

MANAJEMEN KEPALA SEKOLAH
DALAM MENINGKATKAN KINERJA GURU SMK
(Studi Kasus di SMK Yayasan Pendidikan Imam Bonjol (YPIB) Majalengka
dan SMK Persatuan Umat Islam (PUI) Majalengka)

PRINCIPAL MANAGEMENT IN IMPROVING THE PERFORMANCE
OF VOCATIONAL SCHOOL TEACHERS
(Case Study at SMK Yayasan Pendidikan Iman Bonjol (YPIB) Majalengka and SMK
Persatuan Umat Islam (PUI) Majalengka)

Oleh :
UJANG PERMANA
NIM : 41038104200057

DISERTASI

Untuk Memenuhi Salah Satu Syarat Ujian
Guna Memperoleh Gelar Doktor Bidang Ilmu Pendidikan
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ABSTRAK

Permasalahan utama dalam peningkatan mutu pendidikan di Sekolah Menengah Kejuruan (SMK) adalah rendahnya profesionalisme guru yang belum sesuai dengan standar yang diharapkan. Penelitian ini secara umum bertujuan untuk mendeskripsikan dan menganalisis manajemen kepala sekolah dalam meningkatkan kinerja guru. Tujuan khusus mencakup: (a) perencanaan, (b) pengorganisasian, (c) pelaksanaan, (d) evaluasi, (e) identifikasi kendala, (f) solusi terhadap hambatan manajerial, serta (g) dampak manajemen kepala sekolah terhadap peningkatan kinerja guru di SMK YPIB dan SMK PUI Majalengka. Penelitian ini mengacu pada teori manajemen G.R. Terry, yang mencakup empat fungsi utama: perencanaan, pengorganisasian, pelaksanaan, dan pengawasan. Pendekatan yang digunakan adalah kualitatif dengan metode studi kasus. Teknik pengumpulan data meliputi wawancara, observasi, dokumentasi, dan triangulasi. Instrumen penelitian berupa pedoman wawancara dan lembar observasi. Hasil penelitian menunjukkan bahwa: (a) Perencanaan manajerial dilakukan dengan mengacu pada teori G.R. Terry dan konstruktivisme, mencakup kurikulum, capaian pembelajaran, modul ajar, serta pemanfaatan media TIK, dan dikaitkan dengan nilai-nilai dasar serta kebijakan pemerintah; (b) Pengorganisasian dilakukan melalui pembentukan struktur organisasi, pembagian tugas, dan pengembangan SDM guru; (c) Pelaksanaan diarahkan pada peningkatan kinerja guru melalui proses pembelajaran terstruktur; (d) Pengawasan dilakukan dengan teknik monitoring dan tindak lanjut berkelanjutan; (e) Kendala utama berupa keterbatasan SDM, fasilitas, dan pendanaan; (f) Solusi yang diterapkan berupa pelatihan guru, pengadaan sarana pembelajaran, akses internet, serta kerja sama dengan pihak swasta dan pemanfaatan dana hibah; (g) Dampak manajemen kepala sekolah yang efektif mampu meningkatkan profesionalisme guru secara signifikan.

Kata Kunci: Manajemen, Kepala Sekolah, Kinerja Guru.

ABSTRACT

The primary issue affecting the quality of education in Vocational High Schools (SMK) is the inadequate level of teacher professionalism, which falls short of expected standards. This study aims to describe and analyze the principal's management strategies in improving teacher performance. The specific objectives are to examine: (a) planning; (b) organizing; (c) implementation; (d) evaluation; (e) identification of managerial challenges; (f) solutions to those challenges; and (g) the impact of school management on teacher performance at SMK YPIB and SMK PUI Majalengka. This research is grounded in G.R. Terry's management theory, which includes four core functions: planning, organizing, actuating, and controlling. A qualitative approach was employed using a case study method. Data were collected through interviews, observations, documentation, and triangulation. Instruments used included interview guides and observation sheets. The findings indicate that: (a) Managerial planning is developed based on G.R. Terry's theory and constructivist principles, incorporating curriculum design, learning outcomes, teaching modules, and the integration of ICT, aligned with philosophical foundations, core values, and government policies; (b) Organizational structure and task delegation are implemented effectively, along with continuous professional development for teachers; (c) Management implementation focuses on improving teacher performance through a structured learning process (introduction, core, and closing stages); (d) Supervision is conducted through systematic monitoring and consistent follow-up actions; (e) Key challenges include limited human resources, technological literacy among teachers and students, inadequate facilities, and budget constraints; (f) Solutions include teacher training, provision of learning resources, improved internet access, and collaboration with private partners and grant providers; (g) Overall, effective school management significantly contributes to the enhancement of teacher professionalism in alignment with G.R. Terry's theory and constructivist educational approaches.

Keywords: Management, Principal, Teacher Performance.