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Improving the Academic Supervision Ability of Elementary School Principals in Using Hybrid Supervision Model through Online Training

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Abstract

Supervision constraints, which are carried out face-to-face or fully online, encourage the creation of a hybrid supervision model. To be able to carry out supervision in a hybrid manner, supervisors need to be equipped with knowledge and skills to be able to apply it appropriately. The objective of this study is to improve the ability of Education supervisors to carry out hybrid academic supervision through online training. This research approach was a mixed method with action research methods. The subjects of this study were 20 people consisting of the principal and vice principal. Data collection techniques use observation, interviews, and tests. Data analysis techniques used qualitative descriptive data analysis of Miles and Huberman models and quantitative descriptive data analysis techniques. The results showed an increase in the ability of participants after attending the training. This is demonstrated by the increase in knowledge, skills and attitudes of trainees from pre-cycle, cycle 1 and cycle 2. In the pre-cycle stage, knowledge scores 32, skills 53, and attitudes 49. In cycle 1 the posttest results score knowledge 57, skill 75, and attitude 64. And in cycle 2 increased knowledge score 87, skill 93, and attitude 88. Based on the results of cycle 2, it can be seen that all participants have been able to achieve the established success indicator of ≥ 80 . Thus, it can be concluded that online training can improve the ability of participants to apply hybrid model academic supervision.

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INTRODUCTION

Teachers are the spearhead in implementing quality learning. The quality of a teacher has its significance to the quality of Education (Fahmi, Nurliza, AR, & Usman, 2018). The teacher plays the role of creating a learning atmosphere for students to understand the learning needed (Yestiani & Zahwa, 2020). For this reason, teachers need to master several competencies to plan and

implement quality teaching (Erlia, 2021); the quality of learning depends on the knowledge and skills that teachers have (Antony et al., 2019). One of the efforts to improve the ability of teachers in the teaching process is academic supervision carried out by the principal. Academic supervision is a series of activities to help teachers develop the ability to manage the learning process to achieve learning objectives (Daresh, 2001; C. D. Glickman, Gordon, & Ross-Gordon, 2014; Hoy & Forsyth, 2010; Zepeda, 2016). The main purpose of academic supervision is to provide assistance services in an effort to help teachers solve problems faced in learning and it is expected that student learning outcomes can improve. Therefore, academic supervision contributes to improving teacher performance. This shows that the existence of good academic supervision from the school will affect the improvement of teacher performance (Anshori & Suwidiyanti, 2020; Wardani, Darusuprpti, & Hajaroh, 2022) and encourage professional development (Bennett & Deal, 2009). In carrying out academic supervision, the role of the principal is very important so that it can improve teacher performance (Qistiyah & Karwanto, 2020).

Indrawati, Somantri, & Juarsa (2017), and others Khon & Rahmaniah (2018), shows that the obstacles in implementing traditional academic supervision are teacher absence during academic supervision, teacher nervousness during supervision, teacher unpreparedness during supervision, the principal's many duties and teacher motivation in teaching. This is supported by research by Riandiani, Saepudin, & Lisnawati (2021) that school principals are busy with higher demands for quality management of education so school principals do not have much time to carry out supervision. Yunus, Zohriah, & Fauzi (2022) in their research concluded that one of the main obstacles is the time that clashes with activities from sudden agencies. Research Hambali, Syahril, & Yanti, (2023) shows the implementation of supervision, lack of enthusiasm, and lack of commitment of teachers. The lack of involvement in all related components in supervision affects the success of the academic supervision program which has not been effectively achieved by M.Yatim, H. Uray Husna Asmara (2017), and the frequency of supervisor visits is considered not optimal (Dalawi, Zakso, & Radiana, 2013; Sumarfakun, 2019). On the other hand, obstacles to the implementation of academic supervision by the principal are a lack of training and socialization on the concept of academic supervision, and limited knowledge and skills about academic supervision techniques (Indrayani, 2017). Some of the results of these studies show that the implementation of supervision has experienced various obstacles. Various obstacles that arise if not overcome will have an impact on improving teacher performance. Because the implementation of supervision has a significant effect on the effectiveness of schools both partially and simultaneously (Samari, Kristiawan, & Fitria, 2023).

