

ABSTRAK

BABBY HASMAYNI. NIM. 8186114008. Pengembangan Model Manajemen Pelatihan Berbasis *Self Efficacy* Untuk Peningkatan Keinovatifan Guru Smp Negeri Di Kabupaten Batu Bara. **Disertasi. Medan: Program Studi S3 Manajemen Pendidikan pascasarjana Universitas Negeri Medan.**

Tujuan dari penelitian ini untuk: (1) Menemukan model manajemen pelatihan berbasis *self efficacy* yang dibutuhkan Guru SMP Negeri di Kabupaten Batu Bara untuk meningkatkan keinovatifan saat ini. (2) Mengetahui efektivitas model manajemen pelatihan berbasis *self efficacy* untuk meningkatkan keinovatifan guru SMP Negeri yang diimplementasikan di Kabupaten Batubara. Penelitian ini merupakan penelitian pengembangan menggunakan jenis 4-D (*four-D Models*). Dilaksanakan diseluruh SMP Negeri di Kabupaten Batu Bara dengan melibatkan 180 sampel penelitian. Teknik pengumpulan data dilakukan dengan instrument observasi, wawancara, dokumentasi, serta penyebaran angket. Sebelum instrument di uji coba, terlebih dahulu divalidasi oleh pakar untuk mendapatkan kelayakan penggunaan. Uji coba dilakukan sebanyak 2 kali yaitu uji coba terbatas dan uji coba luas. Berdasarkan hasil penelitian ditemukan: (1) Karakteristik model pelatihan berbasis *self efficacy* adalah *easy to do*, *measurable*, *time efficient*, *practical*, dan *low cost*. (2) Hasil uji validasi menunjukkan bahwa model pelatihan berbasis *self efficacy* sangat layak digunakan. Pada uji lapangan terbatas dan uji lapangan utama memiliki perbedaan nilai rata-rata. Nilai rata-rata kelayakan pelatihan berdasarkan responden sebesar 86,04 yang artinya model pelatihan berbasis *self efficacy* berada pada kategori layak, sedangkan menurut pakar nilai rata-rata model pelatihan *self efficacy* sebesar 90 yang artinya model pelatihan berbasis *self efficacy* berada pada kategori layak. Berdasarkan hasil *uji statistic* menunjukkan bahwa terdapat perbedaan keinovatifan guru antara kelompok perlakuan dan control baik pada uji lapangan terbatas ataupun uji lapangan utama dengan nilai ($p = <0,001$) yang artinya pelatihan Guru berbasis *self efficacy* memiliki perbedaan untuk meningkatkan keinovatifan guru SMP Negeri di Kabupaten Batu Bara. (3) N-Gain uji coba terbatas memiliki nilai rerata N-Gain persen untuk kelompok perlakuan sebesar 114,54, sedangkan pada kelompok kontrol nilai rerata N-Gain persen sebesar 119,74. Kemudian N-Gain uji coba lapangan utama memiliki nilai rerata N-Gain persen untuk kelompok perlakuan sebesar 115,20, sedangkan pada kelompok kontrol nilai rerata N-Gain persen sebesar 123,07. Maka, karena hasil N-Gain score pada kedua uji coba menunjukkan nilai $g = >55$ dapat disimpulkan bahwa penggunaan model pelatihan berbasis *self efficacy* efektif untuk peningkatan keinovatifan guru SMP Negeri di Kabupaten Batu Bara.

Keyword: Model manajemen pelatihan, *self efficacy*, keinovatifan

ABSTRACT

BABY HASMAYNI. NIM. 8186114008. *Based Training Management Model Self Efficacy to Increase the Innovativeness of State Middle School Teachers in Batu Bara Regency. Dissertation. Medan: Postgraduate Education Management Study Program, Medan State University.*

The aims of this research are to: (1) -based training management model self-efficacy that is needed by State Junior High School teachers in Batu Bara Regency to increase current innovation.-based training management model self-efficacy to increase the innovativeness of state junior high school teachers implemented in Batubara Regency. This research is a development research using the type of 4-D (four-D Models). It was carried out in all public junior high schools in Batu Bara Regency by involving 180 research samples. Data collection techniques were carried out by means of observation, interviews, documentation, and questionnaires. Before the instrument is tested, it must be validated by experts to get the feasibility of using it. The trial was carried out 2 times, namely a limited trial and a broad trial. Based on the results of the study, it was found: (1) The characteristics of the self-efficacy are easy to do, measurable, time efficient, practical, and low cost. (2) The results of the validation test show that the self-efficacy very feasible to use. The limited field test and the main field test have different mean values. The average value of training eligibility based on respondents is 86.04, which means that the self-efficacy is in the feasible category, while according to experts the average value of the self-efficacy is 90, which means the self-efficacy is in the feasible category. Based on the results of statistical tests, it shows that there are differences in teacher innovativeness between the treatment and control groups in both the limited field test or the main field test with a value ($p = <0.001$), which means that self-efficacy has a difference in increasing the innovativeness of State Junior High School teachers. in the Coal District. (3) The N-Gain of the limited trial had an average N-Gain percent value for the treatment group of 114.54, while in the control group the average N-Gain percent value was 119.74. Then the N-Gain in the main field trial had an average N-Gain percent value for the treatment group of 115.20, while in the control group the average N-Gain percent value was 123.07. So, because the results of the N-Gain score in both trials showed a $g = > 55$, it can be concluded that the use of a self-efficacy effective for increasing the innovativeness of State Junior High School teachers in Batu Bara Regency.

Keyword: training management model, self efficacy, innovation

