

The Effect of Learning Leadership and Academic Supervision on Teacher Teaching Skills in the Covid-19 Pandemic

Bahtiar Agung Pambudi ^{1, *}, Imam Gunawan ^{2, 3}

¹ SMA Al Izzah Kota Batu, Batu 65321, Indonesia

² Department of Educational Administration, Faculty of Education, Universitas Negeri Malang, Malang 65145, Indonesia

³ Rumah Visi Kepala Sekolah, Malang 65124, Indonesia

* Corresponding author. Email: ombahtiar@gmail.com

Abstract: The principal has a number of very heavy roles and tasks that fall under his responsibility as a manager, educator, administrator, supervisor, motivator, innovator, an entrepreneurial developer and a leader. This study aims to determine: (1) level of learning leadership, academic supervision, and teaching skills of teachers; (2) the influence of learning leadership on teacher teaching skills; (3) the effect of academic supervision on teacher teaching skills during the Covid-19 pandemic; and (4) the effect of learning leadership and academic supervision on teacher teaching skills during the Covid-19 pandemic which also has an impact on the teaching and learning process in educational institutions. The research design used by researchers was a descriptive research method, using a quantitative approach. The sampling technique used was purposive sampling with data analysis using regression analysis. The results of this study: (1) descriptive description of the variables of learning leadership, academic supervision, and teaching skills of teachers in the high category; (2) there is a significant influence of learning leadership on teacher teaching skills; (3) there is a significant effect of academic supervision on teacher teaching skills; and (4) there is a significant effect of learning leadership and academic supervision on teacher teaching skills.

Keywords: learning leadership, academic supervision, skills teaching teacher

1. INTRODUCTION

The teacher is one of the important components in the process of teaching and learning activities with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students at school. The role of teachers is very vital and important to become the vanguard in providing learning services to students with any circumstances and situations. As is currently the case during the Covid 19 pandemic, which is so tense that the face-to-face learning process that has been done so far is finally carried out online using social media.

With conditions like this, teachers are required to be able to provide the best service as in the previous normal situation. In addition, the principal as its function, namely the leadership in the education unit, which is the responsibility of the teaching and learning process, must continue to be carried out during the Covid 19 pandemic, which requires the principal to create a strategic plan in carrying out online learning activities using social media. A school principal should support and prioritize the

interests of learning for students (Patterson, 1993; Gunawan, et al. 2020). The principal in his duties must have the ability to lead learning to manage, mentor, and guide teachers. The ability of the principal must always develop a productive work environment and a principal must be able to encourage teachers to create a conducive learning environment for students (Eggen & Kauchak, 2004; Wahyudi, et al., 2019).

Supervision and assessment are also important after the academic activities that have been carried out by the teacher. The purpose of supervision is to assist teachers in solving problems faced by teachers in their teaching activities. In addition, the purpose of supervision is also to improve their ability to manage the learning process to achieve learning goals. Supervision activities that focus on the scope of learning carried out by the teacher in the teaching and learning process to students are commonly referred to as academic supervision.

Imron (2011) explains that academic supervision is an assistance that can be provided by principals, supervisors, or a professional to teachers with the aim of

improving the quality of the learning process and the quality of learning outcomes. Teacher professionalism also needs to be supported by the principal's learning leadership. according to Government Regulation Number 19 of 2005, that professional teacher competencies must have: (1) pedagogical competence; (2) personality competence; (3) professional competence; and (4) social competence.

In situations like this the teacher must master teaching skills online not face to face anymore, as we know online learning is indeed the most relevant alternative solution to be used in teaching and learning activities with students. So it is necessary that teachers have mastery of basic skills that support teachers to influence student behavior and deliver subject matter that can be understood by students. But in fact there are some teachers who have difficulty doing online learning, this happens because the online learning system is still relatively new, mastery of teaching materials is not yet good and skills in using teaching methods using technology or learning media is still lacking. So with this condition, a school principal must be an important part of helping and guiding teachers to have good teaching abilities and skills in this covid 19 pandemic. So that learning leadership and academic supervision become alternative solutions to problems that can be applied by a school principal.

2. METHOD

This study uses a descriptive research method using a quantitative approach. In addition, in accordance with the research objectives, regression analysis will be used, which is useful in knowing whether there is an influence on each research variable. This research was conducted in 3 private junior high schools in Batu City, Indonesia, namely SMP Darusholihin Kota Batu, SMP Islam Kota Batu, and SMP Raden Patah Kota Batu.

The target of this research is teachers who actively teach at these institutions. In this study using a sample of respondents as many as 45 respondents from a total population of 75 teachers. Data collection in this study was carried out using a closed questionnaire. And in this study used regression data analysis.