The problem of implementing face-to-face supervision encourages the emergence of online supervision. Online-based supervision has advantages because it can be done online without distance and time restrictions, Information can be provided quickly, School supervisors can see teacher administration online through file sharing, There are discussion forums that can be done online, Can provide opportunities for teachers to develop skills independently, Communication between teachers and supervisors can be done anytime and anywhere using media internet (Samsu, Hardyanto, & Sudana, 2017). This is supported by the research conducted by Habibi, Mandasari, Rukun, & Hadiyanto (2020) online-based supervision can be done anywhere and anytime, feedback on the results of learning supervision is more effective, can avoid miss-communication, and the results of supervision clearer, systematic and integrated with technology. Another advantage is that

supervision can facilitate control, eliminate the concept of time and place, and create an easier communication network between supervisors, teachers and school administrators (Vaiz et al., 2021). Research by Suprianto & Imron (2023) shows that online academic supervision has a positive effect in answering existing problems, facilitating the implementation of supervision, assisting in improving teacher competence in the advancement of technology, and a flexible coaching model for teacher competence.

To overcome these problems, a combination of online and offline academic supervision was developed. The online offline combination supervision model has proven to be feasible and effective to use. This is supported by one of the results of research by Khairina (2022) which says that the combination of offline and online supervision can improve teacher competence. Then combination supervision is more flexible and not tied to the time of learning implementation, communication and discussion can be done offline or online, can avoid miscommunication, and learning observation can be done asynchronously (Habibi et al., 2020; Nasihi, Wibawa, & Puadah, 2022). Therefore, in the implementation of hybrid supervision, the ability to carry out supervision face-to-face and online is needed.

Researchers have developed a hybrid supervision model that combines face-to-face supervision and online supervision. The supervised model has gone through testing by expert validators and field trials whose results show that the model is feasible and applicable. However, implementing the supervision model requires a certain amount of knowledge and skills for supervisors to be able to apply it properly. The supervised model uses the MOODLE learning management system and the supervise steps used follow Glickman's supervision steps, namely pre-conference, observation, analysis and interpretation, post-conference, and post-critique.

Some findings show that the principal's ability to carry out academic supervision still needs to be improved. Afriadi, Nasir Usman (2016) shows that the principal's competence in carrying out supervise follow-up is lacking. Putri (2014) there is still a principal in supervision who only looks for teacher weaknesses. Similarly, Sujarwati (2018) research. Most school principals have not carried out academic supervision properly. Therefore, it is necessary to increase the competence of school principals through workshops and technical guidance programs to increase understanding and experience regarding academic supervision. On the other hand, the use of information technology in supervision has not been widely carried out by school principals. Supervisors or principals still have not mastered the use of technology in online-based academic supervision (Ma'ayis & Syahidul Haq, 2022).

Based on this background description, school action research was conducted to improve the principal's ability to carry out hybrid supervision. In addition to improving supervisors' ability to implement hybrid academic supervision through online training, this research also aims to improve the quality of academic supervision and its impact on educational outcomes. The improvement of the principal's ability is carried out through online training. Online mode training is online distance training that utilizes computer technology and the internet (Luckyardi & Rahman, 2021; Zuhir et al., 2021). Online mode is carried out using Zoom meeting applications, google meet, whatsapp group, email, google form, and google drive (Dhawan, 2020; Husain, Idi, & Basri, 2021).

METHODS

This study was action research. The research approach used a mixed method, which was a combination of quantitative and qualitative. The variables of this study were online training as independent variables, and knowledge, skills and attitudes as dependent variables. The subjects of this study were 20 people consisting of 12 principals and 8 vice principals in Elementary School. Data collection techniques used interviews, observations and tests. Quantitative data analysis techniques were analyzed by descriptive analysis, while qualitative data was analyzed using the Miles & Huberman model which included 3 stages, they were: (1) data reduction: summarizing, selecting and focusing on important things, and finding themes and patterns. (2) Data presentation: Data was presented in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. (3) Concluding: After presenting the data, preliminary or provisional conclusions will be obtained. These provisional conclusions need to be verified by looking at strong evidence supporting them at the next stage of data collection. If the initial conclusion was supported by valid and consistent evidence, then the conclusion can be said to be credible. In this study, conclusions were drawn by verification of other supporting data so that the conclusions obtained are appropriate and appropriate.

