

ABSTRAK

ESTER JUSTINA SINAGA. NIM 8226132003. Pengembangan Model Supervisi Klinis untuk Meningkatkan Kompetensi Pedagogik Guru SD di Yayasan Santa Lusia Virgini Pematangsiantar. Tesis Program Studi Administrasi Pendidikan Pascasarjana Universitas Negeri Medan. 2024.

Penelitian ini bertujuan untuk menghasilkan model pelaksanaan supervisi klinis, menganalisis kelayakan, kepraktisan, dan keefektifan model supervisi klinis berbasis PEDAGOSUP dalam meningkatkan kompetensi pedagogik guru SD di Yayasan Santa Lusia Virgini Pematangsiantar dengan fokus model yang dikembangkan memenuhi standar kelayakan, kepraktisan, dan keefektifan untuk digunakan. Jenis penelitian yang digunakan pada penelitian ini adalah R&D (*Research and Development*). Pengembangan model mengacu pada model penelitian dan pengembangan ADDIE dengan tahapan *Analysis, Design, Development, Implementation, Evaluation*. Subjek penelitian ini berjumlah 50 orang guru SD di Yayasan Santa Lusia Virgini Pematangsiantar. Tempat penelitian dilaksanakan di 3 unit SD dibawah naungan Yayasan Santa Lusia Virgini Pematangsiantar, yaitu SDS Santa Lusia Sei Rotan, SDS Santa Lusia Siborongborong, dan SDS Santa Maria Dolok Sanggul. Hasil penelitian menunjukkan bahwa penilaian peningkatan kompetensi pedagogik guru dalam melaksanakan kegiatan pembelajaran dengan menerapkan supervisi klinis berkelanjutan di Siklus I menyimpulkan bahwa pembinaan yang dilakukan kepala sekolah melalui supervisi klinis berkelanjutan dalam meningkatkan kompetensi pedagogik guru memperoleh nilai rata-rata daya serap kelompok pada siklus I sebesar 70%. Penilaian daya serap kelompok ini masih kurang dari standar penilaian yang ditetapkan yaitu $\geq 75,00\%$. Berdasarkan hasil observasi dan penilaian yang telah dilakukan, penilaian peningkatan kompetensi pedagogik guru dalam melaksanakan kegiatan pembelajaran dengan menerapkan supervisi klinis berkelanjutan di Siklus II disimpulkan bahwa pembinaan yang dilakukan kepala sekolah melalui Supervisi Klinis Berkelanjutan dalam meningkatkan guru Kompetensi pedagogik memperoleh nilai rata-rata daya serap kelompok pada siklus II sebesar 76%. Berdasarkan hasil observasi dan penilaian yang telah dilakukan, penilaian peningkatan kompetensi pedagogik guru dalam melaksanakan kegiatan pembelajaran dengan menerapkan supervisi klinis

berkelanjutan di Siklus II menyimpulkan bahwa pembinaan yang dilakukan kepala sekolah melalui Supervisi Klinis berkelanjutan dalam meningkatkan kompetensi pedagogik guru memperoleh nilai rata-rata daya serap kelompok pada siklus III sebesar 88%. Penilaian daya serap kelompok ini mengalami peningkatan dari siklus sebelumnya dan telah melewati standar penilaian yang ditentukan yaitu $\geq 75,00\%$. Diketahui program supervisi terdapat peningkatan kompetensi pedagogik guru pada siklus I, II, dan III masing-masing sebesar 37,50%; 62,50%; dan 100,00%. Berdasarkan hasil penelitian menunjukkan bahwa pelaksanaan supervisi klinis efektif dan dapat meningkatkan kompetensi pedagogik guru di Yayasan Santa Lusía Virgini.

Kata Kunci : Supervisi Klinis, Kompetensi Pedagogik, Sekolah Dasar



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This study aims to produce a clinical supervision implementation model, analyze the feasibility, practicality, and effectiveness of the PEDAGOSUP-based clinical supervision model in improving the pedagogical competence of elementary school teachers at the Santa Lusia Virgini Foundation, Pematangsiantar, with a focus on the model developed meeting the standards of feasibility, practicality, and effectiveness for use. The type of research used in this study is R&D (Research and Development). Model development refers to the ADDIE research and development model with the stages of Analysis, Design, Development, Implementation, Evaluation. The subjects of this study were 50 elementary school teachers at the Santa Lusia Virgini Foundation, Pematangsiantar. The research location was carried out in 3 elementary school units under the auspices of the Santa Lusia Virgini Foundation, Pematangsiantar, namely Santa Lusia Sei Rotan Elementary School, Santa Lusia Siborongborong Elementary School, and Santa Maria Dolok Sanggul Elementary School. The results of the study indicate that the assessment of the improvement of teachers' pedagogical competence in implementing learning activities by implementing continuous clinical supervision in Cycle I concluded that the coaching carried out by the principal through continuous clinical supervision in improving teachers' pedagogical competence obtained an average value of group absorption in cycle I of 70%. The assessment of this group's absorption is still less than the assessment standard set, which is $\geq 75.00\%$. Based on the results of observations and assessments that have been carried out, the assessment of the improvement of teachers' pedagogical competence in implementing learning activities by implementing continuous clinical supervision in Cycle II concluded that the coaching carried out by the principal through Continuous Clinical Supervision in improving teachers'

pedagogical competence obtained an average value of group absorption in cycle II of 76%. Based on the results of observations and assessments that have been carried out, the assessment of the improvement of teachers' pedagogical competence in implementing learning activities by implementing continuous clinical supervision in Cycle II concluded that the coaching carried out by the principal through Continuous Clinical Supervision in improving teachers' pedagogical competence obtained an average value of group absorption in cycle III of 88%. The assessment of the absorption capacity of this group has increased from the previous cycle and has passed the specified assessment standard, which is $\geq 75.00\%$. It is known that the supervision program has increased the pedagogical competence of teachers in cycles I, II, and III by 37.50%; 62.50%; and 100.00%, respectively. Based on the results of the study, it shows that the implementation of clinical supervision is effective and can improve the pedagogical competence of teachers at the Santa Lusía Virgini Foundation.

Keyword : clinical supervision, pedagogical competence, Elementary School