ABSTRAK

Implementasi Kompetensi Pedagogik Guru Dalam Mengoptimalkan Hasil Belajar Peserta Didik (Studi Kasus di SD Negeri Kecamatan Majenang Kabupaten Cilacap)

Sri Wahyuningsih, NIM. 82362425045. Penelitian ini dilatarbelakangi oleh fenomena implementasi kompetensi pedagogik guru yang fluktuatif di SD Negeri Kecamatan Majenang, Kabupaten Cilacap, yang ditandai dengan keterbatasan guru dalam memahami karakteristik peserta didik, penggunaan media yang kurang bervariasi, serta hasil belajar peserta didik yang belum stabil. Tujuan penelitian untuk menganalisis perencanaan (*plan*), pelaksanaan (*do*), penilaian (*check*), dan tindak lanjut (*act*) implementasi kompetensi pedagogik guru dalam mengoptimalkan hasil belajar. Penelitian menggunakan pendekatan kualitatif deskriptif dengan desain studi kasus ganda di tiga sekolah berbeda. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan: (1) Perencanaan pembelajaran berkualitas bervariasi; dua sekolah lebih sistematis dalam identifikasi karakteristik peserta didik. (2) Pelaksanaan pembelajaran aktif namun konsistensi rendah; kendala utama perbedaan kemampuan peserta didik dan keterbatasan sarana. (3) Penilaian mencakup sikap, pengetahuan, dan keterampilan, namun kedalaman analisis hasil belajar terbatas. (4) Tindak lanjut dilakukan melalui remedial, pengayaan, refleksi pembelajaran, supervisi kolaboratif, dan komunitas belajar internal. Kesimpulan secara keseluruhannya, implementasi kompetensi pedagogik guru belum optimal. Pendekatan kolaboratif dan reflektif terbukti efektif meningkatkan kualitas pembelajaran. Keterbatasan fasilitas bukan hambatan absolut jika guru kreatif dan mau belajar. Dampak positifnya terlihat pada peningkatan keaktifan, pemahaman, dan kenyamanan belajar peserta didik. Saran ditujukan kepada kepala sekolah, guru, pengawas, dinas pendidikan, dan peneliti selanjutnya untuk melakukan perbaikan berkelanjutan.

Kata Kunci : Implementasi, Kompetensi Pedagogik Guru, Hasil Belajar, PDCA, Sekolah Dasar

ABSTRACT

Implementation of Teachers Pedagogical Competence in Optimizing Student Learning Outcomes (a Case Study at Public Elementary Schools in Majenang District, Cilacap Regency)

Sri Wahyuningsih, NIM. 82362425045. *This research is motivated by the phenomenon of teachers' pedagogical competence implementation being fluctuating at public elementary schools in Majenang District, Cilacap Regency, characterized by teachers' limited ability to understand students' characteristics, less varied use of learning media, and students' learning outcomes that have not been stable. The purpose of this study is to analyze the planning (plan), implementation (do), assessment (check), and follow-up (act) of the implementation of teachers' pedagogical competence in optimizing student learning outcomes. This research employs a qualitative descriptive approach with a multiple case study design in three different schools. Data were collected through interviews, observations, and documentation. The results show: (1) The quality of learning planning varies; two schools are more systematic in identifying student characteristics. (2) Learning implementation is active but low in consistency; the main obstacles are differences in student abilities and limited facilities. (3) Assessment covers attitudes, knowledge, and skills, but the depth of learning outcome analysis is limited. (4) Follow-up is carried out through remedial programs, enrichment, learning reflection, collaborative supervision, and internal learning communities. Overall, it is concluded that the implementation of teachers' pedagogical competence has not been optimal. Collaborative and reflective approaches prove effective in improving learning quality. Facility limitations are not an absolute barrier if teachers are creative and willing to learn. Positive impacts are seen in increased student activeness, understanding, and learning comfort. Recommendations are addressed to school principals, teachers, supervisors, education authorities, and future researchers to make continuous improvements.*

Keywords *: Implementation, Teacher Pedagogical Competence, Learning Outcomes, PDCA, Elementary School*