

**MANAJEMEN SUPERVISI AKADEMIK PENGAWAS
DALAM MEMBINA KOMPETENSI PROFESIONAL GURU SD**

(Study Deskriptif di SDN Keranggan Tangerang Selatan
dan SD Islam Al-Azhar BSD Tangerang Selatan)

***ACADEMIC SUPERVISION MANAGEMENT BY SUPERVISORS
IN DEVELOPING THE PROFESSIONAL COMPETENCE
OF ELEMENTARY SCHOOL TEACHERS***

*(A Descriptive Study at SDN Keranggan Tangerang Selatan
and SD Islam Al-Azhar BSD Tangerang Selatan)*

DISERTASI

Diajukan Untuk Memenuhi Salah Satu Syarat Ujian
Guna Memperoleh Gelar Doktor
Dalam Bidang Ilmu Pendidikan Program Studi Ilmu Pendidikan



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ABSTRAK

Penelitian ini di latar belakang oleh masih belum optimalnya kompetensi profesional guru secara keseluruhan saat ini, diantaranya karena guru mempunyai tugas dan kewajiban besar, dengan beban kerja kewajiban mengajar 24 jam per minggu serta beban mengadakan administrasi guru. sehingga kadang guru hanya melaksanakan kewajibannya saja sesuai dengan beban kerja yang diembannya. Kebutuhan akan pendekatan supervisi akademik pengawas, menjadi semakin penting dalam meningkatkan mutu pembelajaran dan membina kompetensi profesional guru. *“Manajemen adalah pencapaian tujuan-tujuan yang telah ditetapkan bersama usaha orang lain, melalui langkah planning (perencanaan), organizing (pengorganisasian), actuating (pelaksanaan) dan controlling (pengawasan)”* (Terry, 2019). *“Supervisi akademik merupakan bagian dari tugas pengawas sekolah untuk meningkatkan mutu pendidikan dengan memastikan bahwa guru mampu melaksanakan tugasnya sesuai dengan standar kompetensi professiona”* (Permendikbudristek RI, 2024). Tujuan dari penelitian ini adalah untuk menganalisis dan mendeskripsikan tentang manajemen supervisi akademik pengawas dalam membina kompetensi profesional guru, dimulai dengan perencanaan, pengorganisasian, pelaksanaan dan pengawasan. Metode deskriptif kualitatif dan teknik pengumpulan data digunakan melalui observasi, wawancara, dan studi dokumen. Temuan penelitian menunjukkan, bahwa kedua SD di Tangerang tersebut sudah membuat sesuai ketetapan pemerintah dan memiliki perangkat pembelajaran komprehensif dan relevan, sesuai dokumen perencanaan pembelajaran. Pada pengorganisasiannya, sudah terorganisir dengan adanya pemantauan/telaah RPP/modul ajar, pelaksanaannya sudah terlaksana meliputi Pra Observasi, observasi dan pasca observasi, serta pengawasan/penilaiannya, sudah dilaksanakan meliputi penilaian hasil pembelajaran, yakni dengan membuat tujuan penilaian, memilih dan/atau mengembangkan alat penilaian, menjalankan penilaian, mengolah dan melaporkan hasilnya. Simpulannya, bahwa manajemen supervisi akademik pengawas dalam membina kompetensi profesional guru di SD, sudah terlaksana mulai perencanaan, pengorganisasian, pelaksanaan dan pengawasan/ penilaian. Produk penelitiannya adalah model manajemen supervisi akademik pengawas berbasis teknologi dengan pendekatan enam system nilai dalam membina kompetensi profesional guru SD. Dengan pendekatan metode ini, diharapkan dapat sangat membantu dalam pengembangan profesionalisme pendidik, meningkatkan kualitas pembelajaran, dan menciptakan lingkungan belajar kondusif yang inovatif dan inklusif. Diharapkan penelitian ini akan membantu kemajuan pendidikan serta praktik pengawasan akademik di masa mendatang.

Kata Kunci: Manajemen, Sipervisi Akamemik, Kompetensi Profesional

ABSTRACT

This research is motivated by the current suboptimal professional competence of teachers as a whole, because teachers have significant tasks and responsibilities, with a workload of 24 hours of teaching per week and the burden of administrative duties. so sometimes teachers only fulfill their duties according to the workload they bear. The need for an academic supervision approach by supervisors is becoming increasingly important in improving the quality of learning and fostering the professional competence of teachers. "Management is the achievement of jointly established goals through the efforts of others, through the steps of planning, organizing, actuating, and controlling." (Terry, 2019). "Academic supervision is part of the school supervisor's duties to improve the quality of education by ensuring that teachers are able to perform their tasks according to professional competency standards" (Permendikbudristek RI, 2024). The purpose of this research is to describe and analyze the management of academic supervision by supervisors in fostering teachers' professional competence, starting with planning, organizing, implementing, and supervising. Qualitative descriptive methods and data collection techniques were used through observation, interviews, and document studies. The research findings indicate that the planning is well-structured, both elementary schools have comprehensive and relevant teaching materials, and the learning planning documents are organized with the monitoring/review of lesson plans/teaching modules. its implementation has been carried out, including pre-observation, observation, and post-observation, as well as supervision/evaluation, which has been conducted, including the assessment of learning outcomes, namely by setting assessment objectives, selecting and/or developing assessment tools, conducting assessments, processing, and reporting the results. In conclusion, the management of academic supervision by supervisors in fostering the professional competence of elementary school teachers has been carried out, covering planning, organizing, implementation, and supervision/assessment. The product of the proposed research is a Model of Academic Supervision Management for Supervisors Based on Technology with a Six-Value System Approach in Fostering the Professional Competence of Elementary School Teachers. With this methodological approach, it is expected to greatly assist in the development of educators' professionalism, improve the quality of learning, and create an innovative and inclusive conducive learning environment. It is hoped that this research will contribute to the advancement of education and the practice of academic supervision in the future.

Keywords: Management, Academic Supervision, Professional Competence