

ABSTRAK

Penelitian ini dilatarbelakangi oleh kompetensi kepala sekolah dalam melaksanakan supervisi yang masih terbatas sehingga mengindikasikan belum optimalnya capaian kinerja guru dalam mengajar di sekolah.. Tujuan penelitian ini adalah untuk menganalisis evaluasi kompetensi supervisi akademik kepala sekolah secara komprehensif, mencakup perencanaan, pelaksanaan, evaluasi, dan tindak lanjut, serta mengidentifikasi faktor-faktor yang mempengaruhi efektivitas supervisi dalam meningkatkan kinerja mengajar guru di sekolah. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dokumentasi serta triangulasi. Informan penelitian meliputi kepala sekolah, pengawas, dan guru di SDN Sulaksana Kecamatan Taraju Kabupaten Tasikmalaya. Teknik analisis data dilakukan melalui reduksi data, penyajian data dan penarikan simpulan/verifikasi. Hasil penelitian menunjukkan bahwa: (1) Perencanaan supervisi akademik di SDN Sulaksana sudah mencakup tujuh komponen utama dan berbasis data kinerja guru, namun menghadapi tantangan seperti keterbatasan waktu kepala sekolah, instrumen supervisi yang belum diperbarui, serta minimnya pelibatan guru. (2) Pelaksanaan supervisi akademik kepala sekolah sudah menggunakan prinsip-prinsip supervisi seperti keadilan, transparansi, dan hubungan terbuka sudah diterapkan, tetapi keberlanjutan antar siklus dan sistem identifikasi kebutuhan guru masih perlu ditingkatkan. (3) Evaluasi supervisi akademik kepala sekolah sudah dikumpulkan dari berbagai sumber, namun frekuensi observasi rendah, indikator efektivitas belum terukur, dan metode wawancara reflektif masih terbatas. (4) Tindak lanjut supervisi akademik kepala sekolah sudah mencakup identifikasi, umpan balik, dan pendampingan, tetapi membutuhkan sumber belajar yang memadai, rencana operasional yang terukur, dan mekanisme refleksi yang menghasilkan perubahan nyata.

Kata Kunci: Supervisi Akademik, Kepala Sekolah, Kinerja Mengajar Guru

ABSTRACT

This research is motivated by the principal's limited competence in carrying out supervision, which indicates that teacher performance in teaching at school is not yet optimal. The purpose of this research is to analyze the evaluation of the principal's academic supervision competence comprehensively, including planning, implementation, evaluation, and follow-up, and to identify factors that influence the effectiveness of supervision in improving teacher teaching performance at school. The research method used is descriptive qualitative with data collection techniques through observation, interviews, documentation and triangulation. Research informants include supervisors, principals, and teachers at SDN Sulaksana, Taraju District, Tasikmalaya Regency. Data analysis techniques are carried out through data reduction, data presentation and drawing conclusions/verification. The results of the study indicate that: (1) Academic supervision planning at SDN Sulaksana already includes seven main components and is based on teacher performance data, but faces challenges such as limited time for the principal, supervision instruments that have not been updated, and minimal teacher involvement. (2) The implementation of academic supervision by the principal has used supervision principles such as fairness, transparency, and open relationships have been implemented, but sustainability between cycles and the teacher needs identification system still needs to be improved. (3) Evaluations of the principal's academic supervision have been collected from various sources, but the frequency of observations is low, effectiveness indicators have not been measured, and reflective interview methods are still limited. (4) Follow-up of the principal's academic supervision includes identification, feedback, and mentoring, but requires adequate learning resources, a measurable operational plan, and a reflection mechanism that produces real change.

Keywords: *Academic Supervision, Principal, Teacher Teaching Performance*