Data collection instruments included test questions, aspects of knowledge about mastery of the hybrid academic supervision model, aspects of skills about the ability to apply the hybrid academic supervision model and participants' attitudes in using the hybrid supervision model. Observation sheets were used as a guide in making observations during the training process. The knowledge aspect measured includes indicators of academic supervision concepts, academic supervision objectives, academic supervision techniques, conventional supervision, advantages and disadvantages of conventional supervision, online-based supervision, online-based supervision facilities, advantages of online-based supervision, and disadvantages of online-based supervision. Skill aspects include indicators of pre conference, observation, analysis, and interpretation, post conference and post critique. Attitude evaluation includes enjoying using the hybrid academic supervision model, helping in carrying out academic supervision, the hybrid supervision model is easy to apply, comfort in using hybrid supervision, satisfaction with hybrid supervision and getting challenges in implementing hybrid supervision. The categorization of knowledge, skill and attitude scores can be seen in the following table.

Table 1. Knowledge, skill and attitude score categories

Rentang	Kategori
50-59	Poor
60-69	Fair
70-79	Satisfactory
80-89	Good
90-100	Excellent

The research stage consisted of cycle 1 which includes planning, implementation, observation and reflection. At the planning stage, a training plan for the use of a hybrid supervision

model is prepared. The implementation stage was a hybrid supervision model training activity. The observation stage was an activity to observe the activities of resource persons in training facilitation and participants in using hybrid supervision. In the reflection stage, researchers and observers collaborate to discuss the implementation of training, constraints, obstacles, and training results. The results of this reflection are used as the basis for preparing a training plan in cycle two. This research stage is repeated in cycle 2 until the knowledge, skills, and attitudes of participants in using the hybrid supervision model increase and have achieved the success of this research.

The action hypothesis of this study was that online training on the use of hybrid model academic supervision can improve the knowledge, skills, and attitudes of trainees. The success indicators in this study were: (1) Mastery of knowledge of trainees at least 80%; (2) Mastery of trainee skills in applying blended supervision at least 80%; (3) The attitude of trainees towards blended supervision is at least 80%.

RESULT AND DISCUSSION

1. Planning Phase

At this planning stage, researchers prepare a plan for the implementation of training that is carried out online. The training was held for 3 sessions. Session 1 introduction to hybrid academic supervision, session 2 practices using a learning management system, and session 3 practices implementing hybrid supervision.

Based on the results of the analysis in cycle 1, improvements were made in cycle 2 training, including preparing schedules adjusted to participants' activities, participants looking for places with good internet networks, making agreements during training activities, and participants turning on cameras. Facilitators need to use time according to a predetermined schedule and be more patient in instructing participants when practicing using the LMS.

The action in this study was in the form of training carried out online. Online training is designed to provide effective results, such as research conducted by Marcellyna (2020) that effective online training can improve the managerial competence of trainees. In addition, online training can be implemented flexibly and can save costs, considering the budget for this training is limited. Yahman (2020) carried out online training and was proven to be able to be carried out efficiently in terms of time and cost.

The training design is made by considering the needs of trainees, namely the need to improve their ability to carry out academic supervision, especially by using a hybrid model. Noe (2010) dan Hariyanto, Purnomo, & Bawono (2011) suggest that the preparation of training programs needs to consider organizational, work, and individual aspects. Training planning begins with an analysis of the behavior to be developed, which includes aspects of knowledge, skills and attitudes toward hybrid model supervision. Basri & Rusdiana (2015) explain the stages that contain the planning that must be done in implementing the training program, namely: a. Expressing the behavior change to be achieved to trainees with a clear and precise formulation. b. Describe behavior change in implementation conditions in a complete manner where trainees can demonstrate the behavior change c. Create goal measures that are easily accepted by participants and can also describe the extent to which participants can achieve training objectives. Training design means the existence of a whole, structure, framework, or outline, and the sequence or

systematics of training activities (Gagnon & Collay, 2001). The training design process refers to a systematic approach to developing a training program.

