

ABSTRAK

TRANSFORMASI BUDAYA REFLEKSI SATUAN PENDIDIKAN MELALUI PENDAMPINGAN PENGAWAS DALAM PEMANFAATAN RAPOR PENDIDIKAN (STUDI DI SDN 1 MARGAJAYA KECAMATAN SUKADANA)

NUR EVRIYANTI, 82322425025. Transformasi budaya refleksi berbasis data di satuan pendidikan menjadi bagian penting dalam upaya peningkatan mutu pembelajaran melalui pemanfaatan Rapor Pendidikan. Namun, pada praktiknya masih ditemukan rendahnya pemahaman guru terhadap analisis data, budaya refleksi yang belum berkembang optimal, serta pendampingan pengawas yang belum sepenuhnya kontekstual dan berkelanjutan. Penelitian ini bertujuan untuk mendeskripsikan proses transformasi budaya refleksi satuan pendidikan, strategi dan mekanisme pendampingan pengawas, faktor pendukung dan penghambat transformasi budaya refleksi, serta pengembangan pendampingan pengawas melalui pemanfaatan Rapor Pendidikan di SDN 1 Margajaya Kecamatan Sukadana. Penelitian menggunakan pendekatan kualitatif dengan metode studi kasus. Data dikumpulkan melalui wawancara mendalam, observasi, dan studi dokumentasi terhadap pengawas sekolah, kepala sekolah, guru, dan komite sekolah. Analisis data dilakukan menggunakan model interaktif Miles, Huberman, dan Saldaña melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa: (1) transformasi budaya refleksi berlangsung melalui pemanfaatan Rapor Pendidikan sebagai dasar refleksi kolektif, perencanaan, dan pengambilan keputusan berbasis data; (2) strategi dan mekanisme pendampingan pengawas dilaksanakan melalui coaching, mentoring, fasilitasi diskusi profesional, serta analisis data yang mendorong terbentuknya budaya refleksi dan perbaikan berkelanjutan; (3) keberhasilan transformasi didukung oleh kepemimpinan kepala sekolah, budaya kolaboratif, keterbukaan guru terhadap perubahan, dan pendampingan yang berkelanjutan, sedangkan hambatannya meliputi keterbatasan literasi data dan waktu refleksi; serta (4) pengembangan pendampingan pengawas dilakukan melalui penguatan peran sebagai fasilitator, coach, dan mentor untuk meningkatkan literasi data, komunitas belajar, dan budaya mutu sekolah.

Kata kunci: pendampingan pengawas, budaya refleksi, Rapor Pendidikan, coaching dan mentoring, mutu pendidikan.

ABSTRACT

TRANSFORMATION OF SCHOOL REFLECTION CULTURE THROUGH SUPERVISORY ASSISTANCE IN UTILIZING THE EDUCATION REPORT CARD (A STUDY AT SDN 1 MARGAJAYA, SUKADANA)

NUR EVRIYANTI, 82322425025. The transformation of a data-driven reflection culture within educational institutions has become an essential component in efforts to improve the quality of learning through the utilization of the Education Report Card. However, in practice, several challenges remain, including teachers' limited understanding of data analysis, the underdevelopment of a reflective culture, and supervisory assistance that is not yet fully contextual and sustainable. This study aims to describe the process of transforming the reflection culture within the school, the strategies and mechanisms of supervisory assistance, the supporting and inhibiting factors affecting the transformation of the reflection culture, and the development of supervisory assistance through the utilization of the Education Report Card at SDN 1 Margajaya, Sukadana District. This research employed a qualitative approach using a case study method. Data were collected through in-depth interviews, observations, and document analysis involving school supervisors, the principal, teachers, and the school committee. Data analysis was conducted using the interactive model of Miles, Huberman, and Saldaña, which includes data reduction, data display, and conclusion drawing. The findings reveal that: (1) the transformation of the reflection culture was carried out through the utilization of the Education Report Card as a basis for collective reflection, planning, and data-driven decision-making; (2) supervisory assistance strategies and mechanisms were implemented through coaching, mentoring, professional discussion facilitation, and data analysis, which fostered a reflective culture and continuous improvement; (3) the success of the transformation was supported by the principal's leadership, a collaborative culture, teachers' openness to change, and sustainable assistance, while the obstacles included limited data literacy and insufficient time for reflection; and (4) the development of supervisory assistance was conducted by strengthening the supervisor's role as a facilitator, coach, and mentor to enhance data literacy, learning communities, and the school quality culture.

Keywords: supervisory assistance, reflection culture, Education Report Card, coaching and mentoring, educational quality