

ABSTRAK

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Pengembangan Model Kepemimpinan Partisipatif Dengan Integrasi Budaya Etnik Mandailing Untuk Meningkatkan Kompetensi Literasi Guru (Penelitian Di SMA Kabupaten Mandailing Natal Provinsi Sumatera Utara). Disertasi. Medan: Program Studi S3 Manajemen Pendidikan Pascasarjana Universitas Negeri Medan, 2025.

Tujuan penelitian ini untuk: (1) menggambarkan karakteristik model kepemimpinan partisipatif kepala sekolah dengan integrasi budaya etnik Mandailing yang dibutuhkan guru untuk meningkatkan kompetensi literasi guru saat ini; (2) mengukur kelayakan model kepemimpinan partisipatif kepala sekolah yang dikembangkan melalui integrasi budaya etnik Mandailing untuk meningkatkan kompetensi literasi guru; (3) menguji efektivitas model kepemimpinan partisipatif kepala sekolah yang dikembangkan melalui integrasi budaya etnik Mandailing untuk meningkatkan kompetensi literasi guru.

Penelitian ini merupakan penelitian pengembangan dengan menggunakan jenis model ADDIE (*Analysis, Design, Development or Production, Implementation or Delivery and Evaluations*). Dilakukan di seluruh SMA Negeri dan Swasta di Kabupaten Mandailing Natal dengan melibatkan 25 orang kepala sekolah dan 78 orang pada uji terbatas dan 260 orang pada uji luas sebagai sumber data. Teknik pengumpulan data dilakukan dengan instrumen observasi, wawancara, dokumentasi, angket, dan tes. Sebelum instrumen diuji coba, terlebih dahulu divalidasi oleh pakar untuk mendapatkan kelayakan penggunaan.

Berdasarkan hasil penelitian ditemukan: (1) karakteristik model kepemimpinan partisipatif kepala sekolah integrasi budaya etnik Mandailing adalah; Dalihan Na Tolu, Martahi/ Marpokat, Mangupa, Marsialap ari, Manyaraya, dan Martoktok, (2) hasil uji validasi ahli menunjukkan bahwa model kepemimpinan partisipatif kepala sekolah integrasi budaya etnik Mandailing *sangat layak* digunakan. Nilai rerata kelayakan materi adalah 92 % dengan kategori sangat layak, nilai rerata kelayakan media adalah sebesar 93 % kategori *sangat layak*. (3) Berdasarkan Uji Coba Terbatas rerata skor *pre-test* kompetensi literasi guru 45,64, sementara rerata skor *post-test* sebesar 84,68. Hasil uji N-Gain Score diperoleh $g > 0,7$ yaitu $0,72 > 0,7$ termasuk kategori tinggi. N-Gain dalam bentuk persen diperoleh nilai 71,67 %; berarti pengembangan model kepemimpinan partisipatif dengan integrasi budaya etnik Mandailing cukup efektif dalam meningkatkan kompetensi literasi. Uji Coba Luas rerata skor *pre-test* kompetensi literasi guru sebesar 45,54, sementara rerata skor *post-test* kompetensi literasi guru sebesar 85,75. Hasil uji N-Gain Score diperoleh $g > 0,7$ yaitu $0,75 > 0,7$ termasuk kategori tinggi. N-Gain dalam bentuk persen diperoleh nilai 73,72 % ; berarti model kepemimpinan partisipatif kepala sekolah dengan integrasi budaya etnik Mandailing *efektif* untuk meningkatkan kompetensi literasi guru SMA kabupaten Mandailing Natal.

Kata kunci: Kepemimpinan Partisipatif, Budaya Etnik Mandailing, Kompetensi Literasi

ABSTRACT

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The Development of a Participative Leadership Model with Mandailing Ethnic Culture Integration to Enhance Teacher Literacy Competence (Research in SMA, Mandailing Natal Regency, North Sumatra Province). Dissertation. Medan: S3 Educational Management Study Program, Postgraduate School, Universitas Negeri Medan, 2025.

The objectives of this research are: (1) to describe the characteristics of the school principal's participative leadership model with Mandailing ethnic culture integration that is needed by teachers to enhance current teacher literacy competence; (2) to measure the feasibility of the school principal's participative leadership model developed through Mandailing ethnic culture integration to enhance teacher literacy competence; (3) to test the effectiveness of the school principal's participative leadership model developed through Mandailing ethnic culture integration to enhance teacher literacy competence.

This research is a development study using the ADDIE model (Analysis, Design, Development or Production, Implementation or Delivery and Evaluations). It was conducted in all State and Private Senior High Schools (SMA) in Mandailing Natal Regency, involving 25 principals and 78 individuals in the limited trial and 260 individuals in the extensive trial as data sources. Data collection techniques were carried out using observation, interview, documentation, questionnaire, and test instruments. Before the instruments were trialed, they were first validated by experts to obtain feasibility of use.

Based on the research findings, it was discovered that: (1) the characteristics of the school principal's participative leadership model integrating Mandailing ethnic culture are: *Dalihan Na Tolu, Martahi/ Marpokat, Mangupa, Marsialap ari, Manyaraya, and Martoktok*; (2) the results of the expert validation test show that the school principal's participative leadership model integrating Mandailing ethnic culture is very feasible to use. The average material feasibility score is 92 % with a *very feasible* category, the average media feasibility score is 93% with a *very feasible* category. (3) Based on the Limited Trial, the average pre-test score for teacher literacy competence was 45.64, while the average post-test score was 84.68. The N-Gain Score test result obtained $g > 0.7$, which is $0.72 > 0.7$, included in the *high* category. The N-Gain in percentage form obtained a value of 71.67%, meaning the development of the participative leadership model with Mandailing ethnic culture integration is quite effective in enhancing literacy competence. The Extensive Trial's average pre-test score for teacher literacy competence was 45.54, while the average post-test score for teacher literacy competence was 85.75. The N-Gain Score test result obtained $g > 0.7$, which is $0.75 > 0.7$, included in the *high* category. The N-Gain in percentage form obtained a value of 73.72%; meaning the school principal's participative leadership model with Mandailing ethnic culture integration is effective for enhancing the literacy competence of SMA teachers in Mandailing Natal regency.

Keywords: *Participative Leadership, Mandailing Ethnic Culture, Literacy Competence*