

**PENGEMBANGAN MODEL KOLABORASI LITERASI BUDAYA DAN
KEWARGAAN UNTUK MENINGKATKAN KETERAMPILAN
KOLABORASI SISWA**



TESIS

Diajukan untuk Memenuhi Sebagian dari Syarat untuk Memenuhi Gelar Magister
Pendidikan Dasar

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PROGRAM STUDI PENDIDIKAN DASAR
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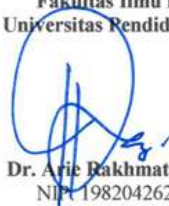
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Tesis ini difokuskan pada pengembangan model pembelajaran kolaboratif berbasis literasi budaya dan kewargaan, sebagai upaya menumbuhkan karakter, empati, dan keterampilan kolaborasi siswa. Penulis berharap karya ini menjadi sumbangsih nyata bagi praktik pendidikan yang lebih bermakna, partisipatif, dan berakar pada nilai-nilai kebinekaan serta tanggung jawab sosial.

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ABSTRAK

Penelitian ini bertujuan untuk mengembangkan dan menguji efektivitas Model C3L (Collaborative Cultural-Civic Literacy Learning) dalam meningkatkan keterampilan kolaborasi siswa sekolah dasar. Model C3L mengintegrasikan literasi budaya, literasi kewargaan, dan kompetensi kolaboratif dalam kerangka pembelajaran berbasis proyek. Secara konseptual, model ini tidak hanya menekankan pencapaian akademik, tetapi juga penguatan nilai sosial dan kewargaan melalui kolaborasi yang bermakna. Penelitian dilaksanakan di dua sekolah dasar swasta di Kota Bandung dengan pendekatan Research and Development (R&D) berbasis model ADDIE dan desain mixed methods. Pada tahap kuantitatif, digunakan desain *one group pre-test-post-test* dengan instrumen tes keterampilan kolaborasi. Data dianalisis melalui statistik deskriptif, uji *paired sample t-test* untuk mengukur efektivitas di masing-masing sekolah, serta uji *independent sample t-test* untuk membandingkan hasil antarsekolah. Data kualitatif diperoleh melalui kuesioner, observasi, dan wawancara untuk memperkuat temuan kuantitatif. Hasil penelitian menunjukkan bahwa penerapan Model C3L secara signifikan meningkatkan keterampilan kolaborasi siswa. Di Sekolah A, nilai rata-rata post-test mencapai 92,10 (SD = $\pm 4,98$), sedangkan di Sekolah B sebesar 88,25 (SD = $\pm 5,97$). Uji *independent sample t-test* menunjukkan perbedaan signifikan antara kedua kelompok ($t = 3,45$, $p = 0,0008 < 0,05$). Temuan ini menegaskan efektivitas model di berbagai konteks sekolah, sekaligus menunjukkan sifatnya yang adaptif dan fleksibel. Selain peningkatan skor, data kualitatif mengungkap bahwa Model C3L mendorong perkembangan komunikasi, kerja tim, kepemimpinan, penyelesaian konflik, empati, dan tanggung jawab kewargaan. Namun demikian, masih ditemukan tantangan dalam kepercayaan diri siswa mengemukakan ide, keterbukaan terhadap perbedaan, dan manajemen konflik. Hal ini menegaskan pentingnya peran guru dalam memberikan bimbingan, pembelajaran reflektif, dan latihan praktis. Model C3L merupakan pendekatan pembelajaran strategis untuk memperkuat kompetensi kolaboratif sekaligus menumbuhkan kesadaran budaya dan karakter kewargaan siswa. Penelitian lanjutan disarankan untuk mengeksplorasi penerapannya pada berbagai jenjang pendidikan, mata pelajaran, serta kompetensi lain seperti kreativitas, kepemimpinan, dan berpikir kritis.

Kata kunci: Model C3L, keterampilan kolaborasi, literasi budaya, literasi kewargaan, pendidikan dasar, pengembangan pembelajaran.

