

ABSTRAK

Dina Febriani, 2026. "Implementasi Pengembangan Supervisi Akademik Kepala Sekolah Dalam Peningkatan Kinerja Guru (Studi kasus di SMP Negeri 3 Pancatengah)"

Penelitian ini dilatarbelakangi oleh pentingnya supervisi akademik sebagai salah satu upaya kepala sekolah dalam meningkatkan kinerja guru dan kualitas pembelajaran di sekolah. Supervisi akademik yang dilaksanakan secara terencana, sistematis, dan berkelanjutan diharapkan mampu membantu guru mengembangkan kompetensi profesionalnya sehingga tujuan pendidikan dapat tercapai secara optimal. Penelitian ini bertujuan untuk mendeskripsikan: (1) proses pengembangan supervisi akademik yang dilakukan kepala sekolah; (2) tahapan supervisi akademik kepala sekolah dalam meningkatkan kinerja guru; (3) faktor pendukung dan penghambat dalam implementasi pengembangan supervisi akademik; dan (4) evaluasi supervisi akademik terhadap kinerja guru di SMP Negeri 3 Pancatengah. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Subjek penelitian terdiri atas kepala sekolah, wakil kepala sekolah, dan guru SMP Negeri 3 Pancatengah. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan studi dokumentasi. Analisis data menggunakan model interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data dilakukan melalui triangulasi sumber dan triangulasi teknik.

Hasil penelitian menunjukkan bahwa: (1) proses pengembangan supervisi akademik dilakukan melalui identifikasi kebutuhan guru, analisis pelaksanaan pembelajaran, pengumpulan data, serta evaluasi terhadap kendala yang ditemukan sebagai dasar penyusunan program supervisi akademik; (2) tahapan supervisi akademik meliputi perencanaan, pelaksanaan, evaluasi, dan tindak lanjut yang dilaksanakan secara sistematis melalui observasi kelas, pemberian umpan balik, pembinaan, pelatihan, dan kegiatan komunitas belajar; (3) faktor pendukung pelaksanaan supervisi akademik meliputi perencanaan yang matang, komunikasi yang baik, keterbukaan guru, kesiapan kepala sekolah dan guru, serta dukungan sarana dan prasarana, sedangkan faktor penghambat meliputi keterbatasan waktu, beban administrasi, keterbatasan media pembelajaran, serta adanya rasa cemas guru saat supervisi berlangsung; dan (4) evaluasi supervisi akademik memberikan dampak positif terhadap peningkatan kinerja guru, terutama dalam aspek perencanaan pembelajaran, pengelolaan kelas, penggunaan metode pembelajaran, profesionalisme, dan refleksi diri dalam melaksanakan tugas mengajar.

Berdasarkan hasil penelitian dapat disimpulkan bahwa pengembangan supervisi akademik yang dilaksanakan kepala sekolah di SMP Negeri 3 Pancatengah telah berjalan dengan baik melalui pendekatan kolaboratif, sistematis, dan berkelanjutan sehingga mampu mendukung peningkatan kinerja guru dan kualitas pembelajaran di sekolah.

Kata Kunci: *supervisi akademik, kepala sekolah, kinerja guru, profesionalisme guru, kualitas pembelajaran.*

ABSTRACT

Dina Febriani, 2026. "The Implementation of the Principal's Academic Supervision Development in Improving Teacher Performance (A Case Study at SMP Negeri 3 Pancatengah)."

This research was motivated by the importance of academic supervision as one of the principal's efforts to improve teacher performance and the quality of learning in schools. Academic supervision that is carried out in a planned, systematic, and sustainable manner is expected to help teachers develop their professional competencies so that educational goals can be achieved optimally. This study aims to describe: (1) the process of developing academic supervision carried out by the principal; (2) the stages of academic supervision in improving teacher performance; (3) the supporting and inhibiting factors in the implementation of academic supervision development; and (4) the evaluation of academic supervision on teacher performance at SMP Negeri 3 Pancatengah.

This study employed a qualitative approach using a descriptive method. The research subjects consisted of the principal, vice principal, and teachers of SMP Negeri 3 Pancatengah. Data were collected through interviews, observations, and documentation studies. Data analysis was conducted using an interactive model consisting of data reduction, data display, and conclusion drawing. Data validity was ensured through source triangulation and technique triangulation.

The results of the study indicate that: (1) the process of developing academic supervision was carried out through identifying teachers' needs, analyzing the learning process, collecting data, and evaluating obstacles encountered as the basis for designing academic supervision programs; (2) the stages of academic supervision consisted of planning, implementation, evaluation, and follow-up activities conducted systematically through classroom observations, feedback provision, coaching, training, and professional learning community activities; (3) supporting factors included well-prepared planning, effective communication, teachers' openness, readiness of principals and teachers, as well as adequate facilities and infrastructure, while inhibiting factors included limited time, administrative workload, inadequate learning media, and teachers' anxiety during supervision; and (4) the evaluation of academic supervision had a positive impact on improving teacher performance, particularly in lesson planning, classroom management, instructional methods, professionalism, and self-reflection in carrying out teaching duties.

Based on the findings, it can be concluded that the development of academic supervision implemented by the principal at SMP Negeri 3 Pancatengah has been carried out effectively through a collaborative, systematic, and sustainable approach, thereby supporting the improvement of teacher performance and the quality of learning in the school.

Keywords: *academic supervision, principal, teacher performance, teacher professionalism, learning quality.*