

ABSTRAK

Entin Supriatin. 82362425009. Implementasi Kompetensi Manajerial Kepala Sekolah dalam Meningkatkan Kompetensi Profesionalitas Guru (Studi Kasus di Gugus 4 Kecamatan Cipaku Kabupaten Ciamis).

Penelitian ini dilatarbelakangi oleh belum optimalnya kompetensi profesionalitas guru di Gugus 4 Kecamatan Cipaku Kabupaten Ciamis yang diduga berkaitan dengan belum optimalnya kompetensi manajerial kepala sekolah. Tujuan penelitian ini adalah untuk mendeskripsikan implementasi kompetensi manajerial kepala sekolah dalam meningkatkan kompetensi profesionalitas guru ditinjau dari aspek perencanaan (*planning*), pengorganisasian (*organizing*), pengarahannya (*actuating*), dan pengawasan (*controlling*). Metode penelitian yang digunakan adalah deskriptif kualitatif dengan pendekatan studi kasus. Teknik pengumpulan data dilakukan melalui observasi, wawancara semiterstruktur, dan dokumentasi, serta triangulasi sebagai teknik keabsahan data. Informan penelitian meliputi pengawas sekolah, kepala sekolah, dan guru kelas di gugus 4, fokus penelitian di SDN 1 dan SDN 3 Selacai. Teknik analisis data meliputi reduksi data, penyajian data, dan penarikan simpulan. Hasil penelitian menunjukkan bahwa: (1) perencanaan sudah berjalan namun belum optimal, visi dan misi sekolah belum secara eksplisit berorientasi pada peningkatan kompetensi guru, program pengembangan lebih bersifat rutinitas tahunan, analisis kebutuhan belum dilakukan secara formal, dan instrumen supervisi belum terstandar; (2) pengorganisasian sudah berjalan namun masih terdapat ketidaksesuaian penugasan dengan keahlian guru, kualitas KKG belum optimal, penetapan wewenang belum konsisten diimplementasikan, dan sarana prasarana belum dimanfaatkan secara optimal; (3) pengarahannya masih perlu ditingkatkan secara signifikan, pemberian motivasi bersifat sporadis, frekuensi dan kualitas supervisi akademik belum memadai, fasilitasi diklat bersifat reaktif, dan forum komunikasi profesional belum tersedia secara terstruktur; (4) pengawasan juga memerlukan peningkatan yang signifikan, pemantauan program dilakukan secara informal, hasil PKG belum dimanfaatkan sebagai dasar pengembangan individual guru, pemeriksaan perangkat pembelajaran tidak konsisten dan belum disertai umpan balik yang spesifik, serta tindak lanjut supervisi belum terencana dan terpantau dengan baik.

Kata Kunci: Kompetensi Manajerial Kepala Sekolah, Kompetensi Profesionalitas Guru

ABSTRACT

Entin Supriatin. 82362425009. Implementation of Principal Managerial Competence in Improving Teacher Professional Competence (A Case Study in Cluster 4 Cipaku District, Ciamis Regency).

This research is motivated by the suboptimal professional competence of teachers in Clustes 4, Cipaku District, Ciamis Regency, attributed to the principal's suboptimal managerial competence. The purpose of this study is to describe the implementation of principal managerial competence in improving teacher professional competence across four aspects: planning, organizing, actuating, and controlling. The method used is descriptive qualitative with a case study approach. Data were collected through observation, semi-structured interviews, and documentation, with triangulation as a validity technique. Informants included school supervisors, principals, and classroom teachers in Cluster 4 with the research focused on SDN 1 and SDN 3 Selacai. Data analysis comprised data reduction, data presentation, and conclusion drawing. The results show that: (1) the planning aspect is underway but not yet optimal, as the school vision and mission do not explicitly target teacher professional competence improvement, development programs are routine-based rather than needs-based, needs analysis has not been formally conducted, and supervision instruments have yet to be standardized; (2) the organizing aspect is running but weaknesses persist, including assignment-expertise mismatches, suboptimal KKG quality, inconsistent implementation of authority and responsibility, and underutilized facilities; (3) the actuating aspect requires significant improvement, characterized by sporadic motivation, insufficient supervision frequency and quality, reactive facilitation of training and seminars, and lack of structured professional forums; (4) the controlling aspect also requires significant improvement, as program monitoring is informal, PKG results are not utilized for individual development planning, lesson plan inspections are inconsistent and unaccompanied by specific feedback, and supervision follow-up is not systematically planned or monitored at both schools.

Keywords: Principal Managerial Competence, Teacher Professional Competence