

ABSTRAK

ZULKIFLI DALIMUNTHE. NIM 081188130035. Hubungan Pemahaman Tugas dan Kompetensi Komunikasi Dengan Keefektivan Pelaksanaan Supervisi Pengajaran di SD/MI Kecamatan Medan Sunggal.

Supervisi pengajaran merupakan aktivitas penting yang dilakukan kepala sekolah dalam rangka meningkatkan kualitas pembelajaran. Namun demikian sebagian kepala sekolah belum terampil melakukan supervisi pengajaran. Penelitian ini bertujuan mengetahui hubungan (1) pemahaman tugas dan keefektivan pelaksanaan supervisi pengajaran, (2) kompetensi komunikasi dengan keefektivan pelaksanaan supervisi pengajaran, (3) pemahaman terhadap tugas dan kompetensi komunikasi secara bersama-sama terhadap keefektivan pelaksanaan supervisi pengajar. Keefektivan pelaksanaan supervisi pengajaran adalah proses kegiatan bimbingan dan bantuan kepada guru baik secara individual maupun secara kelompok dalam usaha memperbaiki pengajaran. Penelitian ini dilaksanakan pada kepala sekolah SD Kecamatan Medan berjumlah 30 orang, teknik sampling yang digunakan sampling total. Instrumen disusun dalam bentuk angket tertutup dengan 5 kemungkinan jawaban yaitu selalu, sering, kadang-kadang, jarang, jarang sekali. Angket telah diujicobakan memenuhi validitas dan realibitas sebagai syarat alat ukur yang baik. Data juga diperiksa normalitas, homogenitas, dan linieritas terpenuhi sehingga proses pengolahan data menggunakan humus regresi dapat dilanjutkan

Hasil penelitian menunjukkan bahwa pemahaman tugas berpengaruh positif terhadap keefektivan pelaksanaan supervisi pengajaran. Kompetensi komunikasi tidak berpengaruh terhadap keefektivan pelaksanaan supervisi pengajaran. Pemahaman tugas dan kompetensi komunikasi secara bersama-sama berpengaruh positif terhadap efektivitas supervisi pengajaran 6,522 signifikan. Besar sumbangan variabel pemahaman tugas terhadap variabel keefektivan supervisi pengajaran 18,1%. Besar sumbangan variabel kompetensi komunikasi terhadap variabel keefektivan supervisi pengajaran 2,8%. Selanjutnya 27,6% variasi variabel keefektivan supervisi pengajaran dapat dijelaskan oleh variasi variabel pemahaman tugas dan kompetensi komunikasi, sedangkan sisanya 72,4% dijelaskan oleh faktor-faktor lain. Model persamaan regressinya sebagai berikut: $Y = 44,625 + 0,228X_1 + 0,332X_2 + e$. Disarankan kepala sekolah secara terus menerus belajar secara mandiri dan mengikuti seminar, pelatihan, workshop, dan pertemuan ilmiah lain terutama berhubungan dengan tugas kekepalasekolahan untuk tetap meningkatkan pemahamannya terhadap tugas.

Kata kunci : Tugas, Komunikasi, Supervisi Pengajaran

ABSTRACT

ZULKIFLI DALIMUNTHE. NIM 081188130035. The correlation between understanding duty, communication competence and the effectiveness of conducting teaching supervision in SD/MI Medan Sunggal. Teaching supervision is a very important activity which is conducted by the principal to increase the teaching quality. But somehow, some of the principals are not qualified enough to conduct teaching supervision. The objectives of this research are to find out the correlation between: (1) understanding duty and the effectiveness of conducting teaching supervision, (2) communication competence and the effectiveness of conducting teaching supervision, (3) understanding duty and communication competence as well as the effectiveness of conducting teaching supervision. The effectiveness of conducting teaching supervision is the process of counseling activity and help to the teacher either individually or in group to improve teaching activity. There are 30 principals of primary schools in Medan district who are observed in this research, the sampling technique used is total sampling. The instrument used is questionnaire with five responses, namely : always, often, sometimes, seldom, very seldom. The questionnaire had been applied, the validity and the reliability had met the requirements as good indicator. The data had been checked that the normality, homogeneity, and linearity had been covered that data processing by using regressive pattern can be carried on. The result of this research shows that understanding duty influences the effectiveness of conducting teaching supervision positively. Communication competence does not influence the effectiveness of conducting teaching supervision. Both understanding duty and communication competence positively influence the effectiveness of conducting teaching supervision. It is 6,522 significant. The influence of the variable understanding duty to the variable effectiveness of conducting teaching supervision is 18,1%. The influence of variable communication competence to the variable effectiveness of conducting teaching supervision is 2,8%. Then 27,6% of the effectiveness of conducting teaching supervision variation can be explained by both the understanding duty and communication competence variation, 72,4% is explained by other factors. The regressive equivalence model is $Y=44,625 + 0,228X_1 + 0,332X_2 + e$. It is suggested that the principals continuously learn, take part in seminar, training, workshop, and other scientific forum especially the forum which is related to the principals' duty to increase the understanding duty.

Key words: Duty, Communication, Teaching Supervision