ABSTRAK

ASTI ANANTA PURBA. Pelaksanaan Fungsi Pengawasan Kepala Sekolah dalam Pembelajaran Guru di Kelas pada TK Kecamatan Silinda. Skripsi. Medan: Fakultas Ilmu Pendidikan Universitas Negeri Medan. 2026.

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan fungsi pengawasan kepala sekolah dalam pembelajaran guru di kelas pada TK di Kecamatan Silinda. Fokus penelitian meliputi perencanaan pengawasan, pelaksanaan pengawasan, dan tindak lanjut pengawasan yang dilakukan kepala sekolah dalam pembelajaran guru di kelas. Penelitian ini menggunakan metode deskriptif kuantitatif dengan teknik survei. Populasi penelitian berjumlah 25 guru TK di Kecamatan Silinda yang tersebar pada 5 Taman Kanak-Kanak, yaitu TK Swasta Silinda, TK Rezeki Mora, TK Aida, TK Negeri Satu Atap, dan TK GKPS Pamah. Teknik pengambilan sampel menggunakan sampling jenuh, sehingga seluruh populasi dijadikan sampel penelitian. Teknik pengumpulan data dilakukan melalui penyebaran angket kepada responden. Instrumen penelitian terlebih dahulu divalidasi oleh validator ahli. Analisis data menggunakan analisis deskriptif kuantitatif dengan menghitung nilai rata-rata (mean) berdasarkan skala Likert. Hasil penelitian menunjukkan bahwa pelaksanaan fungsi pengawasan kepala sekolah dalam pembelajaran guru di kelas pada TK di Kecamatan Silinda secara umum berada pada kategori tinggi dengan nilai rata-rata sebesar 3,00. Perencanaan pengawasan memperoleh nilai rata-rata sebesar 3,12 dengan kategori tinggi, pelaksanaan pengawasan memperoleh nilai rata-rata sebesar 2,75 dengan kategori tinggi, dan tindak lanjut pengawasan memperoleh nilai rata-rata sebesar 3,15 dengan kategori tinggi. Hasil penelitian menunjukkan bahwa kepala sekolah telah melaksanakan fungsi pengawasan melalui perencanaan, observasi pembelajaran, pembinaan, pemberian umpan balik, dan pendampingan kepada guru. Namun demikian, pelaksanaan pengawasan belum sepenuhnya optimal karena observasi pembelajaran, pelatihan, dan pembinaan guru masih belum dilakukan secara rutin dan berkelanjutan.

Kata Kunci: Fungsi Pengawasan, Kepala Sekolah, Pembelajaran Guru.

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ABSTRACT

ASTI ANANTA PURBA. The Implementation of the Principal's Supervisory Function in Teacher Classroom Instruction at Kindergarten in Silinda District. Skripsi. Medan: Faculty of Education. State University of Medan. 2026.

This study aims to describe the implementation of the principal's supervisory function in teacher learning in the classroom at kindergartens in Silinda District. The focus of the study includes supervision planning, supervision implementation, and follow-up supervision carried out by the principal in teacher learning in the classroom. This study uses a quantitative descriptive method with a survey technique. The study population was 25 kindergarten teachers in Silinda District spread across 5 kindergartens, namely Silinda Private Kindergarten, Rezeki Mora Kindergarten, Aida Kindergarten, Satu Atap State Kindergarten, and GKPS Pamah Kindergarten. The sampling technique used saturated sampling, so that the entire population was used as a research sample. The data collection technique was carried out by distributing questionnaires to respondents. The research instrument was first validated by an expert validator. Data analysis used quantitative descriptive analysis by calculating the average value (mean) based on a Likert scale. The results of the study indicate that the implementation of the principal's supervisory function in teacher learning in the classroom at kindergartens in Silinda District is generally in the high category with an average value of 3.00. Supervisory planning received an average score of 3.12, categorized as high, while supervisory implementation received an average score of 2.75, categorized as high, and supervisory follow-up received an average score of 3.15, categorized as high. The results of the study indicate that the principal has implemented the supervisory function through planning, observing learning, coaching, providing feedback, and mentoring teachers. However, the implementation of supervision is not yet fully optimal because teacher learning observations, training, and coaching are still not conducted routinely and continuously.

Keywords: Supervisory Function, Principal, Teacher Learning.

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