if educational institutions or schools are unable to adapt to environmental factors, schools will experience setbacks (Novel, Fuad, & Muhdi, 2020). A Principal as a leader is directly a real example in the activities of his subordinates. Principals who are diligent, careful, and care about their subordinates will be different from a leadership style that is indifferent, less communicative, let alone arrogant with the school community (Heriyanti, 2021).

Educators in the learning process in the classroom are seen as able to play an important role, especially in helping students to foster positive attitudes in learning, arousing curiosity, encouraging independence and accuracy of intellectual logic, and creating conditions for success in learning (Rahmawati & Kardoyo, 2019). Teacher performance and competence bear the main responsibility in the transformation of student orientation from ignorance to knowledge, from dependence to being independent, from unskilled to skilled, using various learning methods, no longer preparing passive students, but knowledgeable learners who are always able to absorb and adapt to new information by thinking, asking, exploring, creating, and developing certain ways of solving problems related to his life (Khardin, Giatman, & Ernawati, 2021).

Many factors affect the quality of education, one of which is qualified educators who are able to respond quickly to challenges and be responsible (Raharjo, 2012). In an effort to achieve independence and progress in Human Resources (HR), which is considered the most strategic, schools as educational institutions and coaching media must continue to strive to provide guidance both internally and externally (Savitri, Rahma, Kultsum, & Prihantini, 2021). The success of the educator's task in carrying out the teaching and learning process is determined by several things, including teacher-student relationships, teacher-colleague relationships, teachers who can provide suggestions or criticism to improve their professional competence, and also school principals and supervisors (Suryameng & Sarayati, 2019). The role of educators is very important, so they must be able to develop themselves along with the rapid development of science and technology (Maghribi, Aspin, & Sunarjo, 2021).

The supervisory role of the school principal is important and much needed (Ilham, 2021). For the learning process organized by the teacher by the provisions contained in the standard process or learning process to run effectively and efficiently, it is necessary to have a supervisor or supervision (Bontong, Faizin, & Kusumaningrum, 2021). For the fear that many educators feel about supervision to be overcome and for the principal can be more active in supervising educators, it is necessary to discuss in detail the implementation of supervision by the principal (Said, 2018). Oversight consists of two things, namely those consisting of inherent supervision and oversight functions (Rakhmawati, Wiyono, & Sultoni, 2021). Supervision carried out by school principals, among other

things, is to improve the performance of educators in teaching and learning activities so that they are expected to be able to fulfill their teaching mission or national education mission in a broader scope (Fathurrahman, 2018).

1.1. Research Question

1). What is the Role of Principal Supervision in Improving the Performance of Elementary School Teachers in Blora Regency (in planning, supervision, implementation and evaluation)?

2). What are the obstacles to improving teacher performance after the COVID-19 pandemic?

2. LITERATURE REVIEW

2.1. Theory of Supervision and the Role of the Principal in Supervision

Supervision is a way of stimulating and enhancing teacher professional growth to develop techniques, methods, and procedures for proper teaching in ways that will improve performance or effectiveness as a whole (Oghuvbu, 2011). The principal as a leader must understand what form of assistance is needed by teachers in improving professional quality. Change and development of a vision that is centered on students' intellectuals and learning success is urgently needed in improving the quality of education which is the professional foundation of educational supervision (Aprida, Fitria, & Nurkhalis, 2020). Principal supervisors need to make principal instructional leadership their primary focus (Honig & Rainey, 2020).

The goals to be achieved from the principal's supervision are goals that are in accordance with predetermined standards, guiding teachers in teaching and educating activities so that students are more active in learning (Hidayat, 2021). Educational supervision aims to help develop the curriculum used in schools, increase the success of the learning process in schools, and develop the activity of all employees in schools. The act of individual collaborative academic supervision of teachers can scientifically increase teacher competence in preparing learning materials, namely syllabi and lesson plans (Azwardi, 2020).

Activity Academic supervision needs to be carried out by the principal as an instructional leader to oversee teacher learning activities in class and to organize programs for developing these activities. So, the role of the principal in the implementation of academic supervision is very necessary for this effort development of academic quality in an educational institution (Bige & Sarpkaya, 2015). Principals must be able to carry out work as educators, managers, administrators, and supervisors. As an educator, the principal must have the right strategy to increase the professionalism of the teaching staff in his school. As a manager, the principal has a vital role in the success of a school and also has a planning function. organizing, acting, and controlling (Kusumawarti & Ahmad, 2018; Rezkianah, Babo, & Madani, 2020).

2.2. Performance Theory and Factors Influencing Teacher Performance

Teacher performance refers to the actions, abilities, and work results shown by a teacher in carrying out his duties in an educational context, based on performance standards (Almeida, 2017). This covers a wide range of aspects, including teaching quality, classroom management skills, communication with students and parents, curriculum development, and participation in extracurricular activities. The goals and success in overcoming learning problems depend a lot on the ability or competence of the teacher (Murkatik, Harapan, & Wardiah, 2020).

Several factors influence teacher performance, including the managerial dynamics of school principals and teacher work motivation. In addition to several other factors that also contribute to improving teacher performance (Roemintoyo, Tauhid, Miyono, & Budiarto, 2021). Benchmarks of performance standards are results, referring to the size of the main output of an organization, efficiency, which refers to the use of scarce resources by the organization, satisfaction, which refers to the success of the organization in meeting the needs of its employees or members, and adaptation, which refers to the size of organizational members to changes (Prasetyo & Setiawan, 2021). The quality of the teacher's performance in tasks carried out with students individually, preparing and

planning lessons, utilizing existing learning media, always involving students to gain learning experience, and teacher activeness in leading, will always be related to work quality (Breen, 2014; Fitriadi, Marsidin, & Sabandi, 2020). The importance of increasing understanding of performance appraisal as a discursive approach to building teaching quality (Elliott, 2015).

2.3. The Role of the Principal and Teacher Performance

As a leader in the school environment, the principal has the primary responsibility for managing the school organization. Its main tasks include improving the quality of education, creating a conducive atmosphere, and managing teachers and staff to maximize the use of human resources (Rosaliawati, Mustiningsih, & Arifin, 2020). Efforts that can be made by a school principal to improve teacher performance include the principal as an educator who must be able to create a conducive climate, provide encouragement to all educational staff, and implement an interesting learning model. The principal as a manager must be able to work together and provide unity to education staff to improve their profession. The principal as a motivator for educational staff in carrying out various tasks and functions (Jaliah, Fitria, & Martha, 2020).

After the principal implements various efforts to foster capacity building, it will be proven that the leadership role of the principal can improve teacher performance. This can be seen in the teacher being more confident, delivering better material, and being able to use a variety of learning methods that are more varied.