3. RESULTS

3.1 Descriptive Analysis

The purpose of descriptive analysis is to determine the level of learning leadership, academic supervision, and teacher teaching skills. Based on the results of the descriptive analysis that learning leadership (X1) is in the 'medium' category, 27 of 45 respondents are shown with a percentage of 60% and with a mean of 24.91 in the medium category (Table 1).

Based on the results of the descriptive analysis that academic supervision (X2) in the 'high' category was shown by 24 respondents with a percentage of 53.3% and with a mean of 41.78 being in the high category (Table 2).

Based on the results of the descriptive analysis that the teacher's teaching skills (Y) in the 'high' category were shown by 22 respondents with a percentage of 48.9% and with a mean of 36.91 being in the high category (Table 3).

Table 1 Frequency Distribution of Learning Leadership Variables (X1)

No.	Category	Interval	f	%
1	Very low	6 - 10.8	0	0
2	Low	10.9 - 15.7	0	0
3	Moderate	15.8 - 20.6	27	60
4	High	20.7 - 25.5	3	4.4
5	Very high	25.6 - 30.4	16	35.6
Total			45	100

Table 2 Frequency Distribution of Academic Supervision Variables (X2)

No.	Category	Interval	f	%
1	Very low	10 - 18	0	0
2	Low	18.1 - 26.1	0	0
3	Moderate	26.2 - 34.2	3	6.7
4	High	34.3 - 42.3	24	53.3
5	Very high	42.4 - 50.4	18	40
Total			45	100

Table 3 Frequency Distribution of Academic Supervision Variables (Y)

No.	Category	Interval	f	%
1	Very low	9 - 16,2	0	0
2	Low	16.3 - 23.5	0	0
3	Moderate	23.6 - 30.8	6	13.3
4	High	30.9 - 38.1	22	48.9
5	Very high	38.2 - 45.4	17	37.8
Total			45	100

3.2 Regression Analysis

Based on the results of hypothesis testing using regression, it shows that in testing the first hypothesis a significance of $0.005 < 0.05$ so that "H1 is accepted (Table 4), H0 is rejected" with the conclusion that there is an effect of learning leadership (X1) and academic supervision (X2) on teacher teaching skills during the pandemic covid-19 (Y).

Table 4 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.101	5.700		3.000	.005
	X1	.444	.410	.290	1.081	.286
	X2	.210	.268	.210	.782	.439

4. DISCUSSION

4.1 Learning Leadership

Learning leadership according to Bush and Glover (in Wahyudi, et al 2019) is leadership that emphasizes components that are closely related to learning, including curriculum, teaching and learning processes, assessment, teacher development, excellent service in learning, and development. learning community at school. The main objective of learning leadership is to provide excellent service to all students so that they are able to develop their potential, talents, interests and needs. In addition, to facilitate learning so that students' learning achievement increases, learning satisfaction is higher, learning motivation is higher, curiosity is realized, creativity is fulfilled, innovation is realized, an entrepreneurial spirit is formed, and awareness for lifelong learning because science and technology and art develop rapidly. and grow well. The definition of learning leadership according to Eggen & Kauchak (in Wahyudi, et al 2019) is an action taken (the principal) to develop a productive and satisfying work environment for the teacher, which in turn can create better student learning conditions.

Other research results relevant to this study are presented by Adegbemile (2011) that the instructional skills required by principals for effective school administration include: (1) principals collaborate with teachers to determine school goals; (2) provision of facilities; (3) supervise lesson plans; (4) teaching and learning activities; and (5) evaluation of curriculum plans and implementation.

4.2 Academic Supervision

Suhardan (2010) explains that academic supervision becomes the basis or basis for professional supervision activities, which is the study of the assistance system carried out by school principals to improve teacher professional abilities, so that teachers become better able to handle the main task of teaching their students. In the form of program tools and activity procedures in schools aimed at improving and improving the quality of learning carried out by teachers. Meanwhile, Hadith and Nurhayati (2010) explain that the function of academic supervisions is an effort to improve as a continuous process and is carried out continuously as one of the principles of integrated management.

On the other hand, Purwanto (2012) describes the functions of academic supervision, namely: (1) providing teaching supervision services to teachers to foster a teaching and learning process that is of good quality, fun, innovative, and can maintain a balance in the implementation of teaching staff duties; and (2) provide professional assistance / counseling / guidance services to foster a climate for improving learning processes and outcomes through a series of efforts to supervise teachers. So it can be concluded that the meaning and function of

implementing academic supervision is to provide assistance in the form of counseling, guidance, monitoring, and direct assistance to teachers to maximize self-potential in order to improve the quality of learning carried out in the classroom.

