

ABSTRAK

ALYA ARDELIA APSARI. 2025. "EXPLORING SUPERVISING TEACHERS' PERCEPTIONS OF STUDENT TEACHERS' TEACHING COMPETENCE IN JUNIOR HIGH SCHOOL DURING FKIP EDU: A CASE STUDY".

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Tujuan dari penelitian kualitatif ini adalah untuk mengeksplorasi persepsi guru pamong terhadap kompetensi mengajar mahasiswa praktikan selama program pengenalan lapangan (FKIP EDU) di jenjang Sekolah Menengah Pertama. Penelitian ini menggunakan pendekatan studi kasus deskriptif dengan melibatkan dua orang guru pamong sebagai partisipan. Partisipan direkrut berdasarkan kriteria tertentu seperti pengalaman mengajar dan keterlibatan mereka dalam membimbing mahasiswa. Data dikumpulkan melalui wawancara terstruktur dan dianalisis menggunakan analisis tematik untuk mengidentifikasi bagaimana guru pamong memandang kompetensi pedagogic dan professional mahasiswa praktikan. Hasil penelitian menunjukkan bahwa secara umum guru pamong menilai mahasiswa FKIP EDU telah menunjukkan kemampuan dasar dalam merencanakan, melaksanakan, dan mengevaluasi pembelajaran, namun masih memerlukan peningkatan pada aspek pengelolaan kelas dan penggunaan media pembelajaran yang kreatif. Persepsi guru pamong juga menekankan pentingnya refleksi diri dan komunikasi efektif sebagai bagian dari pengembangan profesional mahasiswa FKIP EDU. Temuan ini diharapkan dapat memberikan kontribusi terhadap peningkatan kualitas pembimbingan FKIP EDU dan pengembangan kompetensi calon guru di masa depan.

Kata kunci: FKIP EDU, guru pamong, kompetensi mengajar, mahasiswa praktikan, persepsi.

ABSTRACT

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The purpose of this qualitative study is to explore supervising teachers' perceptions of student teachers' teaching competency during FKIP EDU in junior high school. This research employed a descriptive case study involving two supervising teachers as participants. They were selected based on specific criteria such as teaching experience and involvement in mentoring student teachers. The data were collected through structured interviews and analyzed using thematic analysis to identify how supervising teachers perceive student teachers' pedagogical and professional competences. The findings reveal that, in general, supervising teachers perceive that student teachers have demonstrated basic abilities in planning, implementing, and evaluating lessons. However, further improvement is needed in classroom management and the creative use of learning media. Moreover, supervising teachers emphasized the importance of self-reflection and effective communication as part of student teachers' professional development. These findings are expected to contribute to enhancing the quality of supervision during FKIP EDU and improving the development of student teachers' teaching competencies.

Keywords: FKIP EDU, perception, student teacher, supervising teacher, teaching competency.