

PERKEMBANGAN *PEDAGOGICAL CONTENT KNOWLEDGE* (PCK) CALON GURU BIOLOGI PADA PESERTA PENDEKATAN KONSEKUTIF DAN PADA PESERTA PENDEKATAN KONKUREN

ABSTRAK

PCK merupakan pengetahuan yang penting dalam proses pengembangan kemampuan profesional guru dan calon guru. Penelitian ini bertujuan untuk mendeskripsikan perkembangan kemampuan *Pedagogical Content Knowledge* (PCK) calon guru biologi yang mengikuti program pendidikan guru melalui pendekatan konsekutif (angkatan 2011/2012) dan calon guru yang mengikuti pendidikan guru pada pendekatan konkuren (angkatan 2008/2009 s/d 2011/2012). Calon guru pada program konsekutif merupakan peserta Pendidikan Profesi Guru (PPG) biologi yang merupakan alumni S1 biologi. Perkembangan PCK diteliti selama satu tahun melalui tahap matrikulasi, *workshop*, *peer teaching*, dan praktik mengajar dengan menggunakan metode *longitudinal study*. Calon guru pada pendekatan konkuren merupakan mahasiswa tingkat I, tingkat II, tingkat III dan tingkat IV yang mengikuti program S1 pendidikan Biologi, perkembangannya diteliti secara *cross sectional study*. Data dikumpulkan dari CoRe dan PaP-eRs yang dibuat calon guru dan hasil wawancara. Sebagai data tambahan, pelaksanaan pembelajaran oleh calon guru pendekatan konsekutif juga diobservasi. Data hasil penelitian yang diperoleh melalui CoRe dan PaP-eRs pada materi transportasi zat, dianalisis dengan teknik deskriptif kualitatif dan kuantitatif menggunakan desain konkuren triangulasi (*concurrent triangulation design*). Hasil penelitian menunjukkan ada kesamaan pola perkembangan PCK antara calon guru program konkuren dan calon guru program konsekutif. Kemampuan PCK calon guru biologi yang mengikuti program pendidikan guru pada pendekatan konsekutif maupun konkuren mengalami peningkatan secara bertahap dari waktu ke waktu, mulai dari *pra PCK* menjadi *growing PCK*. Dari hasil tersebut dapat disimpulkan bahwa perkembangan PCK calon guru ini bersifat kontinum, bertahap sesuai proses pada tiap tahapan. Dari hasil tersebut dapat direkomendasikan bahwa untuk memfasilitasi perkembangan PCK calon guru, model pendidikan calon guru perlu secara bertahap dan terstruktur secara dini memberikan pengalaman kepada calon guru untuk berinteraksi dan memperoleh pengalaman di sekolah, misalnya dengan tahapan observasi, menyusun rencana pembelajaran bersama guru, *Co-teaching*, dan *Real teaching*.

Kata Kunci: Pendidikan Guru Biologi, *Pedagogical Content Knowledge* (PCK), Pendidikan Guru Konsekutif, Pendidikan Guru Konkuren, Calon Guru Biologi

THE DEVELOPMENT OF CONCURRENT AND CONSECUTIVE PRE-SERVICE TEACHERS' PEDAGOGICAL CONTENT KNOWLEDGE (PCK)

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Perkembangan *Pedagogical Content Knowledge* (Pck) Calon Guru Biologi Pada Peserta Pendekatan Konsekutif Dan Pada Peserta Pendekatan Konkuren

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ABSTRACT

Teachers' Pedagogical Content Knowledge (PCK) is an important indicator of teachers' competencies. Many studies on teachers' PCK have been conducted and they contributed to our understanding of teachers' PCK. However, few have been done to understand pre-service teachers PCK. This study aims at understanding the development of pre-service teachers' PCK starting from the first year through the completion of the teaching practice. Participants are pre-service biology teachers who took two different education models, i.e. consecutive model and concurrent model. Participants of the consecutive model are bachelor of biology who took teacher certificate in order to be a teacher (Academic year 2011 to 2012) while participants of the concurrent model are biology education students from first year, second year, third year and fourth year (Academic year 2008 to 2012). Due to different characteristic of the participants two different research approaches were employed. The development of pre-service teachers in consecutive model was identified through longitudinal study while data for concurrent participants were identified through cross sectional study. Pre-service teachers' PCK were identified using CoRe and PaP-eRs developed by Loughran (2012) and were analysed using concurrent triangulation design. The study finds that pre-service teachers' PCK from the two teacher preparation models (consecutive and concurrent) show a similar pattern of continuum PCK development. The study proposes stages of PCK development, starting from Pre-PCK to Growing PCK and finally Maturing PCK. In this study none of the pre-service teachers is at Maturing PCK level. The findings suggest that a well-structured program is needed to facilitate the development of a teacher's PCK. Pre-service teachers should be given opportunities to observe lessons, developing lesson plan, and conducting real teaching. This suggests that universities should closely collaborate with schools in preparing teachers. Tentative model for developing pre-service teachers' PCK may include school observation, developing lesson plans, co-teaching and real teaching.

Key words : Biology Education, Consecutive teacher preparation, Concurrent teacher preparation, Pedagogical Content Knowledge, Pre-service teacher