

Development Of The Inquiry Reflective Teaching Model Guidebook to Empower PCK (Pedagogical Content Knowledge) Preservice Science Teacher Students

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ABSTRACT

Preservice science teachers must have the ability to teach science appropriately. This ability is related to pedagogical and content knowledge, which referred to as PCK (Pedagogical Content Knowledge). Integrated science learning reflects the vision and ideas of pedagogical reform and innovation. Setup program required interdisciplinary science teacher. Teaching with inquiry is important in the development process teacher professionalism. Inquiry as an important component of science teaching reform. Previous research findings show that teachers have not reflected thoroughly and deeply on things relating to the teaching profession as a teacher and other supporting matters related to improving the quality of learning activities. This is the urgency for prospective science teacher students to be equipped with teaching skills inquiry and the ability to reflect in learning. This is in accordance with the nature of science that inquiry is a learning model that animates science teaching. This research aims to develop Inquiry reflective teaching model guidebook to empower students' PCK and knowledge feasibility of the Inquiry Reflective Teaching (IRT) model. This research uses the Research and Development (R&D) method referring to the model 4D (Define, Design, Development and Dissemination). The results of the research show that the IRT model guidebook developed received a valid category from experts.

Kata Kunci: *Inquiry Reflective Teaching, PCK (Pedagogical Content Knowledge)*