ABSTRACT

This study aims to develop and examine the effectiveness of the C3L (Collaborative Cultural-Civic Literacy Learning) Model in enhancing elementary school students' collaboration skills. The C3L Model integrates cultural literacy, civic literacy, and collaborative competence into a project-based learning framework. Conceptually, it emphasizes not only academic achievement but also the strengthening of social and civic values through meaningful collaboration. The research was conducted in two private elementary schools in Bandung using a Research and Development (R&D) approach based on the ADDIE model and a mixed-methods design. The quantitative phase employed a one-group pre-test–post-test design, with collaboration skills tests as the main instrument. Data were analyzed using descriptive statistics, paired-sample t-tests to measure effectiveness within each school, and independent-sample t-tests to compare outcomes across schools. Qualitative data were collected through questionnaires, observations, and interviews to support the quantitative findings. The results demonstrate that the implementation of the C3L Model significantly improved students' collaboration skills. In School A, the post-test mean score reached 92.10 ($SD = \pm 4.98$), while in School B it was 88.25 ($SD = \pm 5.97$). The independent-sample t-test revealed a statistically significant difference between the two groups ($t = 3.45$, $p = 0.0008 < 0.05$). These findings confirm the model's effectiveness across different school contexts, highlighting its flexible and adaptive nature. Beyond statistical improvements, qualitative findings revealed that the C3L Model fostered growth in communication, teamwork, leadership, conflict resolution, empathy, and civic responsibility. Nevertheless, challenges remained in students' confidence to express ideas, openness to differing perspectives, and conflict management, underscoring the crucial role of teachers in providing guidance, reflective learning, and practical training. Overall, the C3L Model represents a strategic instructional approach to strengthening collaborative competence while nurturing students' cultural awareness and civic character. Further research is recommended to explore its applicability across various educational levels, subjects, and competencies such as creativity, leadership, and critical thinking.

Keywords: C3L model, collaborative skills, cultural literacy, civic literacy, elementary education, instructional development

DAFTAR ISI

JUDUL

LEMBAR PENGESAHAN.....	i
PERNYATAAN BEBAS PLAGIARISME	ii
KATA PENGANTAR	iii
UCAPAN TERIMA KASIH.....	iv
ABSTRAK	vi
DAFTAR ISI	viii
DAFTAR TABEL.....	xiii
DAFTAR GRAFIK.....	xiv
DAFTAR GAMBAR	xv
DAFTAR LAMPIRAN	xvi

BAB I PENDAHULUAN

1.1. Latar Belakang Masalah	1
1.2. Rumusan Masalah	11
1.3. Tujuan Penelitian	12
1.4. Ruang Lingkup Penelitian	12
1.5. Pembatasan Masalah	13
1.6. Manfaat Penelitian	13
1.7. Struktur Organisasi Tesis	14

BAB II TINJAUAN PUSTAKA

2.1 Konsep Budaya.....	18
2.2 Keterampilan Kolaborasi.....	18
2.2.1 Pengertian Keterampilan Kolaborasi	18
2.2.2 Keterampilan Kolaborasi kompetensi Abad ke-21	21
2.2.3 Faktor yang Mempengaruhi Keterampilan Kolaborasi.....	24
2.2.4 Strategi Pengembangan Keterampilan Kolaborasi	27

2.3 Literasi Budaya	28
2.3.1 Pengertian Literasi Budaya	30
2.3.2 Dimensi Literasi Budaya dalam Pembelajaran	30
2.3.3 Implementasi Literasi Budaya di Sekolah Dasar	32
2.4 Literasi Kewargaan	
2.4.1 Pengertian Literasi Kewargaan.....	35
2.4.2 Literasi Kewargaan dan Pembentukan Karakter serta Keterampilan Kolaborasi.....	37
2.4.3 Studi Terdahulu	41
2.5 Model Pembelajaran Kolaboratif	
2.5.1 Pengertian Model Pembelajaran Kolaboratif.....	44
2.5.2 Konsep dan Prinsip Model Pembelajaran Kolaboratif	46
2.5.3 Jenis-Jenis Model Pembelajaran Kolaboratif di SD.....	48
2.5.4 Peran Guru dalam Pembelajaran Kolaboratif	51
2.5.5 Integrasi Literasi Budaya dan Kewargaan dalam Pembelajaran Kolaboratif	52
2.6 Integrasi tradisi Katolik dalam pembelajaran.....	54
2.7. Landasan Teoretis Pengembangan Model Kolaborasi Literasi Budaya dan Kewargaan.....	55
2.7.1 Teori Pembelajaran Transformatif	56
2.7.2 Teori Transformasi Budaya.....	57
2.7.3 Pendekatan Sosiokultural untuk siswa dengan Latar Belakang yang Beragam.....	61
2.7.4 Teori Pendidikan Multikultural.....	63
2.7.5 Teori <i>Interkulturalisme</i>	66
2.7.6 Implikasi Teori-teori dalam Pembelajaran Literasi Budaya	

