

**ANALISIS *TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE*
(TPACK) GURU EKONOMI DI SEKOLAH MENENGAH ATAS KOTA
BAUBAU**

TESIS

Diajukan untuk memenuhi syarat memperoleh gelar Magister Pendidikan
Program Studi Pendidikan Ekonomi



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**PROGRAM STUDI PENDIDIKAN EKONOMI
SEKOLAH PASCASARJANA
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2020**

**ANALISIS *TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE*
(TPACK) GURU EKONOMI DI SEKOLAH MENENGAH ATAS KOTA
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S.Pd Universitas Halu Oleo, 2016

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd.) pada Program Studi Pendidikan Ekonomi

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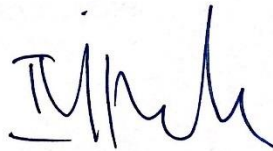
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HALAMAN PENGESAHAN

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HALAMAN PERNYATAAN KEASLIAN TESIS

Dengan ini saya menyatakan bahwa tesis dengan judul **Analisis Technological Pedagogical Content Knowledge (TPACK) Guru Ekonomi Di Sekolah Menengah Atas Kota Baubau** ini beserta seluruh isinya adalah benar-benar karya saya sendiri, dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi yang dijatuhkan kepada saya apabila kemudian ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya saya ini, atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

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Abstrak

Penelitian ini dilatar belakangi oleh rendahnya penintegrasian ICT oleh guru dalam pembelajaran di kelas, sementara peserta didik yang guru hadapi saat ini merupakan generasi yang akrab dengan teknologi, sehingga menjadikan teknologi sebagai komponen penting dalam perubahan proses pembelajaran. Penelitian ini bertujuan untuk mengetahui pengaruh *Technological Knowledge* (TK), *Pedagogical Knowledge* (PK), *Content Knowledge* (CK), *Pedagogical Content Knowledge* (PCK), *Technological Pedagogical Knowledge* (TPK), *Technological Content Knowledge* (TCK), dan *Technological Pedagogical Content Knowledge* (TPACK). Penelitian ini berdasarkan kerangka pengetahuan Koehler & Mishra (2006) yang menjabarkan enam faktor-faktor yang mempengaruhi TPACK. Berdasarkan variabel yang diteliti penelitian ini merupakan penelitian kuantitatif dengan metode survei. Sampel penelitian yang diambil dari jumlah seluruh populasi guru ekonomi di SMA Kota Baubau. Terdapat 12 hipotesis yang diajukan terdapat empat hipotesis yang ditolak yaitu, TK berpengaruh terhadap TPACK, PK berpengaruh terhadap TPACK, CK berpengaruh terhadap PCK, dan TCK berpengaruh terhadap TPACK. Hasil analisis deskriptif menunjukkan bahwa, dari keenam variabel yang memberikan kontribusi terbesar terhadap TPACK adalah variabel *Pedagogical Content Knowledge* (PCK), dengan indikator terbesar yaitu membantu siswa memahami materi pelajaran.

Kata Kunci : *Technological Knowledge* (TK), *Pedagogical Knowledge* (PK), *Content Knowledge* (CK), *Pedagogical Content Knowledge* (PCK), *Technological Pedagogical Knowledge* (TPK), *Technological Content Knowledge* (TCK), dan *Technological Pedagogical Content Knowledge* (TPACK).

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ANALYSIS OF TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK) ECONOMIC TEACHERS IN THE SENIOR HIGH SCHOOL AT BAUBAU CITY

Iin Sumarto

Abstract

This research is motivated by the low integration of ICT by teachers in classroom learning, while the students that teachers face today are generations related to technology, making technology an important component in the learning process. Knowledge about Technology (TK), Pedagogical Knowledge (PK), Content Knowledge (CK), Pedagogical Content Knowledge (PCK), Technology Pedagogical Knowledge (TPK), Technology Content Knowledge (TCK), and Technology Pedagogical Content Knowledge (TPACK). This study uses the knowledge of Koehler & Mishra (2006) which describes six factors that cause TPACK. Based on the variables discussing this research is quantitative research with survey methods. The research sample is taken from the number of economic teacher participation in the City of Baubau High School. 12 hypotheses were obtained. There are four hypotheses that are rejected, namely TK that opposes TPACK, PK opponents against TPACK, CK that affects PCK, and TCK which impacts TPACK. The results of the descriptive analysis showed that, of the six variables that contributed the most to TPACK, was the Pedagogical Content Knowledge (PCK) variable, with the largest indicator helping students understand the subject matter.

Keywords: Technology Knowledge (TK), Pedagogical Knowledge (PK), Content Knowledge (CK), Pedagogical Content Knowledge (PCK), Technology Pedagogical Knowledge (TPK), Technology Content Knowledge (TCK), and Technology Pedagogical Content Knowledge (TPACK) .

