

DESKRIPSI PENGETAHUAN GURU KELAS AWAL SEKOLAH DASAR MENGENAI *DEEP LEARNING* DITINJAU DARI STATUS GURU DI GUGUS IV BULELENG

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ABSTRAK

Proses belajar abad ke-21 menuntut guru memiliki pemahaman konseptual yang kuat terhadap *deep learning* agar pembelajaran bermakna dapat terwujud. Namun, pemetaan empiris mengenai tingkat pengetahuan guru kelas awal serta perbedaannya berdasarkan status guru masih terbatas. Riset ini bermaksud guna menganalisa serta mengevaluasi tingkat pengetahuan guru kelas awal sekolah dasar mengenai *deep learning* serta membandingkannya berdasarkan status guru. Penelitian menggunakan desain deskriptif kuantitatif. Subjek penelitian berjumlah 32 guru kelas awal yang terdiri atas 16 guru bersertifikasi dan 16 guru nonsertifikasi. Data dikumpulkan menggunakan tes objektif pilihan ganda sebanyak 15 butir serta dianalisa dengan statistik deskriptif. Temuan riset memperlihatkan rerata skor mencapai 14,59. Sebagian besar guru, yakni sebesar 90,625%, tergolong dalam klasifikasi sangat tinggi, sedangkan sisanya sebanyak 9,375% berada pada klasifikasi tinggi. Rata-rata guru bersertifikasi sebesar 14,19, sedangkan non sertifikasi sebesar 15. Kesimpulannya, pengetahuan guru kelas awal mengenai *deep learning* berada pada kategori sangat tinggi dan tidak menunjukkan perbedaan yang berarti berdasarkan status guru. Implikasinya, program pengembangan profesional perlu difokuskan pada penguatan implementasi pembelajaran mendalam di kelas, bukan hanya pada penguatan aspek konseptual.

Kata Kunci: *deep learning*, pengetahuan guru, guru kelas awal, status guru, pembelajaran abad ke-21

Description of Elementary School Lower Grade Teachers' Knowledge of Deep Learning Based on Teacher Status in Cluster IV Buleleng

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ABSTRACT

Twenty-first century learning requires teachers to possess strong conceptual understanding of deep learning in order to foster meaningful learning experiences. However, empirical mapping of early grade teachers' knowledge and its differences based on teacher status remains limited. This study aims to analyze and evaluate the level of early grade elementary school teachers' knowledge of deep learning and to compare it based on teacher status. The study employed a descriptive quantitative design. The subjects consisted of 32 early grade teachers, including 16 certified teachers and 16 non-certified teachers. Data were collected using a 15-item multiple-choice objective test and analyzed using descriptive statistics. The results showed a mean score of 14.59, with 90.625% of teachers in the very high category and 9.375% in the high category. The mean score of certified teachers was 14.19, while non-certified teachers achieved a mean score of 15. In conclusion, early grade teachers' knowledge of deep learning is categorized as very high and does not show a meaningful difference based on teacher status. The implication is that professional development programs should focus more on strengthening the implementation of deep learning in classroom practices rather than merely reinforcing conceptual understanding.

Keywords: deep learning, teacher knowledge, early grade teachers, teacher status, twenty-first century learning