

ABSTRAK

Efektivitas model pelatihan komunikasi pembelajaran berbasis multimedia dalam meningkatkan kompetensi *mudarris*. Penelitian ini dilaksanakan di Kabupaten Bogor bagi *mudarris* (guru, pengajar) pondok pesantren. Tujuan penelitian ini untuk menguji efektivitas model pelatihan komunikasi pembelajaran berbasis multimedia dalam meningkatkan kompetensi *mudarris*. Beberapa *grand theory* menjadi rujukan dalam penelitian ini, diantaranya: 1. teori pelatihan; 2. teori kompetensi; 3. teori komunikasi pembelajaran; dan 4. teori pembelajaran berbasis multimedia. Adapun metode penelitian yang digunakan adalah metode penelitian kuantitatif dengan pendekatan kualitatif dan kuantitatif. Pengukuran efektivitas model dilakukan dengan desain kelompok eksperimen dan kelompok kontrol *pretest* dan *posttest*. Sedangkan pengumpulan data dilakukan melalui observasi; wawancara; dokumentasi; dan angket. Temuan yang diperoleh dari penelitian ini adalah: 1. model pelatihan komunikasi pembelajaran berbasis multimedia dilaksanakan berdasarkan hasil kajian empirik dan teoritik memberikan kontribusi signifikan dalam meningkatkan kompetensi *mudarris* sehingga model tersebut implementatif; 2. pembelajaran dalam pelatihan mengintegrasikan antara teori dan praktek, sehingga berdampak positif terhadap pelaksanaan program pelatihan dimana peserta pelatihan antusias dalam mengikuti program pelatihan yang dilaksanakan; 3. hasil implementasi model pelatihan, baik pada uji coba model tahap I maupun tahap II, menunjukkan adanya peningkatan kompetensi *mudarris*; 4. efektivitas model pelatihan komunikasi pembelajaran berbasis multimedia dalam meningkatkan kompetensi *mudarris* dapat terwujud sepanjang dalam implementasinya memenuhi beberapa kriteria diantaranya: a. peserta pelatihan (*mudarris*) memiliki dasar dalam mengoperasikan komputer dengan program *microsoft office power point*; b. adanya bimbingan dalam pelatihan membuat materi pembelajaran dengan menggunakan program *microsoft office power point*; serta c. adanya interaksi yang intens baik antara instruktur dengan peserta pelatihan maupun antar peserta pelatihan.

ABSTACT

The effectiveness of multimedia-based learning in communication training model to improve the competences of mudarris. This study was held in Bogor for mudarris (teachers, tutors) in a boarding school. The purpose of this study to test the effectiveness of multimedia-based learning in communication training model to improve the competences of mudarris. Some grand theories as references in this study, including: 1. The theory of learning. ; 2. The theory of competences; 3. The theory of learning communication; and 4. The theory of multimedia-based learning. The research method that is used is the method of quantitative research with qualitative and quantitative approaches. Measuring the effectiveness of the model is done by design of experimental group and the pretest and posttestcontrol group. In the other hand, the data collection is done through observations; interviews; documentations; and questionnaires. The results of this study are: 1. The model of multimedia-based learning in communication training is implemented based on the results of empirical and theoretical studies, it provides a significant contribution in improving the competencesof mudarris so the model is implementable; 2. the learning is in training integrates the theory and practice, so it gets a positive impact in the implementation of the training program where trainees are enthusiastic in participating in the training program implemented; 3. The results of the implementation of the training model, both the trial model of phase I and phase II, shows the increase of mudarris competences; 4. The effectiveness of multimedia-based learning in communication training model could improve the competences of mudarris as long as in realization of its implementation based several criterias, including: 1. trainees (mudarris) have a base to operate the computer with the Microsoft Office Power Point program; 2. There is guidance in training of making the learning materials using Microsoft Office Power Point program; and 3. There is an intensive interaction between instructors and participants or between participants one another.