

**IMPLEMENTASI SISTEM MANAJEMEN PEMBELAJARAN
(*LEARNING MANAGEMENT SYSTEM*) DALAM
PENGEMBANGAN PROFESIONAL BERKELANJUTAN
(*CONTINUOUS PROFESSIONAL DEVELOPMENT*) GURU SMK
(STUDI KASUS DI SMK N KOTA BANDUNG)**

TESIS

diajukan untuk memenuhi sebagian syarat untuk memperoleh
gelar Magister Pendidikan Teknologi dan Kejuruan



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**PROGRAM STUDI
PENDIDIKAN TEKNOLOGI DAN KEJURUAN
SEKOLAH PASCA SARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
2 0 2 2**

Setia Aji, 2022

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GURU SMK (STUDI KASUS SMK N DI KOTA BANDUNG)***

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Magister Pendidikan (M.Pd) pada Sekolah Pascasarjana UPI

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**DALAM PENGEMBANGAN PROFESIONAL BERKELANJUTAN
(CONTINUOUS PROFESSIONAL DEVELOPMENT) GURU SMK
(STUDI KASUS SMK N DI KOTA BANDUNG)**

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ABSTRAK

Perkembangan teknologi *interconnected network* (internet) memunculkan berbagai aplikasi baru, termasuk aplikasi untuk bidang pendidikan. Salah satu manfaat teknologi internet dalam bidang pendidikan adalah sebagai sarana pembelajaran yaitu *learning management system* (LMS). Tujuan penelitian ini yaitu untuk mengetahui implementasi LMS sekolah dalam pengembangan keprofesian berkelanjutan guru SMK. Pengumpulan data menggunakan kuesioner dengan *google form* melalui *WhatsApp*, wawancara semiterstruktur, dan dokumentasi. Metode penelitian menggunakan pendekatan deskriptif kuantitatif dengan analisa pendekatan *Structural Equation Modeling* (SEM) menggunakan *software Smart Partial Least Square* (*Smart PLS*). Sampel dalam penelitian ini yaitu 75 orang guru produktif bidang keahlian teknik ketenagalistrikan dan bidang keahlian teknik elektronika di 4 SMK N Bandung yaitu SMK N 4 Bandung, SMK N 6 Bandung, SMK N 8 Bandung dan SMK N PU Bandung. Hasil penelitian menunjukkan dukungan sekolah berpengaruh positif dan signifikan terhadap pengembangan diri. Hasil analisis data menunjukkan nilai pengaruh variabel dukungan sekolah terhadap pengembangan diri adalah sebesar 0,2 dengan *p-value* sebesar 0,048 (<0,05); Dukungan teknis berpengaruh positif dan tidak signifikan terhadap pengembangan diri. Hasil analisa data menunjukkan nilai pengaruh variabel dukungan teknis terhadap pengembangan diri adalah sebesar 0,21 dengan *p-value* sebesar 0,123 (>0,05); dan Efikasi diri berpengaruh positif dan signifikan terhadap pengembangan diri guru. Hasil analisa data menunjukkan nilai pengaruh variabel efikasi diri terhadap pengembangan diri adalah sebesar 0,484 dengan *p-value* sebesar 0,000 (<0,05). Permasalahan yang terjadi dalam implementasi LMS sekolah dapat dikategorikan menjadi 3 faktor yaitu 1) faktor guru, meliputi: motivasi guru, kesiapan guru, tanggungjawab guru, dan peralatan yang dimiliki guru; 2) faktor dukungan sekolah, meliputi kebijakan sekolah, biaya pengadaan dan pemeliharaan LMS sekolah, fasilitas internet, dan fasilitas komputer sekolah; dan 3) faktor dukungan teknis, meliputi kemudahan dalam penggunaan LMS sekolah, fitur-fitur yang ada dalam LMS sekolah, serta perkembangan dan kemajuan TIK dalam LMS sekolah.

Kata Kunci: *Learning management system*, pengembangan keprofesian berkelanjutan.

**IMPLEMENTATION OF THE LEARNING MANAGEMENT SYSTEM
IN CONTINUOUS PROFESSIONAL DEVELOPMENT
OF VOCATIONAL TEACHERS**

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(CASE STUDY OF SMK N IN BANDUNG CITY)

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ABSTRACT

The development of Internet technology has given rise to various new applications, including applications for the education sector, that is, the learning management system (LMS). The purpose of this study was to determine the implementation of LMS in schools in the continuous professional development of vocational high school teachers. Data was collected through questionnaires using google forms on WhatsApp, semi-structured interviews, and documentation study. The research method uses a quantitative descriptive approach with an analysis of the Structural Equation Modelling (SEM) approach based on the Smart Partial Least Square (Smart PLS) software. The sample in this study were 75 productive teachers in the field of electrical engineering expertise and electronics engineering expertise at four state vocational high schools (SMKN) in Bandung. The results showed that school support has a positive and significant effect on self-development. The results of data analysis showed that the value of the influence of the school support variable on self-development was 0.2 with a p-value of 0.048 (<0.05). Meanwhile, technical support has a positive and insignificant effect on self-development. This is indicated by the value of the influence of the technical support variable on self-development of 0.21 with a p-value of 0.123 (>0.05). Meanwhile, self-efficacy has a positive and significant effect on teacher self-development. And the value of the influence of the self-efficacy variable on self-development is 0.484 with a p-value of 0.000 (<0.05). It was found that the problems occurred in the implementation of the LMS in schools were divided into 3 factors, firstly, the teacher factor consisting of teacher motivation, readiness, responsibility, and teacher-owned equipment; secondly, school support factors covering school policies, costs of procurement and maintenance of school LMS, Internet facilities, and school computer facilities; and thirdly, technical support factors including the ease of use of the school LMS, the features available in the school LMS, and the development and progress of ICT in the school LMS.

Keywords: Learning management system, continuous professional development.

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