ABSTRAK

EVALUASI PROGRAM SUPERVISI AKADEMIK PENGAWAS DALAM MENINGKATKAN KEMAMPUAN PENILAIAN AUTENTIK KURIKULUM 2013 GURU AGAMA DI MAN 1 MAGELANG

Oleh : Saifudin
NIM: 15913165

Program supervisi akademik pengawas sangat *urgen* dalam membantu guru melaksanakan kurikulum 2013. Hal ini karena penerapan kurikulum 2013 sejak tahun ajaran 2014/2015 di MAN 1 Magelang masih menimbulkan persoalan. Salah satu permasalahan yang dialami guru khususnya guru agama (Fiqih, Al-Qur'an hadis, Aqidah akhlak dan Sejarah Kebudayaan Islam) ialah terkait dengan penilaian autentik. Penelitian ini bertujuan untuk mengetahui sejauhmana perencanaan program pengawas, proses maupun hasil yang dicapai oleh pengawas terkait dengan implementasi kurikulum 2013 di MAN 1 Magelang.

Jenis penelitian ini adalah penelitian kualitatif deskriptif, dengan pendekatan evaluasi model CIPP (Contecs, Input, Proses, Product). Penelitian ini dilakukan di MAN 1 Magelang dan kantor Kemenag Kabupaten Magelang. Waktu penelitian selama tiga bulan, sejak Januari sampai dengan Maret tahun 2017. Informan dalam penelitian ini adalah pengawas madrasah yang membina di MAN 1 Magelang, guru agama Islam, serta staff wakil kepala madrasah bidang kurikulum. Peneliti mendapatkan data melalui wawancara, observasi dan dengan mencermati dokumen yang diperlukan. Untuk validitas keabsahan datanya menggunakan triangulasi. Kemudian dianalisa dengan model interaktif, adapun langkahnya adalah pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan.

Hasil dari penelitian ini menunjukkan bahwa *pertama*, Pengawas dalam tahapan perencanaan program telah memenuhi semua kategori dengan baik. Hal ini terlihat dari upaya pengawas untuk merencanakan program dalam rangka membimbing dan membantu guru dalam meningkatkan kemampuan penilaian autentik kurikulum 2013. Pengawas madrasah telah merumuskan program dengan terlebih dahulu melihat kebutuhan guru dalam implementasi kurikulum 2013, rencana kerja itu berupa rencana kerja akademik (RKA), baik tahunan maupun semester. *Kedua* Proses supervisi yang dilakukan pengawas kategori cukup karena belum memenuhi standar pelayanan minimal kunjungan pengawas ke madrasah, proses supervisi lebih banyak diperankan oleh pengawas internal. Praktik supervisi akademik yang berjalan belum menyentuh kunjungan kelas semua guru mata pelajaran yang ada di madrasah, teknik yang dipakai baru teknik kelompok dan jarang melakukan supervisi individual. *Ketiga*, Pengawas madrasah dalam kaitannya dengan penyusunan hasil supervisi kategori baik. Hal ini dibuktikan dengan dokumen laporan supervisi yang pengawas buat tiap semester. Kemampuan penilaian guru sudah meningkat diantaranya mampu menyusun instrumen penilaian untuk aspek pengetahuan, sikap maupun ketrampilan.

Kata kunci: *Evaluasi program, supervisi akademik, penilaian autentik*

ABSTRACT
EVALUATION OF ACADEMIC SUPERVISION PROGRAM TO ENHANCE RELIGION TEACHER'S AUTHENTIC ASSESSMENT ABILITY TOWARDS THE 2013 CURRICULUM AT MAN 1 MAGELANG

Written by: Saifuddin
Student Registration Number: 15913165

Academic supervision program is highly pivotal in helping teachers at implementing the 2013 curriculum. This is so owing to the fact that the implementation of the 2013 curriculum since the beginning of the school year 2014/2015 at MAN 1 Magelang is so problematic. One of the problems encountered by the Islamic religion teachers (Fiqh, Quran Hadith, Aqeedah, and Islamic History) is related to authentic assessment. This research is mainly aimed at knowing the implementation of the 2013 curriculum at MAN 1 Magelang.

The research was conducted through qualitative descriptive method by evaluating CIPP model (Context, Input, Process, Product). This research was carried out at MAN 1 Magelang and The Ministry of Religious Affairs of Magelang Regency in three months, since January to March 2017. The research informants were the supervisors of Islamic schools coaching MAN 1 Magelang, Islamic religion teachers, and the vice of school headmaster in charge of curriculum. The data was collected through interviews, observation, and document analysis. Triangulation method was chosen to ensure the data validity. The data were then analyzed through interactive model by collecting data, reducing data, presenting data, and conclusion.

The research reveals that first; in terms of program implementation the supervisors had well adjusted their tasks to the stated category. This is negligible from the supervisor's attempt to plan the program to help and guide teachers at improving their authentic assessment ability towards the 2013 curriculum. The supervisors have planned the program by previously looking at what is needed by teachers to implement the 2013 curriculum. The work plan is written in both yearly and semester academic work plan (RKA). Second, the supervision process can be classified as adequate since there are some items which did not meet the minimum service standard such as lack of school visitation. Thus, the supervision is mainly conducted by school's internal supervisors. The academic supervision practices have not touched the class and teachers' visit for all school subjects. The primary technique to use is group supervision apart of individual supervision. Third, the Islamic school supervisors can be categorized to have good performance in terms of compiling supervision report. This is can be seen from the document of supervision report for each semester. The teacher's assessment ability has improved as well as seen from the ability to compile assessment instrument for knowledge, behavior, and skill aspect.

Keywords: *Program evaluation, academic supervision, authentic assessment.*

April 17, 2017

TRANSLATOR STATEMENT
The information appearing herein has been translated by a Center for International Language and Cultural Studies of Islamic University of Indonesia
CILACS UII Jl. DEMANGAN BARU NO 24
YOGYAKARTA, INDONESIA.
Phone/Fax: 0274 540 255