

ABSTRAK

KOMPETENSI PEDAGOGIK GURU DITINJAU DARI TINGKAT PENDIDIKAN, KEMAMPUAN TEKNOLOGI INFORMASI, DAN STATUS KEPEGAWAIAN BERDASARKAN SURVEI PADA GURU-GURU SMA DAN SMK NEGERI SE-KABUPATEN SLEMAN YOGYAKARTA

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Penelitian ini bertujuan untuk mengetahui apakah ada: (1) perbedaan kompetensi pedagogik guru ditinjau dari tingkat pendidikan; (2) perbedaan kompetensi pedagogik guru ditinjau dari kemampuan teknologi informasi; (3) perbedaan kompetensi pedagogik guru ditinjau dari status kepegawaian.

Jenis penelitian ini adalah *ex-post facto*. Penelitian dilaksanakan di 15 SMA dan 7 SMK Negeri se-Kabupaten Sleman Yogyakarta padabulan Januari - Maret 2018. Populasi penelitian ini sebanyak 1033 guru. Jumlah sampel sebanyak 300 guru diambil dengan menggunakan teknik *proportional sampling* dan *convenience sampling*. Data diambil dengan kuesioner dan dianalisis menggunakan teknik analisis *Chi-Square* (χ^2).

Hasil penelitian menunjukkan bahwa: (1) tidak ada perbedaan kompetensi pedagogik guru ditinjau dari tingkat pendidikan ($X^2_{hitung} = 2,333$ dan *Asymp. Sig* = 0,127); (2) tidak ada perbedaan kompetensi pedagogik guru ditinjau dari kemampuan teknologi informasi ($X^2_{hitung} = 5,316$ dan *Asymp. Sig* = 0,070); (3) tidak ada perbedaan kompetensi pedagogik guru ditinjau dari status kepegawaian ($X^2_{hitung} = 1,944$ dan *Asymp. Sig* = 0,163).

ABSTRACT**PEDAGOGIC COMPETENCE OF TEACHERS PERCEIVED FROM EDUCATION LEVEL, ABILITY OF MASTERING INFORMATION TECHNOLOGY AND EMPLOYMENT STATUS BASED ON ASURVEY ONSENIOR 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 education level; (2) differences in teachers' pedagogic competence perceived from ability of mastering information technology, (3) differences in teachers' pedagogic competence perceived from employment status.

The type of this research is an ex-post facto research. This research was conducted in fifteen State Senior High Schools and seven State Vocational High Schools in Sleman Yogyakarta from January until March 2018. The population of the research were 1033 teachers. The samples were 300 teachers taken by proportional sampling technique and convenience sampling technique. Data were collected by questionnaires and analyzed by Chi Square (χ^2) techniques.

The results show that (1) there is no differences in teachers' pedagogic competence perceived from education level (X^2 count = 2,333 and *Asymp. Sig* = 0,127); (2) there is no differences in teachers' pedagogic competence perceived from ability of mastering information technology (X^2 count = 5,316 and *Asymp. Sig* = 0,070); (3) there is no differences in teachers' pedagogic competence perceived from employment status X^2 count = 1,944 and *Asymp. Sig* = 0,163).