

ABSTRACT

Juraida. NIM. 8136132067. The Effect of Supervision Approach and Abstract Thinking Knowledge toward Teacher's Knowledge in Conducting Action Research Proposal at SMA Negeri in Nias Regency. A Thesis. Postgraduate Program State University of Medan, 2015.

The aims of this study are to determine: (1) The knowledge in conducting a class action research proposal that supervised by collaborative approach one is higher than the knowledge in conducting class action research proposal that supervised by directive approach one; (2) The knowledge in conducting class action research proposal who has high abstract thinking knowledge is better than the knowledge in conducting class action research proposal who has low abstract thinking knowledge; and (3) The interaction between the implementation of supervisory approaches and the knowledge of think abstractly toward the knowledge in conducting class action research proposal.

The population of this study is 50 Civil Servants teacher in whole senior high schools in Nias. The population was divided into 2 treatment groups, where each group numbered 25 teachers. The method of the research is quasi-experimental research (quasi experiment). The instruments in this research are test of knowledge in conducting class action research proposal and test of knowledge in thinking abstract. The data analysis in this study is ANOVA Factorial 2×2 .

The results of the research are: (1) there was any differences between teacher's knowledge in conducting class action research proposal who supervised through collaborative approach one and teacher's knowledge in conducting class action research proposal who supervised through directive approach one. where $F_{\text{count}} > F_{\text{table}}$ ($15.653 > 3.96$); (2) there was any differences between teacher's knowledge in conducting class action research proposal who has high abstract thinking knowledge and teacher's knowledge in conducting class action research proposal who has low abstract thinking knowledge. Where $F_{\text{count}} > F_{\text{table}}$ ($25.624 > 3.96$); and (3) there was an interaction between the supervisory approach and the knowledge to think abstractly toward the knowledge in conducting class action research proposal with $F_{\text{count}} > F_{\text{table}}$ ($17.451 > 3.96$).

The findings of this research are expected can provide information to the superintendent of schools and teachers to applying a collaborative approach to supervision in enhancing the knowledge to conduct a proposal of action research for teacher. In addition improving teacher's thinking abstract knowledge in teaching and learning process is needed.

ABSTRAK

Juraida. NIM. 8136132067. Pengaruh Pendekatan Supervisi dan Kemampuan Berpikir Abstrak terhadap Pengetahuan Menyusun Proposal Penelitian Tindakan Kelas pada Guru SMA Negeri di Kabupaten Nias. Tesis. Program Pascasarjana Universitas Negeri Medan, 2015.

Penelitian ini bertujuan untuk mengetahui: (1) pengetahuan menyusun proposal penelitian tindakan kelas yang disupervisi dengan pendekatan supervisi kolaboratif lebih tinggi dari pada pengetahuan menyusun proposal penelitian tindakan kelas yang disupervisi dengan pendekatan supervisi direktif; (2) pengetahuan menyusun proposal penelitian tindakan kelas yang memiliki kemampuan berpikir abstrak tinggi lebih baik dari pada pengetahuan menyusun proposal penelitian tindakan kelas yang memiliki kemampuan berpikir abstrak rendah; dan (3) interaksi antara penggunaan pendekatan supervisi dan kemampuan berpikir abstrak terhadap pengetahuan menyusun proposal penelitian tindakan kelas.

Populasi dalam penelitian ini adalah guru yang berstatus Pegawai Negeri Sipil di SMA Negeri di Kabupaten Nias yang berjumlah 50 orang. Seluruh populasi dibagi menjadi 2 kelompok perlakuan, dimana setiap kelompok berjumlah 25 orang guru. Metode penelitian menggunakan penelitian eksperimen semu (*quasi experiment*). Instrumen yang digunakan dalam penelitian ini adalah tes pengetahuan menyusun proposal penelitian tindakan kelas dan tes kemampuan berpikir abstrak. Analisis data yang digunakan adalah ANAVA Faktorial 2×2 .

Berdasarkan hasil penelitian diperoleh: (1) terdapat perbedaan pengetahuan menyusun proposal penelitian tindakan kelas guru yang disupervisi melalui pendekatan supervisi kolaboratif dengan pengetahuan menyusun proposal penelitian tindakan kelas guru yang disupervisi melalui pendekatan supervisi direktif dengan $F_{hitung} > F_{tabel}$ ($15,65 > 3,94$); (2) terdapat perbedaan pengetahuan menyusun proposal penelitian tindakan kelas guru yang memiliki kemampuan berpikir abstrak tinggi dengan pengetahuan menyusun proposal penelitian tindakan kelas guru yang memiliki kemampuan berpikir abstrak rendah dengan $F_{hitung} > F_{tabel}$ ($25,62 > 3,94$); dan (3) ada interaksi antara pendekatan supervisi dan kemampuan berpikir abstrak terhadap pengetahuan menyusun proposal penelitian tindakan kelas dengan $F_{hitung} > F_{tabel}$ ($17,45 > 3,94$).

Hasil penelitian yang diperoleh diharapkan memberikan informasi bagi pengawas sekolah dan guru untuk menggunakan pendekatan supervisi kolaboratif dalam meningkatkan pengetahuan menyusun proposal penelitian tindakan kelas guru. Selain itu perlu ditingkatkan kemampuan berpikir abstrak guru dalam menerapkan pembelajaran di kelas.