

MODEL INFORMAL LEARNING DI TEMPAT KERJA
DALAM PENINGKATAN KOMPETENSI BERKELANJUTAN GURU
(Studi Grounded Theory dalam Meningkatkan Kompetensi Teknologi Digital
Guru)

DISERTASI

Diajukan untuk memenuhi sebagian dari syarat memperoleh gelar Doktor
Pendidikan Program Studi Pendidikan Masyarakat



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PERNYATAAN

Dengan ini saya menyatakan bahwa disertasi yang berjudul “MODEL INFORMAL LEARNING DI TEMPAT KERJA DALAM PENINGKATAN KOMPETENSI BERKELANJUTAN GURU (Studi Grounded Theory dalam Meningkatkan Kompetensi Teknologi Digital Guru)”, ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau mengutip dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan tersebut, saya siap menanggung risiko atau sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap karya saya ini.

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ABSTRAK

Transformasi digital yang semakin menguat dalam dunia pendidikan menuntut guru untuk menguasai kompetensi teknologi digital yang memadai. Alih-alih beragam upaya pelatihan klasikal yang telah dilakukan, keterbatasan cakupan, relevansi, dan keberlanjutan dari pelatihan klasikal mengakibatkan adanya kesenjangan penguasaan kompetensi teknologi digital guru. Penelitian ini bertujuan mengeksplorasi dan merumuskan model informal learning di tempat kerja (ILdTK) untuk meningkatkan kompetensi teknologi digital guru secara berkelanjutan. Penelitian ini menggunakan qualitative grounded theory dengan lokus SMAN 1 Ciranjang, Kabupaten Cianjur. Hasil penelitian diperoleh dari wawancara mendalam, observasi, dan kajian dokumen, dengan melibatkan partisipan yang memiliki kemampuan teknologi digital heterogen. Analisis dilakukan melalui proses *open coding*, *axial coding*, dan *selective coding* untuk menghadirkan teoritis yang berakar pada pengalaman autentik partisipan. Hasil penelitian menunjukkan bahwa: *Pertama*, di sekolah terdapat dua jenis kompetensi guru, yaitu guru kompeten menguasai teknologi dan guru yang tidak kompeten menguasai teknologi yang berdampak pada cara mengajar yang berbeda serta penguasaan aplikasi pembelajaran yang berbeda. *Kedua*, motivasi dan kesadaran guru merupakan aspek penting yang menjadi pangkal dari informal learning di tempat kerja yang dipengaruhi oleh faktor internal dan faktor eksternal. *Ketiga*, terdapat tiga cara pembelajaran informal di tempat kerja, yaitu: (1) Self-directed learning yang menggambarkan kemandirian guru dalam melakukan pengembangan kompetensi melalui eksplorasi dan inisiatif personal, (2) interaksi sosial yang memanfaatkan keberadaan sekolah dan komunitas belajar sebagai tempat untuk belajar secara informal, serta (3) pembelajaran insidental yang bersifat tidak terencana, muncul secara alami dari pengalaman kerja sehari-hari. Hasil penelitian ini juga mengindikasikan bahwa model ILdTK hadir karena adanya kerangka interaksi faktor motivasi intrinsik dan ekstrinsik, kultur kolaboratif, kepemimpinan yang transformatif, dan infrastruktur digital sebagai sarana pendukung. Berdasarkan temuan, dapat disimpulkan bahwa model ILdTK tidak hanya melengkapi pelatihan klasikal, tetapi juga dapat menjadi alternatif pengembangan kompetensi guru yang kontekstual, adaptif, dan berkelanjutan.

Kata Kunci: pembelajaran informal, kompetensi digital, tempat kerja, pembelajaran mandiri.

ABSTRACT

The accelerating digital transformation in education requires teachers to possess adequate digital technology competencies. Despite various formal training efforts undertaken, limitations in scope, relevance, and sustainability have resulted in persistent gaps in teachers' digital technology skills. This study aims to explore and formulate a workplace informal learning model (ILdTK) to sustainably enhance teachers' digital technology competence. Employing a qualitative grounded theory approach, the research was conducted at SMAN 1 Ciranjang, Cianjur Regency. Data were collected through in-depth interviews, observations, and document reviews, involving participants with heterogeneous levels of digital technology proficiency. The analysis employed open coding, axial coding, and selective coding procedures to generate a theoretical construct grounded in participants' authentic experiences. The results of the study indicate that: First, in schools there are two types of teacher competencies: teachers who are competent in mastering technology and teachers who are not competent in mastering technology, which impacts different teaching methods and mastery of different learning applications. Second, teacher motivation and awareness are important aspects that are the basis of informal learning in the workplace, which is influenced by internal and external factors. Third, reveal three modes of workplace informal learning: (1) Self-directed learning, reflecting teachers' autonomy in developing competencies through exploration and personal initiative; (2) socialization or interaction, utilizing schools and learning communities as venues for informal learning; and (3) incidental learning, unplanned and emerging naturally from day-to-day professional experiences. The results also indicate that the ILdTK model operates within an interactive framework shaped by intrinsic and extrinsic motivation, a collaborative culture, transformative leadership, and digital infrastructure as enabling resources. Based on these findings, it can be concluded that the ILdTK model not only complements formal training but also serves as a contextual, adaptive, and sustainable alternative for teacher competency development.

Keywords: informal learning, digital competence, workplace, self-directed learning

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Disertasi ini memaparkan sebuah model *informal learning* dalam meningkatkan kompetensi teknologi digital guru di tempat kerja, khususnya di sekolah. Disertasi ini tidak akan berhasil diajukan tanpa adanya bantuan dan bimbingan dari Promotor, Kopromotor, Kaprodi Pascasarjana Penmas UPI dan Dosen Pembimbing lainnya. Peneliti juga mengucapkan terima kasih kepada teman-teman seperjuangan serta semua pihak yang tak bisa disebutkan satu persatu yang selalu memberikan motivasi. Akhirnya, semoga Allah SWT senantiasa memberikan rahmat dan ridho-Nya. Aamiin Yaa Robbal alamin.

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