

**PENGEMBANGAN DESAIN PEMBELAJARAN PEDAGOGI KREATIF
BERBASIS TEKNOLOGI DIGITAL DALAM PEMBELAJARAN IPS
UNTUK MENSTIMULASI KEBIASAAN BERPIKIR KREATIF CALON
GURU SEKOLAH DASAR**

DISERTASI

*diajukan untuk memenuhi sebagian syarat untuk memperoleh
gelar Doktor Pendidikan Dasar*



oleh

Neni Maulidah

NIM 1808729

**PROGRAM STUDI PENDIDIKAN DASAR
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CALON GURU SEKOLAH DASAR**

Promovendus
Neni Maulidah, S.Pd., M.Pd.

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Sebuah disertasi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Doktor (Dr.) pada Program Studi Pendidikan Dasar

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disetujui dan disahkan oleh panitia disertasi:

Promotor


Prof. Dr. H. Sapriya, M.Ed.
NIP. 19630820 199803 1 001

Kopromotor



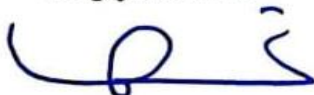
Prof. Dr. Nana Supriatna, M.Ed.
NIP. 19611014 198601 1 001

Penguji Dalam 1:



Prof. Dr. H. Asep Herry Hernawan, M.Pd.
NIP. 19620207 198703 1 001

Penguji Dalam 2:



Prof. Dr. H. Mubiar Agusthn, M.Pd.
NIP. 19770828 200312 1 002

Penguji Luar:



Prof. Dr. Wuri Wuryandari, S.Pd., M.Pd.
NIP. 19800929 200501 2 003

Mengetahui,
Ketua Program Studi Pendidikan Dasar SPs UPI



Prof. Dr. paed. Wahyu Sopandi, M.A.
NIP. 19660525 199001 1 001

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ABSTRAK

Neni Maulidah (1808729): Pengembangan Desain Pembelajaran Pedagogi Kreatif Berbasis Teknologi Digital dalam Pembelajaran IPS untuk Menstimulasi Kebiasaan Berpikir Kreatif Calon Guru Sekolah Dasar.

Kebiasaan berpikir kreatif seorang guru akan berdampak pada gaya pedagogi baik pada pemilihan pendekatan pembelajaran, penciptaan lingkungan belajar kreatif maupun keberhasilan pencapaian tujuan pembelajaran serta pengembangan kreativitas peserta didik. Sementara itu, praktik pengembangan rancangan pembelajaran yang dilakukan pada pendidikan calon guru cenderung tidak memberikan kesempatan memadai bagi calon guru untuk mengembangkan keterampilan yang melibatkan kreatif-imajinatif peserta didik dalam pembelajaran. Hal tersebut berdampak pada rendahnya kebiasaan berpikir kreatif mahasiswa calon guru. Penelitian ini ditujukan untuk mengembangkan desain pembelajaran pedagogi kreatif berbasis teknologi digital sebagai sebuah pedagogi yang berporos pada pengembangan kreativitas untuk menstimulasikan kebiasaan berpikir kreatif mahasiswa calon guru sekolah dasar. Penelitian dilakukan melalui pendekatan penelitian R&D dengan menggunakan desain pengembangan model ADDIE yang terdiri dari tahapan *analysis, design, develop, implementation* dan *evaluation*. Partisipan merupakan mahasiswa calon guru sekolah dasar yang sedang menempuh mata kuliah pembelajaran IPS SD. Pengumpulan data dilakukan dengan penilaian validasi pakar, validasi praktisi, dan serangkaian uji coba baik perorangan, kelompok kecil maupun uji lapangan yang secara keseluruhan melibatkan 56 mahasiswa calon guru. Evaluasi terhadap efektivitas penggunaan desain pedagogi kreatif berbasis teknologi digital dilakukan dengan melakukan uji statistika deskriptif dan inferensial pada skor-skor hasil tes kebiasaan berpikir kreatif yang meliputi empat aspek penilaian: potensi kreatif, kepribadian kreatif, produk kreatif dan iklim kreatif. Hasil penelitian menunjukkan bahwa profil awal kebiasaan berpikir kreatif mahasiswa calon guru relatif rendah ditandai dengan hasil tes (1) potensi kreatif, (2) kepribadian kreatif (3) produk kreatif berupa gagasan pengembangan pembelajaran IPS SD yang tidak memenuhi iklim kreatif. Setelah dilaksanakan penelitian selama 12 minggu dan dievaluasi serta dilakukan *post-test* menunjukkan bahwa desain pembelajaran pedagogi kreatif berbasis teknologi digital dalam pembelajaran IPS terbukti secara valid, praktis dan efektif dalam menstimulasikan kebiasaan berpikir kreatif mahasiswa calon guru sekolah dasar.

Kata Kunci: Desain pembelajaran, Pedagogi kreatif, Teknologi digital, Pembelajaran IPS, Kebiasaan berpikir kreatif calon guru sekolah dasar

ABSTRACT

Neni Maulidah (1808729): Development Of Creative Pedagogy Learning Design Technological Based on Social Studies Learning to Stimulate Prospective Elementary School Teachers' Creative Habits of Mind.

The teacher's creative habits of mind will have an impact on pedagogical style both in choosing a learning approach, creating a creative learning environment and the success of achieving learning goals and developing student creativity. Meanwhile, the practice of developing learning designs carried out in prospective teacher education tends not to provide adequate opportunities for prospective teachers to develop skills that involve creative-imaginative students in learning. This has an impact on the low creative habits of mind of prospective teacher students. This research is aimed at developing creative pedagogy learning designs based on digital technology as a pedagogy that pivots on the development of creativity to stimulate creative habits of mind.

The research was conducted through an R&D research approach using the ADDIE model development design which consisted of analysis, design, develop, implementation and evaluation stages. Participants are prospective elementary school teacher students who are studying social studies elementary school subjects. Data collection was carried out by assessing expert validation, practitioner validation, and a series of trials both individually, small groups and field tests which in total involved 56 prospective teachers. Evaluation of the effectiveness of using digital technology-based creative pedagogy designs is carried out by conducting descriptive and inferential statistical tests on the scores of the creative thinking habits test which cover four aspects of assessment: creative potential, creative personality, creative product and creative climate. The results showed that the initial profile of creative thinking habits of prospective teacher students was relatively low, marked by test results of (1) creative potential, (2) creative personality (3) creative products in the form of ideas for developing social studies in elementary schools that did not meet the creative climate. After conducting research for 12 weeks and evaluating and conducting post-tests, it was shown that creative pedagogy learning designs based on digital technology in social studies learning were proven valid, practical and effective in stimulating the prospective teachers' creative habits of mind.

Keywords: Learning design, Creative pedagogy, Digital technology, Social studies learning, Prospective elementary school teachers' creative habits of mind

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