

Supervision Activities of the Principal in Achieve Effective Online Learning with a Parental Supervision Approach

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Abstract

From 2020 until 2022, Indonesia's Covid 19 pandemic became an epidemic. The government issued a policy in this case, educational institutions to eliminate face-to-face learning activities and learning with online learning. In its implementation, of course, there are many obstacles, especially since most students find it difficult to follow the bold learning process. This article analyzes the problems that occur in bold learning and describe effective bold learning with the involvement of the principal as a school supervisor to maximize school resources, in this case, parents with a Parental Supervision approach. This study uses a comparative qualitative research method with a qualitative approach. The results of this study found that in the implementation of online learning, there were at least three problems, namely, the lack of supporting facilities. Second, mastery of technology is not optimal. Third, the role of the principal as a school supervisor is not maximized in the process of supervising bold learning.

Therefore, the role of the principal as a school supervisor is essential who can encourage parental involvement in the Parental Supervision approach to realize effective bold learning.

Dari tahun 2020 hingga 2022, pandemi Covid 19 di Indonesia menjadi epidemi. Pemerintah mengeluarkan kebijakan dalam hal ini lembaga pendidikan untuk meniadakan kegiatan pembelajaran tatap muka dan pembelajaran dengan pembelajaran online. Dalam pelaksanaannya tentunya banyak mengalami kendala terutama karena sebagian besar siswa merasa kesulitan untuk mengikuti proses pembelajaran yang berani. Artikel ini menganalisis permasalahan yang terjadi dalam pembelajaran berani dan mendeskripsikan pembelajaran berani yang efektif dengan keterlibatan kepala sekolah sebagai pengawas sekolah untuk memaksimalkan sumber daya sekolah, dalam hal ini orang tua dengan pendekatan Pengawasan Orang Tua. Penelitian ini menggunakan metode penelitian kualitatif komparatif dengan pendekatan kualitatif. Hasil penelitian ini menemukan bahwa dalam pelaksanaan pembelajaran online setidaknya terdapat tiga permasalahan yaitu kurangnya fasilitas penunjang. Kedua, penguasaan teknologi yang belum optimal. Ketiga, peran kepala sekolah sebagai pengawas sekolah belum maksimal dalam proses pengawasan pembelajaran yang berani. Oleh karena itu, peran kepala sekolah sebagai pengawas sekolah sangat penting yang dapat mendorong keterlibatan orang tua dalam pendekatan Pengawasan Orang Tua untuk mewujudkan pembelajaran berani yang efektif.

Keywords: parental supervision, education supervision, principal, online learning

Introduction

The Covid 19 pandemic around the world since 2020 has caused new problems in the world of education. The impact that occurs in the world of education is making the learning media currently implemented using online media.¹ Media facilitates

¹ Azmil Abidah et al., "Problema Yang Dihadapi Guru Pada Saat Melakukan Proses Pembelajaran Daring Pada Masa Pandemi COvid-19 Di SDN 1 Panembahan," in *Standarisasi Pendidikan Sekolah Dasar Menuju Era Human Society 5.0* (Cirebon: Universitas Cirebon, 2021).

humans in all fields, including learning, but there are many significant obstacles in practice.

The challenges and problems in implementing online learning are very complex, starting from educators, students, educational institutions, and parents of students. Most parents complain that the existence of online learning shows that students in the learning process are not optimal, such as being lazy to study, playing with many gadgets, and so on.² Electronic media use also endangers students' mentality due to the lability of students who are not psychologically ready. Of course, they will be easily influenced by factors outside of their environment, such as they like to watch videos that are inappropriate for children their age to watch, which will affect their discipline and learning achievement in the face of online learning.

