

PENGEMBANGAN KURIKULUM PELATIHAN LITERASI MEDIA  
BAGI GURU MELALUI *MASSIVE OPEN ONLINE COURSE*

DISERTASI

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar  
Doktor Pengembangan Kurikulum



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2024

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# **PENGEMBANGAN KURIKULUM PELATIHAN LITERASI MEDIA BAGI GURU MELALUI MASSIVE OPEN ONLINE COURSE**

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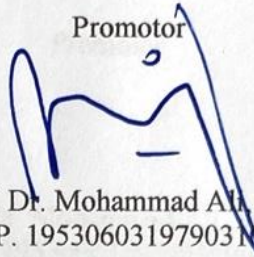
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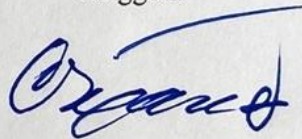
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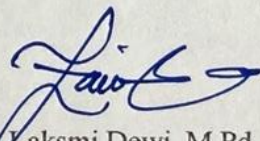
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## **PERNYATAAN**

Dengan ini saya menyatakan bahwa disertasi dengan judul "Pengembangan Kurikulum Pelatihan Literasi Media bagi Guru SMP/MTs melalui *Massive Open Online Course*" ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Peneliti

Ahmad Fajar Fadlillah

## KATA PENGANTAR

Literasi media merupakan kemampuan untuk mengakses, menganalisis, mengevaluasi, dan menciptakan media dalam berbagai bentuk. Di era digital ini, literasi media tidak hanya tentang kemampuan teknis dalam menggunakan perangkat digital, tetapi juga mencakup pemahaman kritis terhadap konten media yang beragam. Guru harus dibekali dengan kemampuan literasi media karena sangat penting untuk membekali siswa dengan kemampuan kritis dan kreatif dalam menghadapi berbagai informasi yang ada di media. Pelatihan adalah sarana efektif untuk mengembangkan kompetensi tersebut bagi guru dan implementasinya melalui MOOC agar fleksibel dan mendukung pembelajaran di era digital. Maka disertasi ini membahas tentang pengembangan kurikulum pelatihan literasi media bagi guru melalui MOOC.

Disertasi ini, pertama membahas tentang kondisi literasi media kalangan guru. Kedua, membahas tentang kompetensi literasi media apa yang dibutuhkan oleh para guru. Ketiga, membahas desain kurikulum pelatihan literasi media yang diimplementasikan melalui MOOC. Keempat, penilaian terhadap kelayakan kurikulum pelatihan literasi media melalui MOOC. Kelima, membahas implementasi kurikulum pelatihan untuk meningkatkan kompetensi literasi media guru yang diimplementasikan melalui MOOC. Terakhir keenam, membahas diseminasi hasil pengembangan kurikulum pelatihan literasi media melalui MOOC kepada pemangku kepentingan dan para guru.

Struktur penulisan disertasi ini dibagi kedalam lima bagian. Bab pertama membahas tentang latar belakang masalah, pertanyaan penelitian, tujuan penelitian dan manfaat penelitian. Bab kedua, membahas tentang kajian pustaka tentang pengembangan kurikulum pelatihan literasi media melalui MOOC. Bab ketiga menguraikan metodologi penelitian yang digunakan. Bab keempat membahas temuan hasil penelitian dan bab lima berisi simpulan, implikasi dan rekomendasi.

Penulis menyampaikan terimakasih banyak atas bimbingan penulisan disertasi ini kepada Prof. Dr. Mohammad Ali, MA. Sebagai promotor., Prof. Dr. Asep Herry Hernawan, M.Pd. sebagai Ko-promotor, dan Dr. Cepi Riyana, M.Pd. sebagai anggota promotor. Saya juga menyampaikan terimakasih kepada para ahli

dan guru-guru SMP/MTs di Jawa Barat yang terlibat sebagai partisipan dalam penelitian ini. Terakhir saya ingin menyampaikan penghargaan sebesar-besarnya kepada istri, anak-anak dan orangtua saya, yang telah memberikan dukungan dan motivasi selama proses penulisan disertasi ini. Kepada para pembaca, semoga disertasi ini memberikan manfaat dan rujukan bagi penelitian selanjutnya. Semoga menginspirasi Anda.

Bandung, Agustus 2024

Promovendus

Ahmad Fajar Fadlillah

## UCAPAN TERIMAKASIH

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## ABSTRAK

Ahmad Fajar Fadlillah. Disertasi. 2023. Pengembangan Kurikulum Pelatihan Literasi Media Bagi Guru Melalui *Massive Open Online Course*. Promotor: Prof. Dr. Mohammad Ali, MA. Ko-Promotor: Prof. Dr. Asep Herry Hernawan, M.Pd. Anggota: Dr. Cepi Riyana, M.Pd.

