

BAB V

SIMPULAN, IMPLIKASI, DAN REKOMENDASI

A. Simpulan

Kunci keberhasilan dari terbangunnya suatu *professional learning community* di suatu sekolah adalah adanya komitmen, motivasi, dan semangat untuk maju, dalam suasana kekeluargaan dan kebersamaan yang kuat antara seluruh guru yang didukung sepenuhnya oleh kepala sekolah, semata-mata untuk dapat memberikan pembelajaran yang terbaik bagi seluruh siswa di sekolah. Dalam *professional learning community* di sekolah yang menjadi pusat adalah visi bersama dan kepedulian terhadap tujuan yang berfokus pada pembelajaran. Setiap komunitas pembelajaran di sekolah memiliki karakteristik dan ciri khas tersendiri yang muncul serta memiliki kekuatan tersendiri dalam setiap unsur-unsur pembentuknya. Namun demikian sekolah-sekolah tersebut diantaranya memiliki beberapa kesamaan pula. Unsur-unsur yang menjadi pembentuk *professional learning community* dalam penelitian ini yakni komitmen, tanggung jawab, kebermanfaatan, kolaborasi, semangat berbagi, serta budaya dan iklim sekolah.

Komunitas pembelajaran profesional memiliki interpretasi dalam konteks yang berbeda, namun ada konsensus internasional yang luas bahwa dalam *professional learning community* terjadi aktivitas saling berbagi dan mengkritisi praktek mengajar mereka dalam suasana reflektif, kolaboratif, dan memfokuskan semua aspek pada pembelajaran dengan sasaran mempromosikan pengembangan keprofesian berkelanjutan. Di samping itu, pada penelitian ini, masing-masing sekolah menampilkan karakteristik *professional learning community* yang berkorelasi dengan ciri dan karakteristik sekolah. Kekuatan kemunculan masing-masing karakteristik komunitas. Bentuk komunitas pembelajaran profesional pada ketiga sekolah yang diteliti sama-sama terwujud dalam kelompok kegiatan guru paralel kelas

yang dikoordinasikan oleh seorang koordinator. Kegiatan tersebut memiliki jadwal yang teratur, berlangsung dalam bentuk yang formal dan informal, dengan tema-tema bahasan yang fokus pada peningkatan mutu pembelajaran.

Penelitian ini memperoleh beberapa rincian spesifik tentang bagaimana sekolah sebagai *professional learning community* membangun keterampilan guru dan dalam mempertahankan praktik inovatif dalam pembelajaran. Beberapa dampak dari komunitas pembelajaran profesional yang diperoleh dari hasil penelitian ini adalah terjadinya peningkatan *self renewal capacity* dalam wujud peningkatan pengetahuan dan praktik pembelajaran di kalangan guru, peningkatan kemampuan guru dalam memahami karakteristik peserta didik, peningkatan proses kolaborasi untuk melakukan refleksi, serta peningkatan mutu layanan pembelajaran. Mengenai mutu pembelajaran siswa, semua guru juga mengidentifikasi beberapa contoh spesifik untuk mengubah praktik mereka sebagai hasil keterlibatan dalam *professional learning community* dan memberikan beberapa bukti tentang dampak praktik baru dalam melakukan pembelajaran secara individual atau kelompok.

Untuk menjadikan sekolah sebagai *learning community*, dimana sesama guru saling belajar, sesama siswa saling belajar, setiap siswa terlibat aktif dalam pembelajaran yang dirancang dan dilaksanakan oleh gurunya, dan setiap guru belajar dari bagaimana siswa belajar, tentu perlu proses. Diperlukan tenaga, pikiran, dan waktu ekstra untuk memulai dan kemudian terus-menerus mempertahankan bahkan mengembangkan kegiatan yang sudah dirintis dan dilaksanakan. Pada bagian inilah peran seorang kepala sekolah sangat menentukan. Kepala sekolah memiliki tugas untuk meningkatkan keberhasilan keseluruhan program dalam rangka meningkatkan kualitas pembelajaran sekolah dan kemajuan guru dan siswa. Hal ini dilakukan melalui pemantauan keberlangsungan *learning community*. Dalam *learning community* ini, kepala sekolah memerankan fungsi sebagai pemimpin terutama pemimpin pembelajaran, motivator, dan fasilitator. Kemampuan kepala sekolah merupakan salah satu faktor penentu utama dalam pemberdayaan guru dan peningkatan mutu proses dan produk

pembelajaran karena kepala sekolah yang paling bertanggung jawab terhadap guru dan staf sekolah agar dapat bekerja secara optimal.