This follows what was conveyed by reciting Asmaul Husna, who stated that technological advances helped children's creativity, but they were also balanced with parental supervision. Suppose parents do not supervise the use of gadgets by children, of course. In that case, it will not only have a positive impact, but the negative impacts that will be experienced, such as children will tend to be less socialized with their environment because they are already dependent on gadgets.³ The online learning process requires responsibility, independence, and personal perseverance. This happens because no one can control them other than himself.⁴ A student must try downloading and reading material content, answer quizzes or questions and submit assignments independently.

² Leli Efriana, "Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and The Solution," *Jelita: Journal of English Language Teaching and Literature* 2, no. 1 (2021): 38-47.

³ Puji Asmaul Chusna, "Pengaruh Media Gadget pada Perkembangan Karakter Anak," *Dinamika Penelitian: Media Komunikasi Sosial Keagamaan* 17, no. 2 (2017), <https://doi.org/https://doi.org/10.21274/dinamika.2017.17.2.315-330>.

⁴ Zainal Abidin, "Pembelajaran Online Berbasis Proyek Salah Satu Solusi Kegiatan Belajar Mengajar Di Tengah Pandemi Covid-19," *Jurnal Ilmiah Profesi Pendidikan* 5, no. 1 (2020): 64-70.

The task of parents, especially mothers, has now become even more difficult after the government decided to implement the policy of changing the teaching and learning process to online, meaning learning from home during the Covid-19 pandemic. Indeed, from various Education and Culture Offices, such as the Jakarta Education and Culture Office, there are normative guidelines such as in Instagram accounts about assignments for school principals, teachers, people, and students. For example, the principal's task is to provide assignments to teachers and circulars to parents to carry out learning activities at home to increase awareness and prevent transmission of the coronavirus in schools. Teachers also have tasks, for example, preparing teaching materials that will be uploaded to students and determining learning media such as Whatsapp groups, Email, Google Classroom, or other learning media applications according to the recommendations of the Ministry of Education and Culture. Parents are also asked to ensure that students carry out learning activities at home, limit permission for activities outside the home, coordinate with homeroom teachers, teachers, or schools, and help students implement a clean and healthy lifestyle (PHBS) at home and so on. Students are asked to study the material or subject matter uploaded by the teacher through the agreed media. Then have a discussion with the teacher through online media if there are still things that are not clear from the material provided. Learning activities carried out online are, in fact, no more accessible than face-to-face learning.⁵

Parents are required to be able to act as teachers for their children, and it is not easy. Parents must re-learn the subject matter being studied by their children. This is undoubtedly a challenge that will not be easy to overcome, considering that the current subject matter is much different from what our parents learned in the past. For parents with good educational backgrounds and

⁵ Vasile Gherhes et al., "E-Learning vs. Face-To-Face Learning: Analyzing Students," *Preferences and Behaviors. Sustainability* 13 (2021), <https://doi.org/https://doi.org/10.3390/su13084381>.

supported by complete facilities or facilities, accompanying children to study at home may not be too difficult. What is needed is the willingness and patience to stay by the children's side. It is different with parents whose educational level is inadequate. Being a teacher for their children is not an easy matter. In addition, limited access to information is also a separate obstacle for some parents in guiding their children⁶. The heaviness of the challenges in educating their children at home ultimately makes some parents react to school policies that give their children too much work.

Regarding the importance of parental involvement in the learning process of students or parental supervision, such as research conducted by Siti Nur Maunah, in her research said that parenting education is related to providing parental education and education of children in the family.⁷ While other research conducted by Rohina related to Parenting Education, according to her, character education requires the involvement of all parties, including schools, families, and the wider community⁸. Furthermore, the research conducted by Saiful Arifin, in addition to emphasizing the importance of parental supervision, parenting education for children can be done by utilizing technology, and parents must be able to take advantage of existing technology.⁹ Several previous studies have stated that parental supervision activities are essential. So this research is exciting because it

⁶ Azmil Abidah et al., "The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of Merdeka Belajar," *Studies in Philosophy of Science and Education* 1, no. 1 (2020): 38-49, <https://doi.org/https://doi.org/10.46627/sipose.viii.9>.

