

## Abstrak

**Jayanti (2018):** Pengembangan Program *In-house Training* untuk Peningkatan Kompetensi Pedagogik Guru Sekolah Dasar

Pengembangan profesionalisme guru merupakan salah satu prasyarat dalam pencapaian tujuan pendidikan. Salah satu lembaga yang berfokus dalam pengembangan guru, yakni Sekolah Guru Indonesia-Dompet Dhuafa (SGI). Penelitian ini bertujuan untuk mengembangkan sebuah program pengembangan guru sekolah dasar (SD) penerima manfaat SGI dengan menggunakan metode Design and Development Research, yang terdiri atas tiga tahap: (1) analisis; (2) desain dan pengembangan; dan (3) evaluasi. Tahap analisis dilaksanakan melalui interview terhadap 30 guru SD berkategori dhuafa dan hasilnya menunjukkan kebutuhan guru terhadap program pengembangan yang berkesinambungan, terukur, materi mencakup aspek pedagogik, melibatkan guru secara aktif, dan berlokasi di sekolah. Hasil temuan tersebut selanjutnya dijadikan acuan dalam merancang program pengembangan guru berbentuk *in-house training* yang berfokus untuk meningkatkan kompetensi pedagogik guru SD. Setelah dilakukan *field test*, diperoleh tiga jenis data yang mencakup persepsi, pembelajaran dan kinerja. Berdasarkan data hasil persepsi peserta yang dikumpulkan melalui pengisian angket survey skala likert, ditemukan bahwa nilai tertinggi dalam hal performa trainer yakni jatuh pada aspek penguasaan materi dengan mean skor 3,97 (sangat baik). Selanjutnya persepsi peserta tentang proses pembelajaran dikumpulkan melalui angket pertanyaan terbuka dan diperoleh temuan bahwa proses pembelajaran berlangsung menyenangkan dimana respon tersebut muncul sebanyak 13 kali. Selain itu, ditemukan bahwa para peserta memperoleh ilmu baru, khususnya mengenai konsep manajemen kelas, serta merencanakan tindak lanjut pembuatan *classroom display*. Hasil evaluasi pembelajaran menunjukkan data presensi pembelajaran tatap muka sebanyak 82,5% (sangat baik), penyelesaian proyek sebanyak 97,5% (sangat baik) dan presensi *online learning* sebanyak 87,5% (sangat baik). Hasil evaluasi kinerja guru menunjukkan nilai signifikansi atau p-value yakni  $0,000 < 0,05$  sehingga dapat disimpulkan bahwa ada perbedaan yang signifikan antara nilai rata-rata pra-tes dan pos-tes.

**Kata kunci:** Design and Development Research, *in-house training*, Pedagogik, guru sekolah dasar, Sekolah Guru Indonesia.

## **Abstract**

**Jayanti (2018):** *Developing an In-house Training Program to Increase Primary School Teacher's Pedagogic Competence*

*Developing the professionalism of teachers is one of the prerequisites in achieving educational goals. One of the institutions that focuses on teacher development is Sekolah Guru Indonesia-Dompét Dhuafa (SGI). This study aims to develop a primary school teacher development program for SGI. This research uses Design and Development Research method, which consists of three phases: (1) analysis; (2) design and development; and (3) evaluation. The analysis phase was conducted through interviews of 30 dhuafa primary school teachers and the results showed the teacher's need for continuous, measurable, need-based, participant-based, and located in schools. The findings are then used as a reference in designing an in-house teacher development program that focuses on improving pedagogic competence of primary teachers. After evaluating the program, obtained three types of data: perception; learning; and performance. Based on data from the perception of the participants collected by filling the Likert survey questionnaire, it was found that the highest score in terms of trainer performance was on content mastery aspects with an average score of 3.97 (very good). Furthermore, the participants' perceptions about the learning process were collected through questionnaire and the result shows that the learning process was fun where the response occurred 13 times. In addition, it was found that the participants gained new knowledge, especially on the concept of classroom management, and planned follow-up classroom display. The result of the learning evaluation shows the attendance of face-to-face learning as much as 82.5% (very good), the completion of the project as much as 97.5% (very good) and online learning presence of 87.5% (very good). The results of teacher performance evaluation showed a significance difference between pre-test and post-test that the p-value was  $0,000 < 0,05$ .*

**Keywords:** *Design and Development Research, In-House Training, Pedagogic, primary school teacher, Sekolah Guru Indonesia.*

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DASAR*

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