

## ABSTRACT

**NUR SAUMI**, *Improving Teaching Activity that Educate the Students Through Workshop Technique of Academic Supervision at SMK Negeri 4 Tebing Tinggi. A Thesis, Education Administration Study Program, Graduate Program of State University, 2016.*

*This study aims to determine the increase in the implementation of learning activities that educate students through academic supervision of workshop technique. The action hypothesis is the academic supervision of workshop technique can enhance the learning activities that educate students. The research was conducted at SMK Negeri 4 Tebing Tinggi. The research time allocation was over two months from 8 April until May 28, 2016. The subjects of this research were 20 teachers who teach at SMK Negeri 4 Tebing Tinggi. The Subjects of this study were obtained through a questionnaire distributed to teachers about their desire to improve the learning process in the educating-learning activities. The design used in this research is the planning, implementation, observation and reflection. The Improvement of the implementation of learning activities that educate the students on each cycle is shown from the increasing percentage of teachers' scores in the implementation of educational learning and achievement from every aspect on the initial study, the cycle I and the cycle II. The Implementation of learning activities that educate the students by the teachers on an initial study was found that 35% of teachers in enough category and 65% of teachers with poor category, in the cycle I, it was obtained that 65% of teachers with good category and 35% of teachers in enough category. In the cycle II, it was obtained that 100% of teachers with good category. Based on the data, in cycle II, it was concluded that  $\geq 80\%$  of teachers was in good category. The result of the data analysis for each indicator of learning activities that educate students in every cycle was : (1) the active educative interaction: on the initial study, it was obtained 63,75, Cycle I was 75,42 and Cycle II was 82,92; (2) the effective educative interaction: on the initial study, it was obtained 63,75, Cycle I was 80,00 and cycle II was 83,75; (3) guiding the attitude: on the initial study, it was obtained 62,50, Cycle I was 76,67 and cycle II was 83,75; (4) guiding knowledge, on the initial study, it was obtained 63,75, cycle I was 76,67 and cycle II was 85,00; (5) guiding skill: on the initial study, it was obtained 64,17, cycle I was 80,00 and cycle II was 84,58. The result of this data analysis shows that the academic supervision using workshop techniques can improve the learning activities that educate the students. The Suggestion of this research is that the schoolsupervisors should be able to continue to develop the academic supervision, especially using workshop technique in schools and the workshop technique of academic supervision should be done routinely in guiding the teachers, especially in the implementation of learning activities that educate the students.*

## ABSTRAK

**NUR SAUMI**, Peningkatan Kegiatan Pembelajaran yang Mendidik Melalui Supervisi Akademik Teknik *Workshop* di SMK Negeri 4 Tebing Tinggi. Tesis. Program Studi Administrasi Pendidikan Pascasarjana Universitas Negeri Medan, 2016.

Penelitian ini bertujuan untuk mengetahui peningkatan pelaksanaan kegiatan pembelajaran yang mendidik melalui supervisi akademik teknik *workshop*. Hipotesis tindakan ini adalah supervisi akademik teknik *workshop* dapat meningkatkan kegiatan pembelajaran yang mendidik. Penelitian ini dilaksanakan di SMK Negeri 4 Tebing Tinggi. Waktu penelitian dilaksanakan selama 2 bulan yaitu mulai 8 April sampai dengan 28 Mei 2016. Subjek dalam penelitian ini adalah 20 orang guru yang mengajar di SMK Negeri 4 Tebing Tinggi. Subjek penelitian ini diperoleh melalui angket yang disebar kepada guru-guru mengenai keinginan mereka untuk memperbaiki proses pembelajarannya dalam kegiatan pembelajaran yang mendidik. Desain yang digunakan dalam penelitian ini adalah perencanaan, pelaksanaan, observasi dan refleksi. Peningkatan pelaksanaan kegiatan pembelajaran yang mendidik pada setiap siklus ditunjukkan dari meningkatnya persentase nilai guru dalam pelaksanaan pembelajaran yang mendidik dan ketercapaian setiap aspek dari penelitian awal, siklus I dan siklus II. Pelaksanaan kegiatan pembelajaran yang mendidik oleh guru pada penelitian awal terdapat rincian 35% guru dengan kategori cukup dan 65% guru dengan kategori kurang, pada siklus pertama, diperoleh hasil 65% guru dengan kategori baik dan 35% guru dengan kategori cukup, pada siklus kedua, diperoleh hasil 100% guru dengan kategori baik. Berdasarkan data, pada siklus II  $\geq 80\%$  guru masuk dalam kategori baik. Hasil analisis data perolehan nilai untuk setiap indikator kegiatan pembelajaran yang mendidik pada setiap siklus yaitu: (1) interaksi edukatif yang aktif: penelitian awal 63,75, siklus I 75,42 dan siklus II 82,92; (2) interaksi edukatif yang efektif: penelitian awal 63,75, siklus I 80,00 dan siklus II 83,75, (3) membimbing sikap: penelitian awal 62,50, siklus I 76,67 dan siklus II 83,75; (4) membimbing ilmu pengetahuan: penelitian awal 63,75, siklus I 76,67 dan siklus II 85,00; (5) membimbing keterampilan: penelitian awal 64,17, siklus I 80,00 dan siklus II 84,58. Hasil analisis data penelitian ini menunjukkan bahwa supervisi akademik teknik *workshop* dapat meningkatkan kegiatan pembelajaran yang mendidik. Saran penelitian ini adalah pengawas sekolah sebaiknya dapat terus mengembangkan supervisi akademik khususnya teknik *workshop* di sekolah dan melakukan supervisi akademik teknik *workshop* secara rutin dalam membina para guru terutama dalam pelaksanaan kegiatan pembelajaran yang mendidik.