

ABSTRAK

PERAN GURU INSPIRATIF DALAM ADMINISTRASI PEMBELAJARAN BERORIENTASI *DEEP LEARNING* UNTUK MENUMBUHKAN MINAT BELAJAR SISWA FASE C (Studi Kualitatif SD Negeri 2 Sukanagara Kecamatan Padaherang)

IRNA MUTIARADEWI
NIM: 2125250013

Pendidikan dasar memiliki peran strategis dalam membangun fondasi intelektual, karakter, dan minat belajar peserta didik. Pada fase C Sekolah Dasar, siswa berada pada tahap perkembangan berpikir menuju kemampuan yang lebih kompleks sehingga membutuhkan pembelajaran yang tidak hanya berorientasi pada penguasaan materi, tetapi juga pada pembelajaran mendalam (*deep learning*) yang menekankan pemahaman konseptual, berpikir kritis, refleksi, dan kebermaknaan belajar. Sejalan dengan Kurikulum Merdeka, pembelajaran berorientasi *deep learning* menuntut keterlibatan aktif siswa serta perencanaan, pelaksanaan, dan evaluasi pembelajaran yang sistematis dan berkelanjutan. Dalam konteks tersebut, administrasi pembelajaran memiliki peran penting sebagai instrumen pedagogis dan manajerial untuk mendukung terciptanya pembelajaran yang efektif dan berpusat pada siswa. Namun, praktik administrasi pembelajaran di sekolah masih cenderung bersifat formalistik dan belum sepenuhnya terintegrasi dengan prinsip *deep learning* sehingga berdampak pada kurang optimalnya kualitas pembelajaran dan minat belajar siswa. Oleh karena itu, diperlukan peran guru inspiratif yang mampu mengelola administrasi pembelajaran secara profesional, kreatif, reflektif, dan bermakna guna mendukung peningkatan minat belajar siswa Fase C. Tujuan penelitiannya adalah untuk menganalisis dan mendeskripsikan tentang: 1) Peran Guru Inspiratif dalam mengelola Administrasi Pembelajaran, 2) Karakteristik Guru Inspiratif dalam mengelola administrasi pembelajaran, 3) Bentuk dan tingkat minat belajar siswa Fase C, 4) Faktor pendukung peran Guru Inspiratif dalam administrasi pembelajaran berorientasi *deep learning*. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus di SD Negeri 2 Sukanagara, melibatkan guru fase C sebagai subjek utama, serta kepala sekolah siswa fase c, Guru Sejawat, dan Orang tua sebagai informan pendukung. Data dikumpulkan melalui wawancara mendalam, observasi, dan studi dokumentasi. Teknis analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan simpulan/verifikasi. Hasil penelitian menunjukkan bahwa: 1) Peran guru inspiratif dalam administrasi pembelajaran di SD Negeri 2 Sukanagara dilaksanakan melalui fungsi manajemen pembelajaran POAC yang berorientasi pada prinsip *deep learning* sehingga mampu menciptakan pembelajaran yang aktif, bermakna, kontekstual, dan berpusat pada siswa. 2) Hasil penelitian menunjukkan bahwa karakteristik guru inspiratif tercermin pada kemampuan menyusun administrasi pembelajaran secara sistematis, kreatif, inovatif, serta mendukung pengembangan akademik, karakter, berpikir kritis, dan kemandirian belajar siswa melalui komunikasi pedagogis yang positif, refleksi, dan evaluasi berkelanjutan. 3) Hasil penelitian menunjukkan bahwa penerapan pembelajaran berorientasi *deep learning* memberikan implikasi positif terhadap bentuk dan tingkat minat belajar siswa Fase C yang ditunjukkan melalui meningkatnya antusiasme, partisipasi aktif, rasa ingin tahu, kemampuan kolaborasi, refleksi, dan kepercayaan diri siswa dalam pembelajaran. 4) Hasil penelitian menunjukkan bahwa faktor pendukung implementasi pembelajaran meliputi dukungan kepala sekolah, kompetensi guru, pemanfaatan teknologi dan media digital, budaya kolaboratif antar guru, keterlibatan orang tua, serta lingkungan belajar yang kondusif, meskipun masih terdapat hambatan berupa keterbatasan waktu, sarana, dan perbedaan kemampuan siswa.

Kata kunci: guru inspiratif, administrasi pembelajaran, *deep learning*, minat belajar siswa fase C.

ABSTRACT

The Role of Inspirational Teacher in Deep learning Oriented Learning Administration to Foster Students' Interest in Learning in Phase C (Qualitative Study of Sukanagara 2 Elementary School, Padaherang District)

IRNA MUTIARADEWI

NIM: 2125250013

Elementary education plays a strategic role in building the intellectual foundation, character, and learning interests of students. In Phase C of Elementary School, students are at a stage of development in their thinking, moving towards more complex abilities, requiring learning that is not only oriented towards mastery of material but also towards in-depth learning that emphasizes conceptual understanding, critical thinking, reflection, and meaningful learning. In line with the Independent Curriculum, deep learning-oriented learning requires active student involvement as well as systematic and ongoing learning planning, implementation, and evaluation. In this context, learning administration plays a crucial role as a pedagogical and managerial instrument to support the creation of effective, student-centered learning. However, the practice of learning administration in schools still tends to be formalistic and has not been fully integrated with the principles of deep learning, resulting in less than optimal learning quality and student learning interest. Therefore, the role of inspirational teachers who are able to manage learning administration professionally, creatively, reflectively, and meaningfully is needed to support the increase in learning interest of Phase C students. The purpose of the study is to analyze and describe: 1) The role of inspirational teachers in managing learning administration, 2) Characteristics of inspirational teachers in managing learning administration, 3) Forms and levels of learning interest of Phase C students, 4) Supporting factors for the role of inspirational teachers in deep learning-oriented learning administration. The study used a qualitative approach with a case study design at SD Negeri 2 Sukanagara, involving phase C teachers as the main subjects, as well as the principal of phase C students, peer teachers, and parents as supporting informants. Data were collected through in-depth interviews, observations, and documentation studies. Technical data analysis was carried out through data reduction, data presentation, and drawing conclusions/verification. The results of the study indicate that: 1) The role of inspirational teachers in learning administration at SD Negeri 2 Sukanagara is implemented through the POAC learning management function, which is oriented towards deep learning principles, thus creating active, meaningful, contextual, and student-centered learning. 2) The results of the study indicate that the characteristics of inspirational teachers are reflected in their ability to organize learning administration systematically, creatively, and innovatively, while also supporting the development of academics, character, critical thinking, and student learning independence through positive pedagogical communication, reflection, and continuous evaluation. 3) The results of the study indicate that the implementation of deep learning-oriented learning has positive implications for the form and level of learning interest of Phase C students, as demonstrated by increased enthusiasm, active participation, curiosity, collaboration skills, reflection, and self-confidence in learning. 4) The results of the study indicate that supporting factors for learning implementation include principal support, teacher competence, the use of technology and digital media, a collaborative culture among teachers, parental involvement, and a conducive learning environment, although obstacles remain in the form of limited time, resources, and differences in student abilities.

Keywords: *inspirational teachers, learning administration, deep learning, Phase C student learning interest.*