

ABSTRAK

Usi Rahmawati. 2125250083. Pengembangan Profesionalisme Guru dalam Meningkatkan Motivasi Belajar Peserta Didik (Studi Kasus di SMPN 2 Bantarkalong Kecamatan Bantarkalong Kabupaten Tasikmalaya)”.

Penelitian ini dilatarbelakangi oleh profesionalisme guru di SMPN 2 Bantarkalong belum optimal dalam meningkatkan motivasi belajar peserta didik, tercermin dari capaian implementasi profesionalisme guru dan motivasi belajar peserta didik yang masih berkategori cukup dan belum mencapai target. Penelitian ini bertujuan mendeskripsikan kondisi, kontribusi, dan strategi pengembangan profesionalisme guru dalam meningkatkan motivasi belajar peserta didik di SMPN 2 Bantarkalong Kecamatan Bantarkalong Kabupaten Tasikmalaya. Penelitian menggunakan metode deskriptif dengan pendekatan kualitatif. Data dikumpulkan melalui observasi, wawancara, dan studi dokumentasi terhadap tiga informan, yaitu Pengawas, Kepala Sekolah, dan Guru. Analisis data dilakukan secara interaktif melalui reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi, disertai triangulasi sumber untuk menjaga keabsahan data. Hasil penelitian menunjukkan bahwa profesionalisme guru berkembang tidak merata dimana kompetensi dasar yaitu landasan pendidikan, psikologi pendidikan, penguasaan materi, dan evaluasi pembelajaran sudah terlaksana baik, sedangkan kompetensi praktis seperti metode inovatif, teknologi digital, pembelajaran terdiferensiasi, kegiatan penunjang, dan penelitian tindakan kelas masih perlu diperkuat, sehingga terjadi kesenjangan antara penguasaan teori dan implementasi praktik. Kesenjangan ini berimplikasi pada kontribusi profesionalisme guru terhadap motivasi belajar yang bersifat nyata namun bertahap, ditandai peningkatan disiplin, ketepatan waktu, keaktifan, dan mulai tumbuhnya motivasi intrinsik yang belum merata di seluruh kelas. Sembilan strategi pengembangan profesionalisme guru yang diterapkan sekolah telah berjalan dengan konsistensi berbeda-beda, dengan integrasi teknologi pembelajaran dan pembelajaran terdiferensiasi sebagai aspek paling mendesak untuk diperkuat, didukung peran kepala sekolah dan evaluasi program berkelanjutan. Temuan ini menegaskan bahwa peningkatan motivasi belajar peserta didik bergantung pada konsistensi penerapan profesionalisme guru secara menyeluruh dan merata.

Kata Kunci: Pengembangan, Profesionalisme Guru, Motivasi Belajar Peserta Didik

ABSTRACT

Usi Rahmawati. 2125250083. "*Teacher Professionalism Development in Improving Student Learning Motivation (Case Study at SMPN 2 Bantarkalong, Bantarkalong District, Tasikmalaya Regency)*".

This research is motivated by the fact that teacher professionalism at SMPN 2 Bantarkalong has not been optimal in increasing student learning motivation, reflected in the achievement of teacher professionalism implementation and student learning motivation which are still categorized as sufficient and have not reached the target. This study aims to describe the conditions, contributions, and strategies for developing teacher professionalism in increasing student learning motivation at SMPN 2 Bantarkalong, Bantarkalong District, Tasikmalaya Regency. The study uses a descriptive method with a qualitative approach. Data were collected through observation, interviews, and documentation studies of three informants, namely the Supervisor, Principal, and Teacher. Data analysis was carried out interactively through data reduction, data presentation, as well as drawing conclusions and verification, accompanied by source triangulation to maintain data validity. The results of the study indicate that teacher professionalism develops unevenly where basic competencies, namely educational foundations, educational psychology, material mastery, and learning evaluation have been implemented well, while practical competencies such as innovative methods, digital technology, differentiated learning, supporting activities, and classroom action research still need to be strengthened, resulting in a gap between mastery of theory and practical implementation. This gap has implications for the tangible but gradual contribution of teacher professionalism to learning motivation, marked by increased discipline, punctuality, activeness, and the emergence of intrinsic motivation that is not yet evenly distributed across classes. The nine strategies for developing teacher professionalism implemented by schools have been implemented with varying degrees of consistency, with the integration of learning technology and differentiated learning as the most pressing aspects to be strengthened, supported by the role of the principal and ongoing program evaluation. These findings confirm that improving student learning motivation depends on the consistent and comprehensive application of teacher professionalism.

Keywords: Development, Teacher Professionalism, Student Learning Motivation