This hybrid model supervises capability improvement training using the Zoom and LMS applications with MOODLE. The design of training delivery by utilizing the Zoom cloud application is the right choice today (Choiriyah & Riyanto, 2020).

Planning in cycle 2, designed by preparing participants in advance in mastering information technology. As stated by Tafakur, Dewi, & Solikin (2023) that it is necessary to prepare participants' resources and skills in online training so that they can learn independently.

2. Implementation Phase

The training was conducted online using Google Meet, the facilitator explained about the hybrid academic supervision model, followed by questions and answers and discussions. The activity continued with the introduction of the learning management system which contains the stages of Glickman's academic supervision. Features in the LMS include discussion forums to discuss learning problems, surveys to prioritize learning problems, assignment collection to collect lesson plans, chat for discussion of observations of learning outcomes in class, and attendance. After the introduction of LMS, participants practice a hybrid supervision model that combines online and offline.

The training begins with an initial explanation of the course of training, the material to be delivered, the rules of conduct during the training, the use of media, and training methods. The training process is carried out by delivering material, implementing hybrid academic supervision practices, discussions, and questions and answers. The training ends with an evaluation of mastery of knowledge, skills and attitudes.

Cycle 1 training is carried out online using Google Meet. Some of the advantages of Google Meet include: the whiteboard feature, available for free and can be downloaded on the Play store or App Store, the video display is HD (high definition), many interesting display options, can invite freely 50 participants and is easy to use (Erwin Prado Pedroso et al., 2022; Sawitri, 2020). This is in line with the findings of Eduwem, Ekim, Tommy, & Nduesoh (2023); Nalurita (2014), that in Google Meet can communicate directly with anyone via video, besides users do not need to download the application, they can directly join the meeting just by clicking the link provided.

With Google Meet, the facilitator explained a hybrid academic supervision model that combines face-to-face supervision and online supervision, followed by questions and answers and discussions. Hybrid learning-based learning, in addition to improving learning outcomes, is also useful for improving communication relationships in three learning modes, namely traditional classroom-based learning environments, hybrid ones, and fully online ones (Raes, 2022; Verawati & Desprayoga, 2019). Research results Abi Raad & Odhabi (2021) found that hybrid learning programs have the potential to improve student learning outcomes compared to learning that is entirely online learning. In addition, several studies show the effectiveness of learning using a hybrid model (Abdullah & Kuntjoro, 2022; Krisna, 2022; Rusyada & Nasir, 2020).

3. Observation Phase

Based on observations, the implementation of the training can run smoothly, but there are several problems such as internet networks, teacher skills in using information technology,

participants experiencing time constraints due to other activities, not all participants being active in participating in training, some participants turn off cameras and microphones. From the facilitator side, they are less able to manage time well, when the practice of using LMS is too fast in giving instructions. The results of the evaluation of knowledge aspects are shown in Table below.

Table 2. Results of Evaluation of Knowledge Aspects of Knowledge Aspects of Cycle 1

No	Indicators	Score
1	The concept of academic supervision	55
2	Purpose of academic supervision	62
3	Academic supervision techniques	60
4	Conventional supervision	70
5	The advantages of conventional supervision	50
6	Disadvantages of conventional supervision	70
7	Online-based supervision	50
8	Online-based supervision facilities	40
9	Advantages of online-based supervision	60
10	Disadvantages of online-based supervision	55
Average		57

Based on the results in cycle 1, the average score was 57 in the poor category. This result has not met the established research success indicator of ≥ 80 . The results of the cycle 1 skill evaluation are shown in the following table.