⁷ Siti Nur Mauana, "Parenting Education sebagai Pendidikan Keluarga (Motiv Keterlibatan Orang Tua dalam Parenting Education)," *Paradigma* 4, no. 1 (2016), <https://media.neliti.com/media/publications/252153-parenting-education-sebagai-pendidikan-k-a2f303db.pdf>.

⁸ Rohinah Rohinah, "Parenting Education Sebagai Model Pendidikan Karakter Anak Usia Dini Berbasis Keluarga," *Golden Age* 1, no. 1 (2016), <https://doi.org/https://doi.org/10.14421/jga.2016.11-03>.

⁹ Saiful Arifin, "Urgensi Parenting Education Berbasis E-Learning Di Era Digital," *Kariman* 8, no. 1 (2020), <https://doi.org/https://doi.org/10.52185/kariman.v8i1.136>.

discusses the importance of parental supervision and how the principal, parents, and teachers can work together in carrying out parental supervision activities to supervise children's online learning process at home.

This condition certainly cannot be allowed to continue. There needs to be decisive, fast, and targeted action to realize effective online learning. The action referred to in this case is parental supervision, and the position of the principal must support and support this supervision concept. The collaboration of both schools through the encouragement of the principal and parents in supervising student learning is certainly expected to result in an effective and optimal online learning process.

Methods

This study uses a comparative qualitative research method with a qualitative approach. This research method aims to describe problems or events through respondents and other data sources related to the principal's supervisory activities in realizing effective online learning with a parental supervision approach in the two locations studied. The subjects in this study were the principal, the god of teachers, and some parents actively involved in parental supervision activities.

The data collection techniques in this research are using primary and secondary data collection techniques, and primary data sources are in the form of observations, interviews, and documentation. In comparison, the secondary data in this study is in the form of literature searches in both books, journal articles, news, and internet media.

This study uses Miles and Huberman's analytical data reduction, display, and conclusion drawing techniques. The research location includes two places because this research uses a comparative method: SDI Melati Nusantara Gresik and SDK Cor Jesu Malang.

Result and Discussion

Principal's Policy as Supervisor in Encouraging Parental Involvement Through Parental Supervision Approach

The involvement of parents in providing support for students' learning activities at home and teachers' involvement in the implementation of online learning is essential to realize effective online learning. As the first and continuous educators for students, parents certainly need to be involved in the learning process.¹⁰This is supported by the opinion of Muller, who said, "Partnership between family, school, and society in redefining the boundaries and functions of education. They increase the capacity of parents and the community. They create conditions in which children learn more effectively. In this way, they take education outside of school."¹¹.

The Parental Supervision approach used by school principals as school supervisors to realize effective online learning is an approach that maximizes the role of parents, where parents take part in the learning development of students by monitoring the activities of students at home. Parental supervision can be in the form of actions such as talking as often as possible with children, building strong interpersonal communication relationships, being involved in children's activities, and setting discipline rules for children.¹²

Parents' involvement in monitoring online learning is also considered essential to be supported by schools. For SDI Melati Nusantara Gresik, the principal encourages parents to participate in supervising students, especially students in grades 1 to 3, while those in grades 4 to 6 are deemed able to carry out online learning. However, it is still under the supervision of parents and schools.

¹⁰ John Goodall, *Review Of Best Practice in Parental Engagement* (United Kingdom: Department for Education, 2010).

¹¹ Anja Muller, *Framing Childhood in Eighteenth Century English Periodicals and Print* (United Kingdom: Ashgate Publishing, Ltd, 2009).

¹² India M.L. Flanagan, et al., "Parental Supervision and Later Offending: A Systematic Review of Longitudinal Studies," *Aggression and Violent Behavior*, 2019, <https://doi.org/https://doi.org/10.1016/j.avb.2019.06.003>.

The principal's policy at SDI Melati Nusantara Gresik is in line with Coley's opinion that parental supervision interferes with child-rearing behavior, where parents constantly monitor the activities of their children. Parental supervision is also direct monitoring of the activities of adolescents or students if they need help and has been associated with many behaviors related to school achievement.¹³.

