

ABSTRAK

**Ahmad Furqon. (2017). Disertasi Program Studi Administrasi Pendidikan
“Pengembangan Guru Berbasis Sekolah, Studi tentang Sekolah sebagai *Professional Learning Community* di SD Pertiwi, SD Bosowa Bina Insani, dan SDN Semplak 2 Kota Bogor”**

Guru memiliki peran sentral dalam peningkatan mutu pendidikan. Kenyataannya, pengembangan guru yang dikembangkan sekolah masih bersifat deseminasi dan kurang inovatif. PK Guru hanya pemenuhan administrasi. Pemahaman guru tentang PKB juga masih sangat rendah. KKG di gugus masih bersifat parsial dan belum terintegrasi dengan kebutuhan para guru. Kegiatan seringkali berbasis proyek yang belum dikaitkan dengan peningkatan kompetensi guru. Tujuan utama penelitian ini adalah memperoleh gambaran pengembangan guru berbasis sekolah melalui PLC. Metode penelitian yang digunakan adalah penelitian kualitatif dengan 4 tahapan yaitu: (1) pra lapangan; (2) pekerjaan lapangan; (3) analisis data; dan (4) evaluasi dan pelaporan. Pra lapangan meliputi kajian literatur dan survei lapangan. Tahap pekerjaan lapangan, peneliti memasuki lapangan dalam rangka pengumpulan data. Pada tahap analisis data peneliti melakukan rangkaian proses analisis data kualitatif sampai pada interpretasi data-data. Selain itu dilakukan proses triangulasi data yang diperbandingkan dengan teori kepustakaan. Sedangkan tahap evaluasi dan pelaporan dilakukan konsultasi dan pembimbingan serta pelaporan hasil penelitian. Temuan penelitian menunjukkan bahwa unsur-unsur pembentuk PLC adalah komitmen, tanggung jawab, kebermanfaatan, kolaborasi dan berbagi, serta budaya dan iklim sekolah. PLC di sekolah berbentuk KKG kelas paralel, bentuk formal dan informal, memiliki koordinator, fokus pada peningkatan mutu layanan pembelajaran, serta nara sumber internal dan eksternal. Dampak terhadap guru diantaranya peningkatan refleksi diri dan *self renewal capacity*, memahami karakteristik dan mengembangkan potensi, serta peningkatan kualitas layanan pembelajaran. Sedangkan peran kepala sekolah dalam PLC ini adalah sebagai *instructional leader*, motivator, dan fasilitator. Kesimpulan penelitian menunjukkan bahwa PLC mampu mempromosikan PKB yang berujung pada peningkatan kualitas layanan pembelajaran. Rekomendasi penelitian yaitu: diperlukan penguatan terhadap karakteristik PLC; sekolah perlu menjadi PLC; diperlukan integrasi dan sinergi sumber daya internal dan eksternal sekolah; kepala sekolah hendaknya memberikan pemahaman kepada guru, mengembangkan kondisi struktur dan kultur sekolah, serta menjalin kerjasama dengan berbagai pihak; dan pemerintah daerah ikut mengambil peran yang besar dalam pengelolaan dan pengembangan guru.

Kata kunci : komunitas pembelajaran, layanan pembelajaran, pengembangan keprofesian

ABSTRACT

**Ahmad Furqon. (2017). Dissertation of Educational Administration
“School Based Teacher Development, Study about School as Professional Learning
Community in SD Pertiwi, SD Bosowa Bina Insani, dan SDN Semplak 2 Bogor”**

Teachers have a central role in improving the quality of education. In fact, teacher-developed teacher development is still deseminating and less innovative. Teacher's Performance Assesment is only administrative fulfillment. Teacher's understanding of CPD is also very low. KKG in clusters are still partial and not yet integrated with the needs of teachers. Activities are often project-based that have not been linked to teacher competency improvement. The main purpose of this study is to obtain a picture of school-based teacher development through PLC. The research method used is qualitative research with 4 stages: (1) pre-field; (2) field work; (3) data analysis, and (4) evaluation and reporting. Pre-field includes literature review and field survey. Phase of field work, researcher entered the field in order to collect data. In the data analysis phase the researcher conducts a series of qualitative data analysis process up to the interpretation of the data. In addition, the process of data triangulation compared with library theory. While the evaluation and reporting stage conducted consultation and guidance and reporting of research results. The research findings indicate that the elements of PLC forming are commitment, responsibility, usefulness, collaboration and sharing, as well as school culture and climate. Activity of PLCs in school is as KKG., formal and informal forms, have coordinators, focus on improving the quality of learning services, as well as internal and external sources. Impacts on teachers include increased self-reflection and self-renewal capacity, understanding characteristics and developing potential, as well as improving the quality of learning services. While the role of the principal in this PLC is as an instructional leader, motivator, and facilitator. The conclusion of the research shows that PLC is able to promote CPD which leads to the improvement of learning service quality. Research recommendations are: reinforcement of PLC characteristics; schools need to be a PLCs; required integration and synergy of internal and external school resources; the principal should provide understanding to the teacher, develop the school's structural and cultural conditions, and establish cooperation with various parties, and local governments take a big role in teacher management and teacher development.

Keywords: learning community, learning service, professional development

Ahmad Furqon, 2017

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