

ABSTRAK

Muhammad Arfin. 2025. Pengembangan Instrumen Supervisi Akademik Berbasis *Coaching* Model Tirta dalam Meningkatkan Kinerja Guru Sekolah Dasar di Kabupaten Bulukumba. Dibimbing oleh **Munirah** dan **Nurlina**.

Kualitas pendidikan bergantung pada kinerja guru, yang sering kali terhambat oleh supervisi akademik konvensional yang bersifat evaluatif dan administratif. Di Kabupaten Bulukumba, rendahnya motivasi guru dan kurangnya inovasi pembelajaran memerlukan pendekatan supervisi yang lebih kolaboratif. *Coaching* model TIRTA (Tujuan, Identifikasi, Rencana Aksi, Tanggung Jawab) diusulkan sebagai solusi untuk meningkatkan kinerja guru SD melalui pendekatan reflektif dan pemberdayaan.

Penelitian ini bertujuan mengembangkan dan menguji kevalidan, kepraktisan, serta keefektifan instrumen supervisi akademik berbasis *Coaching* model TIRTA untuk meningkatkan kinerja guru SD di Kabupaten Bulukumba, dengan fokus pada perencanaan, pelaksanaan, evaluasi pembelajaran, remedial, pengayaan, dan pengembangan kompetensi berkelanjutan (PKB).

Desain penelitian yang digunakan adalah R&D (Borg & Gall), penelitian dilakukan di SD Negeri 3 Kasimpureng, SD Negeri 322 Ela-Ela, dan SD Negeri 287 Domenga. Data dikumpulkan melalui wawancara, observasi, angket, dan dokumentasi, dianalisis dengan uji normalitas, homogenitas, dan paired samples t-test.

Pengembangan instrumen dilakukan melalui tahapan analisis kebutuhan, perancangan indikator berbasis model TIRTA, validasi ahli, uji coba terbatas, serta revisi berkelanjutan untuk memastikan kesesuaian konteks dan keterukuran kinerja guru. Hasil penelitian menunjukkan bahwa instrumen TIRTA terbukti valid, praktis, dan efektif, meningkatkan kinerja guru secara signifikan ($p < 0,05$) pada semua dimensi, dengan peningkatan skor posttest hingga 20-30% dibandingkan pretest di ketiga sekolah. Guru menunjukkan kemajuan dalam perencanaan, pelaksanaan, evaluasi, remedial, pengayaan, dan PKB. Penelitian ini memperkaya teori supervisi akademik, menyediakan instrumen praktis untuk kepala sekolah, dan mendukung kebijakan pendidikan lokal untuk meningkatkan kualitas pembelajaran di daerah tertinggal.

Kata Kunci: Instrumen, Supervisi Akademik, *Coaching*, Model Tirta, Kinerja Guru

ABSTRACT

Muhammad Arfin. 2025. Development of an Academic Supervision Instrument Based on the Tirta Coaching Model to Improve the Performance of Elementary School Teachers in Bulukumba Regency. Guided by **Munirah** and **Nurlina**.

The quality of education depends on teacher performance, which is often hampered by conventional academic supervision that is evaluative and administrative in nature. In Bulukumba Regency, low teacher motivation and lack of learning innovation require a more collaborative supervision approach. *The TIRTA* (Goals, Identification, Action Plan, Responsibility) model is proposed as a solution to improve the performance of elementary school teachers through a reflective and empowerment approach.

This research aims to develop and test the validity, practicality, and effectiveness of academic supervision instruments based on *the* TIRTA model to improve the performance of elementary school teachers in Bulukumba Regency, with a focus on planning, implementation, learning evaluation, remedial, enrichment, and sustainable competency development (PKB).

The research design used was R&D (Borg & Gall), the research was conducted at SD Negeri 3 Kasimpureng, SD Negeri 322 Ela-Ela, and SD Negeri 287 Domenga. Data were collected through interviews, observations, questionnaires, and documentation, analyzed by normality, homogeneity, and paired samples t-test.

Instrument development is carried out through the stages of needs analysis, designing indicators based on the TIRTA model, expert validation, limited trials, and continuous revision to ensure the suitability of the context and the measurability of teacher performance. The results showed that the TIRTA instrument proved to be valid, practical, and effective, significantly improving teacher performance ($p < 0.05$) in all dimensions, with an increase in posttest scores of up to 20-30% compared to the pretest in the three schools. Teachers show progress in planning, implementation, evaluation, remedial, enrichment, and PKB. This research enriches the theory of academic supervision, provides practical instruments for school principals, and supports local education policies to improve the quality of learning in disadvantaged areas.

Keywords: Instruments, Academic Supervision, *Coaching*, Tirta Model, Teacher Performance