Table 3. Cycle 1 Skill Evaluation Results

No	Component	Cycle 1
1	Pre-Conference	74
2	Observation	78
3	Analysis and Interpretation	72
4	Post Conference	79
5	Post Critique	74
Average		75

Based on the results in cycle 1, the average score was 75 in the Satisfactory category. This result has not met the established training success indicator of ≥ 80 . The results of the attitude evaluation of cycle 1 are shown in the following table.

Table 4. Results of Attitude Evaluation Cycle 1

No	Component	Score
1	Enjoys using a hybrid academic supervision model	50
2	Assist in carrying out academic supervision	65
3	The hybrid supervision model is easy to implement	68

4	Convenience of using hybrid supervision.	65
5	Satisfaction using hybrid supervision	70
6	Gain challenges in implementing hybrid supervision.	67
Average		64

Based on the results in cycle 1, the average score was 64 in the fair category. This result has not met the established training success indicator of ≥ 80 .

The training went well and smoothly, and participants were active in participating in the training. Most participants can follow the practice of supervision using an LMS. Facilitators in implementing online supervision practices have adjusted to the abilities of participants. The training schedule has been adjusted to the participants' activities. Participants prepare a place where the network is stable. The results of observations of knowledge aspects of cycle 2 are shown in the following table.

Table 5. Knowledge Evaluation Results Cycle 2

No	Indicators	Cycle 2
1	The concept of academic supervision	80
2	Purpose of academic supervision	87
3	Academic supervision techniques	83
4	Conventional supervision	82
5	The advantages of conventional supervision	81
6	Disadvantages of conventional supervision	87
7	Online-based supervision	86
8	Online-based supervision facilities	90
9	Advantages of online-based supervision	100
10	Disadvantages of online-based supervision	92
Average		87

Based on the results in cycle 2, the average score was 87 with the category good. This result has met the established training success indicator of ≥ 80 . The results of the cycle 2 skill evaluation are shown in the following table.

Table 6. Cycle 2 Skill Evaluation Results

No	Component	Cycle 2
1	Pre-Conference	93
2	Observation	90
3	Analysis and Interpretation	94
4	Post Conference	93
5	Post Critique	96
Average		93

Based on the results in cycle 2, the average score was 93 with an excellent category. This result has met the established training success indicator of ≥ 80 . The results of the attitude evaluation of cycle 2 are shown in the following table.

Table 7. Results of Attitude Evaluation Cycle 2

No	Component	Cycle 2
1	Enjoys using a hybrid academic supervision model	89
2	Assist in carrying out academic supervision	92
3	The hybrid supervision model is easy to implement	86
4	Convenience of using hybrid supervision.	90
5	Satisfaction using hybrid supervision	89
6	Gain challenges in implementing hybrid supervision.	82
Average		88

Based on the results in cycle 2, the average score was 88 in the good category. This result has met the established training success indicator of ≥ 80 .

The activity continued with the introduction of the Learning Management System (LMS) which contains the stages of academic supervision (Glickman, Gordon, & Ross-Gordon, 2018) consists of five stages, namely pre-conference, observation, analysis and interpretation, post-observation, and post critique. LMS allows instructors to facilitate and model discussions, plan online activities, set learning expectations, provide options to learners, and assist in problem-solving with the decision-making process (Bradley, 2021; Xin, Shibghatullah, Subaramaniam, & Wahab, 2021).

The implementation of cycle 2 is carried out by the practice of implementing hybrid academic supervision, discussion, and question and answer. Practice is important to understand theory and improve training implementation skills (Setiawan & Ayuningtyas, 2023). To find out the success of a learning or training evaluated in the realm of knowledge, skills, and attitudes (Panjaitan, Umami, Azkia, & Zakiyyah, 2023).

4. Reflection Stage

The obstacles to participants in participating in the training are related to the internet network because participants do not prepare themselves to find the location of the training place where there is a good internet network. Some participants do not attend the training as a whole because at the same time, there are other tasks that must be done. Participants who had difficulty in using the learning management system were caused by the committee not equipping the skills to use LMS first. Some participants turn off the camera throughout the training because at the beginning of the training, there is no class agreement. Facilitators lack mastery of training schedules and lack understanding of participants' ability to use information technology.

