

ABSTRAK

Srikandi Ajeng Wardhani (0903905). Efektivitas Penyelenggaraan Program *E-Training* Terhadap Peningkatan Kompetensi Pedagogik Guru, (Studi *Expost Facto* di PPPPTK TK PLB/ Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan TK dan PLB). Skripsi Jurusan Kurikulum dan Teknologi Pendidikan, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia, Tahun 2013.

Penelitian ini bertitik tolak pada rumusan masalah: “Apakah penyelenggaraan program *e-training* efektif terhadap peningkatan kompetensi pedagogik guru di PPPPTK TK PLB?”. Secara khusus rumusan masalah dalam penelitian ini yaitu: (1) Bagaimana perencanaan program *e-training* di PPPPTK TK PLB?; (2) Bagaimana pelaksanaan program *e-training* di PPPPTK TK PLB?; (3) Bagaimana evaluasi program *e-training* di PPPPTK TK PLB?; (4) Bagaimana keefektifan penyelenggaraan program *e-training* di PPPPTK TK PLB terhadap peningkatan kompetensi pedagogik guru dilihat dari usia guru?; (5) Bagaimana keefektifan penyelenggaraan program *e-training* di PPPPTK TK PLB terhadap peningkatan kompetensi pedagogik guru dilihat dari golongan kepangkatan guru?.

Penelitian ini menggunakan metode *expost facto* melalui pendekatan kuantitatif, dengan populasi widyaiswara berjumlah 47 orang dan sampel 30 orang yang diapatkan melalui teknik *purposive sampling*. Instrumen dalam penelitian ini yaitu angket, wawancara, dan studi dokumentasi. Teknik analisis data dilakukan dengan perhitungan skor total tiap instrumen, dan *expert judgement*. dengan *purposive sampling*.

Berdasarkan hasil penelitian di lapangan, disimpulkan bahwa penyelenggaraan program *e-training* di lembaga PPPPTK TK PLB sudah berjalan dengan baik, dilihat dari proses perencanaan, pelaksanaan, dan evaluasi. Penelitian ini menghasilkan beberapa kesimpulan yang lebih khusus yaitu: Penyelenggaraan program *e-training* efektif dalam meningkatkan kompetensi pedagogik guru berusia dibawah 45 tahun maupun diatas 45 tahun. Akan tetapi program *e-training* memiliki keefektifan yang lebih tinggi pada peserta diatas 45 tahun dibandingkan dengan program *e-training* yang diterapkan pada peserta berusia dibawah 45 tahun. Penyelenggaraan program *e-training* efektif dalam meningkatkan kompetensi pedagogik guru pada golongan kepangkatan III A/B dan IV A/B. Akan tetapi program *e-training* memiliki

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keefektifan yang lebih tinggi pada golongan III A/B dibandingkan dengan program *e-training* yang diterapkan pada golongan IV A/B.

Kata Kunci : *E-training*, Kompetensi Pedagogik Guru, Usia, Golongan Kepangkatan.

ABSTRACT

Srikandi Ajeng Wardhani (0903905). The Effectiveness of E-Training Program Enforcement towards Teacher's Pedagogical Competence Enhancement. (Ex post facto study at the Development and Empowerment Center for Teachers and Education Personnel of kindergarten and Special Education). Thesis of Department of Curriculum and Technology Education, Faculty of Education, Education University of Indonesia, 2013.

The study is conducted based on preliminary studies and observations by researchers at the Development and Empowerment Center for Teachers and Education Personnel of kindergarten and Special Education, where there is electronic learning (e-learning) innovation, which developed into an electronic-based education and training program, namely e-training. The enforcement of e-training program covers the planning, implementation, and evaluation. E-training program aimed at improving the competence of kindergarten and special education teachers. The main attraction is the e-training program followed by kindergartens and special education teachers with different characteristics, therefore makes difference learning results and competencies enhancement as well, one of which enhances teachers' pedagogical competence.

The study starting point in the formulation of the problem: "Is the enforcement of e-training program effective in increasing teachers' pedagogical competence in Development and Empowerment Center for Teachers and Education Personnel of kindergarten and Special Education?" Specifically, the formulations of the study consist of: (1) how is the planning of e-training program in Development and Empowerment Center for Teachers and Education Personnel of kindergarten and Special Education?" (2) How does the implementation of e-training program in Development and Empowerment Center for Teachers and Education Personnel of kindergarten and Special Education?" (3) How does the evaluation of e-training program in Development and Empowerment Center for Teachers and Education Personnel of kindergarten and Special Education?" (4) How does The Effectiveness

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of E-Training Program Enforcement towards Teacher's Pedagogical Competence Enhancement views from teachers' age?" (5) How does The Effectiveness of E-Training Program Enforcement towards Teacher's Pedagogical Competence Enhancement views from teachers' class rank?"

This research uses *ex post facto* method with quantitative approach, with a total population of 47 instructors and the sample used is 30 people. The research instruments used are questionnaires, interviews and documentary studies. The data analysis technique is done by calculating the total score of each instrument and expert judgment. The sampling technique is done by purposive sampling.

Based on the results of research in the field, it can be concluded that the enforcement of e-training program in Development and Empowerment Center for Teachers and Education Personnel of kindergarten and Special Education runs very well views form planning process, implementation, and evaluation. The study produced some more specific conclusions, those are: the enforcement of e-training program is effective in increasing teachers' pedagogical competence, not only to teachers under 45-year-old but also over 45-year-old, but the e-training program with participants aged over 45 years has a higher level of effectiveness than e-training program with participants aged less than 45 years. The enforcement of e-training program is effective in improving teachers' pedagogical competence with class rank III A/B and IV A/B., but the e-training programs have a higher effectiveness in class rank III A / B than the e-training programs applied to class rank IV A / B.

Key words: E-training, Teachers' Pedagogical Competence, Age, Class rank

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