**ABSTRAK**

**KUSNADI, 2016. *Kinerja Pengawas Sekolah Berdasarkan Tingkat Kepuasan Guru SMA dan SMK Negeri di Kabupaten Enrekang***. (dibimbing oleh: Mansyur dan Rusyadi).

Tujuan penelitian ini adalah untuk mengetahui tingkat kepuasan guru terhadap kinerja pengawas sekolah SMA dan SMK Negeri di Kabupaten Enrekang dilihat dari aspek pembinaan; pemantauan; penilaian kinerja guru; pembimbingan dan pelatihan profesionalisme guru; dan untuk mengetahui aspek-aspek pelaksanaan supervisi akademik yang harus diprioritaskan dalam upaya meningkatkan kinerja pengawas sekolah SMA dan SMK Negeri di Kabupaten Enrekang.

Jenis penelitian yang digunakan adalah *ex-post facto* dengan menggunakan metode penelitian berdasarkan hasil survey dari jawaban responden dalam daftar pernyataan yang diberikan. Populasi penelitian ini adalah seluruh guru yang berstatus PNS pada SMA dan SMK Negeri di Kabupaten Enrekang yang berjumlah 420 orang. Sampel penelitian sebanyak 203 orang, yang dipilih dengan teknik *proporsional random sampling*. Dimensi-dimensi variabel pelaksanaan supervisi akademik pengawas sekolah mencakup aspek pembinaan, pemantauan, penilaian kinerja guru, pembimbingan dan pelatihan profesionalisme guru. Data penelitian dikumpulkan dengan menggunakan koesioner skala *Likert* dengan enam alternatif jawaban. Data hasil penelitian dianalisis menggunakan aplikasi statistik dengan analisis deskriptif dan analisis IPA (*Importance Performance Analysis*).

Hasil penelitian mengungkapkan bahwa: kinerja pengawas sekolah SMA dan SMK Negeri di Kabupaten Enrekang menurut dimensi pembinaan dan pemantauan dikategorikan agak baik, kemudian dimensi penilaian kinerja guru digategorikan baik, sedangkan untuk dimensi pembimbingan dan pelatihan profesionalisme guru dikategorikan kurang baik. Kepuasan guru terhadap kinerja pengawas sekolah berada pada kategori cukup puas. Dimensi yang harus diprioritaskan oleh pengawas sekolah adalah dimensi pembimbingan dan pelatihan profesionalisme guru, karena pelaksanaan kinerja pada dimensi ini dinilai masih rendah oleh guru. Selanjutnya jika ditinjaiu dari setiap dimensi, masih terdapat beberapa atribut yang perlu diprioritaskan oleh pengawas sekolah karena keberadaan butir-butir ini dinilai sangat penting oleh guru, sedangkan kinerja supervisi akademik yang diberikan pengawas sekolah belum sesuai harapan guru.

**ABSTRACT**

 KUSNADI. 2016. *The Peformance of Schools’ Supervisors based on Teachers’ Satisfaction of SMA and SMKN in Enrekang District* (supervised by Mansyur and Rustadi).

The study aims at examining the satisfaction level of teachers on the performance of schools’ supervisors of SMA and SMKN in Enrekang district based on the aspects of coaching, monitoring, assessment of teachers’ performance, guiding, and training of teachers’ professionalism, as well as to discover the aspects of the implementation of academic supervision that should be prioritized in improving the performance of schools’ supervisors of SMA and SMKN in Enrekang district.

This study employed ex-post factor based on the result of survey given to the students. The populations of the study were the entire civil servant teachers of SMA and SMKN in Enrekang district with the total of 420 people. The samples were 203 teachers obtained by emplying proportional random sampling technique. The variable dimensions of the implementation of academic supervision of schools’ supervisors coverd the aspects of coaching, monitoring, assessment of teachers’ performance, guiding, and training of teachers’ professionalism. Data were colleted by employing questionnaire of Likert scale with six alternative answers. Data of the study were analyzed using statistics application with descriptive analysis and IPA (Importance Performance Analysis).

The result of the study reveal that the performance of schools’ supervisors of SMA and SMKN in Enrekang district based on the dimension of coaching and monitoring is categorized as fairly good. The dimension of assessment of teachers’ performance is categorized as good; whereas, the dimension of guiding and training of teachers’ professionalism are categorized as poor. The teachers’ satisfaction on the performance of schools’ supervisors isin fairly satisfied category. The dimension that should be prioritized by the schools’ supervisors is the dimensions guiding and training of teachers’ professionalism because the implementation of the performance of the dimensions were valued as low by the teachers. When it is viewed from each dimension, there are several attributes that needs to be prioritized by the schools’ supervisor because the items are considered as very important for the teachers; whereas, the performace of academic supervision given by the schools’ supervisors have yet to meet teachers’ expectation.