

## ABSTRAK

**YENI SAUFINA SIREGAR. 8216132002. Pengembangan Model Manajemen Pelatihan Berbasis Keterampilan 4C (*Critical Thinking, Creativity, Communication, Collaboration*) Sebagai Upaya Peningkatan Kompetensi Guru Pendidikan Vokasi. Tesis. Medan: Program Magister Administrasi Pendidikan Pascasarjana, Universitas Negeri Medan. 2023.**

Penelitian ini bertujuan untuk: (1) mengembangkan model manajemen pelatihan berbasis keterampilan 4C untuk guru SMK Swasta Madani Marindal Medan; (2) mengetahui efektivitas manajemen pelatihan berbasis keterampilan 4C dalam meningkatkan kompetensi guru pendidikan kejuruan. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan studi kasus terhadap sejumlah guru pendidikan kejuruan yang mengikuti pelatihan berbasis keterampilan 4C. Data dikumpulkan melalui wawancara mendalam, observasi kelas, lembar pengamatan, angket serta dokumentasi. Jumlah responden dalam penelitian ini adalah 15 orang guru. Produk model pelatihan yang dikembangkan telah divalidasi oleh ahli vokasi. Hasil penelitian ini menunjukkan bahwa model manajemen pelatihan berbasis keterampilan 4C divalidasi oleh ahli materi dengan aspek penilaian kelayakan isi (88,25%), penyajian (87,52%), bahasa (90,25%), kontekstual (86,45%) dengan total rata-rata sebesar 88,11% dan termasuk dalam kategori valid. Selain itu, dari hasil analisis diperoleh bahwa nilai keefektifan dari Deviation from Linearity Sig. adalah 0,251 lebih besar dari 0,05. Maka dapat disimpulkan bahwa antara data pretest dan posttest keterampilan sosial guru dengan menggunakan Model Manajemen Pelatihan Berbasis 4C (*Critical Thinking, Creativity, Communication, Collaboration*) memiliki hubungan linier secara signifikan artinya bahwa produk model manajemen pelatihan berbasis 4C efektif untuk meningkatkan kompetensi sosial guru di SMK Swasta Madani Marindal. Pelatihan ini memberikan pemahaman mendalam tentang pentingnya keterampilan 4C dalam konteks pendidikan vokasi. Guru dilibatkan dalam kegiatan yang melibatkan praktik langsung, diskusi, dan refleksi. Pelatihan juga memberikan dukungan dan sumber daya yang dibutuhkan untuk mengembangkan keterampilan 4C. Dampak dari pelatihan ini terlihat pada peningkatan keterampilan guru dalam menyampaikan materi dengan jelas dan efektif serta menerapkan pendekatan inovatif dalam pembelajaran. Guru juga menunjukkan peningkatan dalam kemampuannya menganalisis situasi pembelajaran, membuat keputusan yang tepat, dan memecahkan masalah secara kreatif. Kesimpulannya bahwa model manajemen pelatihan berbasis keterampilan 4C dapat menjadi strategi yang efektif dalam meningkatkan kompetensi guru pendidikan vokasi seperti keterampilan sosial guru. Implikasi dari penelitian ini adalah perlunya mengembangkan program pelatihan yang komprehensif dan berkelanjutan untuk mendukung pengembangan kompetensi guru pendidikan kejuruan.

**Kata Kunci:** Kompetensi Guru, Pendidikan Kejuruan, Manajemen Pelatihan, Keterampilan 4C

## ABSTRACT

*YENI SAUFINA SIREGAR. 8216132002. Development of a 4C Skills-Based Training Management Model (Critical Thinking, Creativity, Communication, Collaboration) as an Effort to Increase the Competency of Vocational Education Teachers. Thesis. Medan: Postgraduate Educational Administration Master's Program, Medan State University. 2023.*

This research aims to: (1) develop a 4C skills-based training management model for Medan Marindal Madani Private Vocational School teachers; (2) determine the effectiveness of 4C skills-based training management in improving the competency of vocational education teachers. The research method used is a qualitative approach with case studies of a number of vocational education teachers who took part in 4C skills-based training. Data was collected through in-depth interviews, class observations, observation sheets, questionnaires and documentation. The number of respondents in this research was 15 teachers. The training model product developed has been validated by vocational experts. The results of this research indicate that the 4C skills-based training management model was validated by material experts with aspects of assessing the suitability of content (88.25%), presentation (87.52%), language (90.25%), contextual (86.45%) with a total average of 88.11% and included in the valid category. Apart from that, from the analysis results it was found that the effectiveness value of Deviation from Linearity Sig. is 0.251 greater than 0.05. So it can be concluded that the pretest and posttest data on teachers' social skills using the 4C-based Training Management Model (Critical Thinking, Creativity, Communication, Collaboration) has a significant linear relationship, meaning that the 4C-based training management model product is effective in improving the social competence of teachers in vocational schools. Private Madani Marindal. This training provides an in-depth understanding of the importance of 4C skills in the context of vocational education. Teachers are involved in activities that involve direct practice, discussion and reflection. Training also provides the support and resources needed to develop 4C skills. The impact of this training can be seen in improving teachers' skills in delivering material clearly and effectively as well as implementing innovative approaches to learning. Teachers also show improvements in their ability to analyze learning situations, make appropriate decisions, and solve problems creatively. The conclusion is that the 4C skills-based training management model can be an effective strategy in improving vocational education teacher competencies such as teacher social skills. The implication of this research is the need to develop a comprehensive and sustainable training program to support the development of vocational education teacher competencies.

**Keywords:** Teacher Competency, Vocational Education, Training Management, 4C Skills