

ABSTRAK

**HUBUNGAN LITERASI DIGITAL, EFIKASI DIRI, DAN KOLABORASI
ANTARGURU DENGAN PENGUASAAN TPACK DI SMAN 1
WAIKABUBAK KABUPATEN SUMBA BARAT**

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Penelitian ini bertujuan untuk menganalisis hubungan literasi digital, efikasi diri, dan kolaborasi antarguru dengan penguasaan TPACK pada guru SMAN 1 Waikabubak. Dalam konteks pendidikan di era digital, guru dituntut untuk mampu mengintegrasikan teknologi, pedagogi, dan konten secara efektif guna menciptakan pembelajaran yang relevan, interaktif, dan sesuai dengan kebutuhan peserta didik abad ke-21.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional. Populasi dan sampel penelitian adalah seluruh guru SMAN 1 Waikabubak dan teknik pengambilan sampel menggunakan sampling jenuh. Pengumpulan data dilakukan menggunakan kuesioner pada setiap variabel, yang telah diuji validitas dan reliabilitasnya. Analisis data menggunakan uji korelasi Kendall's Tau.

Hasil analisis menunjukkan bahwa: (1) literasi digital berhubungan positif dengan penguasaan TPACK; (2) efikasi diri berhubungan positif dengan penguasaan TPACK; dan (3) kolaborasi antarguru berhubungan positif dengan penguasaan TPACK. Temuan ini menunjukkan bahwa literasi digital, keyakinan diri guru, serta kolaborasi antarguru berkontribusi dengan peningkatan penguasaan TPACK.

Kata kunci: penguasaan TPACK, literasi digital, efikasi diri, kolaborasi antarguru.

ABSTRACT

**THE RELATIONSHIP BETWEEN DIGITAL LITERACY, SELF-EFFICACY,
AND TEACHER COLLABORATION WITH TPACK MASTERY AT SMAN 1
WAIKABUBAK WEST SUMBA REGENCY**

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This study aims to analyze the relationship between digital literacy, self-efficacy, and teacher collaboration with teachers' mastery of TPACK at SMAN 1 Waikabubak. In the context of education in the digital era, teachers are required to be able to effectively integrate technology, pedagogy, and content to create learning experiences that are relevant, interactive, and aligned with the needs of 21st-century learners.

This research employed a quantitative approach with a correlational design. The population and sample consisted of all teachers at SMAN 1 Waikabubak, and a saturated sampling technique was applied. Data were collected using questionnaires for each variable, which had been tested for validity and reliability. Data analysis was conducted using Kendall's Tau correlation test.

The results of the analysis indicate that: (1) digital literacy has a positive relationship with TPACK mastery; (2) self-efficacy has a positive relationship with TPACK mastery; and (3) teacher collaboration has a positive relationship with TPACK mastery. These findings suggest that digital literacy, teachers' self-confidence, and collaboration among teachers contribute to the improvement of TPACK mastery.

Keywords: TPACK mastery, digital literacy, self-efficacy, teacher collaboration.