

ABSTRAK

Lisnawaty Misilu, skripsi Program Pengembangan Kompetensi Profesionalisme Guru dalam Pembelajaran *studi kasus* di SDN 3 Momalia Kecamatan Posigadan Kabupaten Bolaang Mongondow Selatan (skripsi Jurusan Manajemen Pendidikan Universitas Negeri Gorontalo 2012). Pembimbing I dan II : Dra. Meity Mononimbar, M.Pd dan Intan A. Radjak. S.Ag.M.Pd.

Permasalahan pada penelitian ini mencakup tiga fokus yaitu : Program pengembangan kompetensi dalam merencanakan program pembelajaran meliputi : program tahunan, program semester. Pelaksanaan program pengembangan kompetensi kemampuan melaksanakan pembelajaran meliputi: Kemampuan menguasai materi, kemampuan melaksanakan metode. program pengembangan Kemampuan mengevaluasi pembelajaran meliputi : instrument, teknik penilaian

Penelitian ini menggunakan pendekatan kualitatif dengan rancangan studi kasus . teknik pengumpulan data dapat ditempuh dengan tiga cara yaitu, observasi, wawancara, dokumentasi.

Hasil penelitian menunjukkan program pengembangan kompetensi profesionalisme guru dalam kemampuan merencanakan pembelajaran adalah supervisi pendidikan, tugas belajar, magang, pelatihan integrasi berbasis kompetensi, program pemberdayaan MGMP, simposium, pelatihan tradisional, bekerjasama dengan teman sejawat. Pengembangan kemampuan melaksanakan pembelajaran yaitu program supervisi, program penyetaraan dan program pelatihan-pelatihan tradisional. Pengembangan kemampuan mengevaluasi yaitu program pelatihan KKG, supervise, penilaian kinerja kelompok guru, diklat matematika realistic, dan KKS penilaian kerja Kepala Sekolah untuk kepala sekolah..

Untuk itu disarankan (1) Dinas pendidikan lebih mendekatkan kegiatan pelatihan dan seminar pada guru-guru dipelosok,(2) kepala sekolah perlu memotivasi para guru untuk melaksanakan program pengembangan yang dipadu secara individu, (3) kepala sekolah diharapkan dapat memfasilitasi para guru untuk dapat ikut serta dalam program-program pengembangan kualitas, (4) guru perlu lebih kreatif lagi untuk dapat ikut serta pada program pengembangan kompetensi profesionalisme dalam pembelajaran dan mempraktekan ilmu yang diperoleh dari program tersebut, (5) Peneliti lebih memahami permasalahan yang berkaitan dengan program pengembangan kompetensi profesionalisme guru dalam pembelajaran.

Kata Kunci : Program Pengembangan Kompetensi Profesionalisme Guru

ABSTRACT

Lisnawaty Misilu, thesis Competence Development Program in Teacher Professional Learning in the Elementary School case study 3 Momalia Posigadan Bolaang Mongondow District South (Management Department of Education thesis, Gorontalo State University 2012). Advisors I and II: Dra. Meity mononimbar, M.Pd, Intan Abdul Razak. S.Ag. M.Pd

Problems in this study included three focus namely: competence development program in planning the learning program include: an annual program, the semester program. Implementation of competency development program includes the ability to carry out the study: The ability to master the material, the ability to execute the method. The ability to evaluate the learning program development include: instrument, assessment techniques

This study used a qualitative approach to the design of case studies. data collection techniques can be done in three ways, namely, observation, interviews, documentation.

The results showed the professionalism of teachers' competence development program in a supervised learning is the ability to plan education, the task of learning, internships, training, competency-based integration, MGMP empowerment programs, symposia, traditional training, in collaboration with colleagues. Development of the ability of carrying out a program of supervised learning, affirmative action programs and traditional training programs. Developing the ability to evaluate the training program KKG, supervision, assessment of teachers' group performance, realistic mathematics education and training, work evaluation and KKS Principal to principal.

It is recommended (1) Department of closer educational training and seminars on dipelosok teachers, (2) the principal needs to motivate teachers to implement development programs that combined individual, (3) the principal is expected to facilitate the teachers to be participate in quality improvement programs, (4) teachers need to be more creative to be able to participate in the program development of professional competence in learning and practicing the knowledge gained from the program, (5) The researchers better understand the issues related to competence development program professionalism of teachers in learning.

Keywords: Teacher Professional Competence Development Program