

**ABSTRAK****KOMPETENSI PEDAGOGIK DITINJAU DARI TINGKAT PENDIDIKAN GURU, KEMAMPUAN TIK, SERTA PENGALAMAN MENGAJAR GURU BERDASARKAN SURVEI PADA GURU-GURU SMA DAN SMK NEGERI SE- KABUPATEN SLEMAN TAHUN 2018**

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2018

Penelitian ini bertujuan untuk mengetahui apakah ada: (1) perbedaan kompetensi pedagogik guru ditinjau dari tingkat pendidikan guru; (2) perbedaan kompetensi pedagogik guru ditinjau dari kemampuan TIK; (3) perbedaan kompetensi pedagogik guru ditinjau dari pengalaman mengajar guru 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 berdasarkan tingkat pendidikan guru ( $X^2$  hitung sebesar 1,897 dan nilai Asymp. Sig. ( $\alpha$ ) sebesar 0,168); (2) tidak ada perbedaan kompetensi pedagogik guru berdasarkan kemampuan TIK ( $X^2$  hitung sebesar 4,638 dan nilai Asymp. Sig. ( $\alpha$ ) sebesar 0,098); (3) tidak ada perbedaan kompetensi pedagogik guru berdasarkan pengalaman mengajar guru ( $X^2$  hitung sebesar 2,803 dan nilai Asymp. Sig. ( $\alpha$ ) sebesar 0,246).

**ABSTRACT**

***PEDAGOGIC COMPETENCE PERCEIVED FROM TEACHER EDUCATION LEVEL, ABILITY OF TEACHER IN MASTERING INFORMATION AND COMMUNICATION, AND TEACHER TEACHING EXPERIENCES BASED ON SURVEY IN HIGH SCHOOL TEACHERS AND STATE VOCATIONAL SCHOOL OF SLEMAN IN 2018***

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*This study aims to determine whether there are: (1) differences in teacher's pedagogic competency perceived from teacher education level; (2) differences in teacher's pedagogic competency perceived from ability of teacher in mastering information and communication; (3) differences in teacher's pedagogic competency perceived from teacher's teaching experience on curriculum changes.*

*This is an ex-post facto research which was carried out from January to March 2018. The population of this study were 1113 teachers of State High Schools and Vocational High Schools in Sleman Regency Yogyakarta. The samples were 300 teachers, taken by using proportional sampling and convenience sampling techniques. Data were taken by using a questionnaire and analyzed by Chi-Square analysis techniques.*

*The results show that: (1) there are no differences in teacher's pedagogic competency perceived from teacher education level ( $X^2$  counted 1.897 and Asymp value. Sig. ( $\alpha$ ) of 0.168); (2) there are no differences in teacher's pedagogic competency perceived from ability of teacher in mastering information and communication (count  $X^2$  of 4,638 and Asymp. Sig. ( $\alpha$ ) value of 0,098; (3) there are no differences in teacher's pedagogic competency perceived from teacher's teaching experience ( $X^2$  count 2,803 and Asymp value Sig. ( $\alpha$ ) of 0.246).*