2.4. Framework

This Conceptual Framework explains the relationship between existing problems and their handling and resolution. The problems that exist in State Elementary Schools in Blora Regency after the pandemic are the decline in students' interest in learning, the decline in discipline, and teachers not being ready with face-to-face learning plans, so the teaching style tends to be monotonous there is no learning. evaluation can change this state of learning. For this reason, we need ways to improve teacher performance through supervision from the school principal and collaboration with the school committee, to create a healthy teaching and learning environment and atmosphere like before the COVID-19 pandemic occurred, as in Figure 1:
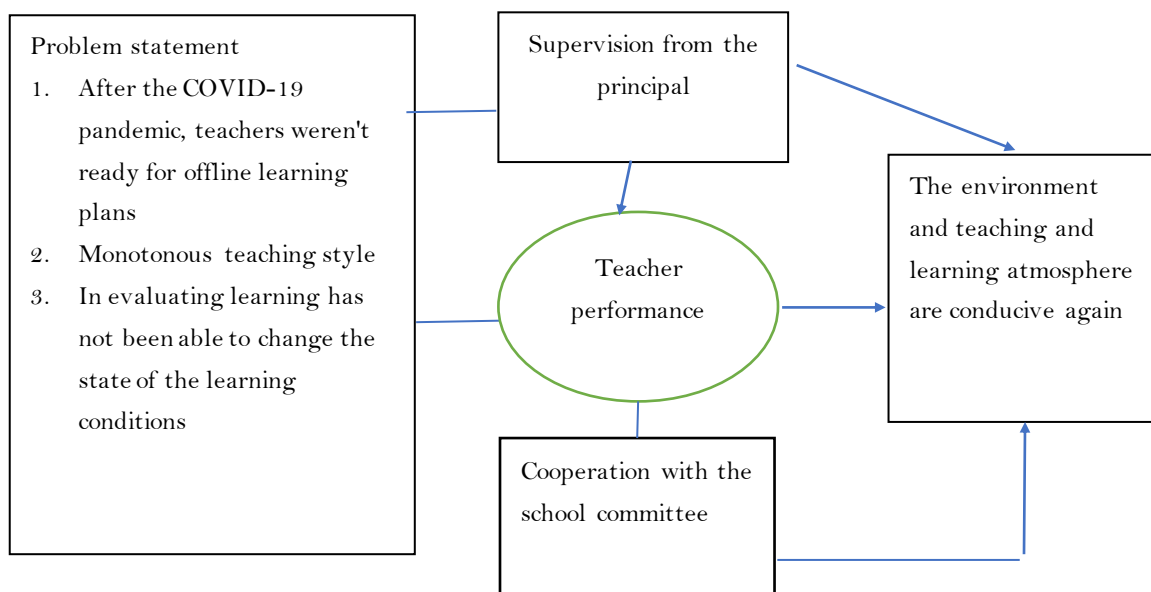

Figure 1. Conceptual framework.

3. METHODS

In this study a qualitative approach was used, namely "emphasizing the analysis of deductive and inductive inference processes as well as on the analysis of the dynamics of the relationships between observed phenomena, using scientific logic" (Creswell, 2014). Informants in this study were: principals, teachers, school committees, students, regional coordinators, and school superintendent. The research instrument was in the form of observation guidelines and interview guide. Data collection in this study used several techniques, namely: 1. Interview techniques, 2. Library Studies, 3. Documentation Studies. Interviews with informants, namely school principals, teachers, school committees and supervisors, were carried out covering the planning, implementation, evaluation and follow-up stages.

Data analysis took place simultaneously with the data collection process with the following stages: 1) Data reduction. The data obtained in the research was written in the form of a detailed data report, reduced, summarized, the main points selected, and focused on the important things. The resulting data was sorted based on certain concept units, themes and categories, thus providing a sharper picture of observations, and making it easier for researchers to retrieve data if necessary. 2) Data Presentation. The data obtained was categorized according to the subject matter, making it easier for researchers to see patterns of relationships between data. 3. Conclusion and Verification. This data collection activity is temporary and usually unclear so it needs to be verified using triangulation techniques of data sources and methods, peer discussion, and member checking. 4. Final Conclusion. This conclusion was obtained based on temporary conclusions that have been verified and are expected to be obtained after data collection is complete (Sujarweni, 2014).

4. RESULTS

4.1. Research Findings

This section examines results of the field research by applying the triangulation method on interviews, observations, and documents as well as the triangulation of data collected from the principal informants like teachers, school superintendent, plus the school committee and students as supporters.

4.2. Supervision Role

Analysis of academic supervision includes planning, implementation, evaluation, and follow-up stages. In the analysis of the role of school principals in improving teacher performance in public elementary schools in the Blora district, the findings are described in detail in the following description.

4.2.1. Supervision Planning

The initial stage that must be carried out in the supervision analysis is planning. To find out the planning for supervision in Public Elementary Schools, the researchers conducted interviews with several informants including school principals, teachers, and Dabin 3 supervisors. The school principal and teachers stated that the planning for the supervision program had been prepared since the beginning of the learning year, in July to be precise and this was brought to the attention of the Superintendent of Foster Areas 3. They revealed that:

"According to my observations, Public Elementary Schools Kalangrejo already has a supervision plan. Because at the beginning of the learning year, after carrying out the acceptance of new students, the principal is indeed obliged to prepare an Academic Supervision Planning Program. This is important because academic supervision greatly influences the motivation of educators and education staff in a school. It must also run comprehensively and sustainably. I always appeal to the principal not to scatter any preparations. Everything needs to be made beforehand, including the arrangement of the teacher. So, everything has been arranged beforehand and designed by the principal as the top manager" (School Superintendent).

Supervision planning involves several elements, namely teachers, education staff and all elements of the school community. The principal explained the reasons for involving them. In his explanation he said:

" What I involve are teachers, education staff, all elements of the school community, and arrangements through operators. They must be involved because they are very important. And in this supervision analysis we will cooperate with them. Apart from that they are also the subject of supervision, both in class supervision, administration, facilities and infrastructure and library" (Principal).

While the school superintendent expressed the following;

"In determining the planning program, the Principal Supervision involves all educators and education staff, as well as the stakeholders. Including me receiving invitations, providing solutions, providing assistance so that everyone has the same perception, so that if implemented it is also in accordance with the supervisory program.

Based on the explanations from the informants, it can be concluded that in preparing the school principal's supervision planning program, all elements of the school were involved, from the principal, teachers, education staff and, school superintendent because in practice they were involved in academic supervision activities. In the supervision analysis, of course, there are many things that must be prepared. When asked what things need to be prepared before carrying out academic supervision activities, whether these have been included in the program planning documents made, the Principal explained as follows:

"Obviously in preparing a program, what we have to make and prepare is program planning, implementation schedule, results report and follow-up. All of that has been stated in the academic supervision planning document." (Principal).

"Things that need to be prepared in the preparation of supervision are that the principal prepares instruments, coaching materials, and notebooks. While the teacher prepares lesson plans, schedules, materials and teaching aids that will be used in teaching and learning activities. This has been stated in the supervision planning program and there is a written document." (Interview with class teacher).

Based on the information described by several informants above, it can be concluded that things that need to be prepared in planning supervision include the various needs of the principal in this activity, such as program planning and its objectives, instruments to be used, notebooks, implementation schedules, results reports, follow-up programs, and coaching materials. Meanwhile, teachers need to prepare learning tools such as lesson plans and other infrastructure needed in learning.