4.3 Teacher Teaching Skills

Underwood (1987) stated that good mastery of basic teaching skills will greatly affect student behavior in learning. Basic teaching skills are complex actions, in the sense of integrative use of a number of components contained in teaching actions to convey teaching messages. Also described by Hasibuan (2004); Suharto (1997); Sulo (1998); and Djamarah (2000) stated that there are eight basic teaching skills that teachers must master, namely: (1) basic and advanced questioning skills; (2) strengthening skills; (3) variation skills; (4) explanation skills; (5) skills in opening and closing lessons; (6) small group and individual teaching skills; and (7) skills in leading small group discussions.

4.4 The Effect of Learning Leadership on Teacher Teaching Skills

Based on the results of hypothesis testing using regression, it shows that in testing the first hypothesis a significance of $0.001 < 0.05$ is obtained so that "H1 is accepted, H0 is rejected", with the conclusion that there is an effect of learning leadership (X1) on teacher teaching skills during the Covid-19 pandemic (Y). That learning leadership can be: (1) an alternative in improving and developing teacher professionalism by listening to (listening); (2) complaints, problems or ideas conveyed by the teacher in order to increase their professionalism; (3) clarifying or explaining what the teacher wants or means; (4) encouraging, the principal pushed the teacher to want to restate something if it was still unclear; (5) presenting, the principal tries to express his perception of what the teacher means; (6) solve problems (problem solving) together between the principal and teachers if there are problems faced by the teacher; (7) negotiation (negotiating), between the principal and the teacher to build agreements on the tasks that must be done together or individually; (8) demonstrate, for example, so that the teacher can observe and imitate; (9) directing, matters related to the effectiveness of learning; (10) standardize (standardization), adaptation with the teacher; and Provide reinforcing, on what has been achieved by the teacher (Kunandar, 2009; Pambudi & Gunawan, 2019).

Overall, the implementation of the principal's learning leadership behavior can be seen from its ability to manage the internal dimensions of the school so that teachers are encouraged to improve their performance (Kusmintardjo, 2014).

4.5 The Effect of Academic Supervision on Teacher Teaching Skills

Based on the results of hypothesis testing using regression, it shows that in testing the first hypothesis a significance of $0.001 < 0.05$ is obtained so that "H1 is accepted, H0 is rejected" with the conclusion that there is an effect of academic supervision (X2) on teacher teaching skills during the Covid-19 pandemic (Y).

Jalal and Supriadi (2001) explain that from various studies on teachers it is known that the level of mastery of teaching materials and skills in using innovative teaching methods is still lacking. This condition underlies the need for teachers to receive assistance and guidance from the principal in the form of supervisory activities. This opinion is reinforced by the results of research from Iriyani (2008) which states that clinical supervision at one of the public junior high schools in Sidoarjo has succeeded in improving the basic teaching skills of teachers, which, if further elaborated, can mean that there is a significant influence between supervision on teacher teaching skills.

It is also strengthened by Sudarsono (2017) explanation that the high performance of the teacher will be more successful if it is supported by the supervision of the principal, as Burhanudin (2005) said that the purpose of supervision is to develop a better teaching and learning situation through professional guidance and improvement. teach; increase the effectiveness and efficiency of teaching and learning in the presence of high performance from these employees.

This concurs with the results of research from Suwartini (2017) that the principal's academic supervision has a significant effect on the professionalism of elementary school teachers in Purwokerto. One of the indicators of professionalism is the teaching skills of teachers. The effect shown by the principal's academic supervision is high. One of the reasons why this happens is due to the optimal role of the principal as a supervisor and on the part of the teacher who is also critical, active, and always improving himself to get new things that are better in carrying out their duties. This condition can be generalized to have the same effect as a pandemic condition as what researchers have carried out today.

4.6 The Effect of Learning Leadership and Academic Supervision on Teacher Teaching Skills

Based on the results of hypothesis testing using regression, it shows that in testing the first hypothesis a significance of $0.005 < 0.05$ so that "H1 is accepted, H0 is rejected" with the conclusion that there is an effect of learning leadership (X1) and academic supervision (X2) on teacher teaching skills during the pandemic covid-19 (Y).

The results of the above research are in line with the results of Sudarsono's (2017) research, it is said that at Dukupuntang Senior High School there is an effect of the supervision and leadership of the principal together on the performance of teachers in the institution even though in

terms of conditions, the difference is clear, namely the research conducted today at pandemic conditions.

5. CONCLUSION

Based on the research results, it is found that: (1) the level of learning leadership (X1) is in the medium category, the level of academic supervision (X2) is in the high category, and the teacher's teaching skill level (Y) is in the high category; (2) there is an effect of learning leadership (X1) on teacher teaching skills during the Covid-19 pandemic (Y); (3) there is an effect of academic supervision (X2) on teacher teaching skills during the Covid-19 pandemic (Y); and (4) there is an effect of learning leadership (X1) and academic supervision (X2) on teacher teaching skills during the Covid-19 pandemic (Y).

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