

ABSTRAK

Miming Karmilah 2015, IMPLEMENTASI PENGEMBANGAN KOMPETENSI GURU DALAM PEMBELAJARAN INTERAKTIF PENDIDIKAN KEWARGANEGARAAN (Studi pada SMA Negeri di Kabupaten Sumedang). Penelitian dilaksanakan pada semester II (2013-2014). Penelitian dilatarbelakangi proses pembelajaran PKn cenderung berpusat kepada guru kurang mengembangkan hak-hak, kebutuhan, pertumbuhan dan perkembangan siswa. Proses pembelajaran yang menyenangkan, menantang, bermakna perlu didukung oleh iklim pembelajaran yang kondusif. Permasalahan utama dalam penelitian ini adalah, bagaimana implementasi pengembangan kompetensi guru secara profesional dapat mengembangkan pembelajaran interaktif dalam pembelajaran PKn. Tujuan penelitian adalah untuk menganalisis bagaimana deskripsi kompetensi guru dalam pembelajaran PKn yang interaktif sebagai implementasi kompetensi guru PKn dilaksanakan di sekolah. Landasan teori utama dalam penelitian ini berbasis pada teori "*interactive Learning*" yang menekankan interaksi aktif belajar siswa. Penelitian menggunakan pendekatan kualitatif dengan studi deskriptif. Teknik pengumpulan data dilakukan melalui observasi, wawancara yang mendalam. Hasil penelitian menunjukkan bahwa: 1) Guru PKn, telah memperlihatkan pengembangan kompetensi pedagogik, kepribadian, profesional dan sosial sesuai dengan karakter dari siswa, sekolah dan lingkungan sosial masing-masing. 2) Pembelajaran interaktif yang dikembangkan oleh guru PKn bertemakan *controversial issue* seperti pemilu dan integrasi bangsa, dipersiapkan dengan baik yang melibatkan siswa dalam bentuk Silabus dan Rencana Pelaksanaan Pembelajaran (RPP). Proses pembelajaran secara interaktif melalui proses "*scientific approach*" yang diawali dengan proses mengamati, menanya, mengumpulkan informasi, mengasosiasi, dan mengkomunikasikan. 3) Faktor dominan dalam pengembangan kompetensi guru dalam pembelajaran interaktif PKn masih dominan peran guru, kurangnya fasilitas belajar siswa, oleh karena itu diperlukan adanya guru PKn yang mengubah pola pikir, bersikap terbuka, tanggap terhadap perubahan dan kemajuan. Kesimpulan; kompetensi guru PKn terus berkembang sejalan dengan perkembangan perilaku siswa di sekolah dan kehidupannya. Direkomendasikan bahwa, guru PKn dapat mengubah pola pikir, lebih terbuka dan lebih inovatif sehingga menjadi idola siswa dan keluarganya.

Kata Kunci : Kompetensi Guru, Pembelajaran Interaktif.

ABSTRACT

Miming Karmilah 2015, THE IMPLEMENTATION OF TEACHER COMPETENCE DEVELOPMENT IN INTERACTIVE LEARNING OF CIVIC EDUCATION (A Study in Public High Schools, District of Sumedang)

This study was conducted in semester II (2013-2014) and based on the fact that civic education learning processes have been teacher centered and put less emphasis on the development of learners' rights, needs, growth, and development. An exciting, challenging, and meaningful learning process should be supported by a conducive learning atmosphere. The main question of the study was how teacher competence improvement could improve interactive learning of civic education. The study aimed at describing and analyzing teacher competences practiced in interactive learning processes of high school civic education. It was mainly based on interactive learning theory that highlights active and interactive learning processes, and adopted a qualitative approach and descriptive method. Data were collected through observation and in-depth interview. Findings show that (1) civiceducation teachers demonstrated the improvement of their pedagogical, personal, professional, and social competences in accordance with the characteristics of individual learners, schools, and social environments; (2) interactive learning developed by the teachers on the theme of *controversial issues* such as general elections and national integration, were well prepared in cooperation with the students, taking form of Syllabus and Instructional Plan. Interactive learning process was run in *scientific approach*, initiated by observing, questioning, collecting information, associating, and communicating; and (3) the teachers' role and lack of learning facilities are still dominant factors in the improvement of civic education teacher competences in creating interactive instructional processes. It is therefore necessary for the civic education teachers to change their mindset, be open-minded, and responsive to any changes and progress. In conclusion, the competences of civic education teachers continue to improve in line with the development of students' behaviors at their school environment and real life. The civic education teachers are recommended to change their mindset, to be more open-minded and innovative in order to make them a role model for their students and family.

Keywords: teacher competences, interactive learning