

ABSTRAK

PENGEMBANGAN MODEL SUPERVISI KELEMBAGAAN UNTUK MENINGKATKAN KINERJA SATUAN PENDIDIKAN DI SEKOLAH DASAR DAMPINGAN DINAS PENDIDIKAN KABUPATEN LAMPUNG UTARA

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Pendidikan dasar di Kabupaten Lampung Utara masih menghadapi berbagai tantangan terkait mutu tata kelola, profesionalisme guru, dan kualitas pembelajaran, antara lain karena supervisi kelembagaan yang cenderung bersifat administratif dan belum menyentuh aspek strategis pengembangan sekolah secara menyeluruh. Penelitian ini bertujuan mengembangkan dan menguji efektivitas model supervisi kelembagaan yang sistematis, partisipatif, dan kontekstual untuk meningkatkan kinerja satuan pendidikan di sekolah dasar dampingan Dinas Pendidikan Kabupaten Lampung Utara tahun 2025. Pendekatan yang digunakan adalah penelitian dan pengembangan (Research and Development) dengan model ADDIE, yang meliputi tahap analisis kebutuhan, perancangan, pengembangan produk awal, implementasi terbatas di 15 sekolah dasar dampingan pada empat kecamatan, serta evaluasi berkelanjutan melalui validasi ahli dan uji lapangan. Subjek penelitian meliputi kepala sekolah, guru, pengawas sekolah, dan tenaga kependidikan, dengan teknik pengumpulan data berupa angket, wawancara, observasi, dan studi dokumentasi yang dianalisis secara deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa model supervisi kelembagaan yang dikembangkan dinilai layak oleh ahli desain, ahli evaluasi, dan ahli konten, serta mendapatkan respons positif dari pengguna di sekolah dasar. Implementasi model berkontribusi pada peningkatan kinerja satuan pendidikan, terutama dalam efektivitas kepemimpinan kepala sekolah, profesionalisme guru, penguatan manajemen sekolah, dan kualitas proses pembelajaran, yang tercermin dari peningkatan skor sebelum dan sesudah penerapan model. Model ini juga terbukti mampu menggeser praktik supervisi dari sekadar pemenuhan dokumen ke arah proses pembinaan yang lebih reflektif, kolaboratif, dan berbasis data, sekaligus mengoptimalkan peran pengawas dan pemanfaatan teknologi sederhana dalam kegiatan supervisi. Temuan tersebut mengindikasikan bahwa model supervisi kelembagaan yang dihasilkan dapat direkomendasikan sebagai strategi pembinaan berkelanjutan bagi Dinas Pendidikan dan sekolah dasar dalam upaya peningkatan mutu pendidikan di Kabupaten Lampung Utara.

Kata kunci: pengembangan model, supervisi kelembagaan, kinerja satuan pendidikan, sekolah dasar, Dinas Pendidikan.

ABSTRACT

DEVELOPMENT OF INSTITUTIONAL SUPERVISION MODEL TO IMPROVE THE PERFORMANCE OF EDUCATIONAL UNITS IN ELEMENTARY SCHOOLS UNDER THE GUIDANCE OF THE EDUCATION OFFICE OF NORTH LAMPUNG REGENCY

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Elementary education in North Lampung Regency still faces various challenges in terms of governance quality, teacher professionalism, and learning processes, partly due to institutional supervision that tends to be administrative in nature and does not sufficiently address strategic aspects of school development. This study aims to develop and examine the effectiveness of a systematic, participatory, and contextual institutional supervision model in improving the performance of educational units in elementary schools under the guidance of the Education Office of North Lampung Regency in 2025. The research employs a Research and Development approach using the ADDIE model, comprising needs analysis, design, initial product development, limited implementation in 15 guided elementary schools across four districts, and continuous evaluation through expert validation and field testing. The participants include principals, teachers, school supervisors, and administrative staff, while data are collected through questionnaires, interviews, classroom and institutional observations, and document analysis, then processed using descriptive quantitative and qualitative techniques. The findings indicate that the developed institutional supervision model is considered feasible by design, evaluation, and content experts, and receives positive responses from its users in elementary schools. Implementation of the model contributes to improved performance of educational units, particularly in school leadership effectiveness, teacher professionalism, school management, and learning quality, as reflected in increased scores between pre-test and post-test measurements. The model also succeeds in shifting supervision practices from mere document compliance toward more reflective, collaborative, and data-driven professional guidance, while optimizing the role of school supervisors and the use of basic digital tools in supervision activities. These results suggest that the proposed institutional supervision model can be recommended as a sustainable guidance strategy for the Education Office and elementary schools in their efforts to enhance the quality of education in North Lampung Regency.

Keywords: Model development, institutional supervision, educational unit performance, elementary schools, Education Office