**ABSTRAK**

HASBULLAH. *Evaluasi Program Supervisi Manajerial Pengawas SMA di Kabupaten Barru*. (Dibimbing oleh M. Sidin Ali dan Rusyadi)

Evaluasi program dengan model *CIPPO* ini bertujuan untuk mengetahui; (i) gambaran program supervisi manajerial pengawas SMA di Kabupaten Barru ditinjau dari segi konteks *(context)*; (ii) gambaran program supervisi manajerial pengawas SMA di Kabupaten Barru ditinjau dari segi masukan *(input)*; (iii) gambaran program supervisi manajerial pengawas SMA di Kabupaten Barru ditinjau dari segi proses *(process)*; (iv) gambaran program supervisi manajerial pengawas SMA di Kabupaten Barru ditinjau dari segi hasil *(product)*; (v) gambaran program supervisi manajerial pengawas SMA di Kabupaten Barru ditinjau dari segi dampak *(Outcomes)*.

Teknik pengumpulan data yang digunakan adalah kuesioner, studi dokumen, dan wawancara. Data dianalisis dengan menggunakan pendekatan deskriptif kuantitatif. Untuk memberikan gambaran program supervisi manajerial digunakan tabulasi data pada tiap aspek, sehingga diperoleh persentase gambaran program yang disesuaikan dengan kriteria setiap aspek serta dimensi evaluasi untuk menghasilkan rekomendasi terhadap program.

Hasil penelitian menunjukkan bahwa gambaran program supervisi manajerial pengawas SMA di Kabupaten Barru ditinjau dari dimensi konteks *(context)* terdiri dari tujuan program, sasaran program sudah sangat sesuai dengan visi misi dan kebutuhan sekolah binaan serta tercapai dengan baik, manfaat program dan dukungan pihak terkait sangat bermanfaat dan sangat baik. Dimensi masukan *(input)* yang terdiri dari sistem seleksi, latar belakang pendidikan sudah sesuai dengan permendiknas No. 12 tahun 2007, motivasi pengawas, kompetensi supervisi manajerial dan kemampuan evaluasi sudah tinggi, bahan/materi program sudah sangat baik dan lengkap. Dimensi proses *(process)* terdiri dari pemantauan, partisipasi aktif subjek supervisi, pembinaan dan pelaporan sudah dilaksanakan dengan baik. Dimensi hasil *(product)* terdiri dari peningkatan kemampuan, penguasaan materi sudah tinggi dan kepribadian subjek supervisi sudah sangat baik. Dimensi dampak *(outcomes)* terdiri dari prestasi non akademik yakni pandangan masyarakat terhadap sekolah binaan sangat baik. Rekomendasi penelitian ini adalah program supervsi manajerial pengawas SMA di Kabupaten Barru dapat digunakan namun perlu pengembangan program termasuk pengembangan instrumen supervisi manajerial pengawas dan senantiasa menjaga hubungan yang harmonis antara pengawas dan *stakeholders* pendidikan demi keberhasilan program.

**ABSTRACT**

HASBULLAH. 2014*. Evaluation of Managerial Supervision Program of Supervisors in High School of Barru* (Under The Supervision of M. Sidin Ali and Rusyadi)

Program evaluation in CIPPO model aims to determine; (i) an overview of managerial supervision program of supervisors in Barru high schools in terms of the context; (ii) a description of managerial supervision program of supervisors in Barru high schools in terms of input; (iii) a description of managerial supervision program of supervisors in Barru high schools in terms of process; (iv) a description of managerial supervision program of supervisors in Barru high schools in terms of product; (v) a description of managerial supervision program of supervisors in Barru high schools in terms of outcomes.

 Data collection tehniques used were questionnaires, documentation, and interviews. Data were analyzed by employing quantitative descriptive approach. Data tabulation was used in every aspect, in order to obtain the percentage of problems description which is customized to the criteria of each aspect and evaluation dimension to make recommendations on program.

 The results showed that the description of managerial supervision program of supervisors in Barru high schools in terms of context dimensions consisted of program objectives, target of the program was already apropriate with the vision and mission, and the requirements of associate schools and was achieved well, the benefits of the program and support of related parties were very useful and very good. The dimension of input consisted of the selection system, the educational background was appropriate with Permendiknas No. 12 year 2007, supervisors motivation, managerial supervisory competence and evaluation capability were already high, the material/program material was already well and complete. Dimensional process consisted of manitoring; the active participation of the subject of supervision, coaching and reporting had been implemented properly. The dimension of the product consisted of developing skills, mastery of the subject’s personality was already high and supervision was already well. Dimensionof outcomes consisted of a non-academic achievements that society’s view of the associate schools was very good. Finally, it is recommended that managerial supervision program of supervisors in Barru high schools can be used but need development programs including the development of managerial supervision instrument of supervisor, and supervisors and stakeholder should maintain harmonious relationships for the accomplishment of the program.