

Kontribusi program pendidikan dan pelatihan terhadap pembelajaran bahasa Jerman berorientasi keterampilan berpikir tingkat tinggi = The contribution of professional development programme on higher-order thinking skills-oriented German language teaching

Talitha Ardelia Syifa Rabbani, author

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Abstrak

Program pendidikan dan pelatihan (diklat) memiliki peranan penting dalam meningkatkan kompetensi profesional dan pedagogis pembelajar bahasa. Oleh karena itu, kontribusi program diklat di dalam praktik pembelajaran sepatutnya mendapat perhatian lebih. Penelitian kualitatif berbentuk studi kasus ini mendeskripsikan praktik seorang pembelajar yang mengikuti Diklat Metodologi Pengajaran Bahasa berbasis Higher Order Thinking Skills (HOTS) dan mengidentifikasi tantangan yang dihadapinya ketika mengajar bahasa Jerman yang berorientasi HOTS. Lebih lanjut, ditelaah pula kontribusi diklat di atas serta persepsi pemelajar terhadap praktik pembelajaran tersebut. Data penelitian diperoleh dari observasi kelas dan wawancara, serta didukung dengan kuesioner pradiklat, kuesioner praobservasi, dan kuesioner persepsi pemelajar. Hasil observasi kelas dan wawancara menunjukkan bahwa walaupun keikutsertaan pembelajar dalam diklat berpengaruh terhadap perubahan persepsinya mengenai HOTS, pengaplikasiannya dalam praktik pembelajaran di dalam kelas belum maksimal. Persepsi pemelajar turut menguatkan simpulan tersebut. Empat tantangan yang melatarbelakanginya, yakni minimnya waktu persiapan yang dimiliki pembelajar, kemampuan bahasa pemelajar yang belum mumpuni, materi ajar yang tidak dapat memfasilitasi pembelajaran berorientasi HOTS, dan hambatan teknis dalam menyelenggarakan pembelajaran. Berdasarkan pembahasan hasil penelitian, diberikan saran pedagogis untuk pembelajaran bahasa Jerman berorientasi HOTS, saran bagi pengembangan program diklat, dan bagi penelitian berikutnya.

.....A professional development programme plays an important role in enhancing the professional and pedagogic competence of language teachers. Thus, the contribution of professional development programme on the teaching practice should be paid more attention. This qualitative case study describes HOTS-oriented German language teaching practice of a teacher who had participated in the Training on HOTS-based Language Teaching Methodology and identifies the challenges faced in the practice. Further, the study elucidates the contribution of the aforementioned professional development programme and the students' perception of the HOTS-oriented German language teaching practice. The research data was gathered from class observation and interview, supported by pre-training questionnaire, pre-observation questionnaire and students' perception questionnaire. The result from the observation and interview showed that the professional development programme materials influenced teachers' perception on HOTS, but yet, the application of the HOTS-oriented teaching practice was not maximal. The students' perception strengthened the result as well. The four challenges behind it were the lack of preparation time for the teacher, students' limited language skills, teaching material that could not facilitate HOTS and technical difficulties. Based on the discussion of the research results, pedagogical suggestions as well as suggestions for programme development and further research are provided.