ABSTRAK

Charlye Simanjuntak, NIM. 8176174004. *Analisis Kemampuan Tecnological Pedagogical Conten Knowledge (TPACK) Guru Biologi SMA di Kabupaten Labuhanbatu Selatan Tahun Pelajaran 2020/2021. Tesis, Program Studi Magister Pendidikan Biologi. Pascasarjana Universitas Negeri Medan, 2021*

Penelitian ini memiliki tujuan untuk mengetahui dan memperoleh gambaran kemampuan Tecnological Pedagogical Conten Knowledge (TPACK) guru Biologi SMA di Kabupaten Labuhanbatu Selatan Tahun Pelajaran 2020/2021. Populasi dalam penelitian ini adalah guru biologi SMA di Kabupaten Labuhanbatu Selatan. Sampel dalam penelitian berjumlah 24 guru biologi dari 17 SMA Negeri dan Swasta. Instrumen penelitian ini terdiri dari Tes Kemampuan TPACK guru, analisis dokumen Rencana Pelaksanaan Pembelajaran (RPP), observasi pembelajaran dan wawancara. Tehnik analisis data yang digunakan dalam penelitian ini adalah deskriptif kualitatif yang bertujuan menggali informasi dari guru biologi tentang kemampuan TPACK guru SMA di Kabupaten Labuhanbatu Selatan. Dalam penelitian ini akan mencari gambaran dan mengeksplorasi kemampuan TPACK guru biologi dalam mengintegrasikan teknologi dalam proses pembelajaran dan dalam penelitian ini juga akan memaparkan secara deskriptif kemampuan pedagogik, profesional, kepribadian dan sosial guru yang terintegrasi dengan teknologi pada aspek *Tecnological Knowledge* (TK), *Pedagogical Knowledge* (PK), *Conten Knowledge* (CK), *Tecnological Pedagogical Knowledge* (TPK), *Tecnological Conten Knowledge* (TCK), *Pedagogical Conten Knowledge* (PCK) dan *Tecnological Pedagogical Conten Knowledge* (TPACK). Hasil penelitian kemampuan TPACK diperoleh pada aspek *Tecnological Knowledge* (TK) memiliki kategori cukup baik, pada aspek *Pedagogical Knowledge* (PK) memiliki kategori cukup baik, pada *Conten Knowledge* (CK) memiliki kategori baik, pada aspek *Tecnological Pedagogical Knowledge* (TPK) memiliki kategori cukup baik, pada aspek *Tecnological Conten Knowledge* (TCK) memiliki kategori cukup baik, pada aspek *Pedagogical Conten Knowledge* (PCK) memiliki kategori cukup baik dan pada aspek *Tecnological Pedagogical Conten Knowledge* (TPCK) memiliki kategori cukup baik.

Kata Kunci : Analisis, Kemampuan Tecnological Pedagogical Conten Knowledge (TPACK)

ABSTRACT

Charlye Simanjuntak, NIM. 8176174004. *Analysis of Tecnological Pedagogical Conten Knowledge (TPACK) Ability of High School Biology Teachers in South Labuhanbatu District in 2020/2021. Thesis, Master's Program in Biological Education. Postgraduate University of Medan, 2021*

This research has the purpose to find out and obtain the description of Technological Pedagogical Content Knowledge (TPACK) skill of Biology teachers at Senior High School in South Labuhanbatu Regency Academic Year 2020/2021. The population in this research were Biology teachers of Senior High School in South Labuhanbatu Regency. *The research* samples were 24 Biology teachers from 17 State and Private Senior High Schools. The instrument of this research consisted of teachers' TPACK Skill Test, document analysis of Lesson Plan (RPP), learning observation and interview. The data analysis technique used in this study is qualitative descriptive which aims to extract information from biology teachers about the TPACK capabilities of high school teachers in South Labuhanbatu District. In this study will look for an overview and explore the capabilities of TPACK biology teachers in integrating technology in the learning process and in this research will also descriptively describe the pedagogic, professional, personality and social skills of teachers who are integrated with technology in aspects of *Tecnological Knowledge* (TK), *Pedagogical Knowledge* (PK), *Conten Knowledge* (CK), *Tecnological Pedagogical Knowledge* (TPK), *Tecnological Conten Knowledge* (TCK) , *Pedagogical Conten Knowledge* (PCK) and *Tecnological Pedagogical Conten Knowledge* (TPACK). The results of TPACK's capabilities obtained in the *Tecnological Knowledge* (TK) aspect have a fairly good category, on the *pedagogical knowledge* aspect (PK) categories are quite good, on the *Conten Knowledge* (CK) has a good category, on the aspect of *Tecnological Pedagogical Knowledge* (TPK) has a good enough category, on the aspect of *Tecnological Conten Knowledge* (TCK) has a good enough category, on the aspect of *Pedagogical Conten Knowledge* (PCK) has a fairly good category and on the *Tecnological aspect pedagogical Conten Knowledge* (TPCK) with a fairly good category.

Keywords : Analysis, Tecnological Pedagogical Conten Knowledge (TPACK)
Capabilities