



ABSTRAK

Wahyu Eka Febriati. NIM: H.1610724 *Technological Pedagogical Content Knowledge* Guru di SD Amaliah Bogor. **Skripsi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Djuanda Bogor. 2020.**

Guru merupakan unsur yang paling penting dalam menentukan kualitas pembelajaran. Di era Revolusi Industri 4.0 dengan perkembangan teknologi yang semakin cepat, guru dituntut harus menguasai pengetahuan teknologi, pedagogik, dan konten dalam menyampaikan pembelajaran. Perpaduan antara tiga komponen yang harus dikuasai oleh guru ini sering disebut dengan *Technological Pedagogical Content Knowledge* (TPACK). TPACK merupakan pengetahuan yang dibutuhkan oleh guru untuk mengintegrasikan teknologi ke dalam pengajaran materi tertentu, menjadi suatu paket yang utuh. Tujuan dari penelitian ini adalah menganalisis TPACK guru di SD Amaliah Bogor. Penelitian ini adalah penelitian dengan metode survey. Subjek penelitian ini terdiri dari 24 guru. Pengumpulan data pada penelitian ini dilakukan dengan teknik survey menggunakan instrument kuesioner. Dan dianalisis dengan teknik interaktif yaitu reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa guru di SD Amaliah Bogor menguasai seluruh 7 komponen TPACK yang terdiri dari: (1) *Technological Knowledge*; (2) *Content Knowledge*; (3) *Pedagogical Knowledge*; (4) *Pedagogical Content Knowledge*; (5) *Technological Content Knowledge*; (6) *Technological Pedagogical Knowledge*; (7) *Technological Pedagogical Content Knowledge*. Sehingga dapat dikatakan bahwa TPACK guru di SD Amaliah Bogor sudah baik dengan persentase 80,40 % Hal ini menunjukkan bahwa guru di SD Amaliah Bogor sudah baik dalam pengintegrasian teknologi ke dalam pembelajaran.

Kata kunci: Guru, TPACK, SD Amaliah Bogor

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The teacher is the most important element in determining the quality of learning. In the era of the Industrial Revolution 4.0 with the rapid development of technology nowadays, teachers are required to master technological knowledge, pedagogics, and content in conveying learning. The combination of the three components that must be mastered by the teacher is often referred to Technological Pedagogical Content Knowledge (TPACK). TPACK is the knowledge needed by teachers to integrate technology into teaching certain materials, into a complete package. The purpose of this study was to analyze the TPACK of teachers at Amaliah Elementary School of Bogor. This research is a research by using survey method. The subjects of this study are 24 teachers. Data was collected by using questionnaire technique and analyzed by using data reduction, data presentation and drawing conclusions. The results of this study indicate that TPACK teachers at Amaliah Elementary School SD of Bogor have already mastered all 7 TPACK components consisting of: (1) Technological Knowledge; (2) Content Knowledge; (3) Pedagogical Knowledge; (4) Pedagogical Content Knowledge; (5) Technological Content Knowledge; (6) Technological Pedagogical Knowledge; (7) Technological Pedagogical Content Knowledge. It can be concluded that the TPACK of teachers at Amaliah Elementary School of Bogor is good by 80,40 %. These show that the teachers are already good at integrating technology into teaching certain materials into a complete package.

Keywords: Teacher, TPACK, Amaliah Elementary School of Bogor

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