

ABSTRAK

Rahmi, Fildza (2023), Pengaruh Status Profesional Guru dan Pengembangan Keprofesian Berkelanjutan Terhadap Kemampuan *Technological Pedagogical and Content Knowledge* (TPACK) Guru Matematika SMA Negeri Di Kota Denpasar Tesis, Pendidikan Matematika, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: kemampuan TPACK, status professional guru, pengembangan profesi berkelanjutan

Penelitian ini bertujuan untuk: 1) mengetahui tingkat kemampuan *Technological Pedagogical and Content Knowledge* (TPACK) guru matematika SMA Negeri di Kota Denpasar, 2) mengetahui perbedaan tingkat kemampuan TPACK guru matematika berdasarkan status professional guru, 3) mengetahui perbedaan tingkat kemampuan TPACK guru matematika berdasarkan pengembangan profesi berkelanjutan, dan 4) mengetahui perbedaan tingkat kemampuan TPACK guru matematika berdasarkan status professional guru dan pengembangan profesi berkelanjutan. Penelitian ini adalah penelitian *ex post facto* dengan pengambilan data secara survei. Populasi dalam penelitian ini adalah guru matematika SMA Negeri di Kota Denpasar yaitu berjumlah 70 orang. Sampel penelitian yang digunakan berjumlah 62 orang dengan teknik *area cluster proporsional sampling*. Pengumpulan data dilakukan melalui angket status professional guru dan pengembangan profesi berkelanjutan dan kuesioner TPACK. Data yang diperoleh dianalisis secara deksriptif dan inferensial. Analisis secara inferensial dengan menggunakan analisis varians dua jalur digunakan untuk mengetahui perbedaan tingkat kemampuan TPACK berdasarkan status professional guru dan pengembangan profesi berkelanjutan. Hasil penelitian menunjukkan bahwa: 1) guru matematika SMA Negeri di Kota Denpasar memiliki tingkat kemampuan TPACK secara keseluruhan termasuk dalam kriteria cukup baik, 2) terdapat perbedaan kemampuan TPACK berdasarkan status professional guru yaitu pada komponen PK, CK, PCK, dan TCK. Sedangkan tidak terdapat perbedaan komponen TK, TPK, dan TPACK pada guru yang memiliki sertifikat pendidik dengan guru yang belum memiliki sertifikat pendidik, 3) terdapat perbedaan kemampuan TPACK berdasarkan pengembangan profesi berkelanjutan (PKB) yaitu pada komponen PK, CK, PCK, dan TCK, sedangkan tidak terdapat perbedaan komponen TK, TPK, dan TPACK dan 4) tidak terdapat perbedaan kemampuan TPACK secara keseluruhan antara status professional guru dan pengembangan profesi berkelanjutan. Terdapat pengaruh interaksi pada komponen TPK dan TPACK guru matematika, sedangkan komponen PK, CK, TK, PCK, dan TCK tidak terdapat pengaruh interaksi antara status professional guru dan pengembangan keprofesian berkelanjutan.

ABSTRACT

Rahmi, Fildza, 2023, *The effect of teacher professional status and continuing professional development in the ability of Technological Pedagogical and Content Knowledge (TPACK) on Math teacher in State of Senior High School in Denpasar city, Thesis, Mathematics Education, Post Graduate, Educational University of Ganesha.*

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Keywords: *TPACK ability, teacher professionally status, continuing professional development.*

This research was aim for : 1) to know the level ability of math teacher in the using of Technological Pedagogical and Content Knowledge (TPACK) in state Senior High School in Denpasar city, 2) to know the level differences in TPACK ability math teacher base on professional teacher status, 3) to know the level difference ability TPACK math teacher base on continuing professional development, and 4) to know the level differences ability of math teacher with professional status and on sustainable professional statement in the using of TPACK. This research was ex post facto research with data survey collection. The population in this research was math teacher from State Senior High School in Denpasar city that it was 70 persons. The sample that was used in this research was 62 persons with area cluster proportional sampling. The data collecting done through questionnaire of teacher professional status and continuing professional development and TPACK questionnaire. The obtained data was analyzed in descriptive and inferential. Inferential analysis was the using by two factor analyze variants that was used to know the level differences of TPACK ability based on teacher professional status and continuing professional development. Result of the research showed that : 1) math teacher that have an ability in TPACK level were in well sufficient criteria, 2) there were some different on TPACK based on teacher professional status that was on the component of PK, CK , PCK and TCK while there were no differences on the component of TP, TPK, and TPACK on a teacher who have a certificate of education with a teacher who did not have it, 3) there were differences in TPACK ability based on continuing professional development in the component of PK, CK, PCK and TPK, while there was there were no different in the component of TK, TPK, and TPACK and 4) overall there was no different level on TPACK between teacher professional status and continuing professional development. There was interaction effect on the component of TPK and TPACK in math teacher, while in component PK, CK, TK, PCK, and TCK there was no interaction effect between teacher professional status and continuing professional development.