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Supervision design with clinical approach to improve principal managerial competence: Secondary data database analysis

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Abstract---This paper discusses the design of supervision with a clinical approach to improve the managerial competence of principals through secondary database analysis. We have conducted a data search through an online database system to make the discussion successful and answer the questions above. The data we mean is from the findings of research evidence that has been published in well-known journals such as Esaview, Google Books, Sagepub, and Google Academic. Furthermore, our research efforts involve a coding system to understand and an in-depth evaluation system. This study relies on secondary evidence, considering it was carried out during a pandemic when it was challenging to obtain field study data. Our report data follows the direction of the qualitative study. Based on the discussion of the findings, we can conclude that the design of the principal's work concept with a health approach is beneficial for them in carrying out school supervision and learning during the pandemic. Thus, this finding will add to the scientific literature for academics and education practitioners, especially school leaders.

Keywords---supervision, principal, pandemic period, improvement of leadership, publication review.

Introduction

As a consequence of the government's response to the risks of the Coronavirus, the government was compelled to create a policy, namely technology-based learning or remote learning, that can overcome disruptive teaching and learning activities as well as productivity and assessment (Daniel, 2020; Putra et al., 2020). Similarly, the pandemic necessitates several abrupt changes, including changes in school management governance, in this case, management rather than the leadership of each school unit, to ensure that all school communities, students, teachers, employees, and school leaders must implement health protocols as far as possible to be safe, which is a task of saving all school members who must be saved (Toquero, 2020). As a result, the outbreak's changes and effects are followed by highly significant, if not dramatic, changes in the goals and implementation of education, to which not all school leaders can react fast and accurately in order to guarantee that schools stay safe, smooth, and productive (Ahmad et al., 2020).

Due to the management of school principals in managing schools during the pandemic, including maintaining all school administrators operating optimally under the supervision of health regulations, school principals need a framework to guarantee that all duties and rights may be performed (Harris & Jones, 2020). The framework we are referring to is a working guideline that leaders above the principal must design as a technical guide policy, such as providing practical supervision and supervision so that health tasks, school management tasks, and educational leadership tasks can be improved on the principle of balanced and equitable justice for all school parties (Gallagher & Schleyer, 2020). There is no intention of issuing a warning or severe monitoring to the principal in this instance. However, during the pandemic, this research will attempt to design the principle of supervision with a health approach, which will then be addressed to the principal and also the school leadership so that the managerial principles of health management can continue to be improved; principals require a supervisory framework in order to carry out their duties guided by clear, complete, accurate, and productive guidelines (Cardoso, 2020).

According to Suhendro, (2020) research, the educational learning strategy during the Covid-19 Pandemic had many changes under the order of school or education; there was measurably given guidance and supervision to support the effectiveness of education management, namely directly to school leaders. Dwiyanaputra et al., (2021) agree with what the bell said above that every sudden change necessitates a series of technical guidance and guidance as well as shared goals to be achieved so that the educational community, particularly school principals, have the same perspectives in carrying out both technical and academic tasks. Every academic unit is now ready to implement the change (Hermawansyah, 2021).

So, based on the issues raised above, the researcher wishes to explore creating a kind of document that school administrators may use to carry out the functions of school management abilities, including teacher management, management, administration, student management, and general leadership. Every principal is accountable for this (Sonedi et al., 2018). This paper is intended to remind school

principals of the importance of school leadership during a pandemic. Of course, the current project cannot be separated from government regulations that regulate the standards of supervision and supervision of schools or madrasas to improve competency and leadership education in schools, how they promote the smooth operation of all academicians, how evaluations can be conducted, and other developments contained in the letter—government development circulars (Lang et al., 2012).

So, in this study, the intended supervision and control is a kind of development that incorporates many demands and online learning methods with defined objectives and reference indicators to observe and verify that the programs being run are assessed and appropriately documented (Huber & Helm, 2020). Through this review study, the authors will better understand designing the school leadership supervision in a healthy approach to improving working competency during pandemic times.

