

ABSTRACT

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THE EFFORTS TO INTRODUCE SCHOOL CULTURE TO NEW TEACHERS AT SMA XYZ, TANGERANG

(xv + 99 pages: 4 figures; 4 tables; 17 appendices)

A School is an educational organization whose performance is primarily determined by the ability of its teachers as intellectuals. In the context of new teachers, induction of new teachers is a critical time because it will affect their growth professionally. New teacher induction programs are relevant for teacher well-being and contribute to new teachers feeling supported and part of the school. The researcher found that new teachers at SMA XYZ found it challenging to adapt to the existing school culture and even thought they needed to learn the concept or context of the school's culture. This prompted researchers to identify the factors that became obstacles or weaknesses in the introduction of XYZ high school culture to their new teachers, as well as explore the implementation of appropriate strategies to minimize the constraints or weaknesses that occurred. A qualitative case study research with Eisenhardt research design was undertaken. The research subjects were five new teachers and five leaders from SMA XYZ. The mini-model theory is formed by displaying nine factors that become obstacles or weaknesses in efforts to introduce school culture to new teachers at SMA XYZ, namely active learning perception, lack of technology use, transformational leadership, school misperception, organizational learning, lots of teaching load, KM training problems, gap generation, and lack of coaching.

Keywords : New Teacher Induction, School Culture, New Teachers.

References : 82 (1988-2023)

ABSTRAK

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UPAYA PENGENALAN BUDAYA SEKOLAH KEPADA GURU BARU SMA XYZ TANGERANG

(xv + 99 halaman: 4 gambar; 4 tabel; 17 lampiran)

Sekolah merupakan organisasi pendidikan yang kinerjanya sangat ditentukan oleh kemampuan guru-gurunya sebagai pekerja intelektual. Pada konteks guru baru, *new teacher induction* adalah periode kritis dalam karier seorang guru baru karena akan mempengaruhi pertumbuhan mereka secara profesional. Program *new teacher induction* tidak hanya relevan sebagai dasar kesejahteraan guru, tetapi juga berkontribusi terhadap perasaan guru baru bahwa mereka didukung dan menjadi bagian dari sekolah. Peneliti mendapati bahwa guru-guru baru SMA XYZ, merasakan kesulitan untuk beradaptasi dengan budaya sekolah yang ada, bahkan merasa tidak mengetahui konsep maupun konteks budaya sekolah tersebut. Hal ini mendorong peneliti untuk mengidentifikasi faktor-faktor yang menjadi kendala atau kelemahan upaya pengenalan budaya sekolah SMA terhadap guru-guru barunya, serta menggali strategi implementasi yang tepat untuk meminimalisir kendala atau kelemahan yang terjadi. Sebuah penelitian kualitatif studi kasus dengan desain penelitian Eisenhardt dijalankan. Subjek penelitian adalah 5 guru baru di SMA XYZ serta 5 pimpinan SMA XYZ. Teori model mini terbentuk dengan menampilkan 9 faktor yang menjadi kendala atau kelemahan upaya pengenalan budaya sekolah terhadap guru baru SMA XYZ pada masa *new teacher induction*, yaitu *active learning perception*, *lack of technology use*, *transformational leadership*, *school misperception*, *organizational learning*, *lots of teaching load*, *KM training problems*, *gap generation*, dan *lack of coaching*.

Kata kunci : *New Teacher Induction*, Budaya Sekolah, Guru Baru.

Referensi : 82 (1988-2023)