

ABSTRAK

Priskila Uli Arta Lumban Tobing. NIM. 8206174002. Analisis Kemampuan *Technological Pedagogical and Content Knowledge* (TPACK) dan Asesmen Autentik Mahasiswa Calon Guru Biologi dalam Pelaksanaan Pengenalan Lapangan Persekolahan (PLP). Program Pascasarjana Universitas Negeri Medan (UNIMED). Medan. 2024

Tujuan penelitian ini untuk menggambarkan kemampuan *technological pedagogical and content knowledge* (TPACK) dan asesmen autentik mahasiswa calon guru biologi dalam pelaksanaan pengenalan lapangan persekolahan (PLP). Penelitian ini menggunakan penelitian deskriptif kualitatif dengan sampel penelitian 55 mahasiswa Universitas Negeri Medan yang telah melaksanakan PLP II di tingkat SMA Kelas XI. Hasil penelitian yang didapatkan bahwa mahasiswa calon guru biologi UNIMED memiliki kemampuan *Technological Pedagogical and Content Knowledge* (TPACK) yang dikategorikan sangat baik, yaitu TK (89,39), PK (89,70), CK (88,48), TPK (91,31), TCK (89,90), PCK (92,53), dan TPACK (86,55). Kemampuan Mahasiswa Calon Guru Biologi di Universitas Negeri Medan dalam mengintegrasikan TPACK pada pelaksanaan PLP II dikategorikan sangat baik. Dua aspek yang dievaluasi, yaitu aspek TPK (85,76) dan PCK (87,68). Tiga aspek yang dievaluasi dalam kemampuan mahasiswa calon guru biologi di Universitas Negeri Medan dalam melakukan asesmen autentik pada pelaksanaan PLP di tingkat SMA, yaitu kemampuan dalam membuat perencanaan asesmen autentik memiliki nilai rata-rata 93,94, kemampuan dalam melaksanakan asesmen autentik memiliki nilai rata-rata 94,55, dan hambatan dalam melakukan asesmen autentik memiliki nilai rata-rata 75,00.

Kata Kunci: TPACK, Asesmen Autentik, Mahasiswa Calon Guru