Method

Through secondary database analysis, this article examines the design of supervision with a clinical approach to enhance the management competency of principals. To ensure the conversation's success and answer the issues raised above, we performed a data search using an online database system (Mayer, 2015). We refer to data from study evidence published in well-known publications such as Esaview, Google Books, Sagepub, and Google Academic. Furthermore, our research activities include a coding system and an in-depth assessment system to get a piece of thorough knowledge. This research depends on secondary evidence since it was conducted during a pandemic when field study data was difficult to acquire. Our report data is organized following the findings of the qualitative research. Based on the data results, we can conclude that designing the principal's job concept with a health approach is beneficial for carrying out school supervision and learning during the pandemic (Sgier, 2012).

Discussion

Principles of school leadership

School administrators must foster social connections with instructors. For example, inquire about instructors' and students' families (Waruwu, 2021). One of home learning objectives is to keep instructors and students healthy by managing workload and providing sufficient relaxation. Knowing the teacher's learning activities in response to students' and parents' needs helps solve learning obstacles that arise when instructors collaborate to discover solutions. Recognize instructors who continue to work hard to ensure that learning goes smoothly (Surya, 2011). Make sure that the instructor does not feel alone. The principal and school personnel will assist in the preparation of classes and the gathering of teaching materials. Limiting teaching hours should be avoided. Agree on working hours with the instructor; the standard working hours reference may be used. For instance, 07.00-13.00 Avoid passing judgment on the instructor during conversations or while providing comments. Pose questions that will assist the instructor in coming up with a solution to the issue. Avoid the risk of instructors or personnel leaving the region. Discuss this at teacher/staff meetings, ensuring

that everyone knows the reasons behind it, and reaching a mutual agreement (Purwanti et al., 2014).

First, the rules for supervision include how school leaders' learning techniques offer guidance or job processes in delivering technical and approach approaches that cannot be separated from health regulations (Kraft et al., 2020). The responsibility that provides a kind of basic idea of guidance in carrying out the principal's duties is to guide his subordinates, both branch leadership teachers and the academic community in general, namely by having several technology applications that can be used so that the school can interact with each individual so that there are no school board teachers even students and teachers Parents and guardians are not cut off; they may communicate through the Whatsapp program and Google SMS (Buza & Hysa, 2020).

Second, group or team support may be provided via technological tools such as Google Forms, Microsoft Teams, Google Maps, and other apps that enable team collaboration in the absence of the school community (Fotheringham et al., 2021). The stages include having a programmed, directed, planned plan with clear objectives, time, and all sorts of things prepared; therefore, all the document contents must be recorded appropriately to be readily communicated and explained by each school leader. As a result, knowledge in planning must be supervised by how the principal has competence in communicating government policies and shooting all schools linked and informed with information letters from school top management (Chamola et al., 2020).

In terms of effective communication, the next stage is consultation, and training is provided to the principal on how they may complete this planning in the field in students' schools and others, and students have paperwork on how to calculate the consultation discussion. Apart from that, they have consulted the principal and must receive specific documents stating how they can carry out supervision as well as fashion so schools should be under supervision for any difficulties implementing any issues they have must receive specific documents stating how can do super-efficient how they can do control (Chamola et al., 2020). And then the school supervision management must be like what we call assessment evaluation to see if these activities have been carried out correctly ensure that all planning, implementation, or control has been carried out correctly following the rules and everything I see they need some document to be prepared in order to be used in thing to see its effectiveness or we call it an evaluation The following document they study can provide a specific design for how supervision with good managerial documents ensures safe school conditions, and how the implementation of distance learning from home can have a framework so that they can work well on the document providing a broad range of school leadership services (Fiş Erümit, 2021).

As part of an online program or online learning from home, the principal must have specific papers to guarantee that school administration, instructors, and other schools have specific abilities or literacy in utilizing digital technology, particularly online school courses (Adarkwah, 2021). The principal must then be able to conduct online task sessions by depending on technological literacy so that everything connected to effective home learning falls behind by updating

information and changes that have been quite abrupt in the past (Nadeak et al., 2021).

Apart from preserving the principal's capacity to manage a public school or educational leadership, the principal has been entrusted with a significant duty. Sound examples of how to alter functions to pandemic learning recognize that school kids learn at home with the assistance of technology. It does not automatically detect being substituted by parent technology in this instance; it can only assist student learning technology in this circumstance; it is the principal's duty to guarantee the instructor does an excellent job in reacting to the teacher can perform his job (Sutarto et al., 2020). In the modern age, it plays a critical part in education. Because without teachers involved in this situation, especially students, it will be the first to impact. It requires improvement in its application so that teacher regulations must be parties without which school organizations will find it challenging to carry out their responsibilities and duties daily.