DAFTAR ISI

JUDUL	1
HALAMAN PENGESAHAN	2
HALAMAN PERNYATAAN KEASLIAN TESIS	Error! Bookmark not defined.
KATA PENGANTAR	4
UCAPAN TERIM KASIH	Error! Bookmark not defined.
ABSTRAK.....	5
ABSTRACT	6
DAFTAR ISI	7
DAFTAR TABEL.....	7
DAFTAR GAMBAR.....	12
DAFTAR LAMPIRAN.....	13
BAB I PENDAHULUAN.....	Error! Bookmark not defined.
1.1 Latar Belakang Masalah	Error! Bookmark not defined.
1.2 Identifikasi Masalah.....	Error! Bookmark not defined.
1.3 Rumusan Masalah	Error! Bookmark not defined.
1.4 Tujuan Penelitian	Error! Bookmark not defined.
1.5 Manfaat Penelitian	Error! Bookmark not defined.
BAB II KAJIAN PUSTAKA, KERANGKA BERPIKIR DAN HIPOTESIS	Error!
Bookmark not defined.	
2.1 Kajian Pustaka	Error! Bookmark not defined.
2.1.1 Definisi Kompetensi Guru.....	Error! Bookmark not defined.
2.1.2 Konsep <i>Technological Pedagogical Content Knowledge</i> (TPACK).....	Error!
Bookmark not defined.	
2.1.3 <i>Technological Knowledge</i> (TK)	Error! Bookmark not defined.
2.1.4 <i>Pedagogical Knowledge</i> (PK)	Error! Bookmark not defined.
2.1.5 <i>Content Knowledge</i> (CK)	Error! Bookmark not defined.
2.1.6 <i>Technological Pedagogical Knowledge</i> (TPK). Error! Bookmark not defined.	
2.1.7 <i>Technological Content Knowledge</i> (TCK)	Error! Bookmark not defined.
2.1.8 <i>Pedagogical Content Knowledge</i> (PCK).....	Error! Bookmark not defined.
2.1.9 <i>Technological Pedagogical Content Knowledge</i> (TPACK) Error! Bookmark not defined.	
2.2 Penelitian Terdahulu	Error! Bookmark not defined.
2.3 Kerangka Pemikiran	Error! Bookmark not defined.
2.4 Paradigma Penelitian	Error! Bookmark not defined.
2.5 Hipotesis Penelitian	Error! Bookmark not defined.
BAB III METODE PENELITIAN.....	Error! Bookmark not defined.
3.1 Metode Penelitian	Error! Bookmark not defined.
3.2 Objek Penelitian.....	Error! Bookmark not defined.

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3.3 Populasi dan Sampel	Error! Bookmark not defined.
3.3.1 Populasi	Error! Bookmark not defined.
3.3.2 Sampel	Error! Bookmark not defined.
3.4 Definisi Operasional	Error! Bookmark not defined.
3.5 Teknik Dan Alat Pengumpulan Data	Error! Bookmark not defined.
3.6 Teknik Analisis Data	Error! Bookmark not defined.
BAB IV HASIL PENELITIAN DAN PEMBAHASAN....	Error! Bookmark not defined.
4.1 Deskripsi Responden Penelitian	Error! Bookmark not defined.
4.2 Analisis Deskriptif Variabel	Error! Bookmark not defined.
4.2.1 Deskripsi Variabel <i>Technological Knowledge</i> (TK).....	Error! Bookmark not defined.
4.2.2 Deskripsi Variabel <i>Pedagogical Knowledge</i> (PK).....	Error! Bookmark not defined.
4.2.3 Deskripsi Variabel <i>Content Knowledge</i> (CK) ...	Error! Bookmark not defined.
4.2.4 Deskripsi Variabel <i>Technological Pedagogical Knowledge</i> (TPK)	Error! Bookmark not defined.
4.2.5 Deskripsi Variabel <i>Technological Content Knowledge</i> (TCK).....	Error! Bookmark not defined.
4.2.6 Deskripsi Variabel <i>Pedagogical Content Knowledge</i> (PCK).....	Error! Bookmark not defined.
4.2.7 Deskripsi Variabel <i>Technological Pedagogical Content Knowledge</i> (TPACK)	Error! Bookmark not defined.
4.3 Rekapitulasi Data Hasil Penelitian.....	Error! Bookmark not defined.
4.4 Uji Kualitas Data.....	Error! Bookmark not defined.
4.4.1 Uji Validitas.....	Error! Bookmark not defined.
4.4.2 Uji Reliabilitas	Error! Bookmark not defined.
4.5 Evaluasi Data	Error! Bookmark not defined.
4.5.1 Evaluasi Model Pengukuran (<i>Outer Model</i>).....	Error! Bookmark not defined.
4.5.2 Evaluasi Model Struktural (<i>Inner Model</i>).....	Error! Bookmark not defined.
4.6 Pembahasan Hasil Penelitian	Error! Bookmark not defined.
4.6.1 Pengaruh <i>Technological Knowledge</i> (TK) Terhadap <i>Technological Pedagogical Content Knowledge</i> (TPACK)	Error! Bookmark not defined.
4.6.2 Pengaruh <i>Pedagogical Knowledge</i> (PK) Terhadap <i>Technological Pedagogical Content Knowledge</i> (TPACK)	Error! Bookmark not defined.
4.6.3 Pengaruh <i>Content Knowledge</i> (CK) Terhadap <i>Technological Pedagogical Content Knowledge</i> (TPACK)	Error! Bookmark not defined.
4.6.4 Pengaruh <i>Technological Knowledge</i> (TK) terhadap <i>Technological Pedagogical Knowledge</i> (TPK)	Error! Bookmark not defined.
4.6.5 Pengaruh <i>Pedagogical Knowledge</i> (PK) Terhadap <i>Technological Pedagogical Knowledge</i> (TPK)	Error! Bookmark not defined.

