

ABSTRAK

Lisanatul Layyinah, 2024. *Peran Guru Pendamping Kelas Dalam Pembelajaran Di Cendekia Kids School Madiun*. Skripsi. Program Studi Pendidikan Guru Pendidikan Anak Usia Dini, FKIP, Universitas PGRI Madiun. Pembimbing (I) Hermawati Dwi Susari, M.Psi., M.Pd. (II) Dr. Alisa Alfina, S.Pd., M.Pd.

Guru pendamping kelas inklusi dalam pembelajaran memiliki peran penting dalam pembelajaran pendidikan anak usia dini. Peran dan tanggung jawab guru pendamping kelas hampir sama dengan guru inti dalam proses belajar mengajar di sekolah yaitu sebagai teladan bagi peserta didik, membantu guru inti dalam menyusun rencana pembelajaran, membantu mengelola kelas, membantu setiap perkembangan anak, serta membantu guru inti dalam mengevaluasi pembelajaran. Penelitian ini dilakukan di KB Cendekia Kids School Kota Madiun dengan fokus penelitian bagaimana peran guru pendamping kelas dalam pembelajaran dan tujuan penelitian untuk mengetahui lebih mendalam peran guru pendamping kelas dalam pembelajaran. Pengumpulan data menggunakan metode wawancara, dokumentasi, dan observasi. Teknik analisis data pada penelitian ini yaitu reduksi data dengan merangkum/meringkas data dari hasil wawancara, observasi, dan dokumentasi. Penyajian data dalam bentuk teks naratif dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru pendamping kelas dalam pembelajaran ikut terlibat di semua proses pembelajaran seperti membuat rencana pembelajaran, pelaksanaan pembelajaran, dan guru pendamping juga terlibat dalam evaluasi pembelajaran. Peran guru pendamping dalam proses pembelajaran sangat membantu efektifitas pembelajaran di kelas. Adanya guru pendamping dapat membantu menciptakan suasana kelas yang kondusif serta dapat membantu anak-anak belajar secara maksimal.

Kata Kunci: guru pendamping, kelas inklusi, lembaga PAUD

Lisanatul Layyinah, 2024. The Role of Classroom Assistance Teachers in Learning at Cendekia Kids School Madiun. Thesis. Early Childhood Education Teacher Education Study Program, FKIP, Universitas PGRI Madiun. Supervisor (I) Hermawati Dwi Susari, M.Psi., M.Pd. (II) Dr. Alisa Alfina, S.Pd., M.Pd.

The inclusive class assistant teacher in learning has an important role in early childhood education learning. The roles and responsibilities of the class assistant teacher are almost the same as the core teacher in the teaching and learning process at school, namely as a role model for students, assisting the core teacher in preparing lesson plans, helping manage the class, helping every child's development, and assisting the core teacher in evaluating learning. This research was conducted at KB Cendekia Kids School Madiun City with the focus of research on how the role of class assistant teachers in learning and the purpose of the study to find out more deeply the role of class assistant teachers in learning. Data collection using interviews, documentation, and observation methods. Data analysis techniques in this study are data reduction by summarizing / summarizing data from interviews, observations, and documentation. Presentation of data in the form of narrative text and conclusion drawing. The results showed that classroom assistant teachers in learning were involved in all learning processes such as making lesson plans, implementing learning, and assistant teachers were also involved in evaluating learning. The role of accompanying teachers in the learning process greatly helps the effectiveness of learning in the classroom. The existence of a companion teacher can help create a conducive classroom atmosphere and can help children learn optimally.

Keywords: accompanying teacher, inclusive class, early childhood education institution