The school supervisor also confirmed what other informants had disclosed as follows:

"If the Principal already knows his duties and functions, the principal will not just carry out his duties and functions, but in stimulating and carrying out academic supervision, the principal is very aware that teachers need to get help and assistance from the principal. Being a school principal has a tough job, not just handling administration, but how teachers design the learning process, to what extent do teachers carry out learning, and to what extent do teachers carry out assessments, the principal must know. So, the purpose of the analysis of the role of supervision is to help teachers develop their competence in terms of education. Including so that teachers can know the vision and mission of their school" (School Superintendent).

The explanation of one informant in the interview above suggests that the purpose of carrying out academic supervision is not just to fulfill the principal's duties, but also to find out the strengths and weaknesses of a teacher in delivering learning material in class. If no deficiencies are found, immediate corrective action is taken, and if there are advantages, they need to be maintained and improved, so as to optimize the quality of teacher performance as well as the quality of education.

Based on the results of interviews with several informants in various aspects of the Principal Supervision Role Analysis Planning described above, a common thread can be found, that basically:

1. State Elementary Schools have a supervision plan that is drawn up at the beginning of the semester.
2. The preparation of the supervision plan involves all elements of the school, consisting of the principal, teachers and supervisors because they are involved in it.

3. What the school principal needs to prepare is the academic supervision program and instruments, while what the teacher needs to prepare is the lesson plan and other learning tools needed in learning such as visual aids and other learning media, all of which have been outlined in the supervision plan.

4. Academic supervision is carried out not only to fulfill the principal's duties, but is really planned as an assistance for teachers in optimizing the quality of performance.

To confirm the results of the research, the researchers also examined the academic supervision program and photo documents of the school's activities. In the research of these various documents, the findings that emerged regarding supervision planning included:

1. The supervision program is urgently needed by State Elementary Schools as a guide in its implementation, because academic supervision activities are a means of evaluating and correcting teacher weaknesses in learning that impede educational progress.

2. Planning for supervision in Public Elementary Schools is made at the beginning of the semester, starting in July and ending in September 2022.

3. The State Elementary School supervision program contains the components to be supervised, the objectives of the supervision, the indicators of success and their objectives, both the sub-components and the officers being supervised.

3.2.2. Implementation of Supervision

The second stage of analysis of academic supervision is implementation. It is in this activity that it will become clear whether supervision at school is properly carried out or not. Based on the results of interviews about who has and will be supervised, and what is the frequency of academic supervision of each personnel in the school, the principal explains as follows: *"We design all of our teachers to supervise. But what has been implemented is the supervision of class III teachers, class IV teachers and class VI teachers. In 1 month, we carry out academic supervision at least 1 time.* Supervision is one of the principal's duties. Not carrying out supervision means leaving one of the main tasks and functions. So, to find out the facts on the ground, the researchers also interviewed teachers at Public Elementary Schools (SDN). The class VI teacher revealed the following facts: *"All class teachers and subject teachers at this school have been supervised by the principal according to their schedule. The frequency of each personnel is once in one semester".*

The supervisor discloses as follows: The explanation from the principal and teacher as described above was also supplemented by the school supervisor who gave a lengthy explanation of the stages of supervising implementation in public elementary schools (SDN). The School Superintendent stated the following:

"The school principal has an implementation and follow-up program. The program is made towards the end of the learning year, implementation after the start of the learning year. In the implementation of the supervision program, if the principal has 6 classes, then there are also 6 educational staff or class teachers. 1 sports subject teacher and 1 subject religion teacher. So that in carrying out supervision, the principal must be able to divide the supervision activities of 1 to 8 teachers on different days in 1 month. But what I see, the school principal is very extraordinary, when compared to the old school principals it is very far away. Because there are so many activities that affect their main tasks and functions, even though they have empowered the teachers. At the beginning of learning to check the lesson plan, then control the others. This cannot be done for all teachers. In 1 month attempted 2 times. And I observe can. I help the principal. The principal helps the teacher. So, in essence academic supervision does not frighten teachers, but helps teachers fulfill the expected competencies".

Based on the explanations of several informants as described above, it can be concluded that in the analysis of the role of academic supervision in Public Elementary Schools, the parties supervised are all teachers including class teachers, sports teachers, and religion teachers. The frequency is 1 time for each semester. In the implementation stage of this supervision, there are various techniques that can be used. In interviews about the techniques used in supervision and the reasons for choosing these techniques, the principal revealed the following:

"Academic supervision techniques that we apply to vary, including class visits, class observations, private conversations, visits between classes or between schools, regular coaching meetings through in-house training (IHT), and meetings in the Teacher Working Group, this technique is noticeably more effective. While other techniques adjust the conditions. These techniques are very important because, in academic supervision, we are not allowed to provide information or assistance by force. With the principle of volunteering and the collegiality of our assistance, we convey it, so that the techniques we use are right on target."

In this case, the teacher who teaches in the upper-class groups reveals the following:

"The techniques used are observation and interview techniques. This technique is appropriate because by making observations and interviews, the principal can see directly the learning activities carried out by teachers and students in their respective classes".

In this regard, the School Superintendent stated:

"There are 2 techniques, namely individual techniques and group techniques. Individual techniques directly to each individual, checking each by visiting when the teacher carries out learning in class. Or individual meetings in person. For example, if there is a teacher who is observed to still have deficiencies, the teacher is invited individually, given enlightenment and explanation, so that the teacher who is lacking can compensate for other teachers. There are also group techniques. After the Principal supervises, there are findings of deficiencies at the beginning, process, or end of learning, the teachers are grouped into one, and the principal reflects on what must be met. By choosing the language that must be fulfilled, the teacher will not be offended and even accept it well. The principal must make efforts so that the teacher can accept what is conveyed, so that the teacher will correct, introspect, and try to fulfill it. And this technique is very appropriate to use. It's just that not all school principals can implement it or it's not optimal yet."

Based on the explanations of the informants, it can be concluded that 2 techniques have been used in the analysis of academic supervision in public elementary schools, namely individual techniques and group techniques.. Individual techniques are carried out by directly checking the teachers through class visits and class observations when the teacher carries out the lesson. When there are still deficiencies, the teacher is invited individually to individual meetings or private conversations, and given enlightenment and explanation, so that the teacher can keep up with other teachers. While group techniques are carried out through regular meetings, In House Training (IHT) coaching, and meetings in teacher work groups. After deficiencies were found, teachers were grouped into one, and the principal reflected on what had to be met. These techniques were chosen because by making observations the principal could see directly the learning activities carried out by teachers and students in their respective classes, was able to encourage teachers to better prepare for learning, to be more enthusiastic and more motivated to do even better. More fundamentally, it is not permissible to provide information or assistance by force, but on a voluntary and collegiate basis, in the form of individuals or groups, so that supervision activities are right on target.

In academic supervision, it is better to choose the right model. In this case, the principal said;

"In addition to class visits and class observations, I prefer to apply private conversations. This means that the supervision that I do is clinical supervision. Because this academic supervision aims to improve learning, teachers who are not appropriate in delivering learning materials or experiencing problems come to ask for help. Or at the time of observation, it turns out that there are things that need to be fixed, for example in the learning concept there is something that is not quite right, so we immediately overcome it by assisting. The stages that we do are initial observations, and implementation of observations, then from the implementation of these observations we record all learning outcomes in class, then we prepare special notes. And right at IHT (in-house training) we will explain together the weaknesses and strengths, those that are not being improved, and those that have been well maintained. So, there's a follow-up. And in private conversations, we provide motivation and a better picture of the concepts needed."

