

PERKEMBANGAN KEMAMPUAN MENELITI PESERTA PROGRAM PENDIDIKAN PROFESI GURU (PPG) BIOLOGI

ABSTRAK

Penelitian ini bertujuan untuk menganalisis perkembangan kemampuan meneliti peserta program PPG sebagai calon guru-peneliti. Sejumlah 23 orang peserta program PPG yang memiliki latar belakang akademik S1 program studi Biologi adalah responden pada penelitian ini. Perkembangan kemampuan meneliti yang dimaksud adalah kemampuan konten, kemampuan pedagogi, dan kemampuan metodologi penelitian pendidikan peserta program PPG sejak merencanakan hingga melaksanakan penelitian tindakan kelas (PTK). Pengambilan data dilaksanakan mulai dari tahap awal program PPG (tahap matrikulasi), tahap perencanaan (*workshop* dan *peer teaching*) serta tahap praktek latihan profesi (PLP). Sumber data penelitian diperoleh dari dokumen rancangan penelitian peserta program PPG, laporan hasil penelitian, kuisisioner, wawancara, catatan lapangan ketika observasi, dan rencana pembelajaran yang disusun peserta PPG. Berdasarkan analisis data dapat disimpulkan bahwa perkembangan kemampuan konten, kemampuan pedagogi, dan kemampuan metodologi penelitian pendidikan peserta PPG sejak merencanakan hingga melaksanakan PTK menunjukkan pola perkembangan yang beragam. Penelitian ini menemukan beberapa hal sebagai berikut. Pertama, kemampuan konten, kemampuan pedagogi, dan kemampuan metodologi penelitian pendidikan berkontribusi terhadap pembentukan kemampuan meneliti peserta PPG. Kedua, sebagian besar peserta PPG belum dapat menggunakan pengetahuan tentang konten, pedagogi, dan metodologi penelitian pendidikan untuk membangun PTK yang merefleksikan pemahaman utuh terhadap konten, pedagogi, dan metodologi penelitian pendidikan. Ketiga, interaksi pembimbingan peserta PPG dalam perencanaan dan pelaksanaan penelitian belum cukup untuk memfasilitasi pembentukan kemampuan meneliti. Berdasarkan temuan penelitian tersebut diketahui bahwa diperlukan suatu program pembekalan kemampuan meneliti yang lebih intensif. Hal tersebut dapat dilakukan diantaranya melalui pengenalan dan penguatan kemampuan meneliti dalam pembekalan konten dan pedagogi, pelibatan peserta PPG sejak dini dalam aktivitas magang penelitian bersama dosen dan guru, dan pembimbingan peserta program PPG melalui pelaksanaan PTK kolaboratif yang melibatkan dosen dan guru.

Kata kunci: guru-peneliti, perkembangan kemampuan meneliti, program PPG biologi, PTK

RESEARCH COMPETENCY DEVELOPMENT OF BIOLOGY TEACHER PROFESSIONAL EDUCATION (TPE) PROGRAM PARTICIPANTS

ABSTRACT

This research is aimed to analyse the development of TPE program participants' research competency which was act as prospective teacher-researchers. Participants were 23 biology graduates who took TPE program. Research competencys in this study are define as content competency, pedagogy competency, and educational research competency of TPE program participants since planning until conducting classroom action research (CAR). Data was collected from the initial phase of the TPE. (matriculation phase), planning phase (the workshop on subject specific pedagogy & peer teaching phase), and professional practice phase. Sources of data were participants research proposals, research report, questionnaire, interview, field notes, and participants lesson plan. Initial analiysis was based on participants understanding of the content followed by analysis on pedagogy and research competencies. Based on data analyses it is found that there are different pattern of development of participants' research competencies. In addition this study also find that: first, participants competencies in content, pedagogy, and reseach methodology contribute to the development of participants' research competencies; second, most of the participants unable to use content, pedagogy, and research methods to construct reasonable classroom action reseach that reflect their comprehensive understanding of content, pedagogy, and research methodology; third, common interaction in mentoring participants' research competency still not suficient. According to those finding more intensive programs is needed to facilitate the development of participants research competency. This can be done by introducing reseach skills in content and pedagogy courses, early involvement of participants in the research activity through internship research conducted by lectures and teachers, and promoting joint research collaboration by lectures and teachers that evolving TPE program participants.

Keywords: CAR, biology TPE program, development of research competency, teacher-researchers