

## **ABSTRAK**

Penelitian ini bertujuan untuk mengetahui latar belakang kebijakan pendidikan pengembangan kompetensi professional guru di Sekolah Indonesia Bangkok, mengetahui implementasi kebijakan pengembangan kompetensi professional guru serta dampak yang terjadi bagi siswa dan guru dengan kebijakan tersebut.

Penelitian ini menggunakan pendekatan kualitatif deskriptif jenis lapangan. Subyek pada penelitian ini sebanyak 16 guru dan siswa Sekolah Indonesia Bangkok yang diambil menggunakan teknik wawancara, observasi dan dokumentasi. Teknik analisis data pengumpulan data, klasifikasi data, reduksi data, triangulasi data dan menarik kesimpulan.

Hasil penelitian menunjukkan bahwa: (1) terdapat kebijakan pengembangan kompetensi professional guru yang terbagi menjadi kebijakan standar isi, kebijakan standar proses, kebijakan standar pendidik dan kependidikan dengan latar belakang kebijakan berdasarkan landasan historis, landasan yuridis dan landasan geografis. (2) implementasi kebijakan telah dilaksanakan dengan baik dan sesuai dengan aturan yang ada. (3) terdapat dampak bagi siswa dan guru dengan pelaksanaan kebijakan tersebut yakni menjadi ilmu dan pengetahuan bagi guru SILN dengan tanggung jawab dan professional, juga bagi siswa yakni mendapatkan pendidikan yang bermutu dan mencetak generasi yang berintelektual.

Key-Word: kebijakan, pendidikan, kompetens professional guru.

## **ABSTRACT**

This research aims at identifying the background of the teacher's professional competence development policy at Sekolah Indonesia Bangkok, at identifying the implementation of teacher's professional competence development policy and the impacts on the students and teachers.

This research used field descriptive qualitative approach. The subjects of the research were 16 teachers and students of Sekolah Indonesia Bangkok. The data were taken through the techniques of interview, observation, and documentation. The data analysis was conducted through the stages of data collection, data classification, data reduction, data triangulation, and conclusion.

The result of the research shows that: (1) the policy of teacher's professional competence development is divided into policy of content standard, policy of process standard, policy of standard of educator and education with the background of the policy based on historical foundation, juridical foundation, and geographical foundation. (2) The policy has been well implemented and is in accordance with the existing regulation. (3) The implementation of the policy gives impacts on students and teachers such as becoming study and knowledge for teachers of Indonesian School Abroad (SILN) with responsibility and professionalism, and for the students, they receive a quality education, and it also creates intellectual generation.

Keywords: policy, education, teacher's professional competence