

ABSTRAK

OPTIMALISASI SUPERVISI AKADEMIK KEPALA SEKOLAH UNTUK KINERJA GURU (Studi Kasus di SDN Leuwihalang dan SDN Guranteng Kecamatan Pagerageung Kabupaten Tasikmalaya)

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Penelitian ini dilatarbelakangi oleh pentingnya peran supervisi akademik kepala sekolah dalam meningkatkan kinerja guru yang merupakan faktor kunci dalam peningkatan kualitas pendidikan. Dimana kondisi di SDN Leuwihalang, capaian supervisi akademik selama dua tahun terakhir yaitu 2024-2025 mengalami peningkatan, namun belum optimal. Sementara di SDN Guranteng, capaian supervisi cenderung tidak konsisten, dan masih berada pada kategori cukup. Hal ini berdampak pada kinerja guru, yang rata-rata masih di bawah target ideal. Tujuan penelitian ini adalah untuk menganalisis dan mendeskripsikan Optimalisasi Supervisi Akademik Kepala Sekolah Untuk Kinerja Guru secara komprehensif, mencakup perencanaan, pelaksanaan, evaluasi, dan tindak lanjut, serta mengidentifikasi faktor-faktor yang memengaruhi efektivitas supervisi dalam meningkatkan kinerja guru di kedua sekolah. Metode penelitian yang digunakan adalah deskriptif dengan pendekatan kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Teknik analisis data dilakukan melalui reduksi data, penyajian data dan penarikan simpulan atau verifikasi. Informan penelitian meliputi pengawas, kepala sekolah, dan guru di kedua sekolah. Hasil penelitian menunjukkan bahwa:

(1) Perencanaan supervisi akademik pada kedua sekolah telah menyusun perencanaan supervisi secara sistematis dengan tujuh komponen yang lengkap, namun perencanaan yang baik tidak otomatis menjamin kualitas pelaksanaan yang setara. (2) Pelaksanaan supervisi akademik pada SDN Leuwihalang melaksanakan supervisi lebih konsisten dan efektif, sedangkan SDN Guranteng belum mampu mendorong perubahan nyata dalam praktik mengajar guru, tercermin dari capaian akademik siswa yang menurun. (3). Evaluasi supervisi akademik pada SDN Leuwihalang memanfaatkan hasil evaluasi untuk perbaikan berkelanjutan, sementara SDN Guranteng masih menghadapi kesenjangan antara hasil evaluasi dan dampak nyata pada kinerja guru. (4) Tindak Lanjut supervisi akademik pada SDN Leuwihalang menjalankan tindak lanjut secara terjadwal dan merata, sedangkan SDN Guranteng masih bersifat sewaktu-waktu dan belum merata sehingga dampaknya belum optimal.

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

ABSTRACT

Optimization of Principal Academic Supervision for Teacher Performance (Case Study at Leuwihalang Elementary School and Guranteng Elementary School, Pagerageung District, Tasikmalaya Regency)

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This research is motivated by the importance of the principal's academic supervision role in improving teacher performance, which is a key factor in improving the quality of education. Where the conditions at SDN Leuwihalang, the achievement of academic supervision over the last two years, namely 2024-2025, has increased, but is not optimal. Meanwhile, at SDN Guranteng, the achievement of supervision tends to be inconsistent, and is still in the sufficient category. This has an impact on teacher performance, which on average is still below the ideal target. The purpose of this study is to analyze and describing the principal's academic supervision management comprehensively, including planning, implementation, evaluation, and follow-up, as well as to identify factors that influence the effectiveness of supervision in improving teacher performance in both schools. The research method used is descriptive with an approach qualitative with data collection techniques through observation, interviews, and documentation. Data analysis techniques are carried out through data reduction, data presentation, and drawing conclusions or verification. Research informants include supervisors, principals, and teachers at both schools. The results of the study indicate that: (1) Academic supervision planning at both schools has compiled a systematic supervision plan with seven complete components, but good planning does not automatically guarantee equal quality of implementation. (2) Academic supervision at Leuwihalang Elementary School is more consistent and effective, while Guranteng Elementary School has not been able to drive real changes in teacher teaching practices, as reflected in declining student academic achievement. (3) Evaluation of academic supervision at Leuwihalang Elementary School utilizes evaluation results for continuous improvement, while Guranteng Elementary School still faces a gap between evaluation results and the actual impact on teacher performance. (4) Follow-up: Leuwihalang Elementary School implements follow-up on a scheduled and consistent basis, while Guranteng Elementary School still implements follow-up intermittently and unevenly, resulting in less than optimal impact.

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