

ABSTRAK

STRATEGI PEMBERDAYAAN GURU DALAM MENINGKATKAN MUTU SEKOLAH

(Studi Kasus di SMAN 5 dan SMA Darul Hikam kota Bandung)

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Tujuan penelitian ini untuk mendeskripsikan, menganalisis dan mengembangkan model strategi pemberdayaan guru di SMA kota Bandung. Penelitian ini menggunakan metode kualitatif bersifat deskriptif analitik yang dilakukan dengan studi kasus di kedua sekolah, yaitu: SMAN 5 dan SMA Darul Hikam kota Bandung. Teknik penggalan data dilakukan dengan pengamatan, wawancara dan studi dokumentasi sekolah. Pengolahan data dilakukan melalui proses pengumpulan data, reduksi data, penyajian data (*display*) dan verifikasi data. Untuk uji keabsahan datanya meliputi uji *credibility* (validitas internal), *transferability* (validitas eksternal), *dependability* (reliabilitas) dan *confirmability* (obyektivitas). Uji *credibility* dilakukan dengan triangulasi sumber yang diartikan sebagai pengecekan data dari berbagai sumber dengan berbagai cara dan berbagai waktu. Berdasarkan pengolahan data diperoleh hasil penelitian sebagai berikut: Berdasarkan hasil penelitian kedua sekolah (SMAN 5 Bandung dan SMA Darul Hikam Bandung) telah menetapkan proses kebijakan teknis strategi pemberdayaan guru yang ditetapkan pada rapat kerja sekolah. Penetapan kebijakan pemberdayaan guru di sekolah semua diarahkan untuk meningkatkan mutu sekolah, baik yang sifatnya spritual, sosial, pengetahuan, sikap, skill. Kebijakan yang dihasilkan mengisyaratkan keterlibatan semua stakeholders sekolah. Pemberdayaan guru di dua sekolah tersebut sudah terencana namun aplikasi/pelaksanaannya belum menyeluruh sehingga peningkatan mutu sekolahnya masih belum optimal. Pengawasan terhadap pemberdayaan guru di dua sekolah sudah diarahkan kepada kualitas guru sesuai kreteria dalam meningkatkan mutu sekolah dan guna memenuhi kepuasan pelanggan (peserta didik, orang tua dan stake holder). Dampak dari pemberdayaan di dua sekolah tersebut dapat terlihat pada kualitas kinerja guru yang baik, mutu akademik dan komitmen yang tinggi dari guru di kedua sekolah tersebut untuk meningkatkan mutu sekolah. Peneliti merekomendasikan kepala sekolah dalam melaksanakan pemberdayaan guru melalui *system school based in service training* hendaknya memperhatikan aspek *desire, trust, confident, credibility, accountability* dan *communication* dalam meningkatkan mutu sekolah.

Kata kunci: *Strategi pemberdayaan guru, kepala sekolah, mutu sekolah*

ABSTRACT

TEACHERS' EMPOWERMENT STRATEGIES IN IMPROVING THE QUALITY OF SCHOOL

(Case Study in SMAN 5 and SMA Darul Hikam kota Bandung)

Nasyith Forefry

The purpose of this study is to describe, analyze and develop a strategic model of empowering high school teachers in Bandung. This study uses qualitative descriptive analytic method performed by a case study at both schools, namely: SMAN 5 and SMA Darul Hikam Bandung. Data collections are performed by observation, interview and studies on school documentation. Data processing is done through the process of data collection, data reduction, data presentation (display) and data verification. The data validation test includes a credibility test (internal validities), transferability test (external validities), dependability test (reliabilities), and conformability test (objectivities). Credibility test conducted by triangulates source interpreted as a data check from various sources in various ways and at various times. Based on the data processing, we can obtain the following results: Based on the study results, both school (SMAN 5 Bandung and SMA Darul Hikam Bandung) has established a process of technical policy strategy of teachers empowerment assigned on the school work meeting. Establishment of teachers empowering policies in schools all geared to improve the quality of schools, such as spiritual, social, knowledge, attitudes, and skills. The resulting policy implies the involvement of all stakeholders of the school. Teachers' empowerment in the two schools has been planned but the implementation is not comprehensive and thus the school's quality improvement is still not optimal. Supervision of the teachers' empowerment on two schools has been directed to the appropriate criteria for the quality of teachers in improving the school quality and to meet customer satisfaction (students, parents and stakeholders). The impact of empowerment on two schools can be seen in the teacher's performance quality, academic quality and commitment of teachers in both schools to increase school quality. Researchers recommend principals that in implementing the teachers' empowerment through the school system based in service training; he should pay attention to aspects of desire, trust, confident, credibility, accountability and communication in improving school quality.

Keywords: Teachers Empowerment, principals, school quality