

ABSTRAK**KOMPETENSI PEDAGOGIK GURU DITINJAU DARI PANGKAT GOLONGAN, JUMLAH MATA PELAJARAN, SERTA PENGALAMAN MENGAJAR GURU BERDASARKAN SURVEI PADA GURU-GURU SMA DAN SMK NEGERI SE-KABUPATEN SLEMAN**

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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 jumlah mata pelajaran; (3) perbedaan kompetensi pedagogik guru ditinjau dari pengalaman mengajar terhadap perubahan kurikulum.

Jenis penelitian ini adalah *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 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 = 4,865 dan *Asym. Sig* = 0,182); (2) tidak ada perbedaan kompetensi pedagogik guru ditinjau dari jumlah mata pelajaran (X^2 hitung = 1,951 dan *Asym. Sig* = 0,377); (3) tidak ada perbedaan kompetensi pedagogik guru ditinjau dari pengalaman mengajar (X^2 hitung = 2,803 dan *Asym. Sig* = 0,246).

ABSTRACT**PEDAGOGIC COMPETENCE OF TEACHERS PERCEIVED FROM RANK CLASSIFICATION, NUMBERS OF SUBJECTS AND TEACHING EXPERIENCE OF TEACHERS BASED ON A SURVEY ON SENIOR HIGH SCHOOL AND VOCATIONAL HIGH SCHOOL TEACHERS IN SLEMAN**

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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 numbers of subjects; (3) differences in teachers' pedagogic competence perceived from their teaching experience toward curriculum change.

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 techniques of taking the samples were questionnaires which were analyzed by using Chi-Square test.

The results show that (1) there were no differences in teachers' pedagogic competence perceived from their rank classification (X^2 test = 4,865 and *Asym. Sig* = 0,182); (2) there were no differences in teachers' pedagogic competence perceived from their number of subjects (X^2 test = 1,951 and *Asym. Sig* = 0,377); (3) there were no differences in teachers' pedagogic competence perceived from their teaching experience (X^2 test = 2,803 and *Asym. Sig* = 0,246).