

ABSTRAK

Penelitian ini bertujuan untuk menganalisis bentuk pendampingan pengawas sekolah, strategi pelaksanaan pendampingan, serta efektivitas pendampingan pengawas sekolah dalam meningkatkan mutu pendidikan pada SDN Karangsembung dan SDN 3 Geresik Kecamatan Jamanis Kabupaten Tasikmalaya. Penelitian menggunakan pendekatan kualitatif dengan metode deskriptif. Data diperoleh melalui wawancara mendalam, observasi, dan studi dokumentasi terhadap pengawas sekolah, kepala sekolah, dan guru. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diuji menggunakan triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa: (1) pendampingan pengawas sekolah dilaksanakan melalui pembinaan akademik dan manajerial yang terencana, sistematis, berkelanjutan, dan berbasis kebutuhan sekolah, dengan mengintegrasikan supervisi, coaching, konsultasi, monitoring, workshop, diskusi profesional, serta pembinaan langsung kepada kepala sekolah dan guru; (2) strategi pendampingan dilaksanakan melalui tahapan identifikasi kebutuhan, perencanaan program, pelaksanaan supervisi dan pembinaan, monitoring, evaluasi, refleksi, serta tindak lanjut secara berkelanjutan dengan menerapkan pendekatan persuasif, kolaboratif, konsultatif, dan humanis sehingga mampu membangun kemitraan profesional antara pengawas sekolah, kepala sekolah, dan guru; dan (3) efektivitas pendampingan tercermin pada meningkatnya kompetensi dan profesionalisme guru, membaiknya tata kelola administrasi sekolah, meningkatnya kualitas pembelajaran, penguatan manajemen sekolah, meningkatnya disiplin warga sekolah, serta perbaikan hasil belajar peserta didik. Temuan penelitian menunjukkan bahwa efektivitas pendampingan pengawas sekolah tidak hanya ditentukan oleh intensitas supervisi, tetapi terutama oleh integrasi pembinaan profesional yang berkelanjutan, hubungan kemitraan yang kolaboratif, dan tindak lanjut yang disesuaikan dengan kebutuhan sekolah.

Kata kunci: pendampingan pengawas sekolah, supervisi pendidikan, mutu pendidikan, profesionalisme guru, manajemen sekolah.

ABSTRACT

This study aims to analyze the forms, implementation strategies, and effectiveness of school supervisors' mentoring in improving educational quality at SDN Karangsembung and SDN 3 Geresik, Jamanis District, Tasikmalaya Regency. The study employed a qualitative descriptive approach. Data were collected through in-depth interviews, observations, and document analysis involving school supervisors, principals, and teachers. Data were analyzed using the stages of data reduction, data display, and conclusion drawing, while data trustworthiness was ensured through source and technique triangulation. The findings reveal that: (1) school supervisors' mentoring is implemented through planned, systematic, continuous, and needs-based academic and managerial guidance integrating supervision, coaching, consultation, monitoring, workshops, professional discussions, and direct assistance for principals and teachers; (2) the mentoring strategy follows an integrated process consisting of needs assessment, program planning, supervision and coaching, monitoring, evaluation, reflection, and continuous follow-up using persuasive, collaborative, consultative, and humanistic approaches that foster professional partnerships among school supervisors, principals, and teachers; and (3) mentoring effectiveness is reflected in improved teacher competence and professionalism, better school administration, enhanced instructional quality, strengthened school management, increased school discipline, and improved student learning outcomes. The study further demonstrates that the effectiveness of school supervisors' mentoring is determined not merely by the frequency of supervision but by the integration of sustainable professional guidance, collaborative partnerships, and continuous follow-up tailored to each school's needs.

Keywords: school supervision, mentoring, educational quality, teacher professionalism, school management.