

## ABSTRAK

**Nina Arifa.** 210211030060. “*Pengembangan Profesionalitas Guru di Sekolah Islam Swasta Banjarbaru (Studi Multi Situs di SDIT Robbani, SDIT Babul Jannah, dan SDIT Nurul Fikri Banjarbaru)*”. Pembimbing I: Dr. H. Ahmad Salabi, M.Pd. dan pembimbing II: Dr. Riinawati, M.Pd. pada program studi Manajemen Pendidikan Islam Pascasarjana UIN Antasari 2023.

**Kata kunci:** *Pengembangan, Profesionalitas Guru, Sekolah Islam Swasta.*

Pengembangan profesionalitas guru merupakan kegiatan yang harus dilaksanakan organisasi, agar pengetahuan, kemampuan, dan keterampilan mereka sesuai dengan tuntutan pekerjaan yang dilakukan dengan mengikuti berbagai bentuk pelatihan atau pengembangan. Penelitian ini difokuskan pada aspek analisis kebutuhan pengembangan profesionalitas guru, desain program pengembangan profesionalitas guru, proses mengembangkan program pengembangan profesionalitas guru, proses pelaksanaan program pengembangan profesionalitas guru, dan proses mengevaluasi program pengembangan profesionalitas guru di SDIT Robbani, SDIT Babul Jannah, dan SDIT Nurul Fikri Banjarbaru.

Jenis penelitian ini adalah penelitian lapangan dengan menggunakan pendekatan kualitatif. Objek dari penelitian ini adalah pengembangan profesionalitas guru di SDIT Robbani, SDIT Babul Jannah, dan SDIT Nurul Fikri Banjarbaru, dengan subjek penelitian adalah Kepala Sekolah, Wakil Kepala Bidang Kurikulum, dan Guru. Data dikumpulkan dengan menggunakan observasi, wawancara, dan dokumentasi. Setelah itu melakukan analisis data dengan menggunakan cara mereduksi data, menyajikan data, hingga pada tahap kesimpulan.

Hasil penelitian ini menunjukkan bahwa: 1) analisis kebutuhan pengembangan profesionalitas guru di SDIT Robbani, SDIT Babul Jannah, dan SDIT Nurul Fikri Banjarbaru dilakukan dengan penilaian kinerja guru dari ajaran tahun sebelumnya. 2) Pada desain pengembangan profesionalitas guru dilakukan dengan 3 tahapan, yaitu menetapkan tujuan, metode penyampaian dan evaluasi program. 3) Proses mengembangkan program pengembangan profesionalitas guru mempertimbangkan kebutuhan guru baik berupa materi yang dibutuhkan. 4) Proses pelaksanaan program pengembangan profesionalitas guru berupa program internal dan eksternal yang dilaksanakan di setiap sekolah seperti pelatihan yang dilaksanakan oleh sekolah dan pengembangan profesionalitas yang dilaksanakan di luar sekolah, dan 5) mengevaluasi program pengembangan profesionalitas guru, ada beberapa hal yang perlu diperhatikan, yaitu reaksi, pembelajaran, perilaku dan hasil.

## ABSTRACT

**Nina Arifa.** 210211030060. "*Development of Teacher Professionalism in Banjarbaru Private Islamic Schools (Multi Site Study at SDIT Robbani, SDIT Babul Jannah, and SDIT Nurul Fikri Banjarbaru)*". Supervisor I: Dr. H. Ahmad Salabi, M.Pd. and supervisor II: Dr. Riinawati, M.Pd. in the Postgraduate Islamic Education Management study program at UIN Antasari 2023.

**Keywords:** Development, Teacher Professionalism, Islamic Schools.

Teacher professional development is an activity that must be carried out by organizations, so that their knowledge, abilities and skills are in line with the demands of the work carried out by participating in various forms of training or development. This research focuses on aspects of teacher professional development needs analysis, teacher professional development program design, the process of developing teacher professional development programs, the process of implementing teacher professional development programs, and the process of evaluating teacher professional development programs at SDIT Robbani, SDIT Babul Jannah, and SDIT Nurul Fikri Banjarbaru.

This type of research is field research using a qualitative approach. The object of this research is the professional development of teachers at SDIT Robbani, SDIT Babul Jannah, and SDIT Nurul Fikri Banjarbaru, with the research subjects being the Principal, Deputy Head of Curriculum, and Teachers. Data was collected using observation, interviews and documentation. After that, carry out data analysis using data reduction methods, presenting the data, until the conclusion stage.

The results of this research show that: 1) analysis of teacher professional development needs at SDIT Robbani, SDIT Babul Jannah, and SDIT Nurul Fikri Banjarbaru was carried out by assessing teacher performance from the previous year's teaching. 2) The design of teacher professional development is carried out in 3 stages, namely setting goals, delivery methods and program evaluation. 3) The process of developing a teacher professional development program takes into account teacher needs in the form of required materials. 4) The process of implementing teacher professional development programs in the form of internal and external programs implemented in each school such as training carried out by the school and professional development carried out outside the school, and 5) evaluating teacher professional development programs, there are several things that need to be considered, namely reactions, learning, behavior and outcomes.