The involvement of parents in the online learning supervision process is also considered necessary in the Cor Jesu SDK. Suster KS said that parents are the initial foundation for children to learn various things. So, Suster KS encourages parents to accompany and participate in the online learning process at home. Parents are also collected from time to time to evaluate this online learning process. This is following Maimun's opinion that the principal, as a leader, in this case, the principal must strive to provide guidance and supervision, improve the progress of educational staff, open and communicate two-way, and delegate tasks.¹⁴.

In this era of online learning, the role of parents to accompany their children in the learning process is very much needed. Therefore, the principal, as a supervisor in educational institutions, needs to encourage the involvement of parents in supervising students at home. Research conducted by Stutz Schwarz shows a positive and significant relationship between parental supervision and children's academic results. In general, it is assumed that student learning outcomes are also highly dependent on the level of involvement of parents in their children's schoolwork. Parents can influence the development of children

¹³ Rebekah Levine Coley and Lois Wladis Hoffman, "Relations of Parental Supervision and Monitoring to Children's Functioning in Various Contexts: Moderating Effects of Families and Neighborhoods," *Journal of Applied Developmental Psychology* 17, no. 1 (1996): 51-68, [https://doi.org/https://psycnet.apa.org/doi/10.1016/S0193-3973\(96\)90005-2](https://doi.org/https://psycnet.apa.org/doi/10.1016/S0193-3973(96)90005-2).

¹⁴ Maimun et al., *Madrasah Unggulan Lembaga Pendidikan Alternatif Di Era Kompetitif* (Malang: UIN Malang Press, 2010).

physically, intellectually, and also in terms of personality, such as talent, character, and motivation¹⁵.

The principal's attitude as a school supervisor in involving parents in the two schools is appropriate for creating an effective online learning climate. Pujilestari said that the implementation of online learning methods could be carried out in various forms according to the creativity of each teacher.¹⁶ In elementary schools, we can use Whatsapp, where the teacher gives students assignments, and then students work accompanied by their parents. With online learning, at least students can still learn even in pandemic conditions.¹⁷ The parent's role is to ensure that students carry out learning activities optimally while coordinating with teachers and schools, in this case, the principal.

In terms of the principal's policy as a school supervisor, in this case, realizing effective online learning with a parental supervision approach. The same phenomena were seen in SDI Nusantara Gresik, and the principal always communicates with all parents to continue providing full support and supervision to students studying at home. Then the principal continues to monitor the classroom teachers in implementing their learning, whether they have involved parents in the learning process, and provide space for homeroom teachers to convey the difficulties parents face in supervising online learning at home.

Another policy implemented by the Principal of SDI Melati Nusantara is making a policy of parental freedom in determining lesson schedules and subjects which are then offered to the homeroom teacher and decided by the class teacher Principal. The

¹⁵ Eleonora Mihaela Popa, "Reflections and Perspectives on Parental Involvement in Children's School Activity," *Technium Social Sciences Journal* 30, no. 1 (2022): 75-87, <https://doi.org/https://doi.org/10.47577/tssj.v30i1.6328>.

¹⁶ Yulita Pujilestari, "Dampak Positif Pembelajaran Online Dalam Sistem Pendidikan Indonesia Pasca Pandemi Covid-19," *ADALAH: Buletin Hukum Dan Keadilan* 4, no. 1 (2020): 49-56, <https://doi.org/10.15408/adalah.v4i1.15394>.

¹⁷ Shivangi Dhawan, "Online Learning: A Panacea in the Time of COVID-19 Crisis," *Journal of Educational Technology Systems* 49, no. 1 (2020): 5-22, <https://doi.org/https://doi.org/10.1177%2F0047239520934018>.

