

ABSTRACT

TIARA INSANI SURYANA. 2021. “**CONTRIBUTION OF VIDEO-BASED SELF OBSERVATION ON STUDENT TEACHER PEDAGOGICAL KNOWLEDGE**” English Education Department. Faculty of Educational Sciences and Teacher’s Training. Siliwangi University. Tasikmalaya.

During teaching practicum, student-teachers have a lot of opportunities to improve their pedagogical knowledge by conducting reflective practice. Reflective practice allows student-teachers to develop their ability to examine their own practice and reflect on their own concepts, theories, and beliefs about teaching. Based on researchers’ experience when doing teaching practicum, researcher found a phenomenon where there are two student-teachers who conducted video-based self-observation of their teaching performance in the classroom during their teaching practicum and evaluate their teaching, where there are still a number of student-teacher who effectively utilize reflection during their teaching practicum program. This phenomenon has prompted this research. Thus, this study explores the contributions of video-based self observation on student-teacher pedagogical knowledge. The research design used in this research was a decriptive case study. A total of 2 student-teachers including 1 female and 1 male participated in this study. The result of this study revealed that recording and observing the teaching learning process in the classroom promotes their critical reflection, increase their content knowledge, improve their teaching style and method and develops their involvement in curriculum development. In the end, the contribution of this study is to construct more the understanding and insight into the contribution of video-based self-observation on student-teacher pedagogical knowledge.

Keywords: Reflective Practice, Video-based Self-Observation, Pedagogical Knowledge

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Selama praktik mengajar, calon guru memiliki banyak kesempatan untuk meningkatkan pengetahuan pedagogis mereka dengan melakukan praktik reflektif. Praktik reflektif memungkinkan calon guru untuk mengembangkan kemampuan mereka untuk memeriksa praktik mereka sendiri dan merefleksikan konsep, teori, dan keyakinan mereka sendiri tentang pengajaran. Berdasarkan pengalaman peneliti saat melakukan praktikum mengajar, peneliti menemukan fenomena dimana ada dua calon guru yang melakukan observasi diri berbasis video atas performa mengajar mereka di kelas selama praktikum mengajar dan mengevaluasi pengajaran mereka, dimana masih sedikit jumlah calon guru yang secara efektif memanfaatkan refleksi selama program praktikum mengajar mereka. Fenomena inilah yang mendorong dilakukannya penelitian ini. Dengan demikian, penelitian ini mengeksplorasi tentang kontribusi observasi video pada pengetahuan pedagogik calon guru. Desain penelitian yang digunakan dalam penelitian ini adalah studi kasus deskriptif. Sebanyak 2 calon guru termasuk 1 perempuan dan 1 laki-laki berpartisipasi dalam penelitian ini. Hasil penelitian ini mengungkapkan bahwa dengan merekam dan mengamati proses belajar mengajar di kelas mendorong refleksi kritis mereka, meningkatkan pengetahuan konten mereka, meningkatkan gaya dan metode mengajar mereka dan mengembangkan keterlibatan mereka dalam pengembangan kurikulum. Pada akhirnya, kontribusi penelitian ini adalah untuk membangun lebih banyak pemahaman dan wawasan tentang kontribusi observasi diri berbasis video pada pengetahuan pedagogik calon guru.