

ABSTRAK

Yessiana Dwi Maulidini. NIM: H.1610654 Pengaruh Literasi TIK Terhadap *Technological Pedagogical Content Knowledge* (TPACK) Guru di SD Amaliah Kabupaten Bogor. **Skripsi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Djuanda Bogor, 2020.**

Perkembangan dunia abad 21 ditandai dengan pemanfaatan Teknologi, Infomasi, dan Komunikasi (TIK) dalam segala segi kehidupan. Guru dalam pembelajaran abad 21 diharapkan dapat menguasai pengetahuan teknologi, pedagogi, dan konten dalam menyampaikan pembelajaran. Berdasarkan fakta yang ada masih banyak guru yang tertinggal dalam hal penggunaan teknologi untuk penyampaian pembelajaran, rendahnya kompetensi pedagogi guru serta kurangnya pemahaman dalam penyampaian konten pembelajaran menjadi permasalahan tersendiri dalam dunia pendidikan. Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh Literasi TIK terhadap TPACK guru di SD Amaliah Kabupaten Bogor. Penelitian ini merupakan penelitian kuantitatif dengan desain penelitian korelasi fungsional. Sampel dalam penelitian ini berjumlah 31 guru. Instrumen penelitian yang digunakan adalah angket dengan skala Likert. Data dianalisis menggunakan teknik analisis persamaan regresi, koefisien determinasi, dan uji signifikansi untuk melihat pengaruh antara literasi TIK terhadap TPACK. Hasil penelitian menunjukkan nilai uji normalitas sebesar 0,200 dan nilai uji linearitas sebesar 0,181 sehingga analisis data dilakukan dengan parametrik. Dari hasil penelitian ini dapat disimpulkan bahwa variabel literasi TIK dengan TPACK guru memiliki pengaruh signifikan sebesar 14,21%.

Kata Kunci: TPACK, Literasi TIK, Guru

ABSTRACT

Yessiana Dwi Maulidini. NIM: H.1610654 *The Effect of ICT Literacy on Knowledge of Pedagogical Content of Technology (TPACK) Teachers in Amaliah Elementary School Bogor. Primary School Teacher Education, the Faculty of Education, University Djuanda Bogor. 2020*

The development of the 21st century is characterized by the use of Technology, Information and Communication (ICT) in all aspects of life. Teachers in 21st century learning are expected to master technological knowledge, pedagogy, and content in conveying learning. Based on the facts, there are still many teachers who are lagging behind in the use of technology for the delivery of learning, the low pedagogical competence of teachers and the lack of understanding in delivering learning content. Those are some issues in education field nowadays. Literacy toward teacher's TPACK at Amaliah Elementary School Bogor. This research is a quantitative research by using functional correlation research design. The sample in this research is 31 teacher's of Amaliah Elementary School. Data was collected by using questionnaire with Likert scale and analyzed by using regression equation analysis techniques, coefficient of determination, and significance tests to see significant effects. The results showed that there was a significant influence of ICT literacy on teacher's TPACK. The results showed a normality test value of 0.200 and a linearity test value of 0.181 so that the data analysis was performed with parametric. From the results of this study concluded that the ICT literacy variable with teacher's TPACK has a significant influence of 14.21% which means that both of these variables are classified as quite significant.

Keywords: TPACK, ICT Literacy, Teachers

DAFTAR ISI

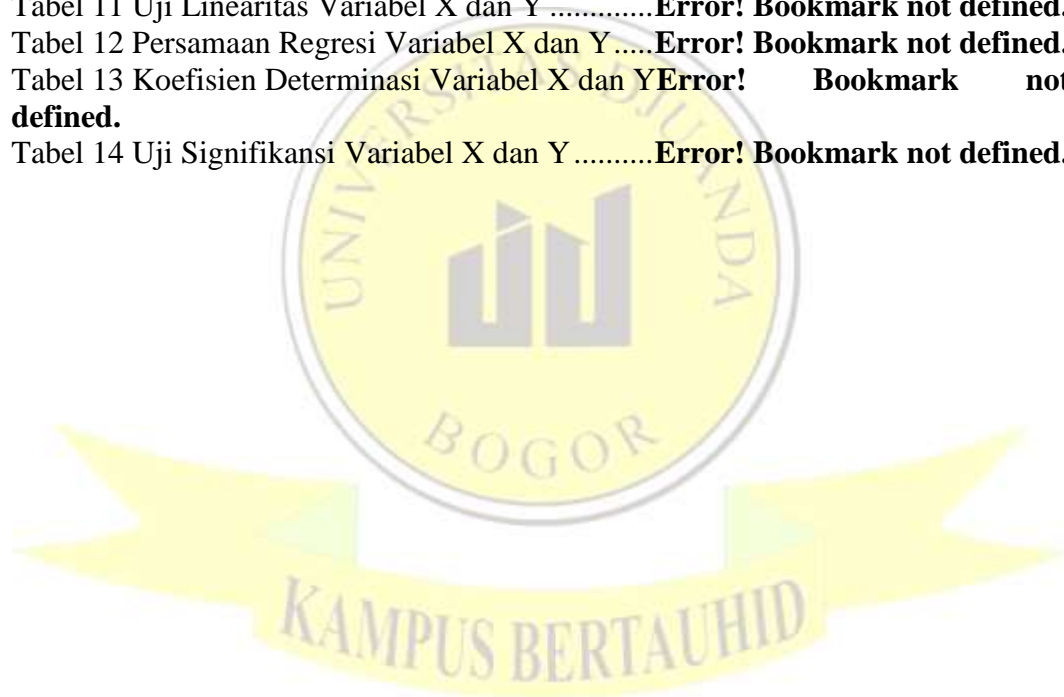
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