

# Review of: "Lived Experience of School Leaders in Supervising during Remote Teaching"

Faisal R Dongoran<sup>1</sup>

<sup>1</sup> Universitas Muhammadiyah Sumatra Utara

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The article "Lived Experience of School Leaders in Supervising during Remote Teaching" effectively depicts the experiences of school leaders in supervising remote learning, as its title suggests. Set against the backdrop of the shift to remote learning due to the COVID-19 pandemic, it employs a phenomenological qualitative methodology to deeply explore this issue. Its key findings highlight challenges such as uncertainty, teachers' emotional well-being, and resource access, providing fresh insights into remote educational supervision. The conclusion recommends policies and practices to support school leaders, backed by relevant, up-to-date references in education and educational management. Although clearly written, the article has room for improvement in word and sentence usage (clarity and consistency in term usage). Overall, the article offers valuable insights into the challenges and strategies of school leaders in remote learning supervision, a highly relevant topic during and beyond the pandemic. Recommendations:

1. The article could be enriched by including more perspectives from various types of schools and geographical contexts.
2. A deeper analysis of the impact of strategies used by school leaders on student learning outcomes could add value to this research.
3. Improvements in data presentation and thematic analysis could enhance the argumentation strength and study conclusions.