

ABSTRAK

STUDI TENTANG SUPERVISI AKADEMIK DENGAN TEKNIK *COACHING* DALAM MENINGKATKAN KINERJA GURU PADA ERA DIGITAL (Studi Kasus di SDN Mekarjaya dan SDN Santrijaya Kecamatan Karangnunggal Kabupaten Tasikmalaya)

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Penelitian ini dilatarbelakangi oleh tuntutan transformasi pendidikan pada era digital yang mengharuskan guru memiliki kompetensi pedagogik, profesional, dan literasi digital dalam melaksanakan pembelajaran berbasis teknologi. Namun demikian, hasil studi pendahuluan menunjukkan bahwa kinerja guru, khususnya pada aspek integrasi teknologi, inovasi pembelajaran digital, dan refleksi pembelajaran, masih belum optimal. Selain itu, pelaksanaan supervisi akademik di sekolah masih cenderung berorientasi pada fungsi administratif dan evaluatif sehingga belum sepenuhnya berfungsi sebagai proses pembinaan profesional yang reflektif, kolaboratif, dan dialogis. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis perencanaan, pelaksanaan, tindak lanjut, serta implikasi supervisi akademik kepala sekolah melalui teknik *coaching* dalam meningkatkan kinerja guru pada era digital. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif dan desain studi kasus. Penelitian dilaksanakan di SDN Mekarjaya dan SDN Santrijaya Kecamatan Karangnunggal Kabupaten Tasikmalaya. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa supervisi akademik berbasis *coaching* dilaksanakan melalui penyusunan program supervisi, observasi pembelajaran, dialog reflektif, pemberian umpan balik konstruktif, pendampingan profesional, serta monitoring berkelanjutan. Penerapan teknik *coaching* memberikan implikasi positif terhadap peningkatan kinerja guru, terutama pada aspek perencanaan pembelajaran, pelaksanaan pembelajaran berbasis digital, pemanfaatan teknologi pembelajaran, evaluasi dan refleksi pembelajaran, serta peningkatan motivasi kerja dan profesionalisme guru. Dengan demikian, supervisi akademik kepala sekolah melalui Teknik *coaching* dapat dipahami sebagai pendekatan pembinaan profesional yang efektif dalam mendukung peningkatan kinerja guru pada era digital. Meskipun demikian, optimalisasi implementasinya masih memerlukan penguatan kompetensi *coaching* kepala sekolah, peningkatan literasi digital guru, serta pengembangan budaya pembelajaran profesional yang berkelanjutan.

Kata kunci: supervisi akademik, *coaching*, kepala sekolah, kinerja guru, era digital.

ABSTRACT

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This study was motivated by the demands of educational transformation in the digital era, which require teachers to possess pedagogical, professional, and digital literacy competencies in implementing technology-based learning. However, preliminary findings revealed that teacher performance, particularly in the areas of technology integration, digital learning innovation, and reflective teaching practices, had not yet reached an optimal level. In addition, academic supervision practices in schools still tended to focus on administrative and evaluative functions rather than functioning as reflective, collaborative, and dialogic professional development processes. This study aimed to describe and analyze the planning, implementation, follow-up, and implications of principals' academic supervision through coaching techniques in improving teacher performance in the digital era. This study employed a qualitative approach using a descriptive method and a case study design. The research was conducted at SDN Mekarjaya and SDN Santrijaya, Karangnunggal District, Tasikmalaya Regency. Data were collected through interviews, observations, and document analysis. The findings revealed that coaching -based academic supervision was implemented through supervision program planning, classroom observation, reflective dialogue, constructive feedback, professional mentoring, and continuous monitoring. The implementation of coaching techniques positively contributed to improving teacher performance, particularly in lesson planning, digital-based instructional practices, the utilization of educational technology, learning evaluation and reflection, as well as teachers' work motivation and professionalism. In conclusion, principals' academic supervision through coaching techniques can be understood as an effective professional development approach in supporting teacher performance improvement in the digital era. Nevertheless, its implementation still requires strengthening principals' coaching competencies, enhancing teachers' digital literacy, and developing a sustainable professional learning culture within schools.

Keywords: *academic supervision, coaching, principal, teacher performance, digital era.*