

**MODEL PENGEMBANGAN PROFESIONALISME
GURU SEKOLAH DASAR MELALUI
DIDACTICAL DESIGN RESEARCH
(DDR)**

DISERTASI

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar
Doktor Pendidikan Dasar Konsentrasi Matematika



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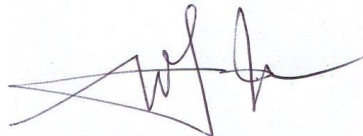
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ABSTRAK

Atikah Sari. (2019). *Model Pengembangan Profesionalisme Guru Sekolah Dasar Melalui Didactical Design Research (DDR)*. Doktor Pendidikan Dasar Konsentrasi Matematika Sekolah Pascasarjana, Universitas Pendidikan Indonesia. Prof. Dr. Didi Suryadi, M.Ed. (Promotor), Dr. Ernawulan Syaodih, M.Pd. (Kopromotor).

Penelitian ini dilatarbelakangi oleh implementasi Sistem Pendidikan Nasional terutama mengenai Standar Kualifikasi dan Kompetensi Guru. Tujuan penelitian adalah untuk menghasilkan model pengembangan profesionalisme guru sekolah dasar agar dapat memelihara, meningkatkan, dan memperluas pengetahuan dan keterampilannya untuk melaksanakan proses pembelajaran secara profesional. Model pengembangan profesionalisme guru dilakukan sesuai dengan kebutuhan belajar guru dan kebutuhan belajar siswa sehingga guru dapat membantu meningkatkan prestasi belajar siswa dan juga dapat memenuhi tuntutan profesinya. Penelitian ini dilakukan menggunakan pendekatan kualitatif dengan metode penelitian *Didactical Design Research (DDR)* pada guru kelas V di Kabupaten Bandung Barat. Data diperoleh dari kuesioner, wawancara, studi dokumen, lembar observasi, dan catatan lapangan. Hasil penelitian menunjukkan bahwa model pengembangan profesionalisme guru efektif dilakukan melalui hubungan tripartit antara pengawas sekolah – komunitas guru – bahan ajar. Model pengembangan profesionalisme guru dilakukan pada komunitas belajar profesional agar guru dapat melakukan refleksi secara berkesinambungan, melakukan praktek pembelajaran, dan menghasilkan desain didaktik secara bersama. Dalam penelitian ini dihasilkan delapan buah desain didaktik yang terdiri dari: satu buah desain didaktik hipotetik pengembangan profesionalisme guru dan satu buah desain didaktik empirik pengembangan profesionalisme guru. Selain itu juga dihasilkan tiga buah desain didaktik hipotetik pembelajaran dan tiga buah desain didaktik empirik pembelajaran. Dampak pengembangan profesionalisme guru ini adalah semakin berkembangnya kompetensi pedagogik, kompetensi kepribadian, kompetensi sosial, dan kompetensi profesional guru.

Kata Kunci: Model Pengembangan Profesionalisme Guru, Didactical Design Research

ABSTRACT

Atikah Sari. (2019). *The Model of Professional Development of Elementary School Teachers Through Didactical Design Research (DDR)*. Doctor of Basic Education Mathematics Concentration in Postgraduate Schools, Universitas Pendidikan Indonesia. Prof. Dr. Didi Suryadi, M.Ed. (Promotor) and Dr. Ernawulan Syaodih, M.Pd. (Copromotor).

This research is motivated by the implementation of the National Education System, especially regarding Qualification Standards and Teacher Competencies. The aim of the research is to produce a model of developing elementary school teacher professionalism in order to be able to nurture, enhance, and expand their knowledge and skills to carry out the learning process professionally. The model of teacher professional development is carried out in accordance with the learning needs of the teacher and the learning needs of students so that the teacher can help improve student achievement and also be able to meet the demands of his profession. This research was conducted using a qualitative approach with the research method for Didactical Design Research fifth (DDR) grade teachers in West Bandung Regency. Data obtained from questionnaires, interviews, study documents, observation sheets, and field notes. The results showed that an effective model of teacher professional development was carried out through a tripartite relationship between school supervisors - the teacher community - teaching materials. The model of teacher professionalism development is carried out in the professional learning community so that teachers can reflect continuously, conduct learning practices, and produce didactic designs together. In this study eight didactic designs were produced consisting of: one hypothetical didactic design of teacher professionalism development and one empirical didactic design of teacher professionalism development. It also produced three hypothetical didactic designs of learning and three empirical didactic designs of learning. The impact of developing teacher professionalism is the development of pedagogical competence, personal competence, social competence, and teacher professional competence.

Keywords: Teacher Professionalism Development Model, Didactical Design Research

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