

ABSTRAK

Tesis ini berjudul **Manajemen Perencanaan Pengembangan Kompetensi Pedagogik Guru Kelas dalam Meningkatkan Kualitas Pembelajaran Peserta Didik (Studi Kasus di SDN Se-Kecamatan Cipaku Kabupaten Ciamis), Endah Rekawati, NIM. 82362223035**. Kualitas pembelajaran peserta didik belum optimal hal ini sesuai dengan data empirik bahwa menurunnya prestasi-prestasi yang diraih oleh peserta didik pada bidang akademik dan non akademik dan kurangnya lulusan tenaga pendidik profesional sehingga diperlukan manajemen perencanaan pengembangan kompetensi pedagogik guru. Penelitian dilakukan dengan metode deskriptif analisis dengan desain kualitatif. Teknis analisis data yang digunakan adalah teknik analisis interaktif, melalui reduksi data, penyajian data, penarikan kesimpulan, dan *triangulasi*. Hasil penelitian menginformasikan bahwa (1) Perencanaan pengembangan kompetensi pedagogik di SDN 2 Cieurih, SDN 3 Cieurih dan SDN 1 Jalatrang dibuat berdasarkan atas hasil identifikasi kebutuhan dan visi, misi dan tujuan yang sudah ditetapkan, dalam pelaksanaannya perencanaan pengembangan kompetensi pedagogik guru dilaksanakan dalam bentuk rapat kerja. (2) Pelaksanaan pengembangan kompetensi pedagogik di SDN 2 Cieurih, SDN 3 Cieurih dan SDN 1 Jalatrang dengan keikutsertaan dalam rapat pengajaran, pembelajaran dan keadministrasian, program forum ilmiah yang diadakan oleh dinas setempat berupa pendidikan dan latihan, pembuatan RPP, KKG, seminar atau workshop. (3) evaluasi Perencanaan pengembangan kompetensi pedagogik lebih menitik beratkan kepada evaluasi kinerja guru melalui kegiatan supervisi dengan penilaian tindakan kelas. Di samping itu kepala sekolah juga mengadakan evaluasi kerja bulanan salah satunya membahas kegiatan yang telah dilaksanakan oleh guru setelah mengikuti kegiatan forum ilmiah di luar sekolah. Rapat bulanan merupakan kontrol terhadap pelaksanaan kegiatan yang akan dilaksanakan sekaligus evaluasi kegiatan yang sudah dilaksanakan sebelumnya. (4) Tindak lanjut pengembangan kompetensi pedagogik guru adalah memberi penghargaan kepada guru yang telah memenuhi standar, melakukan pembinaan dengan melakukan pertemuan antara kepala sekolah dan guru-guru melalui rapat dan tatap muka (*face to face*) dan melaksanakan program MGMP (Musyawarah Guru Mata Pelajaran) (5) Faktor pendukung, yaitu tenaga Pendidik berpendidikan S1, adanya dana yang tersedia, dan adanya sarana prasarana yang sudah lengkap. Sedangkan faktor penghambatnya adalah segelintir bapak ibu guru yang sudah mendekati pensiun agak sulit atau kurang berminat terhadap kegiatan pengembangan kompetensi tenaga pendidik, selain itu bermasalah dengan waktu yang bersamaan dengan jadwal mengajar.

Kata kunci: Manajemen, Pengembangan, Kompetensi pedagogik Guru

ABSTRACT

*This thesis is entitled **Management Planning for Classroom Teacher Pedagogical Competency Development in Improving the Quality of Student Learning (Case Study in Elementary Schools in Cipaku District, Ciamis Regency), Endah Rekawati, NIM. 82362223035.** The quality of student learning is not yet optimal, this is in accordance with empirical data that the decline in achievements achieved by students in academic and non-academic fields and the lack of professional teaching graduates means that planning management for developing teacher pedagogical competence is needed. The research was conducted using a descriptive analysis method with a qualitative design. The data analysis technique used is an interactive analysis technique, through data reduction, data presentation, drawing conclusions, and triangulation. The results of the research inform that (1) Planning for the development of pedagogical competence at SDN 2 Cieurih, SDN 3 Cieurih and SDN 1 Jalatrang was made based on the results of identifying needs and the vision, mission and goals that had been set, in its implementation the planning for developing teacher pedagogical competence was carried out in the form of meetings Work. (2) Implementation of pedagogical competency development at SDN 2 Cieurih, SDN 3 Cieurih and SDN 1 Jalatrang by participating in teaching, learning and administrative meetings, scientific forum programs held by local agencies in the form of education and training, making lesson plans, KKG, seminars or workshops . (3) evaluation Planning for the development of pedagogical competence focuses more on evaluating teacher performance through supervision activities with classroom action assessments. Apart from that, the school principal also holds monthly work evaluations, one of which discusses the activities that have been carried out by teachers after participating in scientific forum activities outside the school. The monthly meeting is a control over the implementation of activities that will be carried out as well as an evaluation of activities that have been carried out previously. (4) Follow-up to the development of teacher pedagogical competence is to give awards to teachers who have met standards, provide coaching by holding meetings between school principals and teachers through face-to-face meetings and implementing the MGMP (Subject Teachers' Conference) program. (5) Supporting factors, namely teaching staff with a Bachelor's degree, available funds, and complete infrastructure. Meanwhile, the inhibiting factor is that a handful of teachers who are approaching retirement have difficulty or are less interested in activities to develop the competence of teaching staff, in addition to having problems with timing at the same time as teaching schedules.*

Keywords: Management, Development, Teacher pedagogical competence