

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan partisipasi guru dalam mewujudkan *School Value Proposition* (SVP) melalui pendekatan *Appreciative Inquiry* (AI). Hal ini dilatarbelakangi oleh adanya hambatan – hambatan yang dialami sekolah dalam mengimplementasikan SVP terkait keterlibatan guru dan kesiapan guru. Penelitian ini menggunakan metode penelitian tindakan (*action research*) dengan melibatkan guru – guru dari empat sekolah (TK, SD, SMP, SMA Tarakanita) di Magelang. Intervensi dilakukan melalui *Focus Group Discussion* (FGD) berdasarkan siklus 4D AI: *Discovery, Dream, Design, dan Destiny*. Data dikumpulkan melalui pre- test dan post-test menggunakan kuesioner serta dokumentasi hasil FGD, lalu dianalisis secara kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa pendekatan *Appreciative Inquiry* efektif dalam meningkatkan pemahaman, komitmen, dan partisipasi guru terhadap implementasi SVP. FGD menjadi ruang kolaboratif untuk menggali kekuatan dan potensi yang dimiliki, merumuskan mimpi bersama, menyusun strategi, serta menyepakati langkah konkret yang dapat diterapkan. Berdasarkan hasil post-test dan observasi, terjadi peningkatan signifikan dalam keterlibatan guru dalam mengimplementasikan SVP di masing-masing unit sekolah. Penelitian ini menyimpulkan bahwa *Appreciative Inquiry* merupakan pendekatan positif dan transformatif yang mampu memberdayakan guru untuk berkontribusi aktif dalam mewujudkan keunggulan sekolah melalui SVP.

Kata kunci : *Appreciative Inquiry* (AI), *School Value Proposition* (SVP), *Focus Group Discussion* (FGD), partisipasi guru

ABSTRACT

This study aims to increase teachers' participation in realizing the School Value Proposition (SVP) through the Appreciative Inquiry (AI) approach. The research is held because the schools are still facing many challenges in implementing the SVP, particularly related to the teachers' involvement and readiness. This study employed an action research method involving teachers from four schools of Tarakanita (Kindergarten, Elementary, Junior High School, and Senior High School) in Magelang. The intervention was conducted through Focus Group Discussions (FGD) using the 4D AI cycle: Discovery, Dream, Design, and Destiny. Data were collected through pre-tests and post-tests using questionnaires, as well as documentation of FGD results, and were analyzed qualitatively and quantitatively. The results show that the Appreciative Inquiry approach is effective in enhancing teachers' understanding, commitment, and participation in implementing the SVP. The FGD provided a collaborative space to explore existing strengths and potentials, formulate shared dreams, design strategies, and conduct actionable steps. Based on post-test results and observations, there was a significant increase in teachers' involvement in implementing the SVP across all school units. This study concludes that Appreciative Inquiry is a positive and transformative approach that empowers teachers to actively contribute for achieving school excellence through the SVP.

Keywords: Appreciative Inquiry (AI), School Value Proposition (SVP), Focus Group Discussion (FGD), teachers' participation