In connection with the academic supervision model used, the teacher explains as follows:

"The model used in academic supervision at our school is observation. So, when the teacher teaches in class, the principal makes observations, sees directly the learning process in class. The steps are that the principal makes observations, after that

the principal writes down the results of observations during learning, then at another time conducts coaching to improve learning. If the teaching is not precise, it will be corrected little by little by the principal. In addition, those whose names are supervised by superiors do feel a bit less free, feel different, a kind of pressure or nervous even though they have been teaching for a long time.

And also explained by the School Superintendent as follows:

"The school head in carrying out supervision has used instruments regarding the implementation of learning. Because the instrument was made by the service to make it easier for school principals to carry out supervision of teachers in their respective schools. The steps or stages carried out by the principal in this case are compiling a program, there is implementation, reflection, evaluation, follow-up. The program is proven by documents. Implementation depends on the management of the school principal, so that it is effective, efficient, right-on target, according to the expected results. After implementation there is reflection, there is an evaluation of what deficiencies. Then follow up for fulfillment if there are still improvements, or maintain what is already good".

The academic supervision model basically consists of traditional and contemporary models. The traditional model is in the form of direct observation by the principal of the teacher when carrying out learning. Whereas the contemporary model is more in the form of clinical supervision, where teachers feel they have problems in active learning and ask the principal for help to overcome problems. Even though the informants at SDN Kalangrejo did not fully understand the academic supervision model, the explanation provided an overview and it can be concluded that the analysis of supervision at Public Elementary School Kalangrejo is more dominant using the traditional model. Contemporary models have started to be used, but only a small part.

Supervision analysis can be carried out according to the objectives, if it pays attention to and applies the principles in Supervision. Likewise, the Analysis of Supervision in Public Elementary Schools. In this case, the principal discloses the facts on the ground as follows:

"Of course, we have considered the principles of supervision, including scientific, democratic, cooperative, constructive and creative principles. In this scientific principle, we use the extent to which they have mastered their academic field. Then in democracy we are always open. If there is a problem the teacher can directly meet or we come. But more often we discuss with teachers about things or concepts to overcome or manage learning, which is carried out in an open and democratic way.

The class teacher expressed as follows:

"In the implementation of this supervision, the principles applied by the principal are democratic and cooperative principles. Schedule arrangements for academic supervision are planned and communicated in advance between the principal and teachers. In addition, the principal is also diligent in asking teachers about the obstacles and problems encountered in learning.

Various descriptions above are completed by the School Supervisor as follows:

"Supervision activities at this school have fulfilled the principles of academic supervision. But not maximal. In specific principles, the compiled program has a unanimous composition. The principal already has measurable or reliable goals and programs. But not maximal. The proof is that supervision activities cannot always be followed up due to time constraints.

Based on the description above, it can be concluded that supervision in public elementary schools has implemented scientific, democratic, cooperative, constructive and creative principles.

To confirm the results of the research, the researchers observed the teacher's performance in learning and supervision activities at this school. In this case, the researcher again observed the quality of the performance of class VI teachers as teachers with Civil Servant status who taught upper class groups, as well as observed the quality of class III teachers who were Non-Civil Servants or wiyata bhakti status and taught in lower class groups.

Based on these observations, the following facts were found in the field;

1. The principal uses individual techniques in the form of class observations and individual meetings.

2. The stages carried out by the principal are entering class, observing the learning process, making notes, followed by coaching through private conversations.

Based on research on school documents related to academic supervision which researchers also carry out, especially in academic supervision programs, the following facts were found:

1. During semester 1 of the 2022/2023 Academic Year, 8 academic supervisions were carried out for 8 class teachers and subject teachers.

2. Academic supervision activities for 1 semester of the 2022/2023 Academic Year in the form of observing the implementation of learning are only carried out in August from 4 to 21 August 2022.

Based on the explanations in the interviews with three types of informants, namely the principal, teachers and supervisors, the results of observations on the quality of teacher performance and supervision activities, as well as document research, it can be concluded that the implementation of supervision in this school is as follows:

1. In general, all teacher personnel have been supervised with a frequency of once every semester.

2. The techniques used are individual and group techniques, in the form of class visits, class observations, private conversations, regular meetings and Teacher Working Groups, which are adapted to the situation in the field.

3. The model used is a combination of traditional supervision and contemporary supervision, although the term is not stated.

4. The principles used are scientific, democratic, cooperative, constructive and creative principles.

3.2.3. Supervision Evaluation

How the school principal's assessment of the results of supervision relates to lesson planning, implementation of learning and assessment of learning outcomes at this stage, will greatly influence the next stage. According to the principal's explanation, the results of the supervision assessment that he had carried out on the lesson planning aspect were as follows:

"During the academic supervision that we carried out for the teachers, at the level of supervision in the field of lesson planning, the teacher's lesson plans had reached a good level. This means that the systematics, how to understand the text book to be conveyed, as well as the design of the initial, core and closing activities, have reached a good or sufficient level. In this case, the performance of the teachers may be a little lacking, but we will still improve and adapt it to the conditions in each class. In this case, if you say you're not satisfied yet, because even though I said earlier that you're good, you haven't reached perfection yet. Even though in an implementation of learning, planning is something that is really needed. Even though there was no planning, sometimes in the implementation of improvisation, the creativity and innovation of the teachers actually emerged. This is sometimes unexpected. Honestly, I feel very happy to see teachers at this school being innovative and creative. These results are in accordance with the competence and ability of each teacher in understanding. When planning, the teacher must master the material first. The initial competency needed in this case is understanding the material, how to choose a technique/method/approach that is appropriate to the material."

Then how to take the appropriate evaluation tool with that material. Then how to take the appropriate evaluation tool. We hope that everything can be achieved." On the other hand, the teachers as supervised parties expressed what they felt in the implementation of supervision. The class teacher expressed as follows:

"The principal's assessment of the teacher's lesson planning has received good grades, although not very good. This is in accordance with the quality of my performance. The background to the acquisition of the learning planning assessment results from the point of view of making lesson plans is that there are still many shortcomings. Even so, we are already satisfied because that is what we can convey or give to the school. Of course, all teachers want to create a good learning atmosphere. With this supervision, the principal evaluates the preparation of lesson plans, so that the next day we will be able to make even better lesson plans."

Not to forget the School Supervisor, as the party who is more responsible for supervision activities, expresses the following:

"The results of the principal's assessment of lesson planning still need to be addressed. This elementary school has complete teachers so it takes quite a long time. And this affects the performance of the principal. Achievement is still 80%. So it's not optimal. Sometimes I am very concerned about the activities of the principal and teachers that are outside their main duties, so that the main activities are often neglected. Knowledge is needed elsewhere, but it's still not focused on school. Because the principal and teachers here have very high-flying hours." (School Supervisor).

