

ABSTRAK

DESSY M. SIMBOLON. Analisis Pengelolaan Kelas Di TK Negeri Pembina Tanjung Morawa. Skripsi. Medan: Fakultas Ilmu Pendidikan Universitas Negeri Medan. 2025.

Penelitian ini bertujuan mendeskripsikan pengelolaan kelas nonfisik yang dilakukan oleh guru, mencakup pengelolaan interaksi antara anak dengan anak lainnya serta interaksi anak dengan guru di TK Negeri Pembina Tanjung Morawa. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan subjek 4 orang guru kelas. Teknik pengumpulan data melalui observasi, wawancara dan dokumentasi dianalisis melalui tahap reduksi data, penyajian data, serta penarikan kesimpulan. Keabsahan data diuji dengan triangulasi metode. Hasil penelitian menunjukkan bahwa pengelolaan kelas non fisik meliputi interaksi antar anak dengan anak lainnya dan interaksi anak dengan guru. Interaksi antar anak berperan penting dalam pengembangan keterampilan sosial, emosional, dan komunikasi. Penelitian ini menunjukkan bahwa pengelolaan interaksi di TK Negeri Pembina Tanjung Morawa berperan penting dalam mendukung perkembangan sosial, emosional, komunikasi anak. Guru berperan sebagai fasilitator dalam membangun interaksi positif antara anak dengan teman sebaya maupun dengan guru. Lingkungan belajar yang kondusif, rutinitas yang terstruktur, serta kolaborasi antara guru dan orang tua turut mendukung keterlibatan anak dalam pembelajaran. Meskipun demikian, masih terdapat tantangan dalam pengelolaan kelas nonfisik, terutama dalam meningkatkan disiplin dan partisipasi aktif anak. Oleh karena itu, strategi pengelolaan kelas perlu terus dikembangkan agar lebih efektif.

Kata Kunci: Pengelolaan Kelas, Interaksi



ABSTRACT

DESSY M. SIMBOLON. Analysis of Classroom Management at TK Negeri Pembina Tanjung Morawa. Skripsi. Medan: Faculty of Education, Universitas Negeri Medan, 2025.

This study aims to describe the management of non-physical classrooms, which includes interactions between children and other children as well as children's interactions with teachers at the TK Negeri Pembina Tanjung Morawa. This study uses a descriptive qualitative approach with the subject of 4 classroom teachers. Data collection techniques through observation, interviews and documentation are analyzed through the stages of data reduction, data presentation, and conclusion drawn. The validity of the data was tested by a triangulation method. The results of the study show that non-physical classroom management includes interaction between children and other children and interaction between children and teachers. Interaction between children plays an important role in the development of social, emotional, and communication skills. This study shows that the management of interaction in TK Negeri Pembina Tanjung Morawa plays an important role in supporting children's social, emotional, and communication development. Teachers play the role of facilitators in building positive interactions between children and peers as well as with teachers. A conducive learning environment, structured routines, and collaboration between teachers and parents also support children's involvement in learning. However, there are still challenges in the management of non-physical classes, especially in improving discipline and active participation of children. Therefore, classroom management strategies need to continue to be developed to be more effective.

Keywords: Classroom Management, Interaction

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