

ABSTRAK

Sri Mulyani. NIM. 2125250082. Implementasi Kepemimpinan Transformasional Kepala Sekolah dalam Meningkatkan Profesionalisme Guru (Studi Kasus di SMP Negeri 2 Bantarkalong Kecamatan Bantarkalong Kabupaten Tasikmalaya).

Penelitian ini dilatarbelakangi oleh belum optimalnya implementasi kepemimpinan transformasional kepala sekolah dalam meningkatkan profesionalisme guru di SMP Negeri 2 Bantarkalong, tercermin dari empat indikator profesionalisme guru yang masih Cukup Baik, yaitu kemampuan merancang pembelajaran inovatif, melaksanakan pembelajaran kreatif, keaktifan mengikuti pengembangan diri, serta kemampuan melakukan penelitian dan inovasi pembelajaran. Penelitian bertujuan menganalisis implementasi kepemimpinan transformasional kepala sekolah pada aspek pengaruh ideal, motivasi inspirasional, stimulasi intelektual, dan perhatian individual dalam meningkatkan profesionalisme guru. Penelitian menggunakan metode deskriptif kualitatif. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi, dianalisis menggunakan model Miles dan Huberman melalui reduksi data, penyajian data, dan penarikan kesimpulan. Informan penelitian terdiri atas Pengawas Sekolah, Kepala Sekolah, Wakil Kepala Sekolah Bidang Kesiswaan, Guru PKn, dan Guru IPA. Hasil penelitian menunjukkan bahwa pada dimensi pengaruh ideal, kepala sekolah telah menunjukkan keteladanan, integritas, dan komitmen mutu, namun keteladanan inovasi dan pelibatan guru masih perlu diperkuat. Pada motivasi inspirasional, kepala sekolah mengkomunikasikan visi dan mengapresiasi kinerja guru, namun belum terprogram secara sistematis. Pada stimulasi intelektual, kepala sekolah memberi ruang berinovasi dan memanfaatkan teknologi, meski belum disertai dukungan sumber daya yang memadai. Pada perhatian individual, kepala sekolah menunjukkan kepedulian melalui supervisi dan komunikasi empatik yang menjadi kekuatan paling menonjol. Temuan penelitian menunjukkan bahwa keempat aspek tersebut saling berkaitan dan menguatkan satu sama lain, di mana perhatian individual berperan sebagai faktor pengikat yang memastikan pengaruh ideal, motivasi inspirasional, dan stimulasi intelektual benar-benar terinternalisasi secara personal, sehingga keterkaitan antar aspek inilah yang menentukan efektivitas peningkatan profesionalisme guru.

Kata Kunci: Implementasi Kepemimpinan Transformasional, Kepala Sekolah, Profesionalisme Guru.

ABSTRACT

Sri Mulyani. NIM. 2125250082. *Implementation of Transformational Leadership of School Principals in Improving Teacher Professionalism (A Case Study at SMP Negeri 2 Bantarkalong, Bantarkalong District, Tasikmalaya Regency).*

This research is motivated by the suboptimal implementation of the principal's transformational leadership in improving teacher professionalism at SMP Negeri 2 Bantarkalong, reflected in four indicators of teacher professionalism that are still Fairly Good, namely the ability to design innovative learning, implement creative learning, actively participate in self-development, and the ability to conduct research and learning innovation. The study aims to analyze the implementation of the principal's transformational leadership in the aspects of ideal influence, inspirational motivation, intellectual stimulation, and individual attention in improving teacher professionalism. The study uses a qualitative descriptive method. Data were collected through in-depth interviews, observation, and documentation, analyzed using the Miles and Huberman model through data reduction, data presentation, and drawing conclusions. The research informants consisted of the School Supervisor, Principal, Vice Principal for Student Affairs, Civics Teacher, and Science Teacher. The results of the study indicate that in the ideal influence dimension, the principal has demonstrated exemplary behavior, integrity, and quality commitment, but exemplary innovation and teacher involvement still need to be strengthened. In inspirational motivation, the principal communicates the vision and appreciates teacher performance, but it has not been systematically programmed. In terms of intellectual stimulation, the principal provides space for innovation and technology utilization, despite the lack of adequate resource support. In terms of individual attention, the principal demonstrates concern through supervision and empathetic communication, which are the most prominent strengths. Research findings indicate that these four aspects are interrelated and mutually reinforcing, with individual attention acting as a binding factor that ensures idealized influence, inspirational motivation, and intellectual stimulation are truly internalized. Thus, the interrelationship between these aspects determines the effectiveness of improving teacher professionalism.

Keywords: *Implementation of Transformational Leadership, School Principal, Teacher Professionalism*