What is stated (Code et al., 2020) that instructors gain from performance in this instance includes how teachers assist students throughout this distant learning. How instructors may say very clearly how teachers can assist students from home what leadership should accomplish school by the teacher so that in this instance as a master has a master or principal who has a powerful capacity to realize, manage, share, or be accountable for school objectives Sahoo, (2020) also said that student support is the consequence of commitment if the teacher has a lengthy commitment or a solid high commitment to manage job circumstances and take responsibility and put their knowledge into practice assisting students who are impacted impact. So, in this instance, how can instructors respond to the circumstance to get school acceptance in the functioning of all student health education support and guarantee all educational objectives and responsibilities? (Dabrowski, 2021).

Other experts agree that if instructors are not operating optimally, there will be difficulties for pupils. They cannot gain control and operate effectively according to their responsibilities, so in this situation, the principal, who has much duty, is more than just two minutes of school (Lukas & Yunus, 2021). Immigration in general but also functions to regulate too much responsibility to assess how the principal's leadership works via teacher conduct and throws in reacting and supporting both students during distant learning. According to Upendar et al., (2021) principal leadership is a person who has power or authority on the school board and ensures that all sisters and management as a whole can function. It involves collectivity or whatever is done during the pandemic, so once again, the principal's leadership role here has to be optimal, and they need comments or frameworks on how the results of how research so that the (Kim et al., 2020).

According to Boon, (2021) the principle is fundamental to succeed in gold chat school, and his goal will be a peaceful front row. Something happens when the teacher in the second guiding principle must ensure the school organization and gold following what is meant by school success at the film's findings back up the main success in carrying out work on the cover of pollution by pollution. According to the complaints thus far, academic supervision will conduct several

additional tasks and monitor teacher performance and the principal's literacy design document (Ahmadi & Romadlon, 2020).

Principal academic supervision

There are three primary (essential) concepts in academic supervision. The ultimate aim of supervision is for the teacher to assist student learning (Marzano et al., 2011). Ability growth should not be interpreted narrowly but should also be dependent on the instructor's dedication or drive. Academic monitoring is intended to enhance the quality of learning. Four competencies must be developed via academic supervision: personality, pedagogic, professional, and social abilities (Loose & Ryan, 2020). The first and second substance components represent values, beliefs, and theories about the nature of knowledge, how students learn, how teacher-student relationships develop, and other factors. The third and fourth qualities reflect the degree to which the instructor comprehends the topic or subject (Everhart et al., 2020).

There is a convenient step in inhaling information about the evening coffee letters in front of people to remind all school residents and people in an emergency or not so that the principal must have specific regulations or a practical approach to practical, healthy particles to inform the community (Ionescu & Enescu, 2021). This type of control or patience can be exercised in a coordinated manner by being maintained daily, ensuring the perception of teachers and the entire community about covid-19 between each other, teachers ensuring that even the kitchen and distance learning can see optimally and find solutions when specific needs are required. Through means of schools and students (HN & Jyothi, 2021). What is the objective since this is the principal's regular job, so can offer a timetable or September and practical advice to guarantee this routine can be repeated?.

Then, how to manage images is an essential human resource in their school. We also have to pay for specific practical manuals to ensure good communication in elementary practical applications using telephones, mobile radios, Whatsapp, or other applications to zoom in for conferences. When possible, assure principals, teachers, and the community (Oliveira et al., 2021). So, for example, if the teacher has specific problems or difficulties in carrying out their responsibilities, the teacher may obtain a suggestion from the principal on how to manage learning from home best so that the principal has received specific protocols or regulations. Sending advice to locations in the field to manage challenging circumstances in emergency issues is a kind of leadership from schools, and there must be provisions for school administrators to act in school leadership (Saboowala & Manghirmalani-Mishra, 2020).