"In the implementation of learning and in conveying completeness is not essential. The nature of learning has not been explored at all. Sometimes something is scattered and no repetition occurs. This is our record. But in general this is very good. However, to approach a better one, it needs improvement through supervision. Whether we are satisfied or not, we are indeed satisfied. We feel proud and happy because there are teachers who. the bus goes beyond. This means that not all teachers have the same ability, but there are teachers whose competence is better than them. That all of course returns to the teachers themselves in planning and implementation. No matter how good the planning is, if the teacher is in less mastery of the material and learning techniques, then the achievement will be less than optimal. This background is what we must always improve. So after all a teacher understands the technique of selecting approaches and mastery of material about concepts and methods. And this is what we always tell them to always improve." (Interview with School Superintendent).

In general, learning has been going well according to the provisions set. Learning has activated students, using a variety of media and methods, and easily leads students to achieve the expected competencies. So, it is appropriate if the principal gives a good assessment of the implementation of learning carried out by the teacher. Assessment of learning is very important to determine the extent to which students' mastery in learning. The results of the principal's assessment of the assessment of learning under supervision are as follows:

"In the implementation of learning and in conveying completeness is not essential. The nature of learning has not been explored at all. Sometimes something is scattered and no repetition occurs. This is our record. But in general it's good. However, in order to approach a better one, improvement is needed through this supervision. About satisfied or not frankly we are satisfied. We feel proud and happy because there are teachers who have gone beyond. This means that not all teachers have the same competence. However, there are teachers whose competence is more/already good than them. That all of course returns to the teachers themselves in the planning and implementation. No matter how good the planning is, if the teacher's mastery of the material and learning techniques is lacking, we must always improve this background. So how does a teacher understand the technique of selecting approaches and mastering material about concepts and methods. And I always convey this to the teachers to always improve.

According to the class teacher as the informant, the results of the assessment achieved by the teacher are as follows:

"The results of supervision in terms of learning assessment can be concluded not to involve students. We are still baiting students to make good conclusions. In the 2013 curriculum we feel a shortage of learning hours when there are religious and sports subjects, our difficulties in assessing spiritual attitudes, social attitudes, knowledge and skills in each lesson. The assessment that was not good was the attitude assessment, because we could not monitor the child's behavior all day outside the classroom.

"The results have been good. Maybe because every lesson I always do a learning assessment according to student competence. The expression is complemented by the supervisor's statement as follows: "It's good too. Even though the 2013 curriculum is not easy. But now it doesn't feel so hard anymore" (Interview with Classroom Teacher)

Supervision analysis can have an impact on someone, both positive and negative. But it could also just pass. The results of the principal's reflection in this regard are presented as follows:

"Of course, what we do in this supervision generally has a positive impact and is very useful for teachers, especially in improving and improving learning, because academic supervision itself is directed at improving and improving learning

that is lacking. So what teachers do if they are left without sharing or academic supervision, their performance will decline. However, the academic supervision that we carry out will have a positive impact, including in planning, implementing, using several approaches. The assessment also uses authentic assessment. We will always develop this, we will provide assistance to move forward. Because we really hope that the impact will be positive and increase even more. So academic supervision should be carried out intensively. If it is only carried out once and there is no follow-up, it is as if what the teacher has done is good. Even though there are gaps that may not be appropriate and no one reminds them. Then there must be a follow-up." (School Principal).

According to the class teacher, the impact of academic supervision is as follows:

"Supervision greatly improves teacher performance. Because with the principal conducting academic supervision, the teacher tries to carry out the learning process as well as possible, starting with the process of making a good lesson plan. So supervision greatly improves the quality of learning. The teacher will always carry out the learning process as well as possible, so that academic supervision at this school really needs to be continued by the school principal. If necessary, the frequency can be added.

"I think it has a very positive impact and can improve my performance."

"With supervision, of course the performance of the teachers here can be even better."

From the various explanations that have been expressed by school principals, teachers and school supervisors, the following findings emerge:

1. The supervision evaluation stage at this school has been carried out, although with different standard sizes between the school principal as the supervisor.
2. Teachers as supervised parties and School Supervisors, as parties who know in detail about the ins and outs of academic supervision.
3. The results of the assessment in supervision become material for reflection for all school personnel about the quality of learning that has been presented at this school.
4. The quality of the performance of teachers can be measured through the results of the academic supervision that has been carried out.
5. The next stage is needed, namely follow-up supervision.

To confirm the results of the research, the results of evaluation or assessment documents in the supervision activities owned by the school are also seen, according to the following Table 1;

Table 1. Results of academic supervision assessment of teacher performance in learning.

No	Value acquisition	Category
1	84.17	Good
2	80.00	Good
3	82.50	Good
4	81.67	Good
5	80.83	Good
6	80.83	Good
7	81.67	Good
8	80.83	Good
Average	81.56	Good

The findings that emerge based on the Table 1 regarding the assessment of academic supervision are:

1. The teachers have received an assessment from the principal.
2. The teachers get grades in the good category between 80.00-84.1.

The school committee is a partner in advancing school quality. As a partner, of course, the school committee, which always works together, knows a lot about the quality of the schools it partners with, especially the quality of

the performance of the teachers at the school. So as a supporter, the researcher also conducted interviews about the quality of the teacher's performance with the Head of the School Committee, as follows:

"I have been the head of the school committee at SDN Kalangrejo for three years, I am very proud to be chosen as the head of the school committee. In my opinion, the performance of the teachers here when compared with teachers in other schools is. In my opinion, teaching and learning activities at this school are good, non-academic achievements are more prominent than academic achievements, this is because the principal always coordinates with teachers and committees. Even if there are any programs it always involves a committee". (Head of the School Committee).

Based on the interview it was found that:

1. The Committee Chair is very proud of the conditions at the State Elementary School (SDN).
2. In the view of the chairman of the committee, the performance of the teachers has been good and often leads students to achieve achievements.
3. Good teacher performance occurs because of good cooperation and coordination between school principals and teachers.
4. The committee chairperson is always involved in preparing programs that will benefit the progress of the school.

Several student opinions related to teacher performance, on average give a positive assessment.

"Good teacher. I like it because teaching is easy to understand."

*"The teacher is kind and creative. Not fierce. Never punished me. I am pleased. Because teaching is good, if you explain it is easy to understand. Use tools and pictures". (*Interview with grade 3 students).

"The teacher is kind and patient. When I made a mistake and was late; I didn't get scolded. I like it because the teaching is good, easy to understand, and not confusing."

"The teacher is very kind and strict. I am happy because Mrs. Sumini cares about her students. Give good teaching. Never late for class. I was the one who was late and I apologize. (6th-grade student).

"The teacher cares about her students and is wise and disciplined. When I haven't done the task the Vuguru does is warn me not to do it again. I am very happy because Mrs. Sumini is firm, firm in this matter does not mean fierce. Mrs. Sumini is firm so that her students understand the lesson." (Interview with grade 5 students).

The results of interviews with these students showed that:

1. Teachers have a good performance.
2. Teachers like students.
3. Teachers are able to bring students to improve their competence.

