

***TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE-  
INFORMATION AND COMMUNICATION TECHNOLOGY  
(TPACK-ICT): SELF ASSESSMENT UNTUK GURU VOKASI***

**TESIS**

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Magister  
Pendidikan Teknologi dan Kejuruan Konsentrasi Pendidikan Ilmu Komputer  
Sekolah Lanjutan



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Syaeful Malik, 2019

*TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE-INFORMATION AND COMMUNICATION  
TECHNOLOGY (TPACK-ICT): SELF ASSESSMENT UNTUK GURU VOKASI*

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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh Gelar  
Magister Pendidikan Teknologi Kejuruan Konsentrasi Pendidikan Ilmu Komputer  
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***TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE-  
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## PERNYATAAN

Dengan ini saya menyatakan bahwa tesis dengan judul “*Technological Pedagogical Content Knowledge-Information And Communication Technology (TPACK-ICT): Self Assessment Untuk Guru Vokasi*” ini beserta seluruh isinya adalah benar - benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

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## KATA PENGANTAR

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Penulis menyadari bahwa dalam penulisan tesis ini terdapat banyak kesalahan dan ketidaksempurnaan yang disebabkan oleh keterbatasan wawasan dan pengetahuan penulis. Oleh karena itu penulis sangat mengharapkan kritik dan saran yang membangun untuk dijadikan landasan perbaikan yang berguna bagi pengembangan ilmu pengetahuan.

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AND COMMUNICATION TECHNOLOGY (TPACK-ICT): SELF ASSESSMENT  
UNTUK GURU VOKASI**

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**ABSTRAK**

*Technological Pedagogical Content Knowledge* (TPACK) merupakan kemampuan guru untuk memfasilitasi pembelajaran siswa dari konten tertentu melalui pendekatan pedagogi dan teknologi. Pembelajaran melalui TPACK dapat mengeksplorasi guru dalam meningkatkan kapasitas guru terhadap *information and communication technology* (ICT) dalam pembelajaran. Oleh karena itu penilaian kinerja sangat diperlukan dalam konteks untuk mengukur kemampuan guru. Salah satu jenis penilaian kinerja yang efektif dikembangkan pada penelitian ini adalah *self-assessment*. *Self-assessment* merupakan teknik penilaian supaya individu dapat menilai dirinya sendiri berkaitan dengan status, proses dan tingkat pencapaian kompetensi yang dipelajarinya. Penelitian ini dilakukan karena masalah yang terjadi di beberapa sekolah masih perlu adanya perhatian dan pengawasan lebih dalam pemanfaatan TIK dalam kegiatan pembelajaran. Tujuan penelitian ini adalah untuk mengetahui hasil kemampuan *self-assessment* guru vokasi menggunakan kerangka kerja TPACK-ICT. Penelitian ini menggambarkan dan menganalisis kemampuan TPACK-ICT guru vokasi berdasarkan kelompok tinggi, sedang, dan rendah. Selain itu, penelitian ini untuk mengetahui pengaruh dan perbedaan kemampuan TPACK-ICT guru antara kelompok tinggi, sedang dan rendah. Metode penelitian yang digunakan adalah metode kuantitatif eksploratif dengan desain penelitian menggunakan jenis survei. Hasil penelitian ini adalah : 1) Tingkat kemampuan penguasaan komponen TPACK-ICT guru vokasi rata-rata tertinggi didapat pada aspek *technological knowledge*, yaitu guru mampu menggunakan internet sebagai media komunikasi. Kemampuan penguasaan komponen TPACK-ICT guru vokasi rata-rata terendah didapat pada aspek *pedagogical knowledge*, yaitu mampu melakukan tindakan reflektif untuk peningkatan kualitas pembelajaran. Kemampuan TPACK-ICT guru vokasi di kabupaten Pangandaran masuk ke dalam kategori baik. 2) Kemampuan TPACK-ICT bagi guru vokasi TIK di Kabupaten Pangandaran, untuk keterlaksanaan *self-assessment* baik dari guru dan observer secara umum hasil *self-assessment* memiliki nilai rata-rata lebih tinggi jika dibandingkan dengan hasil observer. 3) Respons pembelajaran TPACK-ICT oleh guru di kelas memberikan hasil yang positif kepada siswa terbukti dengan siswa memberikan rata-rata nilai dengan kategori sangat baik kepada guru. Siswa memberikan respons positif terhadap pembelajaran guru di kelas yang sudah mengintegrasikan ICT dengan kerangka kerja TPACK.

**Kata kunci : TPACK, TPACK-ICT, Self Assessment, Guru Vokasi**

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**TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE-  
INFORMATION AND COMMUNICATION TECHNOLOGY (TPACK-ICT):  
SELF ASSESSMENT FOR VOCATIONAL TEACHERS**

Written by

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**ABSTRACT**

Technological Pedagogical Content Knowledge (TPACK) is the teacher's ability to facilitate student learning from certain content through pedagogical and technological approaches. Learning through TPACK can explore teachers in increasing teacher capacity for information and communication technology (ICT) in learning. Therefore performance appraisal is very necessary for the context of measuring teacher's ability. One type of effective performance assessment developed in this study is self-assessment. Because self-assessment is a valuation technique in which individuals can assess themselves with regard to the status, process, and level of achievement of competencies learned. This research was conducted because of the problems that occur in several schools need more attention and supervision in the use of ICT in learning activities. The purpose of this study was to find out the results of the vocational teacher's self-assessment ability using the TPACK-ICT framework. This study illustrates and analyzes the ability of TPACK-ICT vocational teachers based on high, medium and low groups. In addition, this study was to determine the effect and differences in the ability of TPACK-ICT teachers between high, medium and low groups. The research method used is a quantitative exploratory method with research design using a type of survey. The results of this study are: 1) The highest level of mastery ability of TPACK-ICT components of the average vocation teacher is obtained in the aspect of technological knowledge, namely the teacher is able to use the internet as a communication medium. Meanwhile, the lowest average mastery ability of the TPACK-ICT component of vocational teachers is obtained from the pedagogical knowledge aspect, which is able to take reflective actions to improve the quality of learning. The ability of the TPACK-ICT vocational teacher in Pangandaran district falls into the good category. 2) TPACK-ICT ability for ICT vocational teachers in Pangandaran Regency, for the implementation of self-assessment from both the teacher and observer in general, the results of self-assessment has a higher average value compared to the observer's results. 3) The response of TPACK-ICT learning by teachers in the classroom gives positive results to students as evidenced by the students giving an average value with a very good category to the teacher. Students provide a positive response to the learning of teachers in the classroom who have integrated ICT with the TPACK framework.

**Keywords : TPACK, TPACK-ICT, Self Assessment, Vocational Teacher**

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