

ABSTRAK

Penelitian ini bertujuan untuk: 1) mengetahui dan mendeskripsikan kompetensi pedagogik guru ISMUBA di MTs Muhammadiyah Kasihan, 2) mengetahui pelaksanaan kompetensi pedagogik guru ISMUBA di MTs Muhammadiyah Kasihan, 3) mengidentifikasi faktor-faktor apa saja yang menentukan keberhasilan kompetensi pedagogik guru ISMUBA di MTs Muhammadiyah Kasihan, 4) mengetahui upaya guru ISMUBA di MTs Muhammadiyah Kasihan mengatasi kekurangan kompetensi pedagogik.

Penelitian menggunakan jenis penelitian deskriptif kualitatif dengan pendekatan evaluatif model “*goal free evaluation*”, dengan teknik pengambilan informan secara *purposive sampling*. Data dikumpulkan dengan wawancara, observasi, dan dokumentasi. Data dianalisis secara deskriptif.

Hasilnya menunjukkan bahwa: 1) kompetensi pedagogik yang dimiliki guru ISMUBA di MTs Muhammadiyah Kasihan belum optimal dikarenakan pada komponen-komponen kompetensi pedagogik masih terdapat indikator yang belum tercapai, hal tersebut dapat dijabarkan sebagai berikut; (a) kompetensi pedagogik guru ISMUBA terkait pemahaman wawasan kependidikan yaitu 1 guru dalam kriteria sangat baik, 3 guru dalam kriteria baik, 1 guru dalam kriteria cukup dan 2 guru dalam kriteria sangat kurang, (b) pelaksanaan kompetensi pedagogik guru ISMUBA yaitu 4 guru termasuk kriteria sedang, 1 guru termasuk kriteria cukup, dan 2 guru termasuk kriteria rendah, 2) faktor yang menentukan keberhasilan dalam pelaksanaan kompetensi pedagogik adalah; (a) motivasi diri masing-masing guru ISMUBA untuk kinerja yang lebih baik, (b) supervisi Kepala Sekolah dan Pengawas untuk memantau kinerja guru, (c) dapat mengelola pembelajaran dengan efektif dan efisien, (d) kesiapan masing-masing guru ISMUBA dalam penggunaan RPP, dan metode pembelajaran yang bervariasi, (e) aktif dalam forum-forum yang diadakan pemerintah, (f) pengalaman/ *jam terbang* guru ISMUBA dalam proses belajar-mengajar, (g) keberhasilan peserta didik dalam memahami pelajaran dan keberhasilan hasil belajar peserta didik, (h) kelengkapan sarana dan prasarana yang mendukung proses pembelajaran, 3) upaya yang dilakukan untuk mengatasi kekurangan kompetensi pedagogik yang dimiliki yakni (a) pelaksanaan pembinaan dari Kepala Sekolah dan Pengawas, (b) melalui forum MGMP, (c) mengikuti diklat yang diadakan oleh PWM, PDM, dan Kemenag, (d) belajar dan mencari buku-buku sumber untuk menambah pengetahuan.

Keyword: Evaluasi, Kompetensi Pedagogik, Guru ISMUBA

ABSTRACT

This research aims to: 1) find out and describe the pedagogic competency of the *Islam Kemuhammadiyah* and Arabic Language (ISMUBA) teachers in MTs Muhammadiyah Kasihan, 2) find out implementation of the pedagogic competency of the *Islam Kemuhammadiyah* and Arabic Language (ISMUBA) teachers in MTs Muhammadiyah Kasihan, 3) identify the factors determining the success of the pedagogic competency of the *Islam Kemuhammadiyah* and Arabic Language (ISMUBA) teachers in MTs Muhammadiyah Kasihan, 4) find out the efforts of the pedagogic competency of the *Islam Kemuhammadiyah* and Arabic Language (ISMUBA) teachers in MTs Muhammadiyah Kasihan in overcoming the lack of the pedagogic competency.

The research uses the descriptive qualitative research type using the goal free evaluation model of the evaluative approach. The Informan collection technique uses purposive sampling. The data is collecting using interview, observation, and documentation. The data isn analyzed descriptively.

The results show that: 1) the pedagogic competency possessed by the *Islam Kemuhammadiyah* and Arabic Language (ISMUBA) teachers has not been optimum since the components of pedagogic competency have some unfulfilled indicators which can be explained as follows; (a) the pedagogic competency of the *Islam Kemuhammadiyah* and Arabic Language (ISMUBA) teachers related to the education knowledge understanding generates the results that there is 1 teacher in the very good criteria, 3 teachers are in the good criteria, 1 teacher is in fair criteria, and 2 teachers are in the very poor criteria, (b) the implementation of the pedagogic competency of the *Islam Kemuhammadiyah* and Arabic Language (ISMUBA) teachers resulting in 4 teachers are in the fair criteria, 1 teacher is in fair criteria, and 2 teachers are in poor criteria, 2) the factors determining the success of the pedagogic competency are; (a) self-motivation of the each *Islam Kemuhammadiyah* and Arabic Language (ISMUBA) teacher, (b) the Headmasters and Supervisors supervision to monitor the teachers' performance, (c) able to manage the effective and efficient learning, (d) the readiness of each *Islam Kemuhammadiyah* and Arabic Language (ISMUBA) teacher in the Learning Implementation Plan (RPP) and various learning method, (e) being active in forums held by the government, (f) experiences/ years of experience of the *Islam Kemuhammadiyah* and Arabic Language (ISMUBA) teachers in learning teaching process, (g) the success of the students in understanding the subjects and the success of the students' learning results, (h) the completeness of the facilities supporting the learning process, 3) the efforts conducted to overcome the lack of pedagogic competency possessed namely; (a) the implementation of the coaching from the Headmasters and Supervisors, (b) through the Discussion for Subject Teachers (MGMP) forum, (c) joining short education (diklat) held by the Provincial Board of Muhammadiyah (PWM), the Regional Board Muhammadiyah (PDM), and the Ministry of Religious Affairs, (d) studying and searching for books to add knowledge.

Keyword: Evaluation, Pedagogic Competency, the *Islam Kemuhammadiyah* and Arabic Language (ISMUBA) teachers