3.2.4. Supervision Follow Up

The fourth stage is the follow-up stage of academic supervision. This follow-up was given to teachers whose supervision results were good or not. According to the principal of the follow-up stage of academic supervision at State Elementary Schools, comments for those who get good supervision results:

"The results of the supervision that we carry out in schools towards our teachers. Good records provide reinforcement and motivation to always be maintained. Then for teachers whose quality of performance is very prominent, we make tutors their peers. Meanwhile, we make senior teachers as supervisors."

Explanation from the class teacher:

"The follow-up of the academic supervision that the principal gave me was to tell me to keep what was good. However, as a Wiyata Devotional teacher, I always try to gain knowledge from senior teachers, so that one day when I am allowed to be appointed as a civil servant, I can keep up with senior teachers in my new place. Whereas for those who were not good enough, even though they were judged as good, the Headmistress was still willing to guide me, included me in training, and always guided me when I encountered difficulties at work."

Various explanations about the follow-up stages of academic supervision at Public Elementary Schools in Blora Regency illustrate to us that:

1. Whatever the results obtained at this stage will always be followed up.
2. The results are already good, it is recommended to be maintained. For those who are still having problems, a solution will be found.
3. Personal and group coaching is carried out by involving teachers in workshop activities, In-House Teaching, Teacher Working Groups, and the like to improve quality.

3.3. Supervision Constraints

Every activity including Analysis of Academic Supervision at SDN Kalangrejo is certainly not free from obstacles. These obstacles can come from the principal himself as the supervisor, from the teachers as the supervised party, constraints on facilities and infrastructure, and other constraints. These various obstacles are described as follows:

3.3.1. Obstacles Relating to the Principal as Supervisor

Regard to the principal himself as the supervisor, when asked what obstacles were found in the analysis of supervision in this school related to the principal himself as the supervisor, what were the causes, and whether the obstacle was a serious problem and required special handling, the principal, teachers, and supervisor disclosed as follows:

"The obstacle that often arises for me as a school principal who will provide supervision to teachers is related to the official assignments given by the District Office which interfere with performance in carrying out academic supervision. However, because they are equally important, we try to keep supervising even by shifting the time. The experience that we have done for my obstacles as a supervisor and school principal is of course there. But I try to manage time so that everything can run in balance. This means that what is needed by the Office is fulfilled, for friends who will receive supervision, coaching, and assistance to improve or progress in the quality of learning more intensively we make the best possible design. (Interview with the Principal).

"The obstacle experienced in supervision from the aspect of the school principal as a supervisor is that our school principal often gets assignments from the district, so there is a lack of time to carry out academic supervision. Can only be done once in one semester. Sometimes if he wanted to meet the principal he was not there. If there are problems, they must be postponed to another time (Interview with Teacher).

"Constraints related to the principal as a top manager in that it is considered that everything must be able to, including carrying out academic supervision, but sometimes there are other official duties outside of their main duties. This is very problematic. While other obstacles are not so visible. (Interview with School Superintendent).

In addition to conducting interviews with various informants, researchers also observed the condition of schools in general and researched school documents. The results of observations show that school principals are not always easy to find because of the tight schedule of other official activities outside of their duties and responsibilities. While the results of the document research show that the supervision schedule was compacted in August with 2 class visits on scheduled days as stated in the School Supervision Program, this shows that the principal does not have much free time. Principals at public elementary schools are often not at school to carry out other official duties.

Based on the results of interviews with school principals, teachers, and School Superintendent, observations about the condition of schools in general, as well as research on school documents in the form of supervision programs, the following data were found:

1. The main obstacle related to the activities of the principal in academic supervision at this State Elementary School is the busyness of the principal related to other official duties outside of his duties and functions which hinders the smooth implementation of academic supervision.

2. The principal as the supervisor tries hard to find solutions related to these obstacles.

3.3.2. Obstacles Related to Supervised Teachers

In connection with the obstacles originating from the teachers themselves as supervised people, when asked what obstacles were found in the analysis of supervision in this school related to teachers as supervised parties, what were the causes, whether these obstacles were serious problems and needed handling In particular, school principals, teachers, and supervisors disclose the following:

"Something we do is also often a bit unexpected. When I can on the day and what has been determined according to the schedule but the teacher gets official assignments, especially now that the independent curriculum is starting. Finally, two shifts will continue to occur. In the implementation of supervision, in the end, we compromised or democratized earlier. We have to maintain openness and democracy so that everything is comfortable. There are things we can do, when, we compromise. Finally, everything can be comfortable. It is flexible and adapts to the situation and conditions at school. (Principal).

"For the obstacles related to the teacher as the person being supervised, we have not been able to plan a good lesson plan, so learning is not maximized. Indeed, there is a special provision for making lesson plans, but it is very limited because it is only a 1-week workshop. Whereas in 1 week it is more widely used to discuss learning assessment which includes 4 aspects. Only 2 days were given to discuss the Class Learning Plan so it was not mature enough. This is a serious problem because learning is more emphasized by students and teachers as learning companions. The hope is that students can solve their problems in groups. (Teacher).

"Each teacher has a different character. Some teachers get assignments carried out directly because of family factors that are brought to school, or because of illness. I as the supervisor and principal try to understand. This can be said to be a serious problem but it may not be. Because the problems of teachers in this school are not too difficult to overcome and can be handled properly. Because the teachers here are also disciplined. Competence is also good. They are professional teachers." (School Superintendent).

Based on the results of interviews with school principals, teachers, and School Superintendent, as well as observations of learning activities and school conditions in general, as well as researching school documents in the form of programs and notes on supervision results, data was found that the main obstacles related to the teacher as the supervised party in supervision activities at Public Elementary Schools are:

1. Not all can plan a good lesson plan so the learning process is not maximized.
2. The provisions obtained by teachers in preparation for the new curriculum have not been maximized.
3. Different characters of teachers in responding to various official duties.
4. The busyness of the teachers is related to other official duties outside their duties and functions which impede the smooth running of the supervision analysis.
5. The health level of the teachers is not all good.
6. Teacher personnel at this Public Elementary School often change due to mutations, the appointment of Candidates for Civil Servants or promotions as school principals, so what is often programmed in supervision planning is not always the same as the current conditions.
7. Some of the teachers are non- Civil Servants teachers who have varying levels of competence.
8. Most of the teachers are young women who of course have quite a lot of activity levels because they still have small children in the supervision plan is not always the same as the current conditions.
9. Not all teachers have optimal competence in the use of methods and media.
10. Not all teachers have optimal competence in learning assessment.

11. Not all teachers have creativity in selecting and using learning resources.
12. Not all teachers have optimal competence in conditioning students to be actively involved in learning.

3.3.3. Constraints Related to Infrastructure in Schools

With regard to the infrastructure available at school, when asked about what obstacles were found in the supervision analysis at this school related to supporting infrastructure, what caused them and whether these obstacles were serious problems and required special handling, the principal, teacher and school superintendent. They give almost the same explanation.

