

## ABSTRAK

**CHORIF SETYO NURI.** 2024. *Peningkatan Kinerja Guru Dalam Pengembangan Evaluasi Hasil Belajar Melalui Supervisi Akademik Kepala Sekolah di SDN 3 Selur Kecamatan Ngrayun Kabupaten Ponorogo.* Tesis. Madiun: Program Magister Pendidikan Bahasa dan Sastra Indonesia, Program Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Dwi Setiyadi, M.M., (II) Dr. Sigit Ricahyono, S.S., M.Pd.

**Kata kunci:** *Supervisi Akademik, Pendampingan, Saintifik, Kurikulum Merdeka*

Dalam penelitian ini penulis mencoba untuk mengkaji dan menggali supervisi (Kepala Sekolah) yang berkaitan dengan kinerja guru, disebabkan oleh: (1). Adanya kecenderungan melemahnya kinerja guru di mana berdasarkan pengalaman penulis menjadi Kepala Sekolah yaitu terjadinya guru yang membolos mengajar, guru yang masuk ke kelas yang tidak tepat waktu, guru mengajar tidak mempunyai persiapan mengajar, guru tidak punya absensi siswa, (2). Adanya pelaksanaan supervisi yang dilakukan oleh kepala sekolah belum dilaksanakan dengan sebaik – baiknya kepada guru. Beberapa rekan penulis yang sama – sama menjabat menjadi Kepala Sekolah mengaku kurang serius dalam melaksanakan fungsinya sebagai supervisor, (3) adanya penurunan kinerja guru merupakan salah satu penyebab menurunnya nilai siswa.

Penelitian ini merupakan Penelitian Tindakan Sekolah (PTS) dengan subjek penelitian adalah guru di SDN 3 Selur Kecamatan Ngrayun Kabupaten Ponorogo dalam dua siklus. Satiap siklusnya terdapat tiga komponen yaitu perencanaan, pelaksanaan dan evaluasi. Data diperoleh melalui observasi atau pengamatan, wawancara dan angket. Teknik analisis data yang digunakan adalah deskriptif kualitatif.

Setelah dilakukan Tindakan pada siklus I dan siklus II menunjukkan hasil sebagai berikut: (a) Perencanaan, secara keseluruhan dari 8 guru, pada siklus I sebanyak 5 guru atau 62.50%, kriteria cukup baik, sedang yang 3 guru atau 37.50%; kriteria baik, sedangkan pada siklus II, 5 guru atau 60.50% nilai baik, dan 3 guru atau 37.50% nilai sangat baik; (b) Pelaksanaan pembelajaran secara keseluruhan dari 8 guru pada siklus I, 3 guru atau 37.50%, kriteria cukup baik, sedangkan yang 5 guru atau 62,50%, kriteria baik. Pada siklus II, 5 guru atau 62,50% nilai baik, dan 3 guru atau 37.50% nilai sangat baik; (c) Penilaian, secara keseluruhan, siklus I, 5 guru atau 62,50%, kriteria baik, dan 3 guru atau 37.50%, kriteria sangat baik. Sikkus II, 3 guru atau 37.50% nilai baik, dan 5 guru atau 62,50%, nilai sangat baik.

## **ABSTRACT**

**CHORIF SETYO NURI.** 2024. *Improving Teacher Performance in the Development of Learning Outcome Evaluation through Academic Supervision of School Principals at SDN 3 Selur, Ngrayun District, Ponorogo Regency.* Thesis. Madiun: Master Program in Indonesian Language and Literature Education, Postgraduate Program, University of PGRI Madiun. Supervisor (I) Dr. Dwi Setiyadi, M.M., (II) Dr. Sigit Ricahyono, S.S., M.Pd.

**Keywords:** *Academic Supervision, Mentoring, Scientific, Independent Curriculum*

*In this study, the author tries to examine and explore the supervision (Principal) related to teacher performance, caused by: (1). There is a tendency to weaken teacher performance where based on the author's experience as a Principal, namely the occurrence of teachers who skip teaching, teachers who enter classes on time, teachers who do not have teaching preparation, teachers who do not have student attendance, (2). The implementation of supervision carried out by the principal has not been carried out as well as possible to teachers. Several co-authors who also served as principals admitted that they were not serious in carrying out their functions as supervisors, (3) the decline in teacher performance is one of the causes of declining student grades.*

*This research is a School Action Research (SAR) with the subject of the study being a teacher at SDN 3 Selur, Ngrayun District, Ponorogo Regency in two cycles. Each cycle has three components, namely planning, implementation and evaluation. Data was obtained through observation or observation, interviews and questionnaires. The data analysis technique used is qualitative descriptive.*

*After the actions in the first cycle and the second cycle showed the following results: (a) Planning, overall out of 8 teachers, in the first cycle as many as 5 teachers or 62.50%, the criteria were quite good, while 3 teachers or 37.50%; good criteria, while in cycle II, 5 teachers or 60.50% of the score is good, and 3 teachers or 37.50% of the score is very good; (b) The overall learning implementation of 8 teachers in the first cycle, 3 teachers or 37.50%, the criteria were quite good, while the 5 teachers or 62.50%, the criteria were good. In cycle II, 5 teachers or 62.50% of the score was good, and 3 teachers or 37.50% of the score was very good; (c) Assessment, overall, cycle I, 5 teachers or 62.50%, good criteria, and 3 teachers or 37.50%, very good criteria. Sikus II, 3 teachers or 37.50% good scores, and 5 teachers or 62.50%, very good grades.*