B. Implikasi

Implikasi dari pengembangan guru berbasis sekolah melalui kegiatan *professional learning community* diantaranya :

1. Diperlukan adanya dukungan struktur dan kultur sekolah terhadap kegiatan *professional learning community* di sekolah.
2. Diperlukan penguatan kelembagaan terutama di tingkat sekolah serta dukungan dari Dinas Pendidikan agar *professional learning community* ini menjadi satu wadah pengembangan diri guru di sekolah.
3. Diperlukan penguatan terhadap karakteristik komunitas pembelajaran agar menjadi *professional learning community*.
4. Diperlukan adanya koordinasi yang lebih baik antar semua elemen yang tergabung dalam sekolah dalam kebijakan *professional learning community* di sekolah.
5. Diperlukan adanya kesadaran setiap individu guru untuk selalu berupaya meningkatkan kapasitasnya sebagai guru dalam kegiatan pengembangan diri di sekolah berdasarkan kebutuhan dan tuntutan profesi guru.
6. Diperlukan tersedianya fasilitas sekolah yang memadai guna terlaksananya kegiatan pengembangan guru berbasis sekolah dengan baik.

C. Rekomendasi

Penelitian ini adalah studi skala kecil namun bersifat umum yang meliputi tiga situs penelitian. Oleh karena itu diperlukan penelitian yang lebih mendalam dan spesifik guna memperoleh informasi tentang pengembangan guru berbasis sekolah. Data data awal dari penelitian ini dapat dimanfaatkan untuk memperdalam penelitian dengan mencari temuan lanjutan tentang

pengembangan guru berbasis sekolah melalui komunitas pembelajaran profesional ini. Penelitian lanjutan diantaranya 1) studi tentang peran kepala sekolah dalam komunitas pembelajar yang lebih terperinci dan mendalam; 2) efikasi diri dan budaya sekolah dalam komunitas pembelajaran profesional; 3) aspek-aspek yang lebih spesifik sebagai dampak komunitas pembelajaran ini.

Namun demikian hasil penelitian ini mendapatkan temuan yang mengkonfirmasi dan memperkuat teori dan penelitian terdahulu tentang pengembangan guru berbasis sekolah. Sehingga temuan tersebut diharapkan berkontribusi pada pembangunan teori sebagai dasar penelitian selanjutnya.

Berdasarkan hasil penelitian terdapat beberapa saran diantaranya sebagai berikut :

1. Peningkatan profesionalisme guru merupakan kepentingan dan tanggung jawab semua sekolah dan sekolah perlu menjadi *professional learning community* untuk mengembangkan kapasitas guru, meningkatkan mutu guru dan mutu pembelajaran siswa.
2. Dalam model pengembangan guru berbasis sekolah diperlukan integrasi dan sinergi sumber daya internal dan eksternal sekolah untuk menciptakan lingkungan yang kondusif untuk pembelajaran kolaboratif profesional guru yang diarahkan pada peningkatan mutu pembelajaran.
3. Kepala sekolah hendaknya memberikan pemahaman kepada guru tentang pentingnya *professional learning community* sebagai pengembangan profesi guru.
4. Kepala sekolah hendaknya mengembangkan kondisi struktur dan kultur sekolah serta menjalin kerjasama dengan berbagai pihak, seperti Dinas Pendidikan dan Perguruan Tinggi untuk mendukung pengembangan sekolah menjadi *professional learning community*.
5. Pemerintah kota/kabupaten sangat berkepentingan terhadap tersedianya guru yang profesional yang dapat dijadikan aset untuk pembangunan pendidikan di daerahnya. Oleh karena itu, dirasa penting bagi pemerintah daerah untuk ikut mengambil peran yang besar dalam

pengelolaan dan pengembangan guru sesuai dengan otoritas yang dimilikinya.

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