SDI Melati Nusantara Gresik policy was also supported by Flanagan, who said that 'effective' parental supervision could be in the form of behaviors such as talking as often as possible with children, building strong interpersonal communication, getting involved in children's activities, and setting rules and discipline¹⁸.

While the policies are implemented at the Cor Jesu SDK in Malang, Suster KS, in her role as a school supervisor, she always provides moral support to parents to continue to accompany students at home in the online learning process. Suster KS also maintains good communication with the school committee as a bridge in conveying information to all parents of students.

The online learning evaluation process carried out by the Principal at SDI Nusantara Gresik is to see student achievement progress and parents' involvement in assisting students to study at home. In contrast, SDK Cor Jesu, the headmaster, routinely holds short-term and long-term evaluations, monthly, semester, and yearly, and gathering school committees to provide moral support to parents in supervising students who study online at home.

From the results of interviews, both the Principal of SDI Nusantara Gresik and SDK Cor Jesu Malang found that the Parental Supervision approach can be drawn the same conclusion regarding the positive impact of this principal's policy. That is:

1. There is an improvement in the student's skills
2. Better student behavior
3. Improved social attitudes
4. Student relationship with parents is better
5. The desire to learn is more excellent than before
6. Active in doing school assignments

The principal's policy involves parents as an extension of the hand to supervise students in realizing effective online learning besides having a positive impact on the development of student learning achievements. According to Desforger & Abouchaar,

¹⁸ India M.L Flanagan, et al., "Parental Supervision and Later Offending: A Systematic Review of Longitudinal Studies," *Aggression and Violent Behavior*, 2019, <https://doi.org/https://doi.org/10.1016/j.avb.2019.06.003>.

parental involvement is also considered to make a "contribution to the school" in realizing effective learning.¹⁹

Barriers to Principals as Supervisors in Encouraging Parental Involvement through Parental Supervision Approach

In the implementation of the teaching and learning process, the participation of all parties in the education unit is the main thing, especially the participation of parents. Principals must establish good relationships between school principals, teachers, and parents of students in order to achieve effective and efficient learning²⁰. Besides, the positive impact of this policy can be felt well by students, parents, and schools. However, online learning that involves parents also has problems. Some of the obstacles faced include the following:

1. Human Resources (HR)

In educational institutions consisting of principals, teachers, and staff with various abilities, there are also those with uneven information technology skills. As experienced these two schools, both of these schools at the beginning of the pandemic had difficulties in using IT, so the process of learning information technology between teaching staff and others was different. This is a challenge for school principals to provide and prepare mentoring instructors who will help overcome technical problems experienced by teachers during online learning.

In this online learning, the teacher's human resources are the most responsible for linking information between educational institutions and the community. If there are still problems with HR,

¹⁹ Charles Desforges and Alberto Abouchaar, "The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment : A Literature Review.," 2003, https://www.nationalnumeracy.org.uk/sites/default/files/documents/impact_of_parental_involvement/the_impact_of_parental_involvement.pdf.

²⁰ Daniel K Mbangula and Albert Isaac, "Effectiveness of Principals' Roles on School Performance: Perspective of School Principal-Ship," *Research Journal of Education* 8, no. 1 (2022): 1-10.

then the goals of the organization will be more challenging to achieve²¹.

2. Student Guardian

From the beginning of the implementation of online learning until now, some parents still do not care about online learning and need the role of parents at home to assist children's learning process when learning online. In fact, in everyday life, parents are not willing to provide support in the form of time and energy because they are busy. From the results of interviews with several parents from the two schools, their sons and daughters sometimes underestimate the assignments given by teachers during online learning, so sometimes assignments that should be submitted today are delayed in the collection. Sometimes some students are less active in the online learning process. Students are busy playing on cell phones and not paying attention to the teacher's explanation, so when the teacher gives a task, the student does not understand what will be done. This is an example of a typical case that occurs in the field due to a lack of attention or parental supervision in online learning activities. However, not a few parents are aware of the role played by the teacher so far. They realize how difficult it is to teach one or two of their sons/daughters at home, while the teacher must give attention and guidance to the more than 25 students in the school patiently and patiently. Nevertheless, in reality, the difficulty in implementing online learning is not only an obstacle experienced by teachers but also an obstacle for parents, where there are children who underestimate their duties and obligations as students at school.

