

ABSTRAK

Penelitian ini dilatarbelakangi oleh pentingnya kinerja mengajar guru dalam meningkatkan prestasi belajar peserta didik. Penelitian ini bertujuan untuk mendeskripsikan implementasi kinerja mengajar guru ditinjau dari aspek perencanaan, pelaksanaan, serta penilaian dan evaluasi pembelajaran di SD Negeri Sadahayu 02 Kecamatan Majenang Kabupaten Cilacap. Penelitian menggunakan pendekatan kualitatif dengan metode deskriptif. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, serta diuji keabsahannya melalui triangulasi sumber, teknik, dan waktu.

Hasil penelitian menunjukkan bahwa: (1) pada aspek perencanaan pembelajaran, guru telah menyusun perangkat pembelajaran sesuai kurikulum dan karakteristik peserta didik, dengan tantangan pada perumusan tujuan yang operasional. Strategi yang dilakukan meliputi supervisi akademik dan penguatan komunitas belajar; (2) pada aspek pelaksanaan pembelajaran, guru telah melaksanakan pembelajaran secara interaktif dan kondusif, dengan tantangan pada keberagaman kemampuan siswa dan pengelolaan waktu. Strategi yang dilakukan berupa variasi metode, pengelolaan kelas yang fleksibel, dan pendekatan komunikatif; (3) pada aspek penilaian dan evaluasi, guru telah melaksanakan penilaian berkelanjutan disertai tindak lanjut, dengan tantangan pada konsistensi administrasi dan pemerataan hasil belajar. Strategi yang dilakukan meliputi analisis hasil belajar, perbaikan instrumen, serta pelaksanaan remedial dan pengayaan.

Secara keseluruhan, implementasi kinerja mengajar guru telah berjalan dengan baik dan memberikan kontribusi positif terhadap peningkatan prestasi belajar peserta didik.

Kata kunci : kinerja mengajar guru, prestasi belajar

ABSTRACT

This study is motivated by the importance of teachers' teaching performance in improving students' learning achievement. It aims to describe the implementation of teachers' teaching performance in terms of lesson planning, instructional implementation, and assessment and evaluation at SD Negeri Sadahayu 02, Majenang District, Cilacap Regency.

This research employed a qualitative approach with a descriptive method. Data were collected through interviews, observations, and documentation, and validated using source, technique, and time triangulation.

The results show that: (1) in lesson planning, teachers have prepared instructional tools in accordance with the curriculum and students' characteristics, with challenges in formulating operational learning objectives. The strategies applied include academic supervision and strengthening learning communities; (2) in instructional implementation, teachers have conducted interactive and conducive learning, with challenges related to diverse student abilities and time management. The strategies include varied teaching methods, flexible classroom management, and communicative approaches; (3) in assessment and evaluation, teachers have conducted continuous assessment followed by remedial and enrichment activities, with challenges in administrative consistency and equitable learning outcomes. The strategies include analysis of learning outcomes, improvement of assessment instruments, and implementation of remedial and enrichment programs.

Overall, the implementation of teachers' teaching performance has been carried out well and has contributed positively to improving students' learning achievement.

Keywords : teachers' teaching performance, learning achievement