

**ANALISIS KEBUTUHAN UNTUK PENINGKATAN KOMPETENSI
TEKNOLOGI INFORMASI DAN KOMUNIKASI GURU DI PROGRAM
SEKOLAH UNIVERSAL SERVICE OBLIGATION**

(2020)

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ABSTRAK

Penelitian ini bertujuan untuk mencari kesenjangan apa saja yang muncul sebagai upaya untuk meningkatkan kompetensi guru di wilayah 3T. Model yang digunakan dalam penelitian ini adalah model 3 Fase Needs Assessment oleh Witkin dan Altschuld. Model ini terdiri dari 3 fase utama yakni *Pre-assessment, Assessment dan Post-assessment*. Instrumen penelitian yang digunakan berupa kuesioner, wawancara dan dokumentasi. Informan pada penelitian ini adalah 1 orang staff bidang SDM Pendidikan Pustekkom Kemendikbud, 26 orang guru, 1 orang validator dan 1 orang ahli materi. Hasil dari penelitian ini yaitu kesemua aspek yang berjumlah tiga belas dinyatakan terdapat kesenjangan, sehingga membutuhkan tindak lanjut agar dapat meningkatkan kinerja guru di wilayah 3T. Rekomendasi solusi yang diberikan berupa intervensi instruksional dan non instruksional. Pada intervensi instruksional terdiri dari pelatihan, *Focus Group Discussion* serta *workshop*. Pada intervensi non instruksional terdiri dari *mentoring, coaching, sharing session, sosialisasi serta branding awareness*.

Kata Kunci: Analisis Kebutuhan, 3 Phase Needs Assessment, Intervensi Instruksional dan Non Instruksional

PERFORMANCE ANALYSIS FOR IMPROVING COMPETENCIES OF INFORMATION AND COMMUNICATION TECHNOLOGY'S TEACHER IN THE UNIVERSAL SERVICE OBLIGATION SCHOOL PROGRAM

(2020)

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ABSTRACT

This research aimed to analyze what needs that arised as an effort for improving teacher in the 3T region's competencies. The model used in this study were 3 phase Needs Assessment model by Witkin and Altschuld. This model consisted of 3 main phases such as Pre-Assessment, Assessment and Post-Assessment. The instruments used are questionnaire, interviews and documentation study. The informant in the study were 1 person as staff of Human Resources of Education in Pustekkom Kemendikbud, 26 person teachers in the 3T region, 1 person as validator, and 1 person as material expert. The results of this study were all thirteen aspects found a gaps, so it needs follow-up in order to improve teacher in the 3T region's performance. Recommendation of solutions provided with an instructional and non instructional intervention. The instructional intervention consisted of training, Focus Group Discussion, and workshop. Non instructional interventions consist of mentoring, coaching, sharing sessions, sosialization and branding awareness.

Keywords: Need analysis, 3 Phase Needs Assessment, Instructional and Non Instructional Intervention.