

ABSTRAK

Ada tiga peran kepala sekolah sebagai pemimpin pembelajaran yang dapat menciptakan proses pembelajaran yang efektif dan bermakna, yaitu menentukan arah pengembangan, menyelaraskan hubungan kerja, dan meningkatkan motivasi. Namun apa jadinya jika kepala sekolah kurang maksimal dalam menjalankan perannya sebagai pemimpin pembelajaran? Tentunya berdampak pada tujuan pendidikan baik secara umum maupun khusus serta kualitas lulusan sekolah. Penelitian ini dilakukan dengan menggunakan metode kualitatif dengan pendekatan studi kasus, hasil penelitian yang diperoleh adalah: (1) Peran kepala sekolah sebagai pemimpin pembelajaran masih belum optimal. Hal ini dikarenakan pelaksanaan indikator peran kepala sekolah sebagai pemimpin pembelajaran belum terpenuhi dan evaluasi belum disertai dengan sanksi tegas (pembinaan) terhadap disiplin waktu guru dan disiplin mengajar terutama pada jam pertama, sedangkan sanksi terhadap mahasiswa yang terlambat atau tidak hadir tanpa penjelasan/penarikan dilaksanakan dengan Baik. (2) Proses pembelajaran berjalan dengan baik namun kurang efektif, dikatakan kurang efektif karena proses pembelajaran minim interaksi antara guru dan siswa. Siswa pasif dan terkesan menerima saja pembelajaran yang disajikan guru tetapi tidak aktif untuk bertanya dan menjawab. Hal ini disebabkan oleh tidak adanya perubahan gaya mengajar guru di kelas sehingga metode belajar yang digunakan menjadi kurang efektif, kadang terlambat masuk ke kelas dan kegiatan supervisi guru yang dilakukan tidak memberikan efek yang maksimal. (3) Kendala yang dihadapi kepala sekolah adalah tidak optimal dalam melaksanakan tugasnya, tidak cukup tegas dalam menentukan sanksi terhadap oknum guru yang kurang disiplin, Tidak didukung oleh lingkungan sekitar, beberapa guru kurang kompak dan kurang bertanggung jawab atas pekerjaan mereka, dan siswa yang kurang termotivasi untuk belajar. (4) Upaya yang dilakukan kepala sekolah sebagai pemimpin pembelajaran antara lain menetapkan tugas guru melalui surat keputusan, mengendalikan pelaksanaan tugas guru sesuai tugas pokoknya, bekerja sama mewujudkan tujuan sekolah sesuai visi misi sekolah dan mengevaluasi kinerja guru dan bijak dalam menangani suatu masalah.

Kata Kunci: Kinerja kepala sekolah, kepemimpinan, proses pembelajaran

ABSTRACT

There are three roles of the principal as a learning leader who can create an effective and meaningful learning process, namely determining the direction of development, harmonizing work relationships, and increasing motivation. But what happens if the school principal is less than optimal in conducting his role as a learning leader? Of course, it has an impact on educational goals both generally and specifically as well as the quality of school graduates. This research was conducted using qualitative methods with a case study approach, the research results obtained are: (1) The role of the school principal as a learning leader is still not optimal. This is because the implementation of the indicators for the role of the principal as a learning leader has not been fulfilled and the evaluation has not been accompanied by strict sanctions (coaching) for teachers' time and teaching discipline, especially in the first hour, while sanctions against students who are late or absent without explanation/withdrawal are implemented with Good. (2) The learning process runs well but is less effective, it said to be less effective because the learning process has minimal interaction between teachers and students. Students are passive and seem to accept only the learning presented by the teacher but are not active in asking and answering. This is due to the absence of changes in teacher teaching styles in the classroom so that the learning methods used become less effective, sometimes late entry to class and teacher supervision activities conducted do not Gives maximum effect. (3) The obstacles faced by school principals are not being optimal in carrying out their duties, not being firm enough in determining sanctions against individual teachers who lack discipline, not being supported by the surrounding environment, some teachers are less unified and less responsible for their work, and students who are less motivated to learn. (4) Efforts made by the school principal as a learning leader include determining teacher duties through decrees, controlling the implementation of teacher duties according to their main duties, working together in realizing school goals according to the school's vision and mission and evaluating teacher performance and wise in dealing with a problem.

Keywords: principal performance, leadership, learning process