4.6.6 Pengaruh <i>Technological Knowledge</i> (TK) Terhadap <i>Technological Content Knowledge</i> (TCK).....	Error! Bookmark not defined.
4.6.7 Pengaruh <i>Content Knowledge</i> (CK) Terhadap <i>Technological Content Knowledge</i> (TCK).....	Error! Bookmark not defined.
4.6.8 Pengaruh <i>Pedagogical Knowledge</i> (PK) Terhadap <i>Pedagogical Content Knowledge</i> (PCK).....	Error! Bookmark not defined.
4.6.9 Pengaruh <i>Content Knowledge</i> (CK) Terhadap <i>Pedagogical Content Knowledge</i> (PCK).....	Error! Bookmark not defined.
4.6.10 Pengaruh <i>Technological Pedagogical Knowledge</i> (TPK) Terhadap <i>Technological Pedagogical Content Knowledge</i> (TPACK)	Error! Bookmark not defined.
4.6.11 Pengaruh <i>Technological Content Knowledge</i> (TCK) Terhadap <i>Technological Pedagogical Content Knowledge</i> (TPACK).....	Error! Bookmark not defined.
4.6.12 Pengaruh <i>Pedagogical Content Knowledge</i> (PCK) Terhadap <i>Technological Pedagogical Content Knowledge</i> (TPACK).....	Error! Bookmark not defined.
BAB V KESIMPULAN DAN SARAN	Error! Bookmark not defined.
5.1 Kesimpulan	Error! Bookmark not defined.
5.2 Implikasi Penelitian	Error! Bookmark not defined.
5.3 Rekomendasi.....	Error! Bookmark not defined.
DAFTAR PUSTAKA	14

DAFTAR TABEL

Tabel 1.1	Hasil UKG Nasional Tahun 2017	2
Tabel 1.2	Hasil UKG Provinsi Sulawesi Tenggara Tahun 2017.....	4
Tabel 1.3	Alat/Teknologi Yang Digunakan Dalam Pembelajaran	5
Tabel 3.1	Populasi Guru Ekonomi SMA/MA di Kota Baubau.....	51
Tabel 3.3	Definisi Operasional <i>Technologi Pedagogical Content Knowledge</i> (TPACK).....	53
Tabel 3.5	Kriteria Penilaian Model PLS-SEM	60
Tabel 4.1	Karakteristik Responden	62
Tabel 4.2	Kategorisasi <i>Technological Knowledge</i> (TK).....	64
Tabel 4.3	Deskripsi Kategori Variabel <i>Technological Knowledge</i> (TK).....	64
Tabel 4.4	Statistik Deskriptif <i>Technological Knowledge</i> (TK)	65
Tabel 4.5	Distribusi Responden Berdasarkan Kategori <i>Technological Knowledge</i> (TK).....	65
Tabel 4.6	Deskripsi <i>Technological Knowledge</i> (TK) Berdasarkan Indikator	66
Tabel 4.7	Kategorisasi <i>Pedagogical Knowledge</i> (PK).....	68
Tabel 4.8	Deskripsi Kategori Variabel <i>Pedagogical Knowledge</i> (PK).....	68
Tabel 4.9	Statistik Deskriptif <i>Pedagogical Knowledge</i> (PK)	68
Tabel 4.10	Distribusi Responden Berdasarkan Kategori <i>Pedagogical Knowledge</i> (PK).....	69
Tabel 4.11	Deskripsi <i>Pedagogical Knowledge</i> (PK) Berdasarkan Indikator	70
Tabel 4.12	Kategorisasi <i>Content Knowledge</i> (CK).....	71
Tabel 4.13	Deskripsi Kategori Variabel <i>Content Knowledge</i> (CK).....	72
Tabel 4.14	Statistik Deskriptif <i>Content Knowledge</i> (CK)	72
Tabel 4.15	Distribusi Responden Berdasarkan Kategori <i>Content Knowledge</i> (CK)	73
Tabel 4.16	Deskripsi <i>Content Knowledge</i> (CK) Berdasarkan Indikator	74
Tabel 4.17	Kategorisasi <i>Technological Pedagogical Knowledge</i> (TPK)	75
Tabel 4.18	Deskripsi Kategori Variabel <i>Technological Pedagogical Knowledge</i> (TPK)	76
Tabel 4.19	Statistik Deskriptif <i>Technological Pedagogical Knowledge</i> (TPK).....	76
Tabel 4.20	Distribusi responden berdasarkan kategori <i>Technological Pedagogical Knowledge</i> (TPK)	77
Tabel 4.21	Deskripsi <i>Technological Pedagogical Knowledge</i> (TPK) Berdasarkan Indikator	78
Tabel 4.22	Kategorisasi <i>Technological Content Knowledge</i> (TCK).....	79
Tabel 4.23	Deskripsi Kategori Variabel <i>Technological Content Knowledge</i> (TCK)	80
Tabel 4.24	Statistik Deskriptif <i>Technological Content Knowledge</i> (TCK)	80
Tabel 4.25	Distribusi Responden Berdasarkan Kategori <i>Technological Content Knowledge</i> (TCK)	81
Tabel 4.26	Deskripsi <i>Technological Content Knowledge</i> Berdasarkan	

