MANAJEMEN PEMBELAJARAN GURU BERBASIS TRANSFORMASI DIGITAL DAN FRAMEWORK TPACK TERHADAP KEMAMPUAN LIFE SKILLS SISWA SMPN BIREUEN-ACEH

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2024

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MANAJEMEN PEMBELAJARAN GURU BERBASIS
TRANSFORMASI DIGITAL DAN FRAMEWORK TPACK
TERHADAP KEMAMPUAN LIFE SKILLS SISWA
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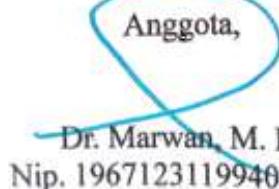
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[Bandung, 11 November 2024]

(**M A R N I T A**)

ABSTRAK

Pemerintah Indonesia telah mengeluarkan berbagai regulasi yang mendorong terciptanya pembelajaran yang inovatif berbasis teknologi digital di kelas di semua tingkat pendidikan. Regulasi ini bertujuan untuk meningkatkan kualitas pembelajaran, mempersiapkan siswa menghadapi tantangan global, serta mengoptimalkan teknologi sebagai sarana pendukung utama dalam kegiatan belajar-mengajar. Namun demikian dari survey awal di sekolah menengah kabupaten Bireuen-Aceh menunjukkan terdapat beberapa kendala harapan ini dapat berjalan, di antaranya adalah kemampuan guru mengelola pembelajaran (manajemen pembelajaran guru) dengan berbasis transformasi digital dan Framework TPACK belum berjalan dengan baik. Berangkat dari permasalahan ini, maka penelitian ini bertujuan untuk menghasilkan sebuah strategi atau model yang dapat di gunakan oleh guru atau sekolah agar lebih mudah menerapkan dan menguasai pembelajaran berbasis digital. peneliti melakukan penelitian dalam tajuk disertasi dengan menggunakan metode *Mixed Method Exploratory Sequential Design* di UPTD SMP Negeri di Kabupaten Bireuen. Penelitian ini mengajukan 10 pertanyaan penelitian yang terdiri dari 2 pertanyaan terkait kondisi internal dan ekternal, 5 pertanyaan berupa uji hipotesis (uji pengaruh), 2 pertanyaan terkait uji mediasi, dan 1 pertanyaan terkait rancang bangun model transformasi digital dan framework TPACK. Analisis data dilakukan dengan menggunakan Nvivo untuk analisis kualitatif dan PLS-SEM versi-21 untuk analisis kuantitatif. Hasil penelitian menunjukkan bahwa pengujian 3 hipotesis uji pengaruh memiliki nilai *p value* < 0,001 dengan level signifikansi 1% yang berarti bahwa H_a diterima dan H_0 ditolak (sangat berpengaruh signifikan), 2 pengujian H_0 di terima dan H_a di tolak, 1 pengujian mediasi yang menunjukkan pengaruh posistif sangat signifikan pada level 1% dengan kriteria *full mediation*, dan terbangunnya satu (1) rancang bangun model transformasi digital dan framework TPACK yang di sebut dengan Model ADAT. Implikasi produk hasil penelitian dapat di gunakan oleh sekolah sebagai sebuah rujukan mempermudah adaptasi guru dari pembelajaran konvensional ke pembelajaran berbasis digital.

Kata Kunci: Framework TPACK, Kemampuan Life Skills Siswa, Manajemen Pembelajaran Guru, Transformasi Digital.

ABSTRACT

The Indonesian government has introduced various regulations to promote innovative, technology-based learning in classrooms across all educational levels. These regulations aim to enhance the quality of education, prepare students for global challenges, and optimize technology as a primary support in teaching and learning activities. However, an initial survey conducted in secondary schools in Bireuen Regency, Aceh, reveals several challenges in realizing these expectations. Among these is that teachers' capability in managing digital-based learning (teacher learning management) through digital transformation and the TPACK framework has not been well-implemented. Addressing this issue, this study aims to develop a strategy or model that teachers or schools can use to facilitate and master digital-based learning more effectively. The research is conducted as part of a dissertation using the Mixed Method Exploratory Sequential Design in UPTD public junior high schools in Bireuen Regency. This study presents ten research questions, including two on internal and external conditions, five for hypothesis testing (impact testing), two related to mediation testing, and one focused on designing a digital transformation model and the TPACK framework. Data analysis is conducted using Nvivo for qualitative analysis and PLS-SEM version 21 for quantitative analysis. The results indicate that three hypothesis impact tests have a p-value < 0.001 with a 1% significance level, meaning Ha is accepted and H0 is rejected (indicating a highly significant impact). Two tests resulted in H0 being accepted and Ha being rejected. A mediation test shows a highly significant positive effect at the 1% level, with full mediation criteria. This led to the development of a digital transformation and TPACK framework model called the ADAT Model. The implications of this study's findings can serve as a reference for schools to facilitate teachers' adaptation from conventional to digital-based learning.

Keywords: Digital Transformation, Learning Management Teachers, Students' Life Skills Abilities, TPACK Framework

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