

Abstrak

Penelitian ini bertujuan untuk mengembangkan dan melaksanakan program diklat kreativitas guru biologi SMA dalam pembelajaran berbasis komoditas hayati unggulan lokal. Program diklat ini memanfaatkan data perencanaan pengembangan pertanian daerah melalui strategi PBL dan metode *mind map* untuk menghasilkan guru yang kreatif mengembangkan pembelajaran berbasis komoditas dalam bentuk RPP dan LKS. Metode penelitian menggunakan *mix method, model Exploratory Design: Taxonomy Development Model (Qual Emphasized)*. Pengembangan program dilakukan berdasarkan hasil analisis kebutuhan guru yang diujicobakan kepada 10 orang guru. Implementasi program diklat dilakukan kepada 20 orang guru biologi anggota MGMP di Majalengka. Implementasi hasil diklat dilakukan di tiga sekolah berdasarkan lokasi sentra komoditas yang berbeda. Analisis data terhadap *mind map*, RPP, LKS, respon guru, dan siswa dilakukan secara deskriptif. Analisis peningkatan penguasaan konsep untuk guru dan siswa dilakukan dengan uji beda rerata pretes dan postes (uji-t) pada taraf signifikansi 0,05. Hasil diklat menunjukkan nilai kreativitas tertinggi untuk *mind map*, yaitu pada indikator *originality* (92) dan *sensitivity of problem* (92). Nilai kreativitas tertinggi dalam pembuatan RPP adalah *applicability to problem solving* (100). Adapun Nilai kreativitas tertinggi dalam membuat LKS adalah *scientific knowledge* (98). Penguasaan konsep guru meningkat secara signifikan ($p < 0,00$) dengan rata-rata pretes dan postes masing-masing 55,83 dan 66,50. Hasil kajian juga menunjukkan bahwa terjadi peningkatan penguasaan konsep siswa yang signifikan ($p = 0,05$) untuk seluruh kelas. Guru dan siswa memberikan respon yang baik terhadap semua aspek pelaksanaan pembelajaran. Untuk meningkatkan pembelajaran, guru perlu mengunjungi sentra dan pelaku usaha jenis komoditas terpilih yang dekat dengan sekolah atau tempat tinggal.

Abstract

The purpose of study was conducted to develop and implement a in-service training program for biology teachers' creativity in teaching based on local biodiversity commodity. The implementation of in-service program was utilized the data of agricultural development planning through PBL and mind mapping method to make teacher creatively in developing lesson plan and worksheets based on local commodities. The research method was used a mix method, model of The Exploratory Design: Taxonomy Development Model (Qualitative Emphasized). The in-service training program was developed based on the results of teacher training need analysis and was tested in a small class with 10 participants. Then program was conducted to 20 participants of biology teachers learning community at Majalengka. The lesson plan and student worksheet was implemented in three deferent schools, was selected based on commodity location. Analysis of the data to the mind map, lesson plans, worksheets, teacher's response, and the response of the students was done descriptively. Analysis of increasing mastery of concepts to teachers and students carried out with different test average pretest and posttest (t-test) at significance level of 0.05. The results of this study were illustrate the maximum value aspects of teachers' creativity in the mind map were originality (92) and sensitivity of problem (92). The maximum value of teachers' creativity in developing lesson plan is applicability to problem solving (100). The maximum value of teachers' creativity in developing the students' worksheets is scientific knowledge (98). The results showed a statistically significant increase in mastery concept both of teachers and students. Teachers and students also gave a good response to all aspects of the implementation of the biology lesson. For increasing the biology learning based on local biodiversity commodity, teachers should visit the center and the persons are involving on the busines near their school or everyday life.