

INTISARI

Program Peningkatan kualitas Guru atau *Teacher Quality Improvement* (TQI) dilaksanakan dengan metode pelatihan dan pendampingan. Pelatihan dirancang untuk meningkatkan kompetensi dalam bidang kepribadian, ketrampilan sosial dan pedagogi untuk guru Sekolah Dasar dan Sekolah Menengah Pertama di Indonesia. Implementasi program TQI diawali dari sosialisasi program, seleksi calon peserta, pelaksanaan pelatihan dan selama 10 hari dilanjutkan pendampingan program selama 3 bulan.

Penelitian ini bertujuan untuk mengkaji keberlanjutan program *Teacher Quality Improvement* (TQI) Pasca Pendampingan di wilayah Propinsi Daerah Istimewa Yogyakarta. Penelitian ini adalah jenis penelitian deskriptif dengan pendekatan kualitatif menggunakan model analisis interaktif

Hasil penelitian menyimpulkan program *Teacher Quality Improvement* (TQI) pasca pendampingan di wilayah Provinsi Daerah Istimewa Yogyakarta tidak keberlanjutan karena tidak memenuhi indikator : 1)terpelihara manfaat program *Teacher Quality Improvement*, 2)pelembagaan program menjadi bagian dari organisasi, dan 3)peningkatan kemampuan kelompok. Pada saat pengimplementasian program *Teacher Quality Improvement* pasca pendampingan, keberlanjutan program TQI sangat dipengaruhi oleh faktor lingkungan organisasi yaitu : kepemimpinan, sumber dana, komitmen pemangku kepentingan, partisipasi guru dan kebijakan pendidikan.

Saran bagi Disdikpora Propinsi Daerah Istimewa Yogyakarta guna mendukung keberlanjutan program *Teacher Quality Improvement* pasca pendampingan perlu dikeluarkan kebijakan untuk pemantauan penerapan materi hasil pelatihan seperti : Evaluasi hasil pasca pendampingan untuk guru peserta program dan sekolah dimana guru bertugas dalam tiga bulanan dan kebijakan program pendampingan pasca guna mendukung pendampingan bersifat konsultasi materi hasil pelatihan. Selanjutnya saran bagi guru, guru sebagai kunci keberlanjutan program pelatihan harus bisa mempertanggungjawabkan kepada sekolah dimana guru ditugaskan agar dapat mengembangkan dan menerapkan materi pelatihan dalam rangka mencapai peningkatan kualitas pendidikan di Indonesia dalam membangun dan membentuk sumber daya manusia yang berkualitas.

Kata kunci : keberlanjutan, program pelatihan, guru, pasca pendampingan

ABSTRACT

Teacher Quality Improvement' (TQI) program is executed by using several training and coaching methods. The trainings are composed to improve the skills of teachers in both primary and secondary schools in Indonesia when it comes to personality, social skills, and pedagogy. The implementation of the TQI programme is started with socialisation: the selection of the candidates and the execution of the trainings over ten days. After that there will be a period of three months of mentoring in the province of Daerah Istimewa Yogyakarta.

The purpose of this investigation is to evaluate sustainability Teacher Quality Improvement(TQI) program post coaching in Daerah Istimewa Yogyakarta. This investigation has a descriptive character and is done by using qualitative methods. An analytical, interactive model is used.

In conclusion, there is no continuation in Teacher Quality Improvement(TQI) program post coaching in Daerah Istimewa Yogyakarta. To decide whether or not the programme offers continuation there are three indicators. First of all, the programme does not seem to be useful by any means. Second of all, the programme was supposed to become a part of the organisations, which did not happen. Last of all, the capability of the teachers is not proved to have raised during the TQI programme. If the TQI programme was to be implemented, the continuation of this programme would be heavily influenced by organisational circumstances, which are: leadership, source of income, commitment of the executors, participation of the teachers, the lack of a proper policy.

Advice to Disdikpora Daerah Istimewa Yogyakarta meant to support the continuation of the TQI programme: it is necessary to come up with a policy to monitor the result of the training sessions, such as ensuring that the participating teachers are evaluated. The schools at which the teachers work should be evaluated once every three months. The teachers and the schools should have the opportunity to go to a consult organised by Disdikpora.

Advice to the teachers who participate in the TQI programme: teachers are the key to maintain sustainability of the programme. You should be accountable for the school, so you can expand your teaching skills by applying the knowledge you gained in the programme in practice to improve the quality of education in Indonesia with the purpose of creating a bigger supply of qualified people in Indonesia.

Keywords: *sustainability, training programmes, teacher, post-mentoring*