

ABSTRAK

Dade Herdani. (2026). Supervisi Akademik Berbasis Coaching oleh Kepala Sekolah untuk Meningkatkan Kualitas Proses Pembelajaran (Studi Kasus di SD Negeri 1 Cibeber, SD Negeri 2 Cibeber, SD Negeri Pasirpamenggel Kecamatan Cikalong Kabupaten Tasikmalaya). Tesis. Program Studi Magister Administrasi Pendidikan, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Galuh.

Penelitian ini dilatarbelakangi oleh belum optimalnya pelaksanaan supervisi akademik di sekolah dasar Gugus II Kecamatan Cikalong Kabupaten Tasikmalaya yang masih berorientasi pada pemenuhan administrasi, sehingga fungsi supervisi sebagai sarana pembinaan profesional guru belum terlaksana secara maksimal. Penelitian ini bertujuan untuk mendeskripsikan implementasi supervisi akademik berbasis *coaching* oleh kepala sekolah, kontribusinya terhadap peningkatan kualitas proses pembelajaran, serta faktor-faktor yang mendukung dan menghambat pelaksanaannya. Penelitian menggunakan pendekatan kualitatif dengan metode deskriptif. Data dikumpulkan melalui observasi, wawancara mendalam, dan studi dokumentasi, kemudian dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan dengan uji keabsahan melalui triangulasi sumber dan teknik.

Hasil penelitian menunjukkan bahwa supervisi akademik berbasis *coaching* dilaksanakan melalui tiga tahapan, yaitu pra-supervisi, observasi pembelajaran, dan *coaching* pascasupervisi sebagai tindak lanjut. Pendekatan *coaching* menempatkan kepala sekolah sebagai mitra profesional yang memfasilitasi guru melakukan refleksi terhadap praktik pembelajaran, mengidentifikasi kebutuhan pengembangan, serta menyusun rencana perbaikan secara mandiri. Implementasi pendekatan ini berkontribusi terhadap peningkatan kompetensi profesional guru yang berdampak pada meningkatnya kualitas proses pembelajaran melalui pembelajaran yang lebih reflektif, inovatif, dan berpusat pada peserta didik. Penelitian ini juga menemukan bahwa keberhasilan supervisi akademik berbasis *coaching* dipengaruhi oleh kompetensi kepala sekolah sebagai *coach*, kesiapan guru untuk melakukan refleksi, komunikasi profesional yang terbuka, serta dukungan budaya sekolah yang kolaboratif.

Kata kunci: supervisi akademik, *coaching*, kepala sekolah, kualitas proses pembelajaran, pengembangan profesional guru.

ABSTRACT

Dade Herdani. (2026). *Coaching-Based Academic Supervision by the Principal to Improve the Quality of the Learning Process (Case Study at Cibeber 1 Public Elementary School, Cibeber 2 Public Elementary School, Pasirpamenggel Public Elementary School, Cikalong District, Tasikmalaya Regency)*. Master's Thesis. Master of Educational Administration Program, Faculty of Teacher Training and Education, Galuh University.

This study was motivated by the suboptimal implementation of academic supervision in elementary schools within Cluster II of Cikalong District, Tasikmalaya Regency, where supervision has predominantly been carried out to fulfill administrative requirements rather than to support teachers' professional growth. This study aimed to describe the implementation of coaching-based academic supervision conducted by school principals, its contribution to improving the quality of the learning process, and the supporting and inhibiting factors affecting its implementation. A qualitative descriptive approach was employed. Data were collected through classroom observations, in-depth interviews, and document analysis, and analyzed using data reduction, data display, and conclusion drawing, with data credibility ensured through source and technique triangulation.

The findings reveal that coaching-based academic supervision was implemented through three interrelated stages: pre-supervision conferences, classroom observation, and post-supervision coaching as a follow-up process. The coaching approach positioned school principals as professional partners who facilitated teachers in reflecting on their instructional practices, identifying professional development needs, and formulating improvement plans independently. The implementation of this approach contributed to strengthening teachers' professional competence, which in turn enhanced the quality of the learning process through more reflective, innovative, and student-centered instruction. Furthermore, the study found that the effectiveness of coaching-based academic supervision was influenced by principals' coaching competence, teachers' readiness for reflective practice, effective professional communication, and a collaborative school culture.

Keywords: *academic supervision, coaching, school principal, quality of the learning process, teacher professional development.*