

ABSTRAK

Sulastri Kaaba, 2012, Skripsi. Pelaksanaan supervisi pendidikan *.studi kasus* di sekolah dasar Kecamatan Posigadan Kabupaten Boalaang Mongondow Selatan (Jurusan Manajemen Pendidikan Universitas Negeri Gorontalo 2012). Pembimbing I dan II : Prof. Dr. Hi. Abd. Kadim Masaong, M.Pd dan Drs. H.M. Polinggapo, M.Pd.

Penelitian ini menggunakan pendekatan kualitatif dengan rancangan studi kasus. Teknik pengumpulan data dapat ditempuh dengan tiga cara yaitu, observasi, wawancara, dokumentasi.

Hasil penelitian menunjukkan bahwa ditemukan program kegiatan supervisor adalah melakukan penilaian dan pembinaan pada guru, melatih guru menyusun indikator keberhasilan siswa, membimbing guru menerapkan standar isi, standar kompetensi kelulusan, dan standar proses, membimbing guru membuat kisi-kisi soal, mengembangkan kurikulum lokal. Pelaksanaan supervisi pendidikan ditempuh dengan tiga tahap yaitu pra observasi, observasi dan tindak lanjut. Perbedaan sebelum dilaksanakan supervisi dan sesudah pelaksanaan supervisi yakni kesiapan guru dalam mempersiapkan diri dan perangkat pembelajaran di kelas. Sebelum dilaksanakan supervisi guru kurang mempersiapkan perangkat pembelajaran setelah dilaksanakan supervisi guru sudah mempersiapkannya.

Untuk itu disarankan (1) Dinas pendidikan lebih memperhatikan kinerja guru dalam proses belajar mengajar dan lebih meningkatkan pelatihan pada pengawas kepala sekolah maupun guru. (2) Untuk pengawas agar dapat melaksanakan supervisi ke sekolah-sekolah secara rutin (3) untuk sekolah setiap minggu dapat mengadakan evaluasi terhadap kinerja guru (4) untuk guru dapat meningkatkan kualitas dan kuantitas anak didik sehingga menghasilkan lulusan-lulusan terbaik (5) bagi peneliti diharapkan penelitian ini dapat menambah pengetahuan dan pengalaman tentang supervisi pendidikan sehingga dapat menerapkannya dikemudian hari.

Kata Kunci : *Supervisi, Pendidikan*

ABSTRACT

Sulastri Kaaba, 2012. Thesis. Implementation of educational supervision. Case studies in primary schools Posigadan District Southern District Mongondow Boalaang (Department of Education Management, Gorontalo State University, 2012). Advisors I and II: Prof. Dr. Hi. Abd. Kadim Masaong, M Ed and Drs. H. M. Polinggapo, M.Pd.

This study used a qualitative approach to the design of case studies. Data collection techniques can be done in three ways, namely, observation, interviews, documentation.

The results showed that the supervisor was found to perform program activities and guidance on teacher assessment, teacher training students develop indicators of success, guiding teachers implement content standards, graduation competency standards, and standardized processes, guiding teachers make about the lattice, developing the local curriculum. Supervise the implementation of education reached by the three stages, namely pre-observation, observation and follow-up. Difference before and after implementation of the supervision carried out supervision of the preparation of teachers in preparing and teaching the class. Executed before the device is less teacher supervision after execution supervised learning is to prepare teachers.

It is recommended (1) Department of education pay more attention to the performance of teachers in the learning process and further improve the training of supervisory principals and teachers. (2) For supervisors in order to carry out supervision to schools on a regular basis (3) to school every week to conduct an evaluation of teacher performance (4) for teachers to improve the quality and quantity of students so as to produce the best graduates (5) for researchers expect this study to gain knowledge and experience on educational supervision so as to apply it in the future.

Keywords: *Supervision, Education*