ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh Komunitas Belajar dan Supervisi Akademik terhadap peningkatan kompetensi guru Sekolah Dasar di Kecamatan Plemahan Kabupaten Kediri. Latar belakang penelitian berfokus pada pentingnya pengembangan profesional guru melalui kolaborasi dalam komunitas belajar serta pembinaan berkelanjutan melalui supervisi akademik. Kedua aspek ini diharapkan mampu meningkatkan kemampuan pedagogik, profesional, sosial, dan kepribadian guru.

Penelitian menggunakan pendekatan kuantitatif dengan metode survei. Sampel penelitian berjumlah 71 guru yang dipilih secara *sampling jenuh*. Instrumen penelitian berupa angket skala Likert yang telah diuji validitas dan reliabilitasnya. Analisis data dilakukan menggunakan regresi linier berganda untuk menguji pengaruh parsial dan simultan variabel independen terhadap variabel dependen.

Hasil penelitian menunjukkan bahwa Komunitas Belajar dan Supervisi Akademik berada pada kategori sangat baik berdasarkan persepsi responden. Secara parsial, Komunitas Belajar berpengaruh signifikan terhadap Kompetensi Guru dengan nilai t hitung 3.030 dan signifikansi 0.003. Supervisi Akademik juga berpengaruh signifikan dengan nilai t hitung 6.109 dan signifikansi 0.000, serta menjadi variabel paling dominan. Secara simultan, kedua variabel berpengaruh signifikan terhadap Kompetensi Guru dengan nilai F hitung 80.492 dan signifikansi 0.000. Nilai R Square 0.703 menunjukkan bahwa 70,3% variasi kompetensi guru dijelaskan oleh kedua variabel tersebut.

Penelitian ini menyimpulkan bahwa penguatan komunitas belajar dan supervisi akademik yang berkualitas mampu meningkatkan kompetensi guru secara signifikan.

Kata kunci: komunitas belajar, supervisi akademik, kompetensi guru.

ABSTRACT

This study aims to analyze the influence of Learning Communities and Academic Supervision on the improvement of elementary school teachers' competencies in Plemahan District, Kediri Regency. The background of this research lies in the importance of continuous professional development through collaborative learning communities and structured guidance provided by academic supervision. These two components are expected to enhance teachers' pedagogical, professional, social, and personal competencies.

This research employed a quantitative approach using a survey method. The sample consisted of 71 teachers selected through saturated sampling. The research instrument was a Likert-scale questionnaire that had been tested for validity and reliability. Data were analyzed using multiple linear regression to determine both partial and simultaneous effects of the independent variables on the dependent variable.

The results show that both Learning Communities and Academic Supervision are perceived to be in the very good category. Partially, Learning Communities significantly affect teacher competence, with a t-value of 3.030 and a significance level of 0.003. Academic Supervision also has a significant effect, with a t-value of 6.109 and a significance level of 0.000, and is identified as the dominant factor. Simultaneously, both variables significantly influence teacher competence, as indicated by an F-value of 80.492 and a significance level of 0.000. The R Square value of 0.703 indicates that 70.3% of the variation in teacher competence is explained by Learning Communities and Academic Supervision.

The study concludes that strengthening learning communities and ensuring high-quality academic supervision can significantly improve teacher competence.

Keywords: *learning community, academic supervision, teacher competence.*