

**PENGEMBANGAN KEPROFESIAN BERKELANJUTAN
DALAM MENINGKATKAN KOMPETENSI GURU
SMK BIDANG OTOMOTIF**

DISERTASI

Diajukan untuk memenuhi sebagian syarat memperoleh gelar
Doktor Pendidikan Teknologi dan Kejuruan



Oleh
Henson Febri Wendi
(2110001)

**PROGRAM STUDI S3 PENDIDIKAN TEKNOLOGI KEJURUAN
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UNIVERSITAS PENDIDIKAN INDONESIA
2025**

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Oleh
Henson Febri Wendi

S.Pd Universitas Negeri Padang, 2007
M.Pd Universitas Pendidikan Indonesia, 2018

Sebuah Disertasi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Doktor Pendidikan (Dr.) pada Sekolah Pascasarjana Pendidikan Teknologi Dan Kejuruan

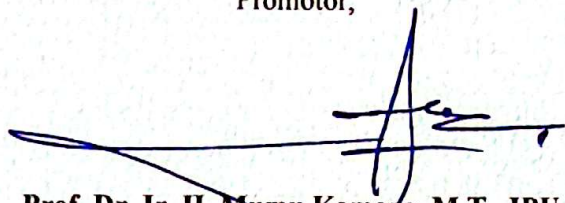
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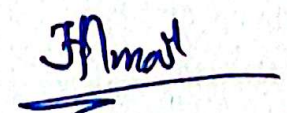
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disetujui dan disahkan oleh:

Promotor,


Prof. Dr. Ir. H. Murni Komaro, M.T., IPU.
NIP. 19660503 199202 1 001

Kopromotor,


Dr. Lilis Widaningsih, S.Pd., M.T.
NIP. 19711022 199802 2 001Mengetahui,
Ketua Program Studi
Pendidikan Teknologi dan Kejuruan
Prof. Dr. Hj. Isma Widiaty, S.Pd., M.Pd.
NIP. 19710607 200112 2 001

ABSTRAK

Pendidikan Sekolah Menengah Kejuruan (SMK) dirancang untuk menyiapkan lulusan yang siap kerja di industri. Namun faktanya pengangguran lulusan SMK masih tinggi, karena adanya kesenjangan antara kompetensi siswa dan tuntutan industri. Kesiapan kerja lulusan SMK, salah satunya ditentukan oleh kompetensi guru. Berdasarkan hasil penelitian dan uji kompetensi, sebagian besar guru di Indonesia dianggap masih belum memenuhi kompetensi sesuai kebutuhan perkembangan industri. Pengembangan Keprofesian Berkelanjutan (PKB) merupakan salah satu program untuk meningkatkan kompetensi guru, termasuk guru SMK bidang otomotif. Penelitian ini bertujuan merancang desain konsep model PKB yang adaptif, komprehensif dan terintegrasi untuk meningkatkan kompetensi guru SMK Bidang Otomotif secara signifikan. Pendekatan yang digunakan adalah *Design-Based Research* dengan metode *mix methods research*. Tahapan dalam penelitian DBR mencakup tahapan identifikasi dan analisis, tahapan desain dan konstruksi, tahapan evaluasi dan refleksi dan hasil desain. Teknik pengumpulan data melalui studi dokumen, wawancara, observasi, survei dan *Focus Group Discussion*. Hasil penelitian menunjukkan pada tahap identifikasi dan analisis, menunjukkan bahwa kebijakan PKB dan kebijakan kompetensi guru yang ada telah komprehensif, namun pada tataran implementasi masih terjadi kesenjangan. Pada tahap analisis model PKB yang ada ditemukan masih terbatasnya akses guru, dan belum optimalnya pemanfaatan teknologi dalam program PKB. Pada tahap desain dan konstruksi, penelitian mengembangkan desain konsep model PKB yang didasarkan pada hasil analisis dan kebutuhan faktual. Program yang dikembangkan pada tahapan desain mencakup evaluasi berkelanjutan, pelatihan berkala yang dilaksanakan di industri, lembaga pelatihan seperti TVET RC UPI, BBPPMPV, asosiasi, magang industri, mentoring, dan pembelajaran mandiri. Pada tahap evaluasi dan refleksi, melalui FGD dan validasi ahli desain konsep model PKB dianggap sudah memenuhi kriteria sebagai model pelatihan berkelanjutan yang dapat diterapkan pada guru SMK bidang otomotif dalam mengembangkan kompetensi sesuai kebutuhan industri. Desain konsep model PKB ini dapat dijadikan acuan atau pedoman oleh pengampu kebijakan dalam mengembangkan PKB khususnya bagi guru SMK bidang otomotif di Provinsi Riau. Namun demikian efektivitas penggunaan model PKB harus disertai dengan program magang industri terstruktur, penguatan komunitas belajar, dan pembelajaran mandiri sebagai prioritas. Hasil penelitian ini diharapkan dapat memberikan masukan kepada pemerintah daerah dalam menentukan kebijakan peningkatan kompetensi guru dengan mengembangkan kolaborasi antar pihak terkait.

Kata Kunci: Guru Sekolah Menengah Kejuruan, Kompetensi Guru, Otomotif, Pengembangan Keprofesian Berkelanjutan

ABSTRACT

The Vocational High School education system is designed to prepare graduates who are ready to work in the industry. However, the reality is that unemployment rates among VHS graduates remain high due to a gap between students' competencies and the demands of the industry. The employability of Vocational High School graduates is, in part, determined by the competencies of their teachers. Based on research findings and competency assessments, a significant proportion of teachers in Indonesia are still deemed not to meet the competencies required by the evolving industry landscape. Continuous Professional Development is one of the programmes aimed at enhancing teacher competencies, including those of automotive teachers in Vocational High School. This study aims to design an adaptive, comprehensive, and integrated CPD model concept to significantly improve the competencies of automotive teachers in Vocational High School. The approach employed is Design-Based Research with a mixed methods research methodology. The stages in DBR research include identification and analysis, design and construction, evaluation and reflection, and the final design outcomes. Data collection techniques involve document studies, interviews, observations, surveys, and Focus Group Discussions. The findings of the research indicate that during the identification and analysis stage, the existing CPD policies and teacher competency policies are comprehensive; however, there remains a gap at the implementation level. In the analysis stage of the existing CPD model, limited access for teachers and suboptimal utilisation of technology in the CPD programme were identified. In the design and construction stage, the research developed a CPD model concept based on the results of the analysis and factual needs. The programmes developed during the design stage include continuous evaluation, periodic training conducted in the industry, training institutions such as TVET RC UPI, BBPPMPV, associations, industrial internships, mentoring, and self-directed learning. In the evaluation and reflection stage, through FGDs and expert validation, the designed CPD model concept was deemed to meet the criteria for a sustainable training model that can be applied to automotive teachers in VHS to enhance competencies in alignment with industry needs. This CPD model concept can serve as a reference or guideline for policymakers in developing CPD, particularly for automotive teachers in Riau Province. Nevertheless, the effectiveness of the CPD model's implementation must be accompanied by structured industrial internship programmes, strengthened learning communities, and prioritised self-directed learning. The results of this research are expected to provide input to local governments in determining policies for enhancing teacher competencies by fostering collaboration among relevant stakeholders.

Keywords: Automotive, Continuous Professional Development, Teacher Competencies, Vocational School Teachers.

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