Indikator (TCK)	82
Tabel 4.27 Kategorisasi <i>Pedagogical Content Knowledge (PCK)</i>	83
Tabel 4.28 Deskripsi Kategori Variabel <i>Pedagogical Content Knowledge (PCK)</i>	84
Tabel 4.29 Statistik Deskriptif <i>Pedagogical Content Knowledge (PCK)</i>	84
Tabel 4.30 Distribusi Responden Berdasarkan Kategori <i>Pedagogical Content Knowledge (PCK)</i>	85
Tabel 4.31 Deskripsi <i>Pedagogical Content Knowledge (PCK)</i> Berdasarkan Indikator	86
Tabel 4.32 Kategorisasi <i>Technological Pedagogical Content Knowledge (TPACK)</i>	87
Tabel 4.33 Deskripsi Kategori Variabel <i>Technological Pedagogical Content Knowledge (TPACK)</i>	88
Tabel 4.34 Statistik Deskriptif <i>Technological Pedagogical Content Knowledge (TPACK)</i>	88
Tabel 4.35 Distribusi Responden Berdasarkan Kategori <i>Technological Pedagogical Content Knowledge (TPACK)</i>	89
Tabel 4.36 Deskripsi <i>Technological Pedagogical Content Knowledge (TPACK)</i> Berdasarkan Indikator	91
Tabel 4.37 Rekapitulasi Data Hasil Penelitian Analisis Deskriptif	92
Tabel 4.38 <i>Cronbach's Alpha</i> dan <i>Composite Reliability</i>	95
Tabel 4.39 <i>Output Average Variance Extracted (AVE)</i>	96
Tabel 4.40 <i>Latent Variabel Correlation</i>	97
Tabel 4.41 <i>Cronbach's Alpha</i> dan <i>Composite Reliability</i>	98
Tabel 4.42 <i>R-Square</i>	98
Tabel 4.43 Hasil Prediktif Relevansi	99
Tabel 4.44 Hasil Effect Size	100
Tabel 4.45 Path Coefficients	101

DAFTAR GAMBAR

Gambar 2.1 Komponen <i>Pedagogi, Content, dan Knowledge</i>	31
Gambar 2.2 Kerangka TPACK	34
Gambar 2.3 Model Pengaruh Langsung Variabel	42
Gambar 2.4 Model Pengaruh Tidak Langsung Variabel	44
Gambar 2.5 Paradigma penelitian	47
Gambar 3.1 Diagram Jalur Model	59
Gambar 4.1 Model Pengukuran Re-Estimasi	94
Gambar 4.2 Model Pengukuran Penelitian	103

DAFTAR LAMPIRAN

Lampiran A	132
Lampiran B	140
Lampiran B1	141
Lampiran B2	143
Lampiran C	150
Lampiran C1	151
Lampiran C2	154
Lampiran C3	155
Lampiran C4	155
Lampiran C5	156
Lampiran C6	156
Lampiran C7	157
Lampiran C8	157
Lampiran C9	157
Lampiran C10	158
Lampiran C11	158
Lampiran D	159

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ANALISIS TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK) GURU EKONOMI DI SEKOLAH MENENGAH ATAS KOTA BAUBAU

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