

ABSTRAK

KOMPETENSI PEDAGOGIK GURU DITINJAU DARI PANGKAT GOLONGAN GURU, SIKAP GURU TERHADAP PERUBAHAN KURIKULUM, DAN JENIS SEKOLAH BERDASARKAN SURVEI PADA GURU-GURU SMA DAN SMK NEGERI SE-KABUPATEN SLEMAN YOGYAKARTA

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2018

Penelitian ini bertujuan untuk mengetahui apakah ada: (1) perbedaan kompetensi pedagogik guru ditinjau dari pangkat golongan; (2) perbedaan kompetensi pedagogik guru ditinjau dari sikap guru terhadap perubahan kurikulum; (3) perbedaan kompetensi pedagogik guru ditinjau dari jenis sekolah.

Jenis penelitian ini adalah *ex-post facto*. Penelitian dilaksanakan pada bulan Januari - Maret 2018. Populasi penelitian ini adalah guru SMA dan SMK Negeri Se-Kabupaten Sleman Yogyakarta dengan jumlah 1113 guru. Sampel sebanyak 300 guru diambil dengan teknik *proportional sampling* dan *convenience sampling*. Data diambil dengan menggunakan kuesioner dan dianalisis dengan teknik analisis *Chi-Square*.

Hasil penelitian menunjukkan bahwa (1) tidak ada perbedaan kompetensi pedagogik guru ditinjau dari pangkat golongan (X^2 hitung = 3,547 dan *Asymp. Sig* = 0,170); (2) tidak ada perbedaan kompetensi pedagogik guru ditinjau dari sikap guru terhadap perubahan kurikulum (X^2 hitung = 1.220 dan *Asymp. Sig* = 0,748); (3) tidak ada perbedaan kompetensi pedagogik guru ditinjau dari jenis sekolah (X^2 hitung = 0,007 dan *Asymp. Sig* = 0,932).

ABSTRACT**PEDAGOGIC COMPETENCE OF TEACHERS PERCEIVED FROM RANK CLASSIFICATION, ATTITUDES TOWARD CURRICULUM CHANGE, AND SCHOOL TYPES BASED ON A SURVEY ON SENIOR HIGH SCHOOL AND VOCATIONAL HIGH SCHOOL TEACHERS IN SLEMAN, YOGYAKARTA**

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This research aims to know whether there are: (1) differences in teachers' pedagogic competence perceived from their rank classification; (2) differences in teachers' pedagogic competence perceived from their attitudes toward curriculum change; (3) differences in teachers' pedagogic competence perceived from school types.

This is an ex-post facto research. This research was conducted from January to March 2018. The population were 1113 Senior High School and Vocational High School teachers in Sleman, Yogyakarta. The samples were 300 teachers taken by proportional sampling and convenience sampling technique. The technique of taking samples was questionnaire which was analyzed by using Chi-Square test.

The results show that (1) there was no difference in teachers' pedagogic competence perceived from their rank classification (X^2 test = 3,547 and Asymp. Sig = 0,170); (2) there was no difference in teachers' pedagogic competence perceived from their attitudes toward curriculum change (X^2 test = 1.220 and Asymp. Sig = 0,748); (3) there was no difference in teachers' pedagogic competence perceived from school types (X^2 test = 0,007 and Asymp. Sig = 0,932).