

**PENGEMBANGAN PROGRAM PELATIHAN PENYUSUNAN  
PERANGKAT PEMBELAJARAN MENGGUNAKAN MODEL READ-  
ANSWER-DISCUSS-EXPLAIN-AND CREATE (RADEC)  
BERORIENTASI MULTILITERASI BAGI GURU SEKOLAH DASAR**

**DISERTASI**

diajukan untuk memenuhi sebagian syarat  
untuk memperoleh gelar Doktor Pendidikan Dasar



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2022**

PENGEMBANGAN PROGRAM PELATIHAN PENYUSUNAN PERANGKAT  
PEMBELAJARAN MENGGUNAKAN MODEL READ-ANSWER-DISCUSS-  
EXPLAIN-AND CREATE (RADEC) BERORIENTASI MULTILITERASI  
BAGI GURU SEKOLAH DASAR

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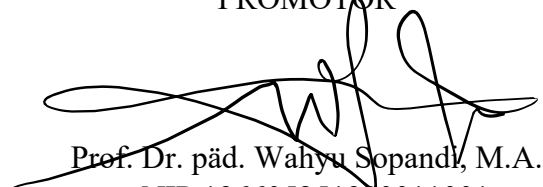
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PENGEMBANGAN PROGRAM PELATIHAN PEMBELAJARAN READ-ANSWER-DISCUSS-EXPLAIN-AND CREATE (RADEC) BERORIENTASI MULTILITERASI BAGI GURU SEKOLAH DASAR

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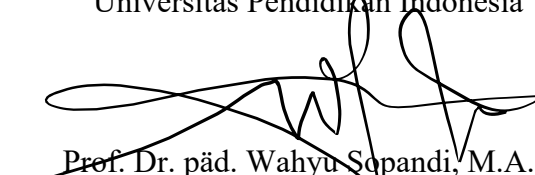
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# PENGEMBANGAN PROGRAM PELATIHAN PEYUSUNAN PERANGKAT PEMBELAJARAN MENGGUNAKAN MODEL READ-ANSWER-DISCUSS-EXPLAIN-AND CREATE (RADEC) BERORIENTASI MULTILITERASI BAGI GURU SEKOLAH DASAR

## Abstrak

Kompetensi guru dalam menyusun perangkat pembelajaran sangat berpengaruh terhadap proses pembelajaran dalam memperoleh kemampuan multiliterasi. Penelitian ini bertujuan untuk menghasilkan program pelatihan penyusunan perangkat pembelajaran menggunakan model RADEC berorientasi multiliterasi bagi guru sekolah dasar. Pengembangan perangkat pembelajaran menggunakan rancangan *model Four D* dari Thiagarajan. Instrumen penelitian yang dipakai yaitu angket, lembar observasi, dan instrument penilaian perencanaan pembelajaran berorientasi multiliterasi. Sumber data penelitian ini adalah guru sekolah dasar di kota Bandung yang berjumlah 2 guru pada ujicoba terbatas dan 450 pada ujicoba luas. Penelitian ini menghasilkan 4 hal yaitu: 1) Kebutuhan pengembangan program pelatihan multiliterasi; 2) karakteristik desain program pelatihan merencanakan pembelajaran menggunakan model RADEC berorientasi multiliterasi bagi guru sekolah dasar; 3) Kemampuan guru merencanakan pembelajaran dalam membuat RPP dan LKPD mendapatkan kategori tinggi. Hal ini bisa dilihat dari rata-rata *n-gain* kemampuan membuat RPP dengan nilai 0,88 dan capaian rerata *N-gain* kemampuan membuat LKPD sebesar 0,87. Tampak bahwa peningkatan kemampuan membuat RPP selalu lebih tinggi kemampuan LKPD. Secara lebih detil capaian *N-gain* untuk setiap indikator dalam membuat RPP yaitu literasi membaca 0,85, literasi sains 0,91, literasi teknologi 0,91, dan literasi komunikasi 0,87, dan capaian rerata *N-gain* untuk setiap indikator membuat LKPD yang ditinjau dalam uji coba luas ini adalah kemampuan literasi membaca sebesar 0,87, kemampuan literasi sains 0,88, dan kemampuan literasi teknologi sebesar 0,88 dan kemampuan literasi komunikasi sebesar 0,88; dan 4) Program pelatihan RADEC mendapatkan tanggapan positif dari peserta diklat.

**Kata Kunci:** multiliterasi (literasi membaca, literasi sains, literasi teknologi dan literasi komunikasi), pengembangan profesi guru, program pelatihan, model RADEC

## **DEVELOPING TRAINING PROGRAM FOR DEVICE PREPARATION USING THE READ-ANSWER-DISCUSS-EXPLAIN-CREATE (RADEC) ORIENTED MULTILITERACY MODEL FOR ELEMENTARY SCHOOL TEACHERS**

### **Abstract**

Teacher competence in planning learning is influential on the learning process in obtaining multiliteracy skills. This study aims to produce Developing Training Program For Device Preparation Using The Read-Answer-Discuss-Explain-Create (RADEC) Oriented Multiliteracy Model For Elementary School Teachers. The development of learning devices used the Four D model design from Thiagarajan. The research instruments used were questionnaires, observation sheets, and multiliteracy-oriented learning planning assessment instruments. The data sources of this study were elementary school teachers in Bandung, which amounted to 2 teachers in the limited trial and 450 in the wide trial. This research resulted in 4 things, namely: 1) The need for the development of multiliteracy training programs; 2) the characteristics of the design of the training program for planning learning using the multiliteracy-oriented RADEC model for elementary school teachers; 3) The ability of teachers to plan lessons in making lesson plans and LKPD gets a high category. This can be seen from the average n-gain ability to make lesson plans with a value of 0.88 and the average N-gain achievement of ability to make LKPD 0.87. It appears that the increase in the ability to make lesson plans is always higher than the LKPD's ability. In more detail the N-gain achievements for each indicator in making lesson plans are reading literacy 0.85, scientific literacy 0.91, technological literacy 0.91, and communication literacy 0.87, and the average N-gain achievement for each indicator making LKPD reviewed in this broad trial is reading literacy ability of 0.87, scientific literacy ability of 0.88, and technological literacy ability of 0.88 and communication literacy ability of 0.88; and 4) The RADEC training program received a positive response from the training participants.

**Kata Kunci:** multiliteracy (reading literacy, scientific literacy, technological literacy and communication literacy), RADEC model, teacher professional development, training program

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5. *RPP*
6. *LKPD*
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