

ABSTRACT

Empowering teachers in personal assistance for students is an important part of the development of the school curriculum. The purpose of this study is to assess the needs of teachers, and analyze the strengths, opportunities, aspirations, and results achieved by teachers in personal assistance of students at Minor Seminary of Mertoyudan Senior High School. This study uses a qualitative approach with descriptive methods, data collection methods with in-depth interviews, documentation, and observation. The validity test of the data by triangulating techniques and sources.

The results of the research on the needs, strengths, opportunities, aspirations, and results achieved by teachers in student personal assistance show that teachers' skills in processing students' lives and psychology, synergy between teachers and teachers, development of learning communities, and strengthening cooperation with competent external institutions in the processing of students' lives are the main focus of teacher empowerment in personal assistance of students at Minor Seminary of Mertoyudan Senior High School. Teacher awareness as a call to life, and a mission, as well as a positive teacher character are potential forces to support teacher empowerment in personal assistance for students so that teachers are more empowered to develop students in sanctitas, sanitas, and scientia.

The analysis of the needs, strengths, opportunities, aspirations, and results achieved by teachers in student personal mentoring can be followed up with teacher training based on the cura personalis canvas model, teacher empowerment in personal mentoring of students based on the reflective pedagogy paradigm (PPR), development of learning communities as a strengthening of students personal mentoring, strengthening synergy/collaboration between teachers and supervisor, strengthened by the rubric of teacher empowerment assessment in student personal mentoring and optimization of external cooperation in teacher empowerment.

Keywords: needs analysis, SOAR analysis, teacher empowerment, and student personal assistance.

ABSTRAK

Pemberdayaan guru dalam pendampingan personal siswa menjadi bagian penting pengembangan kurikulum sekolah. Tujuan penelitian ini adalah menilai kebutuhan guru, dan menganalisis kekuatan, peluang, aspirasi, dan hasil yang dicapai guru dalam pendampingan personal siswa di SMA Seminari Mertoyudan. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif, metode pengumpulan data dengan wawancara mendalam, dokumentasi, dan observasi. Adapun uji keabsahan data dengan triangulasi teknik dan sumber.

Hasil penelitian terhadap kebutuhan, kekuatan, peluang, aspirasi, dan hasil yang dicapai guru dalam pendampingan personal siswa menunjukkan bahwa keterampilan guru dalam pengolahan hidup dan psikologi siswa, sinergi antara guru dan kepomongan, pengembangan komunitas belajar, serta penguatan kerja sama dengan lembaga eksternal yang kompeten dalam pengolahan hidup siswa menjadi fokus utama pemberdayaan guru dalam pendampingan personal siswa di SMA Seminari, Kesadaran guru sebagai panggilan hidup, dan perutusan, serta karakter guru yang positif menjadi kekuatan potensial untuk mendukung pemberdayaan guru dalam pendampingan personal siswa sehingga guru semakin berdaya mengembangkan siswa dalam *sanctitas*, *sanitas*, dan *scientia*.

Analisis kebutuhan, kekuatan, peluang, aspirasi, dan hasil yang dicapai guru dalam pendampingan personal siswa dapat ditindaklanjuti dengan pelatihan guru berbasis *cura personalis canvas model*, pemberdayaan guru dalam pendampingan personal siswa berbasis paradigma pedagogi reflektif (PPR), pengembangan komunitas belajar sebagai penguatan pendampingan personal siswa, penguatan sinergi/kolaborasi guru dan pamong, diperkuat dengan rubrik penilaian pemberdayaan guru dalam pendampingan personal siswa dan optimalisasi kerja sama eksternal dalam pemberdayaan guru.

Kata Kunci: analisis kebutuhan, analisis SOAR, pemberdayaan guru, dan pendampingan personal siswa.