

ABSTRAK

Penguatan Kompetensi Sosial Pengawas Sekolah Dalam Meningkatkan Kinerja Kepala Sekolah (Studi Kasus pada 3 TK Daerah Binaan 1 Kecamatan Kroya, Kabupaten Cilacap, Jawa Tengah).

Sumeh Sutyono. NIM.2125250107. Penelitian ini berfokus pada kajian tentang penguatan kompetensi sosial pengawas sekolah dalam meningkatkan kinerja kepala sekolah yang dilakukan melalui teknis studi kasus pada 3 TK Daerah Binaan 1 Kecamatan Kroya, Kabupaten Cilacap, Jawa Tengah. Sesuai dengan fokus kajian dan permasalahan penelitiannya maka penelitian bertujuan untuk mengkaji tentang kualitas, tuntutan, faktor pendukung dan pengembangan kompetensi sosial pengawas sekolah dalam meningkatkan kinerja kepala sekolah. Melalui metode deskriptif analitik dan pendekatan kualitatif, maka penelitian ini menghasilkan kesimpulan : (1). Kompetensi sosial pengawas pada tingkat satuan pendidikan TK, diantaranya : memiliki kemampuan: berkomunikasi efektif, bekerja sama, sikap empati dan kepedulian sosial, membangun hubungan interpersonal, menyelesaikan konflik, sikap adaptif terhadap lingkungan sosial dan budaya, menjunjung etika dan norma profesi, dan kolaborasi dalam pendampingan, serta sekaligus kompetensi tersebut menjadi keunggulan kompetensi dan kualitas professional pengawas; (2). Pengawas sekolah dituntut harus memiliki kompetensi sosial seperti kemampuan : pengembangan diri secara mandiri, belajar dari praktik baik (*best practice*), meningkatkan kemampuan mendengarkan aktif, membangun jaringan dan kolaborasi, meminta umpan balik dari pihak yang dibina, meningkatkan kepekaan sosial dan empati, mengelola ekspektasi dan batasan profesional, menggunakan pendekatan coaching dan mentoring; dan menjaga kesehatan mental dan emosional; (3). Faktor pendukung penguatan kompetensi sosial pengawas dalam meningkatkan kinerja kepala TK melalui supervisi pada TK Unggulan meliputi faktor internal (dari diri pengawas) dan faktor eksternal (dari lingkungan). Proses penguatan kompetensi sosial pengawas dalam kinerjanya bagi satuan pendidikan TK, bersifat siklus dan berkelanjutan, melalui tahapan: identifikasi kebutuhan → perencanaan → pelaksanaan penguatan (pelatihan, praktik, refleksi) → implementasi supervisi → evaluasi → perbaikan. Yang harus dilakukan secara konsisten dan sistemik; dan (4). Model pengembangan penguatan kompetensi sosial pengawas, dalam bentuk model Model SPIRAL yang terdiri dari tujuh tahap berkelanjutan: Kesadaran → Asesmen → Perencanaan → Penguatan → Implementasi → Evaluasi → Refleksi & Tindak Lanjut. Yang prosesnya dilakukan dengan enam langkah berurutan: Kesadaran dan komitmen → Diagnosis dan pemetaan → Perencanaan program → Pelaksanaan penguatan (pelatihan, mentoring, praktik) → Implementasi supervisi dengan kompetensi yang dikuatkan → Evaluasi, refleksi, dan tindak lanjut.

Kata Kunci : Kompetensi Pengawas, Kompetensi Sosial, Kinerja Kepala Sekolah.

ABSTRACT

Strengthening the Social Competence of School Supervisors in Improving Principal Performance (Case Study of 3 Kindergartens in the Kroya District, Cilacap Regency, Central Java).

Sumeh Sutyono. Student ID. 2125250107. This research focuses on strengthening the social competence of school supervisors in improving principal performance. This study was conducted through a case study of 3 Kindergartens in the Kroya District, Cilacap Regency, Central Java. In accordance with the focus of the study and the research problem, the study aims to examine the quality, demands, supporting factors, and development of social competence of school supervisors in improving principal performance. Using a descriptive analytical method and a qualitative approach, this study produces the following conclusions: (1) Social competence of supervisors at the kindergarten education unit level includes the following abilities: effective communication, collaboration, empathy and social concern, building interpersonal relationships, resolving conflicts, adapting to the social and cultural environment, upholding professional ethics and norms, and collaboration in mentoring. These competencies simultaneously serve as the supervisor's professional competency and quality strengths; (2) School supervisors are required to have social competencies such as the ability to: develop themselves independently, learn from best practices, improve active listening skills, build networks and collaboration, ask for feedback from those being supervised, increase social sensitivity and empathy, manage professional expectations and boundaries, use coaching and mentoring approaches; and maintain mental and emotional health; (3). Supporting factors for strengthening the social competencies of supervisors in improving the performance of kindergarten principals through supervision at Superior Kindergartens include internal factors (from the supervisor himself) and external factors (from the environment). The process of strengthening the social competencies of supervisors in their performance for kindergarten education units is cyclical and sustainable, through the following stages: identification of needs → planning → implementation of strengthening (training, practice, reflection) → implementation of supervision → evaluation → improvement. Which must be done consistently and systematically; and (4). The development model for strengthening supervisors' social competencies, in the form of the SPIRAL Model, consists of seven continuous stages: Awareness → Assessment → Planning → Strengthening → Implementation → Evaluation → Reflection & Follow-up. The process is carried out in six sequential steps: Awareness and commitment → Diagnosis and mapping → Program planning → Implementation of strengthening (training, mentoring, practice) → Implementation of supervision with strengthened competencies → Evaluation, reflection, and follow-up.

Keywords: Supervisor Competence, Social Competence, Principal Performance.