

ABSTRAK

Djuni Posma Rouli. Model Manajemen Pelatihan Pembelajaran Daring Untuk Meningkatkan Kompetensi Pedagogik Guru. Tesis : Program Studi Administrasi Pendidikan Pascasarjana Universitas Negeri Medan, 2023

Pembelajaran tatap muka (PTM) terbatas 50 persen dimulai Juli 2021 berdasarkan surat edaran Gubernur Sumatera Utara Nomor 421.3/ 873/CABDIS.MU/XII/2020. PTM terbatas 50 persen (*hybrid learning*) adalah model pembelajaran dimana guru mengajar secara bersamaan kepada siswa yang hadir di sekolah dengan siswa yang belajar secara daring dari rumah dengan bantuan teknologi. Pembelajaran secara daring tidak dilaksanakan. Hal ini disebabkan kompetensi pedagogik rendah terlihat dari hasil survey lingkungan belajar tahun 2022 secara nasional 47,36 dan hasil belajar pada penilaian tengah semester (PTS) tahun 2022 sebesar 77,26% < KKM. Sehingga perlu diperbaiki dengan model manajemen pelatihan pembelajaran daring untuk meningkatkan kompetensi pedagogik guru terutama rencana pelaksanaan pembelajaran 1 lembar, media pembelajaran video dan evaluasi pembelajaran 5 jenis soal.. Metode penelitian *research and development* di SMAN yang ada di kabupaten Toba dengan subjek penelitian sebanyak 46 Guru mengikuti pelatihan pembelajaran daring dengan model ADDIE dengan tahapan *analysis*, kebutuhan pelatihan dan pengembangan model. *Design*, instrumen tes, panduan pelatihan, model manajemen dan materi pelatihan. *Development*, validasi kompetensi pedagogik, kompetensi pembelajaran daring dan materi pelatihan. *Implementation*, pelaksanaan pelatihan dua hari secara terbimbing dan empat hari secara mandiri. *Evaluation*, mengadakan pretest dan posttest sebelum dan sesudah pelatihan. Berdasarkan fungsi manajemen *perencanaan*, pelatihan sangat dibutuhkan, *pengorganisaasian* pelaksanaan pelatihan sebagai penunjang kegiatan belajar mengajar yang di rencanakan pada RKAS (rencana kegiatan anggaran sekolah), *pelaksanaan* pelatihan dilengkapi dengan panduan materi, video dan rekaman pelatihan. *Evaluasi*, mengukur keefektifan model manajemen pelatihan dan peningkatan kompetensi pedagogik dengan tes dan non tes. Hasil analisis N-Gain Score model manajemen pelatihan pembelajaran daring efektif meningkatkan kompetensi pedagogik. Serta model manajemen pelatihan pembelajaran daring yang digunakan meningkatkan kompetensi pedagogik guru. Hasil independent samples t-test sig (2-tailed) 0,792 kompetensi pedagogik dan sig (2-tailed) pembelajaran daring 0,413, tidak ada perbedaan signifikan hasil pelatihan yang ada pada SMAN 1 Silaen dan SMAN 1 Laguboti. Meningkatnya kompetensi pedagogik dengan menggunakan evaluasi pembelajaran 5 jenis soal meningkatkan hasil belajar peserta didik;

Kata Kunci : Fungsi Manajemen, Model ADDIE, Kompetensi Pedagogik

ABSTRACT

Djuni Posma Rouli. Online Learning Training Management Model to Improve Teacher Pedagogic Competence. Thesis: Postgraduate Educational Administration Study Program, Medan State University, 2023

Face-to-face learning (PTM) is limited to 50 percent starting in July the 2021 based on the circular letter of the Governor of North Sumatra Number 421.3/873/CABDIS.MU/XII/2020. PTM is limited to 50 percent (hybrid learning) and is a learning model in which teachers teach simultaneously to students who attend school with students who study online from home with the help of technology. Online learning is not carried out. This is due to low pedagogic competence as seen from the results of the 2022 study environment survey nationally at 47.36 and learning outcomes in the 2022 midterm assessment (PTS) of 77.26% < KKM. So it needs to be improved with an online learning training management model to improve teacher pedagogical competence, especially one sheet learning implementation plan, video learning media, and learning evaluation of 5 types of questions. Research and development research methods in high schools in the Toba district with 46 teachers as research subjects take part in online learning training with the ADDIE model with the stages of analysis, training needs, and model development. Design, test instruments, training manuals, management models, and training materials. Development, and validation of pedagogic competencies, online learning competencies, and training materials. Implementation, two days of guided training and four days of training independently. Evaluation, holding pretest and posttest before and after training. Based on the planning management function, training is urgently needed, the organization of training implementation as a support for teaching and learning activities planned in the RKAS (school budget activity plan), the training implementation is equipped with material guides, videos, and training recordings. Evaluation, measuring the effectiveness of the training management model, and increasing pedagogical competence with tests and non-tests. The results of the N-Gain Score analysis of the online learning training management model are effective in increasing pedagogical competence. As well as the online learning training management model that is used to improve teacher pedagogical competence. The results of independent samples t-test sig (2-tailed) 0.792 pedagogical competency and sig (2-tailed) online learning 0.413, there is no significant difference in the results of the training at SMAN 1 Silaen and SMAN 1 Laguboti. Increasing pedagogical competence using learning evaluation of 5 types of questions improves student learning outcomes;

Keywords: Management Function, ADDIE Model, Pedagogic Competence