

ABSTRAK

Dwi Yulianti. 2026. *Peningkatan Kemampuan Guru Dalam Menyusun Modul Ajar Bahasa Indonesia Berbasis Deep Learning Melalui Coaching Kolaboratif Di Komunitas Belajar Insan Gembira SD Negeri Bogem 1 Kawedanan, Magetan.* Tesis. Madiun: Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Elva Nuraina, M.Si., (II) Dr. Dwi Rohman Soleh, S.S., M.Pd.

Kata Kunci: *coaching* kolaboratif, komunitas belajar, *deep learning*, modul ajar

Penelitian ini dilatarbelakangi oleh masih rendahnya kemampuan guru SD Negeri Bogem 1 dalam menyusun modul ajar Bahasa Indonesia berbasis *deep learning*, khususnya dalam mengintegrasikan pengalaman belajar memahami, mengaplikasikan, dan merefleksi secara utuh. Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan *coaching* kolaboratif dalam komunitas belajar Insan Gembira serta menganalisis peningkatan kemampuan guru dalam menyusun modul ajar Bahasa Indonesia berbasis *deep learning*. Penelitian ini merupakan Penelitian Tindakan Sekolah (PTS) yang dilaksanakan dalam dua siklus pada Februari-Juni 2026 dengan subjek penelitian enam guru kelas SD Negeri Bogem 1. Data dikumpulkan melalui observasi, wawancara, studi dokumentasi, dan penilaian hasil kerja guru. Analisis data menggunakan teknik deskriptif kualitatif. Hasil penelitian menunjukkan bahwa pelaksanaan *coaching* kolaboratif melalui komunitas belajar Insan Gembira berlangsung secara sistematis melalui tahapan perencanaan, pelaksanaan tindakan, observasi, dan refleksi pada setiap siklus. *Coaching* kolaboratif memberikan kesempatan kepada guru untuk berdiskusi, memperoleh umpan balik, serta melakukan refleksi dan perbaikan terhadap modul ajar yang disusun. Kemampuan guru dalam menyusun modul ajar Bahasa Indonesia berbasis *deep learning* mengalami peningkatan yang ditunjukkan oleh kenaikan skor rata-rata dari 2,39 (kategori cukup) pada pra tindakan menjadi 3,11 (kategori baik) pada Siklus I dan meningkat menjadi 3,78 (kategori sangat baik) pada Siklus II. Hasil tersebut menunjukkan bahwa *coaching* kolaboratif efektif meningkatkan kemampuan guru dalam menyusun modul ajar Bahasa Indonesia berbasis *deep learning* serta mendukung pengembangan kompetensi profesional guru melalui komunitas belajar.

ABSTRACT

Dwi Yulianti. 2026. *Improving Teachers' Competence in Developing Deep Learning-Based Indonesian Language Teaching Modules through Collaborative Coaching in the Insan Gembira Learning Community at SD Negeri Bogem 1, Kawedanan, Magetan.* Master's Thesis. Madiun: Master's Program in Indonesian Language and Literature Education, Graduate School, Universitas PGRI Madiun. Advisors: (I) Dr. Elva Nuraina, M.Si., (II) Dr. Dwi Rohman Soleh, S.S., M.Pd.

Keywords: collaborative coaching, learning community, deep learning, teaching module

This study was motivated by the limited competence of teachers at SD Negeri Bogem 1 in developing deep learning-based Indonesian language teaching modules, particularly in integrating the learning experiences of understanding, applying, and reflecting in a comprehensive manner. The objectives of this study were to describe the implementation of collaborative coaching within the Insan Gembira Learning Community and to analyze its effectiveness in improving teachers' competence in developing deep learning-based Indonesian language teaching modules. This study employed a School Action Research design conducted in two cycles from February to June 2026, involving six classroom teachers at SD Negeri Bogem 1 as the research participants. Data were collected through observation, interviews, documentation studies, and assessments of teachers' work. The data were analyzed using descriptive qualitative techniques. The findings revealed that the implementation of collaborative coaching through the Insan Gembira Learning Community was carried out systematically through the stages of planning, action, observation, and reflection in each cycle. Collaborative coaching provided teachers with opportunities to engage in discussions, receive constructive feedback, and reflect on and improve the teaching modules they developed. Teachers' competence in developing deep learning-based Indonesian language teaching modules improved significantly, as indicated by the increase in the average score from 2.39 (fair category) in the pre-action stage to 3.11 (good category) in Cycle I, and further to 3.78 (very good category) in Cycle II. These findings indicate that collaborative coaching is effective in improving teachers' competence in developing deep learning-based Indonesian language teaching modules while supporting the enhancement of teachers' professional competence through a learning community.