

ABSTRAK

Implementasi Teknologi TV Interaktif Flat Panel melalui Inovasi Pembelajaran Guru dalam Meningkatkan Hasil Belajar Siswa di Sekolah Gugus 2 Bojongasih

Penelitian ini dilatarbelakangi oleh adanya kesenjangan antara ketersediaan infrastruktur teknologi TV Interaktif Flat Panel (IFP) dan rendahnya tingkat pemanfaatannya secara inovatif oleh guru di Sekolah Dasar Gugus 2 Bojongasih, Kabupaten Tasikmalaya. Data Raport Pendidikan Gugus 2 Bojongasih Tahun 2025 menunjukkan penurunan skor pada indikator literasi, numerasi, dan kualitas pembelajaran, meskipun perangkat IFP telah tersedia di setiap sekolah sejak tahun 2024. Penelitian ini bertujuan untuk menganalisis pengaruh implementasi teknologi TV Interaktif Flat Panel (X1) dan inovasi pembelajaran guru (X2) terhadap peningkatan hasil belajar siswa (Y), baik secara parsial maupun simultan, serta mengkaji peran inovasi pembelajaran guru sebagai variabel mediasi.

Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei eksplanatori. Populasi penelitian adalah seluruh guru di tujuh sekolah dasar yang tergabung dalam Gugus 2 Bojongasih, dengan jumlah sampel sebanyak 103 responden yang dipilih menggunakan teknik purposive sampling. Instrumen penelitian berupa kuesioner berskala Likert yang telah diuji validitas dan reliabilitasnya. Analisis data dilakukan menggunakan regresi linear berganda dengan bantuan software IBM SPSS.

Hasil penelitian menunjukkan bahwa: (1) secara parsial, implementasi teknologi TV Interaktif Flat Panel (X1) tidak berpengaruh signifikan terhadap hasil belajar siswa ($t = 0,980$; $p = 0,329 > 0,05$); (2) secara parsial, inovasi pembelajaran guru (X2) berpengaruh positif dan sangat signifikan terhadap hasil belajar siswa ($t = 6,760$; $p = 0,000 < 0,05$); (3) secara simultan, variabel X1 dan X2 bersama-sama berpengaruh signifikan terhadap hasil belajar siswa ($F = 450,940$; $p = 0,000 < 0,05$) dengan koefisien determinasi $R^2 = 0,900$, artinya kedua variabel tersebut menjelaskan 90,0% variasi hasil belajar siswa; dan (4) teknologi IFP terbukti meningkatkan hasil belajar siswa secara tidak langsung melalui jalur mediasi inovasi pembelajaran guru. Temuan ini menegaskan bahwa teknologi IFP berperan sebagai enabler, bukan faktor penentu utama, sehingga investasi perangkat keras harus selalu diiringi dengan pengembangan kompetensi pedagogis guru berbasis kerangka TPACK.

Kata Kunci: TV Interaktif Flat Panel, Inovasi Pembelajaran Guru, Hasil Belajar Siswa, TPACK, Digitalisasi Pendidikan

ABSTRACT

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The Implementation of Interactive Flat Panel TV Technology through Teacher Learning Innovation in Improving Student Learning Outcomes at Gugus 2 Bojongasih

This research is motivated by the gap between the availability of Interactive Flat Panel (IFP) TV technology infrastructure and the low level of its innovative utilization by teachers in the Elementary Schools of Gugus 2 Bojongasih, Tasikmalaya Regency. The 2025 Education Report Card of Gugus 2 Bojongasih indicated declining scores in literacy, numeracy, and learning quality indicators, despite IFP devices having been available in every school since 2024. This study aims to analyze the effect of IFP technology implementation (X1) and teacher learning innovation (X2) on student learning outcomes (Y), both partially and simultaneously, as well as to examine the mediating role of teacher learning innovation.

This study employed a quantitative approach with an explanatory survey method. The research population consisted of all teachers from seven elementary schools in Gugus 2 Bojongasih, with a sample of 103 respondents selected through purposive sampling. The research instrument was a Likert-scale questionnaire that had been validated for validity and reliability. Data analysis was performed using multiple linear regression with IBM SPSS software.

The results revealed that: (1) partially, the implementation of IFP technology (X1) did not significantly affect student learning outcomes ($t = 0.980$; $p = 0.329 > 0.05$); (2) partially, teacher learning innovation (X2) had a positive and highly significant effect on student learning outcomes ($t = 6.760$; $p = 0.000 < 0.05$); (3) simultaneously, both X1 and X2 significantly influenced student learning outcomes ($F = 450.940$; $p = 0.000 < 0.05$) with a coefficient of determination $R^2 = 0.900$, indicating that 90.0% of the variation in student learning outcomes is explained by both variables; and (4) IFP technology was proven to improve student learning outcomes indirectly through the mediation of teacher learning innovation. These findings affirm that IFP technology serves as an enabler rather than a primary determinant, and therefore hardware investment must always be accompanied by the development of teachers' pedagogical competence based on the TPACK framework.

Keywords: *Interactive Flat Panel TV, Teacher Learning Innovation, Student Learning Outcomes, TPACK, Education Digitalization*