

**MODEL KEPEMIMPINAN ADAPTIF DAN BUDAYA KOLABORATIF
SEKOLAH DALAM MENINGKATKAN KINERJA GURU
(Studi Pada Sekolah Dasar Negeri di Kabupaten Bogor)**

DISERTASI

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Gelar Doktor Ilmu Pendidikan dalam bidang Administrasi Pendidikan



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MODEL KEPEMIMPINAN ADAPTIF DAN BUDAYA KOLABORATIF
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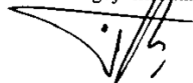
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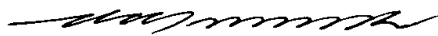
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ABSTRAK

MODEL KEPEMIMPINAN ADAPTIF DAN BUDAYA KOLABORATIF SEKOLAH DALAM MENINGKATKAN KINERJA GURU

(Studi Pada SD Negeri Di Kabupaten Bogor)

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Kepala sekolah bertanggung jawab dalam pencapaian mutu salah satunya peningkatan kinerja guru. Atas dasar tersebut, Penelitian ini bertujuan untuk mengembangkan model kepemimpinan adaptif dan budaya kolaboratif dalam meningkatkan kinerja guru. Melalui metode campuran (*mixed method*) dengan teknik *eksplanatory sequential design* peneliti mencoba mengkaji dan merumuskan model kepemimpinan adaptif dan budaya kolaboratif sekolah dalam meningkatkan kinerja guru di Sekolah Dasar di lingkungan Kabupaten Bogor dengan menjadikan kepala sekolah beserta guru sebagai sumber data penelitian. Hasil penelitian diperoleh adalah 1) Kinerja Guru di Sekolah Dasar Kabupaten Bogor secara umum telah diimplementasikan dengan baik 2). Kepemimpinan adaptif di Sekolah Dasar Kabupaten Bogor secara umum telah diimplementasikan dengan baik. 3). Budaya kolaboratif sekolah di Sekolah Dasar Kabupaten Bogor secara umum telah diimplementasikan dengan baik. 4) Kepemimpinan adaptif memiliki pengaruh positif dan signifikan terhadap variabel kinerja guru. 5) Budaya kolaboratif sekolah memiliki peran sebagai variabel mediasi dalam pengaruh kepemimpinan adaptif terhadap kinerja guru. 6) Pengembangan model yang telah dilakukan menemukan model kepemimpinan GREATS-CT yaitu *Get technical and adaptive challenges through observation, Regulate distress, Ensuring member participation, Attention to develop discipline, Try to give the work back to the people, Skills of adaptive leadership* yang didukung oleh *Collaborative school culture* dan *Technology*. Hasil penelitian ini diharapkan bahwa kepemimpinan adaptif dan peningkatan budaya kolaboratif sekolah dapat diimplementasikan oleh kepala sekolah terutama dalam meningkatkan kinerja guru.

Kata Kunci: Kepemimpinan Adaptif, Budaya Kolaboratif Sekolah, Kinerja Guru

ABSTRACT

MODEL OF ADAPTIVE LEADERSHIP AND COLLABORATIVE SCHOOL CULTURE IN IMPROVING TEACHER PERFORMANCE

(Study at Public Elementary Schools in Bogor District)

By:

Sumiati

The responsibility of the principal is to ensure the attainment of quality, which includes improving the performance of teachers. This research aims to create Adaptive leadership model that will support the performance of teachers. The researchers employed a mixed method approach with explanatory sequential design techniques to investigate and develop models of adaptive leadership and collaborative culture in schools to improve the performance of teachers at Elementary Schools in the Bogor District. The school principal and teachers were primary sources of research data. The research results obtained are that 1) Teacher performance in Bogor Regency Elementary Schools has generally been implemented well; 2) Adaptive leadership in Bogor Regency Elementary Schools has generally been implemented well. 3). The collaborative culture in schools within the elementary schools of Bogor Districts has been effectively developed. 4) Adaptive leadership exerts a positive and significant impact on the variable of teachers. 5) Collaborative school culture acts as a mediator in the relationship between adaptive leadership and teacher performance. 6) The model development that has been carried out found the GREATS-CT namely Get technical and adaptive challenges through observation, Regulate distress, Ensuring member participation, Attention to develop discipline, Try to give the work back to the people, Skills of adaptive leadership yang didukung oleh Collaborative school culture dan Technology The results of this research can be implemented by school principals, especially in improving teacher performance.

Keywords: Adaptive Leadership, Collaborative School Culture, Teacher Performance

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