ABSTRAK

Sri Sumarni, Nim 4161141059 (2016). Profil *Pedagogical Content Knowledge* Guru Biologi SMA Sekota Medan Pada Materi Plantae T.P. 2019/2020.

Penelitian ini bertujuan untuk mengetahui Profil *Pedagogical Content Knowledge* Guru Biologi SMA Sekota Medan Pada Materi Plantae T.P. 2019/2020. Penelitian ini di laksanakan pada bulan Februari–April 2020 di SMA Sekota Medan. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengambilan sampel yaitu *purposive sampling* sebanyak 30 guru biologi. Teknik analisis data yang digunakan dalam penelitian ini adalah teknik analisis interaktif mengikuti konsep yang dikemukakan Niels dan Huberman yang meliputi tiga alur kegiatan yakni Reduksi data, Penyajian data dan Penarikan Kesimpulan. Data dikumpulkan menggunakan Tes. Hasil menunjukkan bahwa Profil *Pedagogical Content Knowledge* Guru SMA Sekota Medan berdasarkan tujuh komponen yaitu pengetahuan pedagogik umum memiliki nilai rata-rata 65,7% (kurang baik), pengetahuan konten pedagogik memiliki nilai rata-rata 40,94% (tidak baik, pengetahuan peserta didik dan karakteristiknya memiliki nilai rata-rata 45,71% (tidak baik), pengetahuan materi pembelajaran memiliki rata-rata 86,96% (baik), pengetahuan konteks pembelajaran memiliki nilai rata-rata 39,04% (tidak baik), pengetahuan strategi mengajar memiliki nilai rata-rata 44,75% (tidak baik) dan pengetahuan kutikulum memiliki nilai rata-rata yaitu 47,61% (tidak baik). Secara keseluruhan disimpulkan Profil *Pedagogical Content Knowledge* yang dimiliki guru-guru Biologi SMA Negeri Sekota Medan adalah Kurang baik.

Kata kunci: PCK, Profil, Komponen.

ABSTRACT

Sri Sumarni, Nim 4161141059 (2016). Profile of *Pedagogical Content Knowledge* by Biology Teachers in High School at Medan on Plantae Material T.P. 2019/2020

This research aims to determine the Profile of *Pedagogical Content Knowledge* by Biology Teachers in High School at Medan on Plantae Material T.P. 2019/2020. This research was carried out in February-April 2020 at Medan High School. This research uses a descriptive qualitative method with a sampling technique that is purposive sampling of 30 biology teachers. The data analysis technique used in this study is an interactive analysis technique that follows the concepts put forward by Niels and Huberman which includes three activity streams namely data reduction, data presentation and drawing conclusions. Data collected using tests. The results show that the teachers Profile of *Pedagogical Content Knowledge* in High School at Medan is based on seven components namely general pedagogical knowledge which has an average value of 65.7% (not good), knowledge of pedagogical content has an average value of 40.94% (not good, participant knowledge students and their characteristics have an average value of 45.71% (not good), knowledge of learning material has an average of 86.96% (good), knowledge of the learning context has an average value of 39.04% (not good), knowledge teaching strategies have an average value of 44.75% (not good) and curriculum knowledge has an average value of 47.61% (not good) Overall, it is concluded that the *Profile of Pedagogical Content Knowledge* possessed by Biology teachers at aggregate Senior High School in medan is not good enough.

Keywords: PCK, Profile, Components.