Training can go according to plan and can give good results. This is evidenced by the increase in knowledge, skills and attitudes of participants from pre-cycle, cycle 1 and cycle 2. Based on the results of data analysis in pre-cycle, cycle 1, and cycle 2 conditions, there was a significant increase in the ability of trainees. Ability improvement includes aspects of knowledge, skills and attitudes described as follows.

Knowledge Aspect

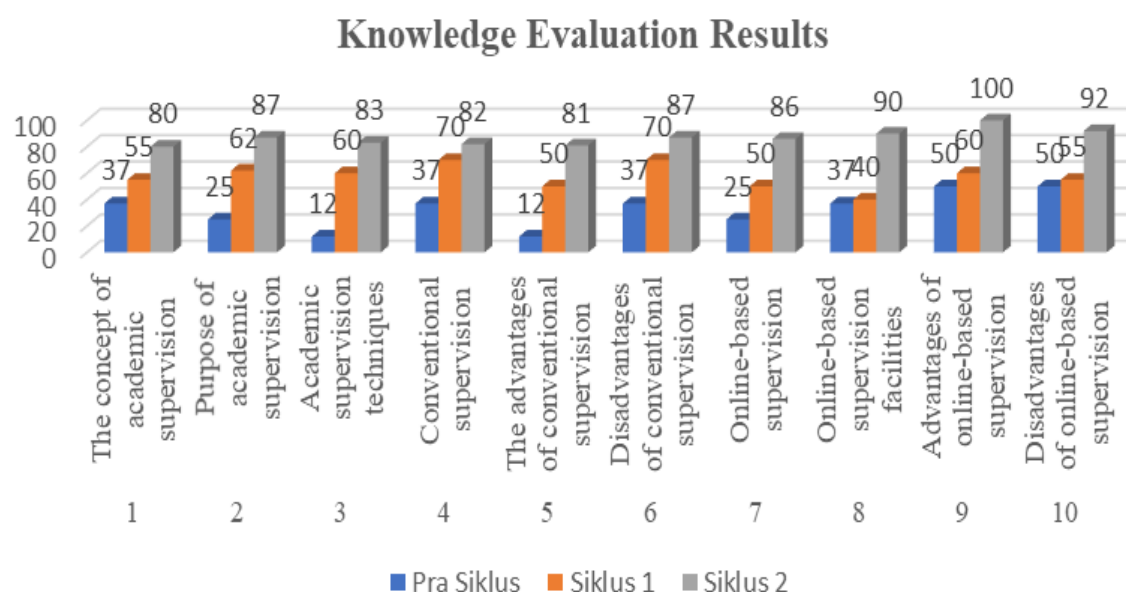


Figure 1. Results of Knowledge Aspect Evaluation

Figure 1 is the result of a knowledge evaluation that shows an increase in average score from pre-cycle, cycle 1, and cycle 2. Based on the results of data processing, the average score of knowledge aspects in the pre-cycle was 32. After receiving training in the use of hybrid supervision in cycle 1, the average score increased to 57 in the poor category. The study continued in cycle 2 and resulted in an average score of 87 in the good category. Based on these results, Action research has reached a success indicator of ≥ 80 .

