

## ABSTRAK

Sri Hartini. 2024. *Peningkatan Kompetensi Profesionalisme Guru Melalui Supervisi kolaboratif di sekolah dasar negeri 3 Binade*. Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Program Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Dwi Setiyadi, M. M. , (II) Dr. Sigit Ricahyo, S.S., M. Pd.

Tujuan dari penelitian ini adalah untuk menjawab pertanyaan, *pertama*, bagaimana penggunaan Supervisi Kolaboratif untuk Meningkatkan Kompetensi Profesional Guru di SD Negeri Binade. *Kedua*, apakah dengan menggunakan Supervisi Kolaboratif dapat Meningkatkan Kompetensi Profesional Guru di SD Negeri 3 Binade.

Pendekatan supervisi kolaboratif merupakan salah satu pendekatan supervisi yang dapat digunakan oleh kepala sekolah secara kolegial, bersifat mendampingi dan kemitraan dalam membimbing/ memfasilitasi guru agar dapat melaksanakan tugas profesionalnya. Prinsip-prinsip pada pendekatan supervisi kolaboratif terdiri dari: Kolaboratif, Kolegial, Kemitraan, Terbuka, dan Fleksibel

Kegiatan Penelitian Tindakan Sekolah dilakukan dengan 5 langkah, 1) refleksi awal, 2) penyusunan rancangan, 3) pelaksanaan tindakan, 4) observasi atau pengamatan, dan 5) refleksi. Kegiatan dilaksanakan dalam 2 siklus, yakni siklus I dan siklus II. Dilaksanakan pada tahun pelajaran 2023/2024, pada bulan Oktober 2023 – Maret 2024, dengan subyek penelitian sebanyak 8 guru.

Hasil penelitian menunjukkan adanya peningkatan kompetensi profesional guru dari pra-siklus ke siklus I sebesar 17,14 poin. Rata-rata kompetensi profesional guru pada pra-siklus sebesar 53,31. dan siklus I sebesar 70,45 dengan kriteria cukup. Kompetensi profesional guru juga mengalami peningkatan dari siklus I ke siklus II sebesar 16,19 poin. Rata-rata kompetensi profesional guru pada siklus II sebesar 86,64 dengan kriteria baik.

**Kata kunci: Supervisi Kolaboratif, Profesional Guru**

## ABSTRACT

Sri Hartini. 2024. Improving Teacher Professionalism Competency Through Collaborative Supervision in 3 Binade Public Elementary School. Thesis. Master Program in Indonesian Language and Literature Education, Postgraduate Program, University of PGRI Madiun. Supervisor (I) Dr. Dwi Setiyadi, M. M. , (II) Dr. Sigit Ricahyo, S.S., M. Pd.

The purpose of this study is to answer the question, first, how to use Collaborative Supervision to Improve Teacher Professional Competence in SD Negeri Binade. Second, whether using Collaborative Supervision can Improve the Professional Competence of Teachers at SD Negeri 3 Binade.

The collaborative supervision approach is one of the supervision approaches that can be used by school principals collegially, in the nature of assistance and partnership in guiding/facilitating teachers to carry out their professional duties. The principles of the collaborative supervision approach consist of: Collegial, Collegial, Partnership, Open, and Flexible

School Action Research activities are carried out in 5 steps, 1) initial reflection, 2) preparation of plans, 3) implementation of action, 4) observation or observation, and 5) reflection. The activity was carried out in 2 cycles, namely cycle I and cycle II. It will be carried out in the 2023/2024 school year, in October 2023 – March 2024, with 8 teachers as research subjects.

The results of the study showed that there was an increase in teachers' professional competence from pre-cycle to cycle I by 17.14 points. The average professional competence of teachers in the pre-cycle was 53.31. and cycle I of 70.45 with sufficient criteria. Teachers' professional competence also increased from cycle I to cycle II by 16.19 points. The average professional competence of teachers in cycle II was 86.64 with good criteria.

Keywords: Collaborative Supervision, Teacher Professionals