

## **ABSTRAK**

### **PENGEMBANGAN KOMPETENSI PEDAGOGIK DAN PROFESIONAL GURU DI SEKOLAH DASAR**

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Pengembangan kompetensi pedagogik dan profesional guru merupakan aspek krusial dalam peningkatan mutu pembelajaran di sekolah dasar, terutama dalam menghadapi tuntutan Kurikulum Merdeka. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis pengembangan kompetensi pedagogik dan profesional guru di Sekolah Dasar X Kecamatan Langkapura berdasarkan subfokus penelitian. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Teknik pengumpulan data meliputi wawancara mendalam, observasi pembelajaran, dan studi dokumen, dengan keabsahan data dijaga melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa pada subfokus pemahaman karakteristik peserta didik, guru telah mampu mengenali perbedaan kemampuan dan kondisi sosial-emosional siswa, meskipun belum sepenuhnya didukung oleh asesmen diagnostik tertulis. Pada subfokus pelaksanaan kompetensi pedagogik, guru mampu merencanakan dan melaksanakan pembelajaran secara kondusif, namun pembelajaran berdiferensiasi belum diterapkan secara konsisten. Pada subfokus kompetensi profesional, guru menunjukkan penguasaan materi yang baik, tetapi pengembangan bahan ajar mandiri masih terbatas. Selanjutnya, pada subfokus pengembangan keprofesian berkelanjutan, sekolah telah memberikan dukungan melalui supervisi akademik dan kegiatan kolaboratif, namun pemanfaatan teknologi dan dokumentasi refleksi pembelajaran masih perlu diperkuat. Penelitian ini menegaskan pentingnya pengembangan kompetensi guru yang terencana dan berkelanjutan untuk meningkatkan mutu pembelajaran di sekolah dasar.

**Kata kunci:** pengembangan kompetensi guru, kompetensi pedagogik; kompetensi profesional;; sekolah dasar

## **ABSTRACT**

### **DEVELOPMENT OF TEACHERS' PEDAGOGICAL AND PROFESSIONAL COMPETENCIES IN ELEMENTARY SCHOOLS**

By  
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The development of teachers' pedagogical and professional competencies is a crucial aspect of improving the quality of learning in elementary schools, particularly in responding to the demands of the Merdeka Curriculum. This study aims to describe and analyze the development of pedagogical and professional competencies of teachers at Elementary School X in Langkapura District based on specific research sub-focuses. This study employed a qualitative approach with a case study design. Data were collected through in-depth interviews, classroom observations, and document analysis, while data validity was ensured through source and technique triangulation. The findings indicate that, in terms of understanding students' characteristics, teachers are able to recognize differences in students' abilities and socio-emotional conditions, although this has not been fully supported by written diagnostic assessments. Regarding the implementation of pedagogical competence, teachers are capable of planning and conducting conducive learning activities; however, differentiated instruction has not been consistently implemented. In relation to professional competence, teachers demonstrate adequate mastery of subject matter, yet the development of self-designed teaching materials remains limited. Furthermore, with regard to continuous professional development, the school has provided support through academic supervision and collaborative activities, although the use of educational technology and systematic documentation of reflective practices still require improvement. This study emphasizes the importance of structured and sustainable teacher competency development to enhance the quality of learning in elementary schools.

**Keywords:** teacher competency development, pedagogical competence; professional competence;; elementary school.