

# **PEDAGOGIC CONTENT KNOWLEDGE (PCK) GURU TENTANG PENALARAN SISWA, PELAKSANAAN PEMBELAJARAN, DAN KEMAMPUAN PENALARAN SISWA**

## **ABSTRAK**

PCK merupakan pengetahuan yang penting dimiliki oleh guru karena membangun kemampuan profesionalisme guru. PCK membantu guru untuk memilih materi, strategi pedagogik, serta asesmen yang tepat sehingga tercipta pembelajaran yang efektif di kelas. Tujuan penelitian ini adalah menyelidiki PCK guru terkait pengembangan penalaran siswa, pelaksanaan pembelajaran, dan kemampuan penalaran siswa. Penelitian ini merupakan tipe deskriptif dengan teknik *convenience sampling*. Jumlah sampel sebanyak 5 orang guru dan 152 siswa SMP di Kota Bandung. Instrumen penelitian yang digunakan adalah *CoRe*, lembar observasi pembelajaran, tes tulis terbuka, dan format wawancara siswa. Profil PCK guru dalam mengembangkan penalaran siswa diperoleh melalui analisis kemunculan aspek-aspek penalaran dalam *CoRe*. Sementara itu, pelaksanaan pembelajaran yang mengembangkan penalaran siswa diperoleh melalui analisis transkrip pembelajaran. Kemampuan penalaran siswa diperoleh melalui tes argumentasi. Kemunculan aspek penalaran dalam PCK sangat beragam dalam hal pemilihan, penyajian konsep atau ide, serta penyusunan asesmen. Guru mampu mengintegrasikan dua sampai lima aspek penalaran tersebut kedalam PCK. Namun, fakta menunjukkan bahwa guru tidak mengimplementasikan seluruh rencana pengembangan penalaran siswa seperti yang tertulis dalam *CoRe*. Seluruh guru hanya memfasilitasi siswa untuk memperoleh data yang rasional sehingga siswa mampu membuat *claim*. Faktor yang mempengaruhi kesenjangan tersebut adalah alasan pragmatis guru seperti ketersediaan waktu atau kondisi siswa serta karakteristik konsep yang diajarkan. Sementara itu, hasil analisis argumen siswa menunjukkan bahwa kemampuan penalaran siswa sebagian besar berada pada tingkat 1 yang hanya tersusun atas *claim*. Hal ini mengindikasikan hubungan yang linear antara PCK dalam mengembangkan penalaran dan pelaksanaan pembelajaran, serta kemampuan penalaran siswa.

**Kata Kunci : *Pedagogic Content Knowledge, CoRe, Pelaksanaan Pembelajaran, Kemampuan Penalaran***

# TEACHERS' PEDAGOGIC CONTENT KNOWLEDGE OF STUDENTS' REASONING DEVELOPMENT, TEACHING-LEARNING ACTIVITY, AND STUDENTS' REASONING SKILLS

## ABSTRACT

Pedagogic Content Knowledge (abbreviated as PCK) is an important knowledge for teacher, because it can build teacher's professionalism. PCK also helps teacher to select learning material, pedagogical strategy, and appropriate assessment which could create an effective learning activity in the class. Therefore, this research aimed to investigate teachers' PCK related to developing students' reasoning skill, teaching-learning activity, and students' reasoning skill. This research is also a descriptive research with convenience sampling technique. The sample gained from 5 teachers and 152 students in Bandung. Further, the research instruments used were *CoRe*, teaching-learning observation form, written test, and interview. PCK profile of teachers in developing students' reasoning obtained through analysis of existences of reasoning aspects in *CoRe*. Implementation of learning that develops students' reasoning ability obtained through the analysis of learning transcripts. Reasoning ability of students obtained through argumentation test. The existences of reasoning aspects is diverse in terms of concepts or ideas selection, learning instruction of concepts or ideas, and assessment. Teachers are able to integrate two until five reasoning aspects into PCK. But the facts show that teachers do not implement the entire plan of the development of students' reasoning as recorded in the *CoRe*. Teachers only encourage students to acquire the rational data so that students are able to make a claim. One of the factors that influence these gaps are pragmatic reasons such as teachers' availability time or students' conditions and concept characteristic. Meanwhile, the results show that students' reasoning skills are mostly on first level which is only made up the claim. This indicates a linear relationship between PCK in developing reasoning and implementation of learning and also students' reasoning abilities.

**Keywords : Pedagogic Content Knowledge, *CoRe*, Teaching-Learning Activity, Reasoning Skill**