

ABSTRAK

Wahyuni, Kadek Dwi. (2026). Pengembangan Konten *E-learning* BGTK Bali Berbasis ICARE untuk Meningkatkan Kompetensi Kepribadian Guru. Tesis. Singaraja: Program Studi S2 Teknologi Pendidikan, Program Pascasarjana, Universitas Pendidikan Ganesha.

Penelitian ini bertujuan untuk mengembangkan konten *e-learning* berbasis model ICARE (Introduce, Connect, Apply, Reflect, Extend) pada platform *Learning Management System* (LMS) Balai Guru dan Tenaga Kependidikan (BGTK) Provinsi Bali. Pengembangan ini secara khusus ditujukan untuk meningkatkan kompetensi kepribadian guru, mengingat data menunjukkan masih banyak guru yang memiliki tingkat kompetensi kepribadian di bawah standar serta terbatasnya akses pelatihan yang fleksibel dan interaktif. Melalui penelitian ini, dihasilkan deskripsi produk serta analisis mengenai validitas, kepraktisan, dan efektivitas konten tersebut dalam meningkatkan kompetensi kepribadian guru.

Metode penelitian yang digunakan adalah Penelitian Pengembangan dengan mengadopsi model ADDIE yang terdiri dari tahapan Analyze, Design, Development, Implementation, dan Evaluation. Pelatihan guru pada penelitian ini dilakukan secara daring dengan subjek uji coba lapangan sebanyak 30 orang guru sekolah dasar jenjang ahli pertama di Kota Denpasar. Instrumen pengumpulan data meliputi lembar validasi ahli, kuesioner kepraktisan (UEQ), kuesioner respon pengguna (SUS), serta tes hasil belajar (*pre-test* dan *post-test*). Instrumen tes telah teruji secara empiris memiliki reliabilitas tinggi sebesar 0,861. Teknik analisis data yang digunakan adalah analisis deskriptif kualitatif, kuantitatif, dan statistik inferensial menggunakan uji-t berpasangan (*paired t-test*).

Hasil penelitian menunjukkan bahwa konten *e-learning* berbasis ICARE dinyatakan sangat valid dengan skor koefisien 1,00 dari ahli media maupun ahli isi. Media ini juga memenuhi kriteria sangat praktis dengan kategori "Excellent" (unggul) pada instrumen UEQ dan skor SUS rata-rata 83,75 (Grade A). Analisis efektivitas menunjukkan peningkatan signifikan pada kompetensi kepribadian guru dengan nilai rata-rata dari 66,8 (*pre-test*) menjadi 86,2 (*post-test*) serta nilai *Effect Size* sebesar 1,39 yang tergolong kategori efek besar. Disimpulkan bahwa konten *e-learning* ini efektif meningkatkan kompetensi kepribadian guru secara mandiri dan sistematis. Disarankan bagi BGTK Bali untuk memperluas pengembangan konten pada kompetensi lainnya dan bagi peneliti selanjutnya untuk menguji efektivitas media dalam model *blended learning*.

Kata Kunci: *E-learning*, ICARE, kompetensi kepribadian.

ABSTRACT

Wahyuni, Kadek Dwi. (2026). Developing ICARE-Based *E-learning* Content for BGTK Bali to Enhance Teachers' Personality Competence. Thesis. Singaraja: Educational Technology Master Study Program, Postgraduate Program, Ganesha University of Education.

This study aims to develop *e-learning* content based on the ICARE model (Introduce, Connect, Apply, Reflect, Extend) on the *Learning Management System* (LMS) platform of the Bali Province Center for Teachers and Education Personnel (BGTK). This development is specifically aimed at enhancing teachers' personality competence, as data shows that many teachers still possess personality competence below the standard, coupled with limited access to flexible and interactive training. This research produces a product description and an analysis of the validity, practicality, and effectiveness of the content in improving the quality of the teaching profession.

The research method used is Research and Development (R&D), adopting the ADDIE model, which consists of Analyze, Design, Development, Implementation, and Evaluation stages. In this study, teacher training was conducted online with *Field Trial* subjects consisting of 30 first-level expert elementary school teachers in Denpasar City. Data collection instruments included expert validation sheets, practicality questionnaires (UEQ), system *usability* scales (SUS), and learning outcome tests (*pre-test* and *post-test*). The test instrument was empirically proven to have high reliability of 0.861. Data analysis techniques included qualitative and quantitative descriptive analysis and inferential statistics using the *paired t-test*.

The results showed that the ICARE-based *e-learning* content was declared highly valid with a coefficient score of 1.00 from both media and content experts. The media also met the criteria for being very practical, achieving an "Excellent" category on the UEQ instrument and an average SUS score of 83.75 (Grade A). The effectiveness analysis showed a significant increase in teachers' personality competence, with average scores rising from 66.8 (*pre-test*) to 86.2 (*post-test*) and an *Effect Size* value of 1.39, which is classified as a large effect. It is concluded that this *e-learning* content is effective in improving teachers' personality competence independently and systematically. It is suggested that BGTK Bali expand the development of similar content for other competencies and for future researchers to test the media's effectiveness in a *blended learning* model.

Keywords: *E-learning* content, ICARE, personality competence.