Skill Aspect

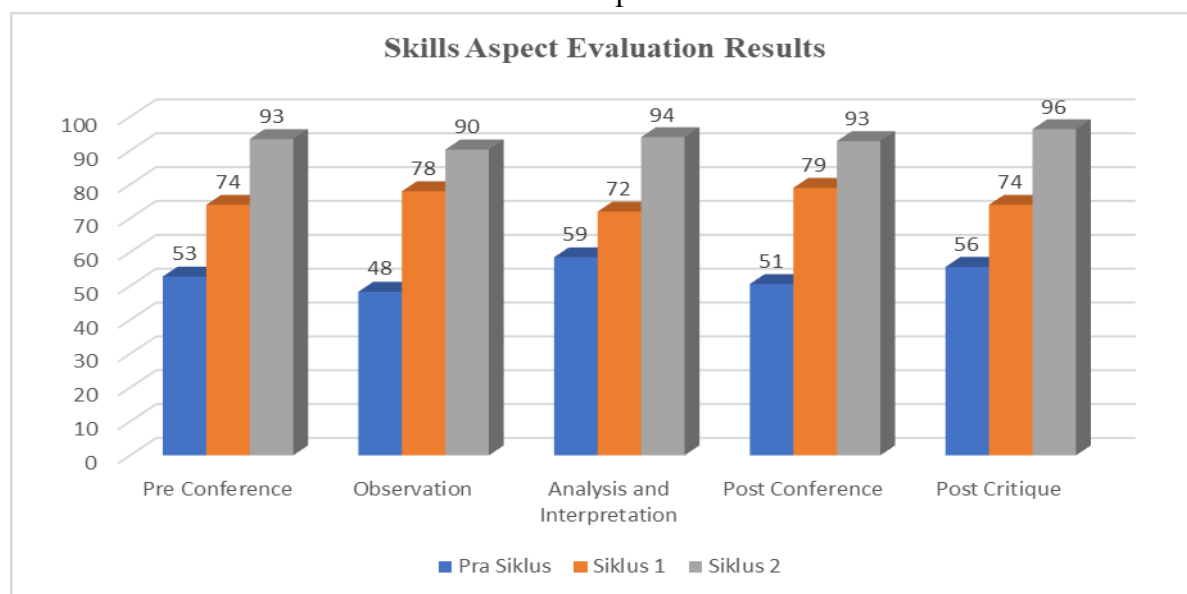


Figure 2. Skill Evaluation Results

Figure 2 is a skill evaluation result that shows an increase in average score from pre-cycle, cycle 1, and cycle 2. Based on the results of data processing, the average score of skill aspects in the pre-cycle was 53 in the poor category. After receiving training in the use of hybrid supervision in cycle 1, the average score increased to 75 in the satisfactory category. The study continued in cycle 2 and resulted in an average score of 93 in the excellent category. Based on these results, Action research has achieved a success indicator of ≥ 80 .

