

ABSTRAK

Tati Surtiasih. (2025). *Implementasi Supervisi Berdasarkan Rapor Pendidikan untuk Optimalisasi Pendampingan Sekolah* (Studi Kasus Pengawas Sekolah Dasar di Kabupaten Ciamis). Tesis. Program Studi Administrasi Pendidikan, Program Pascasarjana, Universitas Galuh Ciamis. Pembimbing: (1) Dr. H. Enas, SE., M.M.; (2) Dr. Asep Budi Tauhid, M.Pd.

Penelitian ini menganalisis implementasi supervisi berdasarkan Rapor Pendidikan oleh pengawas sekolah dasar di Kabupaten Ciamis untuk mengoptimalkan pendampingan sekolah. Fokus penelitian mencakup perencanaan, pelaksanaan, evaluasi, serta faktor pendukung dan penghambat melalui siklus Identifikasi, Refleksi, dan Benahi (IRB). Metode yang digunakan adalah deskriptif kualitatif dengan rancangan studi kasus di empat sekolah dasar binaan (SDN 2 Pamalayan, SDN 1 Cidolog, SDN 1 Gereba, dan SDN 2 Banjarangsana). Informan penelitian terdiri atas empat pengawas, empat kepala sekolah, dan empat guru/operator. Pengumpulan data dilakukan melalui wawancara mendalam, observasi, dan studi dokumentasi, lalu dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña dengan triangulasi data. Hasil penelitian menunjukkan bahwa: (1) perencanaan supervisi telah mengintegrasikan data Rapor Pendidikan ke program kerja pengawas dan RKAS; (2) pendampingan menggunakan strategi diferensiasi seperti *Training, Mentoring and Coaching* (TMC), *Collaborative Inquiry*, dan Workshop Tematik; (3) evaluasi berkala (2024–2025) menunjukkan peningkatan nilai literasi dan refleksi guru, tetapi terjadi penurunan sistemik pada numerasi; (4) faktor pendukung utama adalah komitmen kepemimpinan kepala sekolah dan kolaborasi kelompok kerja, sedangkan penghambatnya mencakup keterbatasan infrastruktur digital, beban kerja pengawas, serta fluktuasi literasi data guru. Simpulan penelitian menegaskan bahwa supervisi berdasarkan Rapor Pendidikan efektif mengoptimalkan pendampingan sekolah jika didukung kompetensi literasi data pengawas dan strategi diferensiasi. Direkomendasikan adanya penguatan kapasitas kelembagaan secara berkelanjutan bagi pengawas dan pembuat kebijakan.

Kata Kunci: supervisi pendidikan, Rapor Pendidikan, pendampingan sekolah, siklus IRB, pengawas sekolah.

ABSTRACT

Tati Surtiasih. (2025). *Implementation of Rapor Pendidikan-Based Supervision to Optimize School Mentoring (A Case Study of Elementary School Supervisors in Kabupaten Ciamis)*. Thesis. Study Program of Educational Administration, Postgraduate Program, Universitas Galuh Ciamis. Advisors: (1) Dr. H. Enas, SE., M.M.; (2) Dr. Asep Budi Tauhid, M.Pd.

This research analyzes the implementation of Rapor Pendidikan-based supervision by elementary school supervisors in Kabupaten Ciamis to optimize school mentoring. The study focuses on planning, implementation, evaluation, and identifying supporting and inhibiting factors within the Identification, Reflection, and Improvement (IRB) cycle. Using a descriptive qualitative method with a case study design, this research was conducted at four supervised elementary schools (SDN 2 Pamalayan, SDN 1 Cidolog, SDN 1 Gereba, and SDN 2 Banjarangsana). Informants included four supervisors, four principals, and four teachers/operators. Data were collected via in-depth interviews, observation, and documentation studies, then analyzed using the interactive model of Miles, Huberman, and Saldaña with data triangulation. The findings reveal that: (1) supervision planning has integrated Rapor Pendidikan data into supervisors' programs and school budgets (RKAS); (2) mentoring employed differentiated strategies, including Training, Mentoring and Coaching (TMC), Collaborative Inquiry, and Thematic Workshops; (3) evaluations (2024–2025) showed significant growth in literacy and teacher reflection indicators, yet a systemic decline in numeracy; (4) supporting factors include principals' instructional leadership and teamwork, while inhibitors involve digital infrastructure limitations, high supervisor workloads, and fluctuating teacher data literacy. This research concludes that Rapor Pendidikan-based supervision effectively optimizes school mentoring when driven by supervisors' data literacy and differentiated strategies. Recommendations are directed toward building sustainable institutional capacity for supervisors and policymakers.

Keywords: educational supervision, Rapor Pendidikan, school mentoring, IRB cycle, school supervisor.