

ABSTRAK

Hartaty Samsi Badu. Otonomi Guru dalam Pengelolaan Pembelajaran di Sekolah Dasar se Kecamatan Posigadan Kabupaten Bolaang Mongondow Selatan. Universitas Negeri Gorontalo, Fakultas Ilmu Pendidikan Jurusan Manajemen Pendidikan 2012. Pembimbing I Dr Asrin MPd dan Pembimbing II Warni Tune Sumar SPd. MPd

Penelitian bertujuan untuk mengetahui gambaran yang riil mengenai Otonomi Guru dalam Pengelolaan Pembelajaran di Sekolah Dasar se Kecamatan Posigadan Kabupaten Bolaang Mongondow Selatan dengan mengkaji tiga indikator yakni: otonomi guru dalam merancang pembelajaran, otonomi guru dalam mengelolah pembelajaran dikelas, otonomi guru dalam melaksanakan evaluasi dan tindak lanjut

Metode yang digunakan dalam penelitian adalah deskriptif kuantitatif sampel penelitian berjumlah 30 guru. Tehnik pengumpulan data yaitu angket, observasi dan dokumen. Data dalam penelitian dianalisis dengan rumus persentase (%)

Hasil penelitian menunjukan bahwa otonomi guru dalam pengelolaan Pembelajaran di Sekolah Dasar se Kecamatan Posigadan Kabupaten Bolaang Mongondow Selatan meliputi: (1) Otonomi guru dalam merancang pembelajaran berada dalam kategori tinggi. Namun perlu ditingkatkan lagi karena masih terdapat guru dalam merancang pembelajaran tidak sesuai dengan kurikulum Tingkat Satuan Pendidikan, (2) Otonomi guru dalam mengelolah pembelajaran dikelas dalam kategori tinggi. Namun perlu ditingkatkan lagi kearah yang lebih baik, sebab sesuai hasil olahan data masih ada guru belum mampu mengelola kelas dalam proses pembelajaran. (3) Otonomi guru dalam melaksanakan evaluasi dan tindaklanjut berada dalam kategori tinggi. Namun perlu ditingkatkan lagi, sebab masih ditemukan guru belum dapat melaksanakan evaluasi untuk mengukur ketercapaian hasil belajar siswa dan belum mampu menindak lanjuti hasil capaian belajar siswa.

Otonomi guru dalam merancang, mengelola dan melaksanakan evaluasi dalam pembelajaran tergolong dalam kategori tinggi. Untuk pihak yang terkait diperlukan perhatian khusus dalam mengembangkan proses pengelolaan pembelajaran.

Kata Kunci: Penguasaan Kurikulum, Pengelolaan Kelas, Melaksanakan Evaluasi

ABSTRACT

Hartaty Samsi Badu. Teacher Autonomy in Management of Learning in Elementary School in Posigadan District, South Bolaang Mongondow State University of Gorontalo Educational Management Department, Educational Faculty 2012. Advisor 1 Dr. Asrin MPd and advisor II Warni Tune Sumar SPd. MPd

The research aimed to find out the real illustration of the teacher autonomy in Management of Learning in Elementary School Posigadan District South Bolaang Mongondow. It examine three indicators namely: teachers autonomy in learning design, teachers autonomy to manage the class, teachers autonomy in implementing evaluation and action.

The method using descriptive quantitative study sample were 30 teachers. The techniques used to collect the data are questionnaire, observation and documents. The data of this research analyzed with percentage formula (%).

The result of this research indicated that teacher autonomy in Management of Learning in Elementary School Posigadan District South Bolaang Mongondow includes: (1) Teacher autonomy in learning design is in the high category. However, it should be increased again because there are teachers who design the learning does not appropriate with School base Curriculum (2) Teacher autonomy manage the learning in the classroom is in the high category. However, it should be increased again better than before, because according to the data there are teachers still have not been able to manage the classroom in learning process (3) Teacher autonomy in carrying out the evaluation and action are in the high category. However, it should increase again because there are teachers could not still do evaluations to measure the achievement of students outcomes in learning process and they have not been able to follow up the achievement of students outcomes. Teacher autonomy in designing, managing and carrying out evaluation of learning is in the high category. For people who connected with it should have special attention and required to develop the process of learning management.

Keywords: Curriculum Authorizing, Classroom Management, Doing evaluation.