

## ABSTRAK

**Afriani.** NIM.220101050802. *Pengembangan Profesionalitas Guru (Studi Kasus pada SMK Negeri 1 Gambut)*. Pembimbing Dr. Adi Anshari, M.Pd.I pada Program Studi Manajemen Pendidikan Islam Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin 2026.

**Kata Kunci:** Manajemen, Pengembangan Profesionalitas, Guru Kejuruan.

Penelitian ini dilatarbelakangi oleh rendahnya profesionalitas guru di Sekolah Menengah Kejuruan (SMK), khususnya dalam menghadapi perkembangan teknologi dan tuntutan dunia usaha dan dunia industri (DUDI). Permasalahan yang muncul berupa kesenjangan antara kompetensi yang dimiliki guru dengan kebutuhan dunia kerja, serta belum optimalnya pemanfaatan teknologi dan inovasi pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan pengembangan profesionalitas guru di SMK Negeri 1 Gambut yang meliputi perencanaan, pengorganisasian, pelaksanaan, dan pengawasan program.

Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Subjek penelitian terdiri atas kepala sekolah dan guru kejuruan. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Analisis data dilakukan melalui tahap reduksi data, penyajian data, dan penarikan simpulan, sedangkan keabsahan data diuji melalui triangulasi sumber dan teknik.

Hasil penelitian menunjukkan bahwa pengembangan profesionalitas guru di SMK Negeri 1 Gambut dilakukan melalui perencanaan, pengorganisasian, pelaksanaan, dan pengawasan. Perencanaan dilakukan melalui analisis kebutuhan guru dan peserta didik serta penyusunan program pelatihan yang sesuai dengan perkembangan teknologi dan kebutuhan dunia industri. Pengorganisasian dilaksanakan dengan pembagian tugas yang jelas antara kepala sekolah, tim kurikulum, dan ketua program keahlian. Pelaksanaan program diwujudkan melalui berbagai kegiatan seperti pelatihan, workshop, IHT, komunitas belajar, magang guru, serta pelatihan eksternal. Adapun pengawasan dilakukan melalui evaluasi, supervisi, dan pemantauan proses pembelajaran secara berkala.

Simpulan penelitian ini menunjukkan bahwa pengembangan profesionalitas guru di SMK Negeri 1 Gambut telah dilaksanakan secara sistematis dan berkelanjutan sehingga mampu meningkatkan kompetensi dan kualitas kerja guru agar lebih adaptif terhadap perkembangan teknologi dan kebutuhan dunia kerja, meskipun masih terdapat beberapa kendala dalam pelaksanaannya.

## **ABSTRACT**

**Afriani.** NIM.220101050802. *Teacher Professional Development (Case Study at SMK Negeri 1 Gambut. Supervisor Dr. Adi Anshari, M.Pd.I Islamic Education Management Study Program, Faculty of Tarbiyah and Teacher Training, UIN Antasari Banjarmasin 2026.*

**Keywords:** *Management, Professional Development, Vocational Teachers.*

*This research is motivated by the low level of teacher professionalism in Vocational High Schools (SMK), particularly in facing technological developments and the demands of the business and industrial world (DUDI). The emerging problems include a gap between teacher competencies and the needs of the workplace, as well as the suboptimal utilization of technology and learning innovation. This study aims to describe teacher professional development at SMK Negeri 1 Gambut, encompassing program planning, organization, implementation, and supervision.*

*This research employed a qualitative approach with a case study design. The research subjects consisted of the principal and vocational teachers. Data collection techniques included interviews, observation, and documentation. Data analysis involved data reduction, data presentation, and conclusion drawing. Data validity was tested through triangulation of sources and techniques.*

*The results indicate that teacher professional development at SMK Negeri 1 Gambut is carried out through planning, organization, implementation, and supervision. Planning is carried out through analyzing teacher and student needs and developing training programs that align with technological developments and industrial needs. Organization is implemented with a clear division of tasks between the principal, curriculum team, and the head of the expertise program. Program implementation is realized through various activities such as training, workshops, IHT (Information Technology Training), learning communities, teacher internships, and external training. Supervision is carried out through regular evaluation, supervision, and monitoring of the learning process.*

*The conclusion of this study indicates that teacher professional development at SMK Negeri 1 Gambut has been implemented systematically and sustainably, improving teacher competency and work quality to be more adaptive to technological developments and the needs of the workplace. Although several obstacles remain in its implementation.*