

ABSTRAK

Nahdian Noor, *Pembinaan dan Pengembangan Karir Guru PNS Pada Madrasah Ibtidaiyah Negeri Di Kabupaten Tapin*, Tesis, pada Pascasarjana IAIN Antasari Banjarmasin, 2013, Pembimbing (I) Prof. Dr. H. Syaifuddin Sabda, M.Ag dan (II) Dr. Ahmad Salabi, M.Pd

Kata Kunci : Pembinaan, Pengembangan, dan Karir

Karir merupakan suatu kondisi yang menunjukkan adanya peningkatan status kepegawaian seseorang dalam suatu organisasi sesuai dengan jalur karir yang telah ditetapkan organisasi. Pembinaan dan pengembangan karir merujuk pada proses pengembangan keyakinan dan nilai, keterampilan dan bakat, minat, karakteristik kepribadian, dan pengetahuan tentang dunia kerja sepanjang hayat.

Berdasarkan hal di atas, maka rumusan masalah dalam penelitian ini adalah: 1) Bagaimana pembinaan karir guru PNS Pada Madrasah Ibtidaiyah Negeri di Kabupaten Tapin, 2) Bagaimana pengembangan karir guru PNS Pada Madrasah Ibtidaiyah Negeri di Kabupaten Tapin.

Jenis penelitian adalah penelitian lapangan (*field research*) dengan pendekatan deskriptif kualitatif. Data diperoleh melalui wawancara, observasi, dan dokumenter. Analisis dilakukan selama pengumpulan data dan sesudah semua data terkumpul. Uji keabsahan dilakukan dengan teknik: standar kredibilitas transferabilitas, dependabilitas, dan konfirmabilitas.

Temuan penelitian ini adalah: 1) Pembinaan karir PNS pada MIN di Kabupaten Tapin dilakukan berupa penugasan baik yang bersifat pokok yakni pemberian tugas mengajar bagi guru sebanyak 24 jam pelajaran, dan penugasan lainnya berupa tugas tambahan sebagai wali kelas, serta pelaksanaan diklat kedisiplinan. Pelaksanaan pembinaan karir guru adalah dalam bentuk pemberian petunjuk-petunjuk dan penjelasan-penjelasan oleh Kepala Madrasah yang dilakukan secara berkala dalam rapat dewan guru, yang berkaitan dengan bagaimana merencanakan, melaksanakan, dan mengevaluasi pembelajaran serta pelaksanaan diklat dan peningkatan absensi kehadiran. Evaluasi dilakukan melalui pengumpulan kelengkapan berkas administrasi pembelajaran serta pemantauan atau pengamatan secara langsung di kelas tentang bagaimana pelaksanaan pembelajaran tersebut, serta melalui kegiatan PKG dan DP3/SKP. Kepala Madrasah dan Pengawas Madrasah yang merupakan atasan langsung bagi memegang peranan dan pengaruh yang sangat besar dalam upaya-upaya pembinaan dan pengembangan karir para guru di Madrasah Ibtidaiyah Negeri Kabupaten Tapin. Kepala Madrasah terutama dalam melaksanakan fungsi sebagai pemberi motivasi, pemegang wewenang tertinggi dan kontrol, serta evaluasi terhadap aktifitas dan kinerja para guru di lingkup madrasah yang dipimpinnya. Sedangkan Pengawas Madrasah turut membina sesuai dengan tugas pokok dan fungsinya sebagai pengawas dalam meningkatkan kinerja guru di madrasah; dan 2) Pengembangan karir guru PNS pada MIN di Kabupaten Tapin berupa kenaikan pangkat dan promosi jabatan. Kepala madrasah memotivasi dan mendorong untuk melanjutkan studi ke jenjang yang lebih tinggi, serta mengikutsertakan para guru dalam berbagai kegiatan keprofesian dan penelitian ilmiah. Pihak guru berusaha mengembangkan diri dengan mengikuti berbagai kegiatan kependidikan dan mengembangkan kreativitas dalam pembelajaran melalui PTK serta melanjutkan studi. Evaluasi dilakukan melalui penilaian kinerja guru yang bersifat pokok minimal 80% dan unsur penunjang minimal 20%.

ABSTRACT

Nahdian Noor, 2013, *Coaching and Career Development of Government Teachers at State Islamic Elementary School in Tapin Regency*. Graduate Program of Antasari State Institute for Islamic Studies Banjarmasin. Advisors: (I) Prof. Dr. H. Syaifuddin Sabda, M.Ag and (II) Dr. Ahmad Salabi, M.Pd

Keywords: Coaching, Development, and Career.

Career is a condition that hints one's status rise in an organization based on his or her career line determined by the organization. The coaching and career development refer to the process of developing belief and value, skill and talent, interest, personality, characteristics, and knowledge about life long world of work.

Based on the problems stated above, the reserach problems are: 1) How is the career coaching of government teacher at State Islamic Elementary School in Tapin regency? 2) How is the career development of government teachers at State Islamic Elementary School in Tapin regency?

This research is a field research with descriptive qualitative approach. The data are obtained through interview, observation, and documentary. The analysis is conducted during data collection process and post data collection process. Validity test is done through the following techniques: transferability credibility standard, dependability, and confirmability.

The following are the findings of this research: 1) Career coaching of government teacher at the State Islamic Elementary School in Tapin regency is conducted by giving main assignment, which is teaching for 24 learning hours and additional assignment, which are being guardian teacher and participating in discipline training. During career coaching, the teachers are given directions and explanations by the school principle periodically during school teacher meeting in relation to how to plan, conduct, and evaluate learning activity, training and education program, and attendance record. The evaluation is conducted by collecting learning administration sheets and classroom direct investigation to observe the implementation of learning, and the existence of PKG and DP3/SKP. The school principle and supervisor are direct leaders who have significant role in the coaching and career development of the teachers at the State Islamic Elementary School in Tapin regency. School principle is a motivator, the highest stake holder, and evaluator of teachers' activities and works in the school that he leads. School supervisor acts in accordance with his duty and function to improve the teachers' work ethic at the school and career development of them at the State Islamic Elementary School in Tapin regency in a form of promotion. The school principle is recommended to motivate and encourage the teachers to continue their formal education to the higher level and delegate them to various scientific research and forums. The teachers are also suggested to improve their knowledge by participating in seminars and trainings and develop learning creativity through classroom action research as well as pursue their education to higher formal degree. The evaluation is conducted 80% on teachers' main assignments and 20% on additional assignments.