dan Kewargaan	73
2.8. Model-Model Pembelajaran yang Mendukung Kolaborasi dan Literasi Budaya Kewargaan	76
2.9 Kajian Penelitian yang Relevan.....	83
2.9.1 Studi tentang Hubungan Literasi Budaya, Kewargaan, dan Keterampilan Kolaborasi dalam Pembelajaran.....	84
2.9.2 Studi tentang Implementasi Model Pembelajaran Kolaboratif dalam Pendidikan Dasar.....	86
2.9.3 Temuan Penelitian Terkait Literasi Budaya, Literasi Kewargaan, dan Pembelajaran Kolaboratif.....	88
2.10 Kerangka Pikir.....	89
2.10.1 Literasi Budaya.....	90
2.10.2 Literasi Kewargaan.....	91
2.10.3 Keterampilan Kolaborasi.....	91
2.10.4 Keterampilan kognitif dan sosial emosional	92
2.10.5 Strategi Implementasi model	92
2.10.6 Diagram Kerangka Pikir	93

BAB III METODOLOGI PENELITIAN

3.1 Metode Penelitian.....	94
3.1.1 Tahap Prasurvei	96
3.1.2 Penyusunan Model Pembelajaran Kolaborasi Literasi Budaya dan Kewargaan (C3L)	98
3.1.3 Uji Coba Model Pembelajaran Kolaborasi Literasi Budaya dan Kewargaan C3L.....	99
3.2 Subjek dan Lokasi Penelitian	
3.2.1 Subjek Penelitian.....	100
3.2.2 Lokasi Penelitian.....	101
3.3. Desain dan Prosedur Penelitian	
3.3.1 Analisis.....	103

3.3.2 Tahap Perancangan	111
3.3.3 Pengembangan.....	115
3.3.4 Implementasi.....	120
3.3.5 Evaluasi.....	122
3.4. Instrumen Penelitian.....	125
3.4.1. Jenis Instrumen Penelitian.....	125
3.4.2. Validitas dan Reliabilitas Instrumen.....	127
3.5 Teknik Pengumpulan Data.....	128
3.5.1 Teknik Wawancara.....	128
3.5.2 Teknik Angket.....	129
3.5.3 Teknik Observasi.....	130
3.5.4 Teknik Tes.....	131
3.6 Teknik Analisis Data.....	132
3.6.1 Analisis Data Kuantitatif.....	132
3.6.2 Analisis Data Kualitatif.....	133
3.6.3 Uji Validitas dan Reliabilitas Instrumen.....	134
3.6.4 Uji Coba Produk.....	134
3.7 Etika Penelitian.....	135

BAB IV HASIL PENELITIAN DAN PEMBAHASAN

4.1 Deskripsi Kondisi Awal Penelitian.....	138
4.2 Struktur Model Pembelajaran C3L.....	141
4.3 Penerapan Model Pembelajaran C3L	145
4.4 Implementasi Penerapan Model C3L.....	147
4.4.1 Persamaan Penerapan model C3L.....	147
4.4.2 Perbedaan Penerapan model C3.....	149
4.5 Analisis Hasil Validasi Ahli	
4.5.1 Hasil Validasi Ahli Materi.....	153
4.5.2 Hasil Validasi Ahli Desain Model Pembelajaran.....	157
4.5.3 Hasil Validasi Ahli Implementasi Pembelajaran.....	162

