

ABSTRAK

Tati. NIM. 2125250088. Implementasi Kompetensi Pedagogik Guru dalam Meningkatkan Motivasi Belajar Peserta Didik (Studi Kasus di SMPN 1 Karangnunggal Kecamatan Karangnunggal Kabupaten Tasikmalaya).

Penelitian ini dilatarbelakangi oleh belum optimalnya kompetensi pedagogik guru di SMPN 1 Karangnunggal dalam mendorong motivasi belajar peserta didik, khususnya pada aspek partisipasi aktif berdiskusi, keaktifan bertanya, dan kemandirian belajar di luar sekolah yang masih berkategori cukup baik. Penelitian ini bertujuan menganalisis proses, strategi, dan dampak implementasi kompetensi pedagogik guru terhadap motivasi belajar peserta didik. Metode yang digunakan adalah deskriptif kualitatif melalui wawancara mendalam, observasi, dan dokumentasi, dengan analisis data model Miles dan Huberman. Hasil penelitian menunjukkan implementasi kompetensi pedagogik guru tercermin dari kemampuan memahami karakteristik peserta didik, merancang pembelajaran variatif, mengidentifikasi potensi peserta didik, dan memanfaatkan hasil penilaian sebagai umpan balik. Strategi guru meliputi penciptaan iklim belajar kondusif, pemanfaatan media dan teknologi, pemberian apresiasi, serta diferensiasi pembelajaran yang meningkatkan kenyamanan, partisipasi, dan antusiasme belajar. Implementasi ini berdampak positif terhadap keaktifan, kemandirian, rasa percaya diri, dan hasil belajar peserta didik, meskipun motivasi intrinsik berupa keberanian bertanya spontan dan kemandirian belajar di luar sekolah masih memerlukan penguatan strategi yang lebih adaptif dan berpusat pada peserta didik. Secara konseptual, kompetensi pedagogik guru merupakan siklus yang saling menguatkan antara pemahaman peserta didik, strategi, dan dampak motivasional, di mana motivasi ekstrinsik tumbuh lebih cepat dibanding motivasi intrinsik. Penelitian ini berkontribusi secara teoretis dengan mengungkap kesenjangan antara pemahaman dan tindak lanjut guru, secara model melalui pola pergeseran motivasi ekstrinsik ke intrinsik, serta secara praktis dan metodologis sebagai rujukan strategi pedagogik di sekolah.

Kata Kunci: Kompetensi Pedagogik Guru, Motivasi Belajar, Peserta Didik

ABSTRACT

Tati. NIM. 2125250088. *Implementation of Teacher Pedagogical Competence in Improving Student Learning Motivation (A Case Study at SMPN 1 Karangnunggal, Karangnunggal District, Tasikmalaya Regency)*

This research is motivated by the suboptimal pedagogical competence of teachers at SMPN 1 Karangnunggal in encouraging student learning motivation, particularly in the aspects of active participation in discussions, active questioning, and independent learning outside of school, which are still categorized as quite good. This study aims to analyze the process, strategies, and impact of the implementation of teacher pedagogical competence on student learning motivation. The method used is descriptive qualitative through in-depth interviews, observation, and documentation, with data analysis using the Miles and Huberman model. The results show that the implementation of teacher pedagogical competence is reflected in the ability to understand student characteristics, design varied learning, identify student potential, and utilize assessment results as feedback. Teacher strategies include creating a conducive learning climate, utilizing media and technology, providing appreciation, and learning differentiation that increases comfort, participation, and enthusiasm for learning. This implementation has a positive impact on student activity, independence, self-confidence, and learning outcomes, although intrinsic motivation in the form of courage to ask spontaneous questions and independent learning outside of school still requires strengthening with more adaptive and student-centered strategies. Conceptually, teacher pedagogical competence is a mutually reinforcing cycle between student understanding, strategies, and motivational impact, where extrinsic motivation grows faster than intrinsic motivation. This research contributes theoretically by revealing the gap between teacher understanding and follow-up, modeling the shift from extrinsic to intrinsic motivation, and practically and methodologically by providing a reference for pedagogical strategies in schools.

Keywords: *Teacher Pedagogical Competence, Student Learning Motivation.*