

ABSTRAK

Inovasi Pembelajaran Melalui Penguatan Peran Kelompok Kerja Guru (Studi Kasus di SDN 1 Cintaratu Kecamatan Lakkok Kabupaten Ciamis).

LIA NOOR ELYN, NIM 215250042. Penelitian ini dilatarbelakangi oleh belum optimalnya inovasi pembelajaran di SDN 1 Cintaratu yang ditandai dengan dominannya pembelajaran berpusat pada guru, terbatasnya pemanfaatan teknologi, serta belum berkembangnya budaya kolaborasi profesional secara berkelanjutan. Padahal, tuntutan pendidikan abad ke-21 menuntut guru mampu mengembangkan pembelajaran yang aktif, kreatif, inovatif, dan kolaboratif. Dalam konteks tersebut, Kelompok Kerja Guru (KKG) menjadi wadah strategis untuk meningkatkan profesionalisme guru melalui pengembangan inovasi pembelajaran. Penelitian ini bertujuan mendeskripsikan dan menganalisis proses, strategi, indikator keberhasilan, serta pengembangan inovasi pembelajaran melalui penguatan peran KKG di SDN 1 Cintaratu. Penelitian menggunakan pendekatan kualitatif dengan metode studi kasus. Data dikumpulkan melalui wawancara mendalam, observasi, dan studi dokumentasi terhadap kepala sekolah dan guru. Analisis data dilakukan menggunakan model interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan. Hasil penelitian menunjukkan bahwa inovasi pembelajaran dilaksanakan melalui tahapan identifikasi masalah, perencanaan, implementasi, evaluasi, dan refleksi secara kolaboratif dalam forum KKG. Strategi yang diterapkan meliputi penguatan kompetensi profesional guru, peningkatan kolaborasi, pemanfaatan media dan teknologi pembelajaran, serta refleksi berkelanjutan. Keberhasilan inovasi ditunjukkan oleh meningkatnya kompetensi pedagogik guru, budaya kolaborasi, serta kualitas proses dan hasil belajar peserta didik. Pengembangan inovasi dilakukan secara sistematis dan berkelanjutan sehingga membentuk komunitas belajar profesional di lingkungan sekolah. Penelitian ini menyimpulkan bahwa penguatan peran KKG merupakan strategi efektif dalam mendorong inovasi pembelajaran yang kontekstual, kolaboratif, dan berkelanjutan, sehingga berkontribusi terhadap peningkatan mutu pendidikan di SDN 1 Cintaratu.

Kata Kunci: Inovasi Pembelajaran, Kelompok Kerja Guru (KKG), Komunitas Belajar Profesional, Kolaborasi Guru, Sekolah Dasar.

ABSTRACT

Inovasi Pembelajaran Melalui Penguatan Peran Kelompok Kerja Guru (Studi Kasus di SDN 1 Cintaratu Kecamatan Lakkok Kabupaten Ciamis).

LIA NOOR ELYN, NIM 215250042. *This study was motivated by the suboptimal implementation of learning innovation at SDN 1 Cintaratu, as indicated by the predominance of teacher-centered instruction, limited utilization of educational technology, and the lack of a sustainable culture of professional collaboration. Meanwhile, the demands of 21st-century education require teachers to develop learning practices that are active, creative, innovative, and collaborative. In this context, the Teacher Working Group (Kelompok Kerja Guru/KKG) serves as a strategic forum for enhancing teacher professionalism through the development of learning innovation. This study aimed to describe and analyze the processes, strategies, success indicators, and sustainable development of learning innovation through strengthening the role of the KKG at SDN 1 Cintaratu. The research employed a qualitative approach using a case study method. Data were collected through in-depth interviews, observations, and document analysis involving the principal and teachers. Data were analyzed using the interactive model of Miles and Huberman, consisting of data reduction, data display, and conclusion drawing. The findings revealed that learning innovation was implemented through the stages of problem identification, planning, implementation, evaluation, and collaborative reflection within the KKG forum. The strategies included strengthening teachers' professional competencies, enhancing collaboration, utilizing innovative instructional media and educational technology, and conducting continuous reflection. The success of the innovation was reflected in improved teachers' pedagogical competence, stronger collaborative culture, and enhanced quality of both the learning process and students' learning outcomes. Furthermore, learning innovation was developed systematically and sustainably, fostering a professional learning community within the school. This study concludes that strengthening the role of the Teacher Working Group (KKG) is an effective strategy for promoting contextual, collaborative, and sustainable learning innovation, thereby contributing to the improvement of educational quality at SDN 1 Cintaratu.*

Keywords: *Learning Innovation, Teacher Working Group (KKG), Professional Learning Community, Teacher Collaboration, Elementary School.*