

ANALISIS KEMAMPUAN *PEDAGOGICAL CONTENT KNOWLEDGE* (PCK) CALON GURU PADA MATERI KALOR DAN PERPINDAHANNYA MELALUI PENGGUNAAN CoRe DAN PaP-eRs

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Abstrak

Penelitian ini bertujuan untuk menganalisis kemampuan *Pedagogical Content Knowledge* (PCK) calon guru sains dalam merencanakan pembelajaran, merefleksi pembelajaran dan mengimplementasikan kurikulum. Jenis penelitian yang digunakan adalah penelitian kualitatif. Sejumlah enam mahasiswa yang sedang melaksanakan Program Pengalaman Lapangan (PPL) di SMP terlibat sebagai subjek penelitian. Praktikan ditugasi untuk mengajar kelas VII dengan materi kalor dan perpindahannya. Sebelum melaksanakan pembelajaran setiap praktikan diminta melengkapi peta konsep, *Content Representation* (CoRe) dan menyusun RPP kemudian setelah melaksanakan pembelajaran diminta untuk membuat refleksi pembelajaran yang dinarasikan (PaP-eRs). Sebagai data pelengkap dilakukan observasi selama pelaksanaan pembelajaran sebagai catatan lapangan. Instrumen yang digunakan untuk menganalisis kemampuan PCK calon guru adalah format analisis CoRe, format analisis PaP-eRs, format analisis RPP, serta instrumen pendukung seperti hasil observasi dan format analisis peta konsep. Hasil penelitian menunjukkan tiga kemampuan PCK calon guru. Pertama, kemampuan PCK calon guru dalam merencanakan pembelajaran melalui CoRe belum menunjukkan adanya integrasi antara pengetahuan konten dengan pengetahuan pedagogi. Kedua, kemampuan PCK calon guru dalam membuat narasi pelaksanaan pembelajaran (PaP-eRs) belum dapat digunakan sebagai refleksi pembelajaran. Ketiga, kemampuan PCK calon guru dalam mengimplementasikan kurikulum melalui pembuatan RPP dan melaksanakan pembelajaran. Dalam pembuatan RPP calon guru masih lemah dalam merumuskan indikator, tujuan pembelajaran dan mengorganisasi materi. Terkait dengan kemampuan calon guru dalam mengimplementasikan kurikulum dalam melaksanakan pembelajaran, untuk calon guru A, B dan C belum melaksanakan pembelajaran sesuai dengan kurikulum, sedangkan untuk calon guru D, E, dan F sudah melaksanakan pembelajaran sesuai dengan kurikulum yang digunakan disekolahnya meskipun belum secara keseluruhan sesuai dengan arahan pada kurikulum.

Kata Kunci: PCK, Calon Guru Sains, CoRe, PaP-eRs

ANALYSIS ABILITY PEDAGOGICAL CONTENT KNOWLEDGE (PCK) PROSPECTIVE SCIENCE TEACHER AT THE SUBJECT MATTER CALOR AND THEIR MOVEMENT THROUGH CoRe AND PaP-eRs

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Abstract

This study aimed to analyze ability Pedagogical Content Knowledge (PCK) prospective science teacher in planning learning, reflective learning, and implement curriculum. The type of research is kualitatif. Research subjects are six prospective science teachers who are implementing Effective for Practice (EFP) in two junior secondary schools in Bandung, West java, Indonesia. All of them were assigned by supervisor teachers to teach VII grade students on certain topic calor and their movement. Before carrying out learning, each participant was asked to complete a concept map, Content Representation (CoRe), and construct plan implementation of learning (PIL) and then after carrying out learning was asked to make reflective learning in narrative form (PaP-eRs). As supplementary data is done observation for implementation of learning as field note. Instruments for analyze ability PCK prospective science teacher is format analyze CoRe, format analyze PaP-eRs, and format analyze PIL, as well as supporting instruments such as observation and format analyze concept map. The result indicate three ability PCK prospective science teacher. First, ability PCK prospective science teacher in planning learning trough CoRe not indicate integration between knowledge content and pedagogical. Second, ability PCK prospective science teacher in making narrative implement learning (PaP-eRs) not can used reflective learning. Third, ability PCK prospective science teacher in the implementation curriculum through the making PIL and carrying out learning. In the making PIL prospective science teacher still weak in formulating the indicators, learning objectives, and organizing subject matter. Ability prospective science teacher in carrying out learning for prospective science teacher A, B and C not carrying out learning in accordance with the curriculum, but for prospective science teacher D, E, and F already carrying out learning in accordance with curriculum although not as a whole in accordance with the curriculum.

Keywords: PCK, Prospective Science Teacher, CoRe, PaP-eRs.