PENINGKATAN TPACK GURU SEKOLAH DASAR MELALUI PENDEKATAN KOLABORATIF-PRAKTIK-REFLEKTIF DAN DAMPAKNYA TERHADAP PRAKTIK PEMBELAJARAN

DISERTASI

Diajukan Untuk Memenuhi Salah Satu Syarat Memperoleh
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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kompetensi TPACK (*Technological Pedagogical Content Knowledge)* guru sekolah dasar melalui pelatihan dengan pendekatan kolaboratif-praktik-reflektif, serta mengevaluasi dampaknya terhadap praktik pembelajaran di kelas. TPACK merupakan kerangka kerja yang memadukan pengetahuan teknologi, pedagogi, dan konten, yang sangat penting bagi guru dalam menghadapi tantangan pembelajaran di era digital. Pendekatan pelatihan kolaboratif-praktik-reflektif dirancang untuk mendorong keterlibatan aktif guru dalam proses pembelajaran dan meningkatkan kemampuan mereka dalam mengintegrasikan teknologi secara efektif ke dalam pengajaran. Penelitian ini menggunakan metode *mixed-method desain embedded experimental* yang menggabungkan pendekatan kuantitatif dan kualitatif. Data kuantitatif diperoleh melalui *pretest* dan *posttest* untuk mengukur peningkatan TPACK guru sebelum dan setelah pelatihan, sementara data kualitatif dikumpulkan melalui wawancara, observasi, dan refleksi tertulis untuk mendalami pengalaman dan persepsi guru selama pelatihan serta dampaknya pada praktik pembelajaran di kelas. Hasil penelitian menunjukkan bahwa pelatihan dengan pendekatan kolaboratif-praktik-reflektif secara signifikan meningkatkan kompetensi TPACK guru sekolah dasar. Guru yang terlibat dalam pelatihan ini menunjukkan pemahaman yang lebih baik tentang bagaimana mengintegrasikan teknologi ke dalam strategi pengajaran mereka, serta meningkatkan efektivitas dalam merancang dan melaksanakan pembelajaran berbasis teknologi. Selain itu, dampak positif juga terlihat pada hasil belajar siswa di kelas. Kesimpulannya, pelatihan TPACK yang didesain dengan pendekatan kolaboratif-praktik-reflektif tidak hanya berhasil meningkatkan kompetensi guru dalam penggunaan teknologi, tetapi juga berdampak positif pada kualitas pembelajaran di sekolah dasar. Penelitian ini merekomendasikan agar program pelatihan guru di masa depan mempertimbangkan pendekatan-pendekatan ini untuk mencapai hasil yang optimal.

Kata Kunci: TPACK, pelatihan guru, kolaboratif, praktik, reflektif, sekolah dasar, pembelajaran berbasis teknologi

ABSTRACT

This study aims to enhance the Technological Pedagogical Content Knowledge (TPACK) competencies of elementary school teachers through training that incorporates collaborative, practical, and reflective approaches, and to evaluate its impact on classroom teaching practices. TPACK is a framework that integrates technology, pedagogy, and content knowledge, which is essential for teachers to meet the challenges of teaching in the digital age. The training, designed to encourage active teacher involvement and improve their ability to effectively integrate technology into their teaching, utilizes collaborative, practical, and reflective methods. The research employs a mixed-methods approach, combining both quantitative and qualitative methodologies. Quantitative data were collected through pretests and posttests to measure the improvement in teachers' TPACK before and after the training. Qualitative data were gathered through interviews, observations, and written reflections to gain deeper insights into the teachers' experiences and perceptions during the training, as well as its impact on their classroom practices. The results indicate that training with collaborative-practical, and reflective approaches significantly enhances elementary school teachers' TPACK competencies. Teachers involved in the training demonstrated a better understanding of how to integrate technology into their teaching strategies, and increased effectiveness in designing and implementing technology-based learning. Moreover, In addition, positive impacts are also seen in student learning outcomes in class. In conclusion, TPACK training designed with collaborative-practic-reflective approaches not only successfully improves teachers' technology integration competencies but also positively impacts the quality of teaching in elementary schools. This study recommends that future teacher training programs should consider incorporating these approaches to achieve optimal outcomes.

Keywords: *TPACK, teacher training, collaborative, practical, reflective, elementary school, technology-based learning.*

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