STUDI KASUS KOMPETENSI PEDAGOGIK GURU IPA SMP DITINJAU DARI ASPEK PCK *(PEDAGOGICAL CONTENT KNOWLEDGE)* DALAM IMPLEMENTASI KURIKULUM 2013

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui: (1) kompetensi pedagogik yang dimiliki guru IPA SMP Negeri 1 Wonosari dan SMP Negeri 8 Yogyakarta dalam implementasi kurikulum 2013 ditinjau dari aspek PCK (*Pedagodical Content Knowledge*), (2) proses pembelajaran IPA SMP Negeri 1 Wonosari dan SMP Negeri 8 Yogyakarta dalam implementasi Kurikulum 2013 ditinjau dari aspek PCK (*Pedagodical Content Knowledge*).

Penelitian ini merupakan penelitian studi kasus, sekolah yang digunakan dalam penelitian ini ditentukan melalui *purposive sampling*, subjek penelitin ini adalah satu guru IPA SMP N 8 Yogyakarta, dan SMP N 1 Wonosari. Tahap analisis data menggunakan Model Miles and Huberman. Tahap-tahap penelitian ini meliputi tahap reduksi data *(data reduction)*, display data *(data display)*, dan verifikasi *(conclution).* Instrumen penelitian yang digunakan berupa lembar observasi proses pembelajaran yang berupa aktivitas guru dan aktivitas siswa dalam kelas yang terdiri atas kegiatan pendahuluan, kegiatan inti, dan kegiatan penutup dalam pelaksanaan pembelajaran, lembar analisis rencana pelaksaan pembelajaran (RPP), dan lembar wawancara guru IPA.

Hasil penelitian studi kasus kompetensi pedagogik yang dimiliki guru IPA di SMP Negeri 1 Wonosari dan SMP Negeri 8 Yogyakarta dalam implementasi Kurikulum 2013 ditinjau dari aspek PCK (*Pedagodical Content Knowledge*): (1) *curricular knowledge:* dalam merencanakan pembelajaran, guru IPA membuat sendiri RPP kurikulum 2013 dan disesuaikan dengan sekolah dan peserta didik, *knowledge of understanding of science*: kemampuan guru IPA belum memfasilitasi dalam memahami kesulitan siswa yang mengacu pada pengetahuan mereka terhadap konsep ilmu yang ditemui siswa, *knowledge of instructional strategic:* kemampuan guru sudah menuntun siswa untuk mencari tahu (*discovery learning*) dan mengembangkan kreativitas, *knowledge of assessment:* guru IPA mampu mengukur aspek perilaku, kognitif/pengetahuan dan aspek dan psikomotorik/keterampilan berdasarkan *content* materi IPA, namun dalam aspek menilai perilaku siswa masih terkendala, (2) pembelajaran IPA berbasis pendekatan *science process skills* serta penyampaian tujuan pembelajaran sesuai berdasarkan *content* materi IPA, guru IPA memfasilitasi siswa untuk menalar dan memecahkan masalah, guru tidak memfasilitasi kemampuan siswa dalam menghasilkan ide gagasan

Kata kunci: Kompetensi Pedagogik, Kurikulum 2013, *PCK*

CASE STUDY PEDAGOGICAL COMPETENCE SCIENCE TEACHER JUNIOR HIGH SCHOOL FROM THE ASPECT PCK (PEDAGOGICAL CONTENT KNOWLEDGE) IN THE IMPLEMENTATION CURRICULUM 2013

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ABSTRACT

The aims of this research are to identify: (1) Science teacher pedagogical competence SMP N 1 Wonosari and SMP N 8 Yogyakarta in the implementation of curriculum 2013 is reviewed from aspect PCK (Pedagogical Content Knowledge), (2) science learning process in the implementation of curriculum 2013 is reviewed from aspect PCK (Pedagogical Content Knowledge).

This research is a case study, the school used in this research was determined by purposive sampling, and the subject of this experiment is science teacher SMP N 1 Wonosari and SMP N 8 Yogyakarta. Data analysis stage using the model of Miles and Huberman. The stages of this research include data reduction, data display, Conclution. The research instrument used in the form of learning process observation sheet form of the activities of teachers and students in classroom activities consisting of preliminary activities, core activities, and closing activities the implementation of learning, learning sheet analysis lesson plan , and science teacher interviews.

The result of a case study pedagogical competence a science teacher SMP N 1 Wonosari and SMP N 8 Yogyakarta in the implementation of curriculum 2013 is reviewed from aspect PCK (Pedagogical Content Knowledge): (1) curricular knowledge: in lesson plan, science teacher create their own lesson plans curriculum 2013 and adjusted to the school and students, knowledge understanding of science: science teacher did not facilitate ability to understand the difficulties students on their knowledge science concepts, knowledge of instructional strategic: the ability of teacher has led students to discovery learning and develop creativity, knowledge of assessment: science teacher can measure aspect behavior, knowledge/skills, and aspects of cognitive/psychomotor based content science, but the aspect of assessing students behavior is still constrained. (2) learning science based approach to science process skills and delivery of appropriate learning objectives based on the content of material science, science teacher facilitates students to reason and solve problems, but does not facilitate student's ability to generate ideas.

Key Words: Curriculum 2013, PCK, Pedagogical Competence