

ABSTRAK**KOMPETENSI PEDAGOGIK GURU DITINJAU DARI PANGKAT GOLONGAN, STATUS KEPEGAWAIAN DAN JENIS KELAMIN GURU 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 berdasarkan pangkat golongan (2) perbedaan kompetensi pedagogik guru berdasarkan status kepegawaian (3) perbedaan kompetensi pedagogik guru berdasarkan jenis kelamin.

Jenis penelitian ini adalah penelitian *ex-post facto* yang 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 kuesioner dan dianalisis dengan teknik analisis *Chi – Square*.

Hasil penelitian menunjukkan bahwa: (1) tidak ada perbedaan kompetensi pedagogik guru berdasarkan pangkat golongan (X^2 hitung = 4,865 dan *Asymp. Sig* = 0,182); (2) tidak ada perbedaan kompetensi pedagogik guru berdasarkan status kepegawaian (X^2 hitung = 2.223 dan *Asymp.Sig* = 0,136); (3) tidak ada perbedaan kompetensi pedagogik guru berdasarkan jenis kelamin (X^2 hitung = 3.139 dan *Asymp.Sig* = 0,076)

ABSTRACT

TEACHER'S PEDAGOGIC COMPETENCE PERCEIVED FROM THE RANK OF PROMOTION, EMPLOYEE STATUS AND TEACHER'S GENDER BASED ON THE SURVEY ON SENIOR HIGH SCHOOL AND VOCATIONAL HIGH SCHOOL TEACHERS IN SLEMAN YOGYAKARTA

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This research aims to find out whether there are: (1) differences in teacher's pedagogic competence perceived from the rank of promotion (2) differences in teacher's pedagogic competence perceived from the employment status (3) differences in teacher's pedagogic competence perceived from the gender.

The type of this research an *ex-post facto* research which had been conducted from January until March 2018. The population of this research were 1113 Senior High School and Vocational High School Teachers in Sleman, Yogyakarta. Samples of 300 teachers were taken by applying proportional sampling and convenience sampling techniques. The data were collected by questionnaires and analyzed by *Chi-Square* analysis technique.

The results show that: (1) there is no difference in teacher pedagogic competence perceived from the rank of promotion (X^2 count = 4.865 and Asymp. Sig = 0,182); (2) there is no difference in teacher pedagogic competence perceived from employment status (X^2 count = 2.223 and Asymp.Sig = 0.136); (3) there is no difference in teacher pedagogic competence perceived from gender (X^2 count = 3.139 and Asymp.Sig = 0.076)