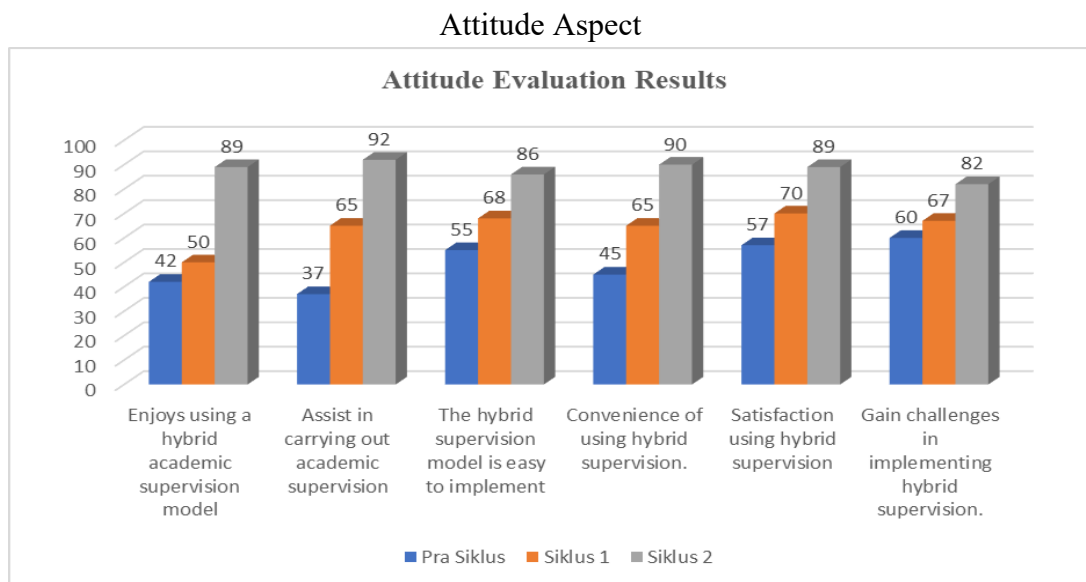


Figure 3. Attitude Evaluation Results

Figure 3 is the result of an attitude evaluation that shows an increase in average score from pre-cycle, cycle 1, and cycle 2. Based on the results of data processing, the average score of attitude aspects in the pre-cycle was 49 in the poor category. After receiving training in the use of hybrid supervision in cycle 1, the average score increased to 64 in the fair category. The study continued in cycle 2 and resulted in an average score of 88 in the good category. Based on these results, action research has reached a success indicator of ≥ 80 .

At the reflection stage, participants were found to have obstacles in participating in online training related to the internet network. The smooth running of the internet network is very important in carrying out online learning (Suci, Candra, Murtono, Suryani, & Budi, 2021), then it is necessary to ensure access to necessary technology and online learning infrastructure (Li et al., 2023; Mohamad Nazri & Mat Zaki, 2023). For online training to be successful, a needs analysis is required, Needs analysis is important and a key stage that helps identify participants' needs, wants, and prerequisites (Axmedovna, Gapporovna, Rozmatovna, & Qizi, 2019).

As a result of the first cycle of reflection, the training experienced various obstacles such as internet networks, less active participants, lack of access to learning management systems, activities not running as scheduled, and lack of participants' ability to use information technology. As a result, the learning outcomes of participants have not reached the standard indicators in aspects of knowledge, skills and attitudes. According to Toto & Rustendi (2021), failure in training can occur due to participants' abilities, technological skills, lack of understanding of the material, instructors, methods, so identification of problems and needs needs needs to be done so that training is right on target. This result is in line with the findings of Tunjang (2018) which shows that the results of

training in cycle 1 have not met the standards for achieving research indicators. This happened according to Riyani, Irawan, & Oprasmani (2022), due to internet network constraints, and limited internet costs. Then, Ni Putu Diah Pebriyanti (2020) also found that not all participants could access internet facilities, and participants did not master computer technology. According to Akhmadi (2020), to overcome this, improvements need to be made such as the provision of computer infrastructure facilities, adequate internet networks, socialization of training procedures, the need to combine online and offline approaches in the form of blended learning, organizers are more flexible, and communicative attitudes with participants. These things become valuable inputs for improving the implementation of training in cycle 2.

The results of training in cycle 2 show that training can go according to plan and can give good results. After improvements were made based on findings from reflection on the implementation of cycle 1, it was found that there was a significant increase in ability in terms of knowledge, skills, and attitudes. Thus, the implementation of training in cycle 2 is considered successful. This result is in line with the findings of Yufita, Sihotang, & Tambunan (2021), there is an increase in the pedagogic ability of participants after attending online training in cycle 2. All participants have pedagogic skills according to the indicators set in the online training. Then research by Bukaryo (2023), which found an increase in training skills (teachers) after being given action in cycle 2. Then Yuliani (2021) found a change in cycle II which appeared in the attitude of participants who were more active and more cooperative in participating in training, and Siagian (2021) found progress in training participants in cycle 2. Some of the results of these studies showed that the increase in the ability of participants in the second cycle occurred due to the success of identifying problems and analyzing needs that became obstacles in cycle 1. Therefore, action research designs designed using more than one cycle are very beneficial to the success of the study. Classroom Action Research is research that uses a continuous cycle, so one class action research can't be only one cycle (Susilowati, 2018).

CONCLUSIONS

Based on the results of research and discussion, it was concluded that online training can improve supervisors' ability to carry out hybrid academic supervision. This is evidenced by the increase in the ability in aspects of knowledge, skills, and attitudes in the pre-cycle, cycle 1 and cycle 2 increased significantly. This research has succeeded in achieving success indicators, which can increase the ability of participants ≥ 80 . The significance of this research finding contributes to overcoming the challenges of traditional supervision methods which include teacher absence during academic supervision, teacher nervousness during supervision, teacher unpreparedness during supervision, principal's many duties and teacher motivation in teaching.

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