

ABSTRAK

Penelitian ini dilatarbelakangi oleh keberhasilan SLBN Aneuk Nanggroe Lhokseumawe dalam meraih berbagai prestasi non akademik siswa berkebutuhan khusus pada tingkat kabupaten/kota, hingga provinsi. Keberhasilan tersebut tidak terlepas dari peran kepala sekolah dalam mengelola program dan memberikan motivasi kepada seluruh warga sekolah. Penelitian ini bertujuan untuk mengetahui peran kepala sekolah sebagai manajer dan motivator dalam meningkatkan prestasi non akademik siswa berkebutuhan khusus di SLBN Aneuk Nanggroe Lhokseumawe. Penelitian ini menggunakan pendekatan kualitatif dengan jenis deskriptif. Informan penelitian terdiri atas kepala sekolah dan dua guru pembina. Data dikumpulkan melalui wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa peran kepala sekolah sebagai manajer dilaksanakan melalui perencanaan program berdasarkan pemetaan kebutuhan khusus siswa, penetapan target sesuai kemampuan individu, penyusunan anggaran, penyediaan sarana khusus, serta penyesuaian jadwal latihan. Pada pengorganisasian, guru pembina ditentukan sesuai kompetensi. Pada pergerakan, kepala sekolah memberikan arahan teknis sesuai karakteristik ketunaan serta memenuhi kebutuhan sarana. Pada pengontrolan, kepala sekolah memantau perkembangan siswa dan mengevaluasi capaian program secara berkala. Sebagai motivator, kepala sekolah menyediakan aksesibilitas sesuai jenis disabilitas, menerapkan pendekatan emosional berlandaskan kasih sayang, serta memenuhi kebutuhan kostum, alat, dan properti pendukung. Kepala sekolah juga menciptakan suasana kerja yang kondusif melalui pendekatan personal kepada guru pembina serta membangun hubungan kekeluargaan yang terbuka sehingga siswa merasa diterima dan percaya diri. Selain itu, kepala sekolah memberikan penghargaan kepada guru berupa honor tambahan dan apresiasi secara verbal, serta kepada siswa berupa piala, uang tunai, dan publikasi prestasi melalui media massa eksternal.

Kata Kunci: *Peran Kepala Sekolah, Prestasi Non Akademik, Siswa Berkebutuhan Khusus.*

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ABSTRACT

This research is encouraged by the success of SLBN Aneuk Nanggroe Lhokseumawe in achieving various non-academic achievements of students with special needs at the district/city, and provincial. This success is inseparable from the role of the principal in managing the program and providing motivation to all school community. This study aims to determine the role of the principal as a manager and motivator in improving the non-academic achievement of students with special needs at SLBN Aneuk Nanggroe Lhokseumawe. This research used a qualitative approach with a descriptive type. The research participants consisted of the principal and two advisor teachers. Data were collected through interviews and documentation. The results of the research showed that the role of the principal as a manager is carried out through program planning based on mapping students' special needs, setting targets according to individual abilities, preparing budget, providing special facilities, and adjusting the practice schedule. In the organization, the advisor teachers are determined according to their competence. In the movement, the principal provided technical direction according to the characteristics of the disability and meets the needs of the facilities. In control, the principal monitored the progress of students and evaluated the achievements of the program periodically. As motivators, school principals provided accessibility according to the type of disability, apply an emotional approach based on compassion, and meet the needs of costumes, tools, and supporting properties. The principal also created a conducive work atmosphere through a personal approach to the advisor teacher and built open family relationships so that students feel accepted and confident. In addition, the principal gave awards to teachers in the form of additional honorariums and verbal appreciation, as well as to students in the form of trophies, cash, and achievement publications through external mass media.

Keywords: *Principal's role, non-academic achievement, students with special needs.*

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