Literasi media menjadi kompetensi penting bagi guru dalam menghadapi tantangan pendidikan di era digital. Namun, kemampuan literasi media di kalangan guru SMP/MTs di Jawa Barat masih rendah. Penelitian ini bertujuan untuk mengembangkan kurikulum pelatihan literasi media yang efektif melalui platform MOOC (*Massive Open Online Course*) untuk meningkatkan kompetensi literasi media guru. Penelitian ini menggunakan metode *design and development research* dengan prosedur enam tahapan yaitu identifikasi masalah, penentuan tujuan, desain dan pengembangan artefak, tes artefak, evaluasi artefak dan diseminasi. Sasaran penelitian melibatkan 381 guru SMP/MTs di Jawa Barat, serta melibatkan ahli kurikulum, ahli teknologi pendidikan, ahli MOOC, dan guru yang ahli dalam literasi media. Teknik dan analisis data menggunakan statistika deskriptif, analisis tiga langkah, dan uji-t. Penelitian menunjukkan bahwa kondisi literasi media di kalangan guru SMP/MTs masih rendah. Para guru juga membutuhkan literasi media yang dapat diintegrasikan dalam pembelajaran dan fokus pada media digital. Kompetensi yang dibutuhkan mencakup pemahaman literasi media, akses, analisis, kreasi, dan aksi literasi media dalam pembelajaran. Desain kurikulum yang dikembangkan dinamakan Kurikulum "Pintermedia" yang merupakan akronim dari Pendidikan Literasi Media. Struktur kurikulum ini memiliki jumlah total 12 jam pelatihan. Bahan ajar yang dikembangkan berupa modul digital dan MOOC dirancang dengan mudah dan fleksibel yang dapat diakses pada alamat url [www.pintermedia.id](http://www.pintermedia.id). Kurikulum ini dinilai layak oleh para ahli dan teruji efektif dalam meningkatkan kompetensi literasi media guru yang diimplementasikan melalui MOOC. Kurikulum tersebut telah didiseminasikan melalui webinar kepada para guru SMP/MTs di Jawa Barat. Kurikulum literasi media secara lebih luas di berbagai wilayah, serta perlu adanya pembaruan dan pengayaan materi seiring dengan perkembangan media digital.

Kata Kunci: Kurikulum Pelatihan, Literasi Media, MOOC



## **ABSTRACT**

Ahmad Fajar Fadlillah. Dissertation. 2023. *Development of A Media Literacy Training Curriculum For Teachers Through The Massive Open Online Course*. Promotor: Prof. Dr. Mohammad Ali, MA. Co-Promotor: Prof. Dr. Asep Herry Hernawan, M.Pd. Member: Dr. Cepi Riyana, M.Pd.

Media literacy is an important competency for teachers in facing educational challenges in the digital era. However, media literacy skills among junior high school teachers in West Java are still low. This research aims to develop an effective media literacy training curriculum through the MOOC (*Massive Open Online Course*) platform to improve teachers' media literacy competencies. This study uses a *design and development research method* with a six-stage procedure, namely problem identification, goal determination, artifact design and development, artifact testing, artifact evaluation and dissemination. The target of the study involved 381 junior high school/MTs teachers in West Java, and involved curriculum experts, educational technology experts, MOOC experts, and teachers who are experts in media literacy. The technique and data analysis used descriptive statistics, three-step analysis, and t-test. Research shows that the condition of media literacy among junior high school/MTs teachers is still low. Teachers also need media literacy that can be integrated in learning and focus on digital media. The competencies needed include understanding media literacy, access, analysis, creation, and action of media literacy in learning. The curriculum design developed is called the "Pintermedia" Curriculum which is an acronym for Media Literacy Education. This curriculum structure has a total of 12 hours of training. The teaching materials developed in the form of digital modules and MOOCs are designed easily and flexibly which can be accessed at [www.pintermedia.id](http://www.pintermedia.id) url address. This curriculum is considered feasible by experts and tested effective in improving teachers' media literacy competencies implemented through MOOC. The curriculum has been disseminated through a webinar to junior high school/MTs teachers in West Java. The media literacy curriculum is wider in various regions, and there is a need for material updates and enrichment in line with the development of digital media.

*Keywords: Training Curriculum, Media Literacy, MOOC*

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### **Peraturan Perundang-Undangan**

- Peraturan Badan Siber dan Sandi Negara Nomor 3 Tahun 2021 tentang Penyelenggaraan Literasi Media dan Literasi Keamanan Siber
- Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan Dosen.
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