

ABSTRAK

Tesis ini berjudul Pendampingan Intensif Pengawas Sekolah Untuk Meningkatkan Kompetensi Profesional Guru TK (Studi kasus di TK Ya Bakii 4, TK IT Cendekia Muslim, dan TK Nurul Iman Kecamatan Kesugihan, Kabupaten Cilacap, Jawa Tengah oleh Diyah Kusumaningrum, NIM 2125250095, dibawah bimbingan (Dr. Lilis Kholisoh Nuryani, S.Ag., M.Pd.) dan (Dr. H. Abdul Rohman, M.Pd.).

Penelitian ini dilatarbelakangi oleh variasi kemampuan guru TK dalam penyusunan perangkat ajar, pemanfaatan media, dan dokumentasi penilaian, serta pembinaan pengawas yang belum berjalan terencana dan berkelanjutan. Padahal, pengawas memiliki peran strategis sebagai mitra profesional untuk meningkatkan mutu pendidikan anak usia dini. Penelitian ini bertujuan menganalisis: (1) Faktor intensitas dan kualitas pendampingan yang memengaruhi kompetensi guru; (2) Strategi optimalisasi pendampingan dan supervisi; serta (3) Model pendampingan pengawas. Studi ini dilakukan di TK Ya Bakii 4, TK IT Cendekia Muslim, dan TK Nurul Iman Kecamatan Kesugihan, Cilacap. Metode yang digunakan adalah kualitatif deskriptif. Data dikumpulkan lewat wawancara, observasi, dan dokumentasi, dengan informan meliputi pengawas, kepala sekolah, guru, dan pejabat dinas pendidikan. Analisis data mengacu pada model Miles & Huberman: reduksi, penyajian data, serta penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukkan (1) efektivitas pendampingan sangat bergantung pada frekuensi kunjungan, keberlanjutan program, kompetensi pengawas, serta relevansi materi pembinaan. (2) Strategi yang diterapkan meliputi penyusunan program berbasis kebutuhan, supervisi klinis, *coaching*, *mentoring*, dan pemanfaatan Kelompok Kerja Guru. (3) Model pendampingan paling efektif adalah siklus berkelanjutan yang mencakup perencanaan, pelaksanaan, evaluasi, dan tindak lanjut, dengan pendekatan kolaboratif dan reflektif. Pendampingan intensif, berkualitas, dan berkelanjutan terbukti meningkatkan kompetensi profesional guru, meliputi penguasaan materi dan kurikulum, perencanaan, pelaksanaan, penilaian, serta pengembangan keprofesian berkelanjutan.

Kata Kunci: Pendampingan Intensif Pengawas Sekolah, Kompetensi Profesional, Guru TK.

ABSTRACT

This thesis is titled “Intensive Mentoring by School Supervisors to Improve the Professional Competence of Preschool Teachers (A case study at Ya Bakii 4 Preschool, IT Cendekia Muslim Preschool, and Nurul Iman Preschool in Kesugihan Subdistrict, Cilacap Regency, Central Java)” by Diyah Kusumaningrum, Student ID 2125250095, under the supervision of (Dr. Lilis Kholisoh Nuryani, S.Ag., M.Pd.) and (Dr. H. Abdul Rohman., M.Pd.).

This research is motivated by the varying abilities of kindergarten teachers in developing teaching materials, utilizing learning media, and documenting assessments, as well as the supervision and guidance provided by school supervisors that have not yet been implemented in a planned and sustainable manner. In fact, school supervisors hold a strategic role as professional partners in improving the quality of early childhood education. This study aims to analyze: (1) intensity and quality factors of assistance that influence teacher competence; (2) strategies for optimizing assistance and supervision; and (3) the model of assistance applied by school supervisors. This study was conducted at TK Ya Bakii 4, TK IT Cendekia Muslim, and TK Nurul Iman in Kesugihan Subdistrict, Cilacap Regency. A descriptive qualitative method was employed. Data were collected through interviews, observations, and documentation, with informants including school supervisors, principals, teachers, and officials from the education office. Data analysis followed the Miles & Huberman model, covering data reduction, data display, as well as conclusion drawing and verification. The results show that (1) the effectiveness of assistance depends heavily on the frequency of visits, program continuity, supervisor competence, and the relevance of the guidance materials. (2) Implemented strategies include needs-based program planning, clinical supervision, coaching, mentoring, and the utilization of Teacher Working Groups. (3) The most effective assistance model is a continuous cycle covering planning, implementation, evaluation, and follow up, using a collaborative and reflective approach. Intensive, high-quality, and sustainable assistance has been proven to improve teachers' professional competence, including mastery of subject matter and curriculum, learning planning, implementation, assessment, and continuous professional development.

Keywords: *Intensive Assistance, School Supervisor, Professional Competence, Kindergarten Teacher.*