

## Berbagai faktor dalam supervisi akademik pengawas Sekolah Menengah Kejuruan (SMK) di Kabupaten Kuningan = Varied academic supervision factors for Vocational School supervisors in Kuningan, West Java

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### Abstrak

Supervisi akademik sebagai salah satu sarana untuk membantu meningkatkan kualitas profesionalitas tenaga pendidik, belum banyak dirasakan manfaatnya oleh para guru. Indikator dan faktor-faktor yang menghambat efektivitas pelaksanaan supervisi akademik tersebut diungkap melalui penelitian ini. Pendekatan penelitian dilakukan secara kualitatif dengan metode *observational case studies*. Teknik pengambilan data secara *participant observation* dan wawancara.

Hasil penelitian ini menyimpulkan bahwa pelaksanaan supervisi akademik pengawas SMK di Kabupaten Kuningan dinilai tidak efektif, karena kegiatan penyusunan program dan laporan hasil pengawasan, kegiatan pembinaan, pemantauan, penilaian, dan kegiatan pembimbingan dan pelatihan profesionalitas guru tidak sesuai dengan pedoman tugas pengawasan. Faktor penyebabnya adalah motivasi, komitmen dan kemampuan pengawas rendah, komunikasi tidak lancar, upaya pemberdayaan Kepala Dinas Pendidikan belum optimal, kompleksitas dan beban kerja pengawas berat, dan budaya sekolah tidak mendukung. Perlu penelitian lebih lanjut untuk mengetahui adanya hubungan dan pengaruh faktor-faktor tersebut terhadap efektivitas pelaksanaan supervisi akademik Pengawas SMK.

.....The benefit of academic supervision as one of the means to help improving the professional quality of educators has not yet been maximally spread among teachers. Indicators and factors that prevent the effectiveness of academic supervision application will be revealed through this research. Research approaches are done qualitatively by means of *observational case studies*. Techniques of data collection through *participant observations* and interviews.

The result of this research concludes that academic supervision for vocational school supervisors in Kuningan is considered not effective because the activities of program settings and the report of supervision result, the activities of building, observation, assessment, guidance and training for teacher professionalism are not appropriate with the guides of supervision duties. These occur because of inadequate motivation, commitment, and supervisors abilities, bad communications, the effort from the head of education service which is not optimal yet, complexity and the heavy burden of supervisors and school cultures that do not support. Further researches are needed to find out whether there are relationships and influences of those factors against the effectiveness of academic supervision for vocational school supervisors.