4.5.4 Hasil Observasi.....	165
4.5.5 Hasil <i>Pre-test</i> dan <i>post-test</i>	168
4.6. Keefektifan Model Pembelajaran C3L	
4.6.1 Uji Efektivitas Model Pembelajaran C3L.....	169
BAB V PEMBAHASAN	
5.1. Spesifikasi Produk Pengembangan Model C3L.....	177
5.2. Efektivitas Model C3L Berdasarkan Analisis Validasi Produk (Uji Kelayakan).....	196
5.3. Integrasi Literasi Budaya dan Kewargaan dalam Proses Kolaborasi.....	199
5.4. Model C3L sebagai Pendekatan Adaptif dalam Konteks Sekolah Beragam.....	200
5.5. Relevansi Model C3L terhadap Teori dan Praktik Pembelajaran Kolaboratif.....	200
5.6. Penguatan Karakter Melalui Model Kolaboratif Berbasis C3L.....	200
5.7. Kontribusi Teoritis dan Praktis Pengembangan Model C3L.....	202
5.8. Analisis Uji Keefektifan Model Pembelajaran C3L.....	202
5.9. Refleksi dan Implikasi Pengembangan Lanjutan	
5.9.1. Keberhasilan Implementasi Model C3L.....	206
5.9.2. Tantangan dalam Penerapan di Lapangan.....	206
5.9.3. Potensi Perbaikan dan Arah Pengembangan Selanjutnya.....	207
BAB VI KESIMPULAN DAN IMPLIKASI	
6.1 Kesimpulan.....	209
6.1.1. Kajian Konseptual dan kajian Emperik.....	209
6.1.2. Model Pembelajaran kolaboratif.....	209
6.1.3. Efektivitas Model Pembelajaran Kolaboratif.....	209
6.2 Saran.....	210
DAFTAR PUSTAKA.....	212
LAMPIRAN.....	2

DAFTAR TABEL

JUDUL	Hal
Tabel 3.1 <i>Timeline</i> Penelitian.....	110
Tabel 3.2 Subjek Penelitian.....	120
Tabel 4.1 Hasil Angket Validasi Ahli Materi.....	155
Tabel 4.2 Hasil Angket Validasi Ahli Desain Media Pembelajaran	160
Tabel 4.3 Hasil Angket Validasi Ahli Implementasi Pembelajaran	164
Tabel 4. 4 Statistik Deskriptif Sekolah A dan B.....	170
Tabel 4. 5 Hasil Uji <i>Paired Sampel T-Test</i>	173
Tabel 5.1 Rekapitulasi hasil Validasi Model C3L.....	198

DAFTAR GRAFIK

Judul	Hal
Grafik 4.1 Grafik Perbandingan penerapan model C3L.....	151
Grafik 4.2 Grafik Hasil rata-rata hasil <i>Pre-test, post-test</i>	171
Grafik 4.3 Grafik Perbandingan simpangan baku.....	172
Grafik 4.4 Grafik Perbandingan Rata-rata skor	175
Grafik 5.1 Grafik hasil validasi model C3L.....	198

DAFTAR GAMBAR

Judul	Hal
Gambar 2.1 Piramida Hirarki Kerangka berpikir.....	93
Gambar 3.1 Alur Pendekatan ADDIE.....	96
Gambar 4.1 Sintak Model C3L.....	152

DAFTAR LAMPIRAN

Judul	Hal
Lampiran 1 Angket validasi para ahli.....	220
Lampiran 2 Angket siswa	242
Lampiran 3 Angket guru.....	245
Lampiran 4 Dokumentasi Penerapan model C3L.....	248
Lampiran 5 Dokumentasi Presentasi Siswa.....	249
Lampiran 6 Dokumentasi hasil karya siswa.....	250
Lampiran 7 Modul ajar model C3L.....	252
Lampiran 8 Profil Peneliti.....	253

DAFTAR PUSTAKA

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