

**MODEL PENGEMBANGAN KOMPETENSI PEDAGOGIK BERBASIS *SELF*
ASESSMENT GURU SEKOLAH DASAR DALAM PENGELOLAAN KELAS
INKLUSIF**

DISERTASI

diajukan untuk memenuhi sebagian dari syarat memperoleh gelar Doktor pada
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**MODEL PENGEMBANGAN KOMPETENSI PEDAGOGIK BERBASIS SELF
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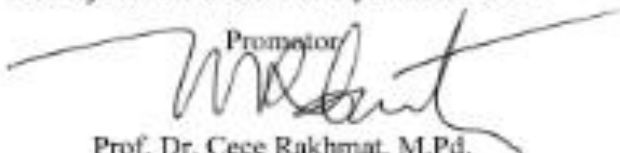
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ABSTRAK

MODEL PENGEMBANGAN KOMPETENSI PEDAGOGIK BERBASIS *SELF-ASSESSMENT* GURU SEKOLAH DASAR DALAM PENGELOLAAN KELAS INKLUSIF

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Kompetensi guru merupakan kemampuan untuk melakukan tugas dan kewajiban dengan layak dan bertanggung jawab sebagai penentu keberhasilan praktik pembelajaran. Permasalahan utama guru kelas inklusif adalah masih adanya kesulitan dalam perencanaan, pelaksanaan dan evaluasi pengelolaan pembelajaran kelas inklusif. Oleh karena itu, diperlukan model pengembangan kompetensi pedagogik dalam pengelolaan kelas inklusif. Tujuan penelitian ini adalah untuk menghasilkan model pengembangan kompetensi pedagogik berbasis *self-assesment* guru sekolah dasar dalam pengelolaan kelas inklusif. Penelitian ini menggunakan desain *Research and Development* yang dilaksanakan dalam tiga tahap, yaitu tahap pendahuluan, pengembangan produk dan uji keterlaksanaan model. Digunakan perpaduan pendekatan kualitatif dan kuantitatif dengan model *concurrent embedded design*. Partisipan penelitian sejumlah 21 guru SD Intis Kota Yogyakarta. Analisis data tahap pendahuluan menggunakan analisis deskriptif kualitatif deskriptif dan kuantitatif persentase. Tahap kedua dengan analisis deskriptif kuantitatif dan kualitatif dan tahap ketiga dengan uji keterlaksanaan *paired sample test* serta kualitatif. Hasil studi pendahuluan menunjukkan adanya permasalahan pengelolaan kelas inklusif terutama dengan kehadiran peserta didik berkebutuhan khusus (PDBK) dalam perencanaan, pelaksanaan dan penilaian pembelajaran kelas inklusif. Proses pengembangan model telah berhasil dengan menggunakan tahapan model hipotetik, validasi rasional dan uji keterlaksanaan model. Uji keterlaksanaan model pengembangan kompetensi pedagogik berbasis *self assesment* secara statistik dan empiris meningkatkan kapasitas pengelolaan kelas inklusif. Hasil implementasi model untuk aspek kompetensi pedagogik 1 sampai 5 karena Sig >0,05 tidak ada hubungan antara pretes dan postes, sedangkan aspek 6 sampai 11 karena Sig <0,05 ada hubungan antara pretes dan postes. Nilai Sig. (2-tailed) keempat indikator skor $0,00 < 0,05$ menunjukkan adanya perbedaan yang nyata antara pretes dengan postes hasil *treatment* implementasi model. Dampak terhadap guru adalah adanya peningkatan *self-efficacy*, tersusunnya rencana pembelajaran, kurikulum, pelaksanaan dan evaluasi hasil belajar adaptif dan akomodatif. Dampak terhadap anak adalah adanya peningkatan keterampilan sosial, percaya diri, dan sikap positif saling menerima serta menghargai. Simpulan bahwa model pengembangan kompetensi berbasis *self-assessment* guru sekolah dasar dalam pengelolaan kelas inklusif menjadi prinsip mendasar yang sekaligus sebagai rekomendasi bagi guru, kepala sekolah dan dinas pendidikan.

Kata kunci: Kompetensi Pedagogik, *Self-Assessment*, Pengelolaan Kelas Inklusif

ABSTRACT
PEDAGOGICAL COMPETENCE DEVELOPMENT MODEL BASED ON SELF-ASSESSMENT OF ELEMENTARY SCHOOL TEACHERS IN INCLUSIVE CLASS MANAGEMENT

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Teacher competence is defined as teachers' ability to carry out their duties and obligations properly and responsibly as a determinant of the success of learning practices. The main issue for inclusive classroom teachers is that they still have difficulty planning, implementing, and evaluating inclusive classroom learning management. As a result, a pedagogical competency development model for inclusive classroom management is required. Meanwhile, this study aimed to develop a pedagogical competence model based on primary school teachers' self-assessment in inclusive classroom management. This study employed a Research and Development (R&D) design with three stages: preliminary, product development, and model implementation testing. This study used a concurrent embedded design model in conjunction with a combination of qualitative and quantitative approaches. This study included 21 Intis Yogyakarta Elementary School teachers as participants. The preliminary data analysis stage used descriptive qualitative and quantitative percentage analysis. Data analysis in the second stage included quantitative and qualitative descriptive analysis. Meanwhile, the paired sample test and qualitative tests were used in the third stage. The preliminary study's results suggested that there were issues with managing inclusive classes, particularly with students with special needs, in planning, implementing, and assessing inclusive classroom learning. The model development process has been successful by using the stages of a hypothetical model, rational validation, and model implementation testing. The implementation of the self-assessment-based pedagogical competence development model increases the capacity of inclusive classroom management statistically and empirically. The model implementation results for the aspects of pedagogical competence 1–5 showed that $\text{Sig} > 0.05$, indicating that there was no relationship between pre-test and post-test. While aspects 6–11 showed that $\text{Sig} < 0.05$, this indicates that there was a relationship between the pre-test and post-test. The value of Sig . (2-tailed) of the four indicators was $0.00 < 0.05$, indicating that there was a significant difference between the model implementation treatment's pre-test and post-test results. While the impact on teachers was an increase in self-efficacy, it also affected the preparation of learning plans, curriculum, implementation, and evaluation of adaptive and accommodative learning outcomes. On the other hand, the impact on students was an increase in social skills, self-confidence, and a positive attitude of mutual acceptance and respect. The self-assessment-based competence development model for primary school teachers in inclusive classroom management can be concluded as a fundamental principle and a recommendation for teachers, principals, and the education office.

Keywords: Pedagogical Competence, Self-assessment, Inclusive Class Management

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