"Actually, the infrastructure in our school is included in the National Education Standards, but in reality, we only have 1 LCD ((Liquid Crystal Display) unit and cannot be moved around. This obstacle is sometimes the teacher complains. in 1 week we take turns because here teachers who are capable are not only class teachers. For low class of course the frequency is less. While the high class is in dire need. Then also religious teachers, when they are going to show a film or show that children have to watch with the correct facts and concepts, this ends up being an obstacle. Effectively every week of each class is 2 times. In terms of infrastructure, there are a lot of them. There are obstacles that sometimes the teacher doesn't realize because of the length of time the props are stored. In addition, teachers have not been able to operate teaching aids that should be used. For example, optical devices are directly connected to the computer, and the computer is directly connected to the LCD. This is sometimes not all teachers can master. So, the problem might be because the teacher's mastery system is in the process of conveying the teaching aids themselves, or indeed the condition of these teaching aids is damaged. But we always use what we already have." (Principal).

"Obviously there are obstacles related to infrastructure, because we lack supporting infrastructure in the form of visual aids, so we use images via LCD displays, so they are not contextual. While the LCD teaching aids are also still not fulfilling. (Teacher).

"As for supporting infrastructure, thank God, I observed that they were almost fulfilled, so there were no obstacles, except for consumables whose existence had to appear at that time. Props and other media can be said to be complete, it's just the teacher who uses it, so you can say there are no obstacles (School Superintendent).

The results of observing the conditions at this school in general indicate that the condition of the infrastructure at this school, when compared to other schools around it, is more than adequate, one might even say complete, so it really supports learning. However, for LCDs that are still lacking, more attention needs to be paid, because with more complete learning infrastructure, the learning infrastructure will run smoother and the goal of educating the nation's children will be achieved.

Based on the results of interviews, observations and document research, it appears that the constraints on supervision analysis related to infrastructure are:
1. Lack of LCD to facilitate learning which should be fulfilled per class.
2. Lack of props for certain materials so that learning cannot be fully contextual.
3. The earth fence that has not completely surrounded the school area causes some students to tend to play too far during recess and are late in participating in the learning process.

In general, the atmosphere at the school is very conducive, and very supportive of smooth supervision at school, however, this Public Elementary School is often used to carry out activities that involve large numbers of people, namely teachers from various schools which of course take up a lot of learning time, such as training. Class Teacher Group activities and so on. The number of students in this school is not too much but the teacher must also create a conducive atmosphere. The diverse backgrounds of students and from economic levels, parents' jobs, and the environment around the house also demand creativity and special abilities from teachers to determine the right method in bringing students towards goodness.

3.3.4. Efforts to Overcome Supervision Constraints

Based on the data presented, it can be said that basically the efforts that have been taken to overcome obstacles related to the school principal as supervisor are:

1. The principal tries to change the schedule for supervision in the form of class observations or private conversations.
2. The principal will plan academic supervision more than 1 time for each semester in each class.
3. The principal empowers senior teachers to help carry out academic supervision for more junior co-teachers.

Efforts that have been made to overcome the constraints of supervision analysis related to the teacher as the party being supervised are as follows:

1. Arranging and agreeing to reschedule.
2. Provide coaching and mentoring individually and in groups.

Efforts to overcome supervision constraints related to infrastructure facilities include:

1. Procurement of new infrastructure facilities.
2. Communicating between teachers for the use of equipment alternately.
3. Collaborate with committees or other parties to advance the school.

4. DISCUSSION

The theory says that the essence of analysis is a process or activity that aims to communicate ideas, ideas, programs, or expectations in the form of activities. In this context, in conducting an analysis of supervision, it is important to strive for academic supervision so that its implementation is in accordance with the design, starting from planning, implementation, evaluation, to the necessary follow-up. According to theory, the planning of an academic supervision program is the preparation of a monitoring planning document for a series of activities to help teachers develop the ability to manage the learning process to achieve goals.

From the results of field research, it was revealed that Public Elementary Schools had succeeded in planning a supervision program since the beginning of the school year by involving school principals, teachers, and supervisors in the process performance (Almeida, 2017). In the program document, the goals, objectives, schedules, and other important elements that are needed and need to be prepared in planning academic supervision are also listed. Therefore, it can be concluded that this school has properly carried out the analysis of academic supervision at the planning stage. This also shows a good understanding of the school about the benefits of planning a supervision program, which is used as a guide in carrying out the next stages.

The school has taken a positive step by inviting various parties in preparing an academic supervision planning program. In an effort to equalize the perceptions of all school members regarding the academic supervision program, this Public Elementary School involves all school members in jointly preparing the program. This enables the school to apply the principles of objective, responsible and sustainable academic supervision, in accordance with the National Education Standards and the needs and conditions of the school. The presence of each member also provides an overview of the real conditions faced by the school and assists the school in determining the steps that must be taken to achieve the best quality performance in an effort to achieve optimal quality education.

Implementation of academic supervision begins with observation activities, which ideally are carried out by supervisors. In the observation stage, the supervisor makes direct observations of the learning activities carried out by the teacher, from start to finish. In accordance with the agreed schedule, two meetings were held with a focus on teacher and student activities, as well as recording and filling out relevant instruments, which were also documented with activity photos. The findings found in the field also confirm this. The principal intensively monitors the teachers by making observations, so it is not surprising that the principal at this Public Elementary School (SDN) has an accurate understanding of the strengths and weaknesses of the teachers under his leadership.

The principles of academic supervision include (1) Practical, easy to work on according to school conditions (2) Systematic, developed according to careful program planning to achieve goals (3) Objective, input according to aspects of the instrument (4) Realistic, conditions based on actual reality (5) Anticipatory, able to deal with problems that may occur (6) Constructive, developing teacher creativity and innovativeness in developing the learning process (7) Cooperative, there is good cooperation between supervisors and teachers in developing learning (8) Familial, considering mutual sharpening, compassionate, nurturing in developing learning (9) Democratic, supervisors may not dominate the implementation of academic supervision (10) Active, teachers and supervisors must actively participate (11) Humanist, able to create harmonious, open, human relations honest, steady, patient, enthusiastic and full of humor (12) Continuous, academic supervision is carried out regularly and continuously by the school principal (13) Integrated, integrated with the educational program (14) Comprehensive, fulfills the three objectives of academic supervision (Herawati, Murniati, & Yusrizal, 2015). The findings in the field show that not all school personnel understand each of these principles. However, there is communication in preparing schedules, carried out routinely according to schedule, teachers who initially feel nervous and insecure when supervised finally realize the importance of supervision, this all proves that democratic principles, sustainable and humanist practices have been implemented in State Elementary Schools.

From the various principles that have been applied in the analysis of academic supervision, even though the terms are not yet known, it also shows that academic supervision is a planned, patterned and programmed activity in changing teacher behavior in order to improve the quality of learning. So, the various principles in academic supervision should always be upheld so that the implementation can run according to the flow and really be able to realize the expected goals.

Academic supervision techniques consist of: Individual supervision techniques and group techniques (Abbas, 2019). In the individual supervision technique, the supervisor directly deals with the teacher individually or individually, so that the quality of learning will be known. While the group supervision technique is a way of implementing a supervision program aimed at two or more people, by grouping and providing services according to the needs and problems they face. There are five types of individual supervision techniques, including class visits, class observations, individual meetings, inter-class visits and self-assessment. While group supervision techniques consist of 12 types, among others: committees, group work, laboratories and curriculum, learning demonstrations, field trips, lectures/studies, panel discussions, libraries, professional organizations, supervision bulletins, teacher meetings and group workshops or conferences. In the analysis of academic supervision at Public Elementary Schools (SDN) it was found that the principal sometimes made class observations, sometimes the teacher came and asked the principal about many things related to learning, sometimes the principal provided guidance through morning apples, school meetings and groups. Teacher Work all of this shows that the academic supervision at this State Elementary School (SDN) is already rich with various techniques. But it still has to be adjusted, with the situation and conditions.