Therefore, the lack of awareness of guardians of students to participate becomes a formidable challenge that needs to be discussed for a solution for the sake of harmony between schools and guardians of students.²². The student's guardian is part of the

²¹ Tb. Sjafri Mangkuprawira, "Manajemen Sumber Daya Manusia Strategik," *G*, 2003.

²² Daswirman, "Kontribusi Kompetensi Manajerial Kepala Sekolah Dan Peran Komite Sekolah Terhadap Ketersediaan Sarana Labor IPA Pada SMPN Di

school unit that has a relationship with one another. If in this relationship there is a close and cooperative relationship, the organizational process will be easy to implement. Conversely, if there is a need in the relationship, it will bring its own conflict, which will reduce the productivity of an organization.²³

Parents are indeed required to be able to act as teachers at home, and this is certainly not easy. Parents must follow current developments, especially the mastery of technology-based teaching materials. It will undoubtedly be easy for parents with good educational backgrounds and supported by adequate facilities. However, it is different from parents, whom all have limitations. So it is willingness and patience that parents must prioritize in accompanying students. Limited access to information is also a problem experienced by parents. Responding to some of these problems, both the Principal of SDI Melati Nusantara Gresik and SDK Cor Jesu Malang offered a solution, namely an appeal to all parents in each of these schools, namely:

1. Discipline. Parents are encouraged to be disciplined in accompanying students. Habits at school must still be cultivated at home, such as getting up early and following the learning schedule as appropriate, even though they are online, and when it is time for rest, students at home must also be given time to rest.
2. Cultivating a disciplined attitude is very important. According to Rika Dian Ervina stating that the form of parental supervision of children is to form disciplined children who are able to control their daily lives, and good character values are still embedded in children's lives.²⁴

Kota Sawah Lunto,” *Al Fikrah* 7, no. 1 (2019): 33-44, <https://doi.org/https://doi.org/10.1234/elkatarie.v4i2.4335>.

²³ Indrawijaya, *Perilaku Organisasi* (Bandung: Sinar Baru Algesindo, 2000).

²⁴ Dian Rika Ervina Harahap and Yus Anita, “Hubungan Kerjasama Orang Tua Dan Guru Untuk Mendisiplinkan Anak Di Tk Se-Kecamatan Medan Timur,” *Tematik* 9, no. 1 (2019): 76-86,

3. On time, even though students are at home, it does not mean they can relax. However, they still complete their duties with the encouragement and supervision of parents, who will later report to the principal through their respective class teachers.
4. Always accompany students in learning. Parental assistance in supervising student learning online must always be done. She is mentoring before the online implementation begins when the online lasts until the completion of the online implementation, and is carried out continuously.
5. Immediately contact the principal through the class teacher if the teacher faces difficulties. Not only are parents asked to maintain communication with teachers, but the principal also orders teachers to continue to establish active communication with parents to overcome various difficulties.
6. Evaluation. Evaluation of the principal's supervision is carried out routinely with the teacher council, committee, and parents as a whole in order to continue to make continuous improvements.

Conclusion

In the government's efforts to inhibit the spread of Covid 19, the government implements an online learning policy. To maximize this policy and realize effective online learning, these two schools, SDI Melati Nusantara Gresik and SDK Cor Jesu Malang, through the principal as a school supervisor, implement learning policies through the Parental Supervision approach by prioritizing the involvement of parents in the learning process. The principal continues to oversee and supervise the involvement of parents in the evaluation of the implementation of online learning. The principal's policies from the two locations can be concluded that they have a positive impact, namely: There is an improvement in students' skills, better student behavior, improved social attitudes, and better student relationships with parents.

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