

**DESAIN KURIKULUM PELATIHAN *TEACHER AGENCY* SEBAGAI
KATALISATOR PENGEMBANGAN KEPROFESIAN BERKELANJUTAN**

DISERTASI

Diajukan untuk memenuhi sebagian syarat memperoleh gelar doktor
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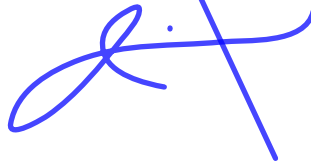
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KATA PENGANTAR

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ABSTRAK

Agensi guru yang berkaitan dengan profesionalisme guru didefinisikan sebagai keinginan dan kapasitas guru untuk secara aktif merespons situasi kompleks yang dapat dilihat saat guru menampilkan peran profesional mereka dalam melakukan perubahan. Tujuan penelitian ini adalah mendesain dan menguji kelayakan kurikulum pelatihan *teacher agency* untuk pengembangan keprofesian berkelanjutan. Tujuan dicapai melalui tahapan penelitian desain dan pengembangan yang terdiri dari mengidentifikasi masalah, mendeskripsikan tujuan, mendesain dan mengembangkan artefak, menguji artefak, mengevaluasi hasil pengujian, dan mengkomunikasikan hasil pengujian. Data diperoleh melalui angket multi respons yang disebut sebagai instrumen level *teacher agency* (ILTA), wawancara, observasi menggunakan rubrik level *teacher agency* (RuLTA), dan angket diseminasi dengan melibatkan guru, kepala sekolah, dosen, mahasiswa dan pihak lainnya. Data dianalisis menggunakan SPSS untuk data kuantitatif dan tematik analisis menggunakan N-Vivo untuk data kualitatif. Hasil dari penelitian ini adalah desain kurikulum pelatihan *teacher agency* yang disusun berdasarkan pendekatan sosiokognitif dengan melibatkan aspek refleksi, pengembangan ide dan keterlibatan yang mendukung untuk meningkatkan agensi pada level baik dan sangat baik. Kurikulum ini memuat materi refleksi, belajar berbasis tujuan, teknik *brainstorming*, keterampilan interpersonal dan aplikasinya pada perencanaan dan praktik pembelajaran. Pelatihan dilakukan menggunakan metode REFORM (refleksi, eksplorasi ide, formulasi aksi, revisi dan melaksanakan aksi). Penilaian dilakukan melalui asesmen formatif menggunakan RuLTA serta asesmen sumatif menggunakan ILTA. Berdasarkan hasil uji Mann-Whitney, nilai signifikansi $<0,05$ yaitu sebesar 0,031 dan peningkatan level sebesar 32,3%. Hasil ini menginformasikan bahwa kurikulum yang didesain efektif meningkatkan level *teacher agency* guru namun memerlukan keberlanjutan pelatihan supaya efektifitasnya optimal.

Kata kunci: agensi guru, kurikulum, pelatihan, pengembangan profesionalisme guru

ABSTRACT

Teacher agency which relates to teacher professionalism, is defined as teachers' desire and capacity to actively respond to complex situations when performing their professional roles and making changes. This study aimed to design and test the feasibility of a teacher agency training curriculum for sustainable professional development. This objective was achieved through design and development research stages consisting of identifying problems, describing objectives, designing and developing artifacts, testing artifacts, evaluating test results, and communicating test results. Data were obtained through a multi-responds questionnaire, referred to Instrument Level Teacher Agency (ILTA); interviews; observations using Rubric Level Teacher Agency (RuLTA); and dissemination questionnaires involving teachers, principals, teacher educators, teacher students and others. Quantitative data were analyzed using SPSS, and qualitative data using thematic analysis with N-Vivo. This research resulted in the design of teacher agency training curriculum based on a socio-cognitive approach. This approach involves reflection, idea development, and supportive involvement to improve agency at the good and excellent levels. The curriculum includes materials on reflection, goal-setting learning, brainstorming techniques, and interpersonal skills, as well as their application to lesson planning and practice. Training was conducted using the REFORM method: reflection, exploration of idea, formulation of action, opinion of peers, revision, and manifestation. Assessment was conducted through formative assessment using RuLTA and summative assessment using ILTA. Based on the Mann-Whitney test results, the significance value is 0.031, and the level of increase is 32.3%. These results indicate that the designed curriculum effectively increases teachers' agency but requires continued training for optimal effectiveness.

Keywords: curriculum, teacher agency, teacher professional development, training

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