Guidelines for school leaders, specifically how they manage the location in teaching and learning so that this study will give a document or park say in good concept. They strive to ensure that the learning carried out by the instructor is carried out as a requirement or objective set by the curriculum designer (Chaaban et al., 2021). Then there is another document that ensures teaching and learning. We can see whether and is essential to it since this is everyone's pandemic speak, many problems are challenging for students, teachers, and parents to confront, so the vision must be under the principal's authority for it to be done again.

Principals must have specific papers, the outcomes in the field are guaranteed at their discretion (Holland, 2018).

The following principle that has been told is to guarantee that instructors can manage learning via different flexibility methods, not just depending on technology or others and that the principal can do so with little knowledge and skills (Huang et al., 2020). It must have learning activities delivered through sports technology similar to teachers who can operate this technology from home rather than coming directly to students' homes daily so that the principal can help students or teachers with guidance on how they can support learning from home. As a result, instructors have been given the freedom or responsibility to say and do anything they want to support their job in order for them to have assurance (Onyema et al., 2020).

Another concept or principle that should be communicated to the principal is the capacity to guarantee that instructors may fail in their connections or relationships so that remorse can release their positive emotions while learning in an emergency and teachers can pay little attention to or care for pupils (Qadir, 2020). In this situation, pupils are required in school assistance since masters do not have excellent skills, and papers or research shows helpful. In addition to the principal's park competence document, which is sent to the master and then to the instructor, there are some things that the principal must take care of correctly (Purwanto et al., 2020). For example, do not offend yourself by thinking that learning should be as good as it was in the classroom before the pandemic. It is not because it is the second it is a ministerial regulation that will be applied for learning in an emergency, so do not try to work too hard until another disaster strikes (Bozkurt et al., 2020).

The next thing should have headmaster should have document how they can have overall activity with a profile specific feedback and reflection and then should be like a work performance and evaluation how the teacher works in the field in a very emergency time but still to have the time for the teacher to reflect and to report what they have so hello mechanism of this evaluation so that when there is a problem can gradually or instantly solve by both teacher and students. Other essential and also must be reminded to the teacher by the headmaster that during the pandemic is emergency time and everything is very wholly different completely strain completely difficult so do not such a high expectation from the curriculum until they have to do so again it is a kind of social communication ensuring everyone can understand and apply appropriately.

Creating supervision that teaches in actual stages

So, principals' capacity to have instructors make instructional preparations during a pandemic emergency to improve on establishing objectives that they want to see; if so, they have to be aware that everything needs to be recorded (Stronge & Xu, 2021). So, in this scenario, instructors may offer specific lesson plans that they do every day and what they do every week so that it is still like a regular day; for example, the teacher can provide a timetable or in every class (Arar et al., 2021). It is still about what school leadership may offer for this teaching and learning purpose. In addition to lesson plans, instructors can also provide learning resources that must be provided. The next step that experts in the area may take is because there are many technological gadgets that

instructors can utilize during a pandemic, so that learning must offer something we call online digital material and how about the students (Faherty et al., 2019). They must be taught how to work and then how to collect and submit their work, as well as how the teacher can give feedback in reflection, so that it is not just sending homework and then the teacher understands and returns, and then there is no more just looking but must-have material technology that is good (Niemi & Kousa, 2020).

Maintain effective communication

The last concept is how school administrators may manage excellent communication and social communication and grasp the circumstances of emergencies and what students have for school leaders to understand that family vacations can help kids (Zhang et al., 2020). The principle demonstrates how to utilize excellent communication and social communication. He and paradise must understand how the impact works to write about it when they get there (Nasca, 2020). So, if the school does not accept them, they must understand and ensure that they are aware that learning during this pandemic is challenging to socialize, what is truly the concern of school leaders, and what regulations have been put in place with communication between and then schools. The leadership must comprehend how the community of parents, teachers, and others may be supported (Lunn et al., 2020).

Conclusion

We can conclude that this review and analysis study has answered the question about designing supervision for leadership in school during pandemic time. As we all understand, the school principal needs a specific working document in supervising the school and all learning activities during a challenging time as a covid learning disruption is still running on. Among the findings we got are principle building and maintaining a good relationship with the school community, supporting teacher roles, having a leadership principle, principal academic supervision, creating supervision that teaches in actual stages and maintaining effective communication. Hope that this research finding will be a valuable insight for further research development by academician and practical use in the field.

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