In terms of the academic supervision model, theoretically the academic supervision model consists of: Traditional supervision models and contemporary or current supervision models. The traditional supervision model is carried out by: direct observation and indirect observation. Whereas the contemporary or current supervision model is carried out using a clinical approach that is collaborative in nature, so it is often called clinical supervision, whose procedure is the same as direct observation, but the approach is different. Findings in the field where school principals come to class, or teachers come to school principals to discuss learning problems, also illustrate that Public Elementary Schools have implemented various models in academic supervision. Seeing directly the learning conditions in the classroom is one of the techniques used to determine the strengths and weaknesses of each teacher in carrying out their performance. Thus, the assistance provided by the principal to teachers will be more appropriate because it is adapted to the circumstances of each individual. So, the State Elementary School (SDN) is a

candradimuka crater (a place for forging knowledge) which gave birth to many qualified people, gave birth to many future leaders.

In the reflection stage after learning observation, ideally the activity begins with the teacher's activity calculating the value of the teacher's ability (TA) to carry out learning activities and determining the category, starting from the Poor category (TA <55%). Fair (55%≤TA<75%), Good (75%≤TA<85%) or Very Good (85%≤TA≤100%). In this case, every teacher should understand and use this category wisely. If it's good, should continue to maintain and further develop. If it's not good, you should humbly keep trying to learn so that the results can improve.

The findings in the field show that the results of the existing academic supervision of the majority of teachers get the good category. The results of the interviews indicated that they were satisfied with these results. The chairman of the committee, as an extension of the community, also acknowledged that the performance of the teachers at State Elementary Schools had indeed been good, although positive expectations were still pinned for the sake of maintaining the quality of education at State Elementary Schools in Blora Regency. Even the students confirmed that their teachers were indeed people to be proud of because they had good performance. Teachers have tried to create quality and meaningful learning for students. Good communication between teachers and students uses various methods and media. This is proof that the academic supervision that has been carried out in this school has really had a positive impact on the students and the teachers themselves. In every activity, evaluation is always accompanied by follow-up, regardless of the results obtained. If you have received a good rating, this should not make a person forget himself and become arrogant. In terms of supervision analysis, assessments that are already good must be accompanied by efforts to maintain those that are already good, and assessments that are not yet good need to be accompanied by efforts to improve existing deficiencies for the better.

Based on the results of research conducted at Public Elementary Schools, the Principal always reminds his teachers, even though they have received a good category they must still strive to improve their quality. There are many ways, it can be through training or workshops, Teacher Working Group (KKG) activities or the simplest is through daily assistance. Thus, teachers will feel how useful this analysis of academic supervision is. So, if in the past many teachers thought that academic supervision was a scary activity and avoided it as much as possible, but the development of time shows otherwise. This academic supervision activity is actually awaited, so that teachers have the opportunity to develop their quality. The morning apple activity held at Public Elementary Schools (SDN) is one of the means for school principals to guide teachers in groups. This mentoring activity is a follow-up form of academic supervision activities. Intensive communication between teachers and school principals will be able to provide positive changes, especially in terms of the quality of the performance of teachers in public elementary schools (SDN) in the Blora Regency.

In theory, researchers have not found that this activity has obstacles. However, the field findings show that there are not a few obstacles in analyzing academic supervision. The schedule that had been planned could be missed due to the busyness of the school principal himself who often received official assignments from the district. Some teachers at Public Elementary Schools (SDN) often receive assignments from outside services, learning infrastructure is inadequate, new curriculum books are incomplete, guidelines for the assessment system still need to be studied, family activities take up time, conditions for students are less supportive, and so on affect the quality of learning. However, taking into account the existing constraints, whether related to the principal as a supervisor, or the teacher as the party being guided, infrastructure, and other constraints will not solve the problem. So in this case these obstacles must be overcome immediately. Learning must continue to be pursued well. There is a will there is a way.

Various attempts have been made to overcome obstacles related to academic supervision activities. Even though it is not easy, the enthusiasm of the public elementary school (SDN) family has extraordinary enthusiasm for overcoming the obstacles they face. To complete the infrastructure using funds from the School Operational

Assistance (SOA) program. To overcome the number of books that are still lacking, doubling through photocopies. If the Principal is carrying out other tasks, the teacher agrees to rearrange the supervision schedule. This proves that teachers are not too affected by the obstacles they face. Even one of the female teachers interviewed said that the teacher made lesson plans and other teaching preparations at night after her young child had fallen asleep. It is this spirit that deserves thumbs up and serves as an example for other teachers, especially those who have status as Civil Servants (PNS) and receive professional allowances.

5. CONCLUSION

From the results of field research, it was revealed that SDN Kalangrejo had succeeded in planning a supervision program since the beginning of the school year by involving the school principal, teachers, and supervisors in the process. This is line with Almeida's research that performance standards were used in the implementation of supervision (Almeida, 2017). The presence of each member also provides an overview of the real conditions faced by the school and assists the school in determining the steps that must be taken to achieve the best quality performance in an effort to achieve optimal quality education. Implementation of academic supervision begins with observation activities, which ideally are carried out by supervisors. By the agreed schedule, two meetings were held with a focus on teacher and student activities, as well as recording and filling out relevant instruments, which were also documented with activity photos.

Principals intensively monitor teachers by making observations, so it is not surprising that principals in public elementary schools (SDN) have an accurate understanding of the strengths and weaknesses of the teachers under their leadership. The principles of academic supervision include (1) Practical, (4) Realistic, (6) Constructive, 7) Cooperative (8) (9) Democratic, (11) Humanist, (12) Continuous, (13) Integrated, and (14) Comprehensive (Herawati et al., 2015). Field findings show that not all school personnel understand each of these principles, however, there is communication in the preparation of schedules, carried out routinely according to schedule, so that teachers who initially feel nervous and insecure when supervised finally realize the importance of supervision, this all proves that the principle democratic, sustainable, humane and other principles have been implemented in Public Elementary Schools (SDN) in Blora Regency.

From various principles that have been applied in the analysis of academic supervision, even though the terms are not yet known, it also shows that academic supervision is a planned, patterned, and programmed activity in changing teacher behavior to improve the quality of learning. While the group supervision technique is a way of implementing a supervision program aimed at two or more people, by grouping and providing services according to the needs and problems they face. In the analysis of academic supervision at Public Elementary Schools (SDN) it was found that when the principal made class observations, the teacher actually came and asked the principal about many things related to learning, sometimes the principal provided guidance through morning apples, school meetings and the activities of the Teacher Working Group (KKG), all of this shows that academic supervision activities at the State Elementary School (SDN) are rich in various techniques. These findings indicate that to improve teacher performance in learning it needs to be done with a humanist approach, not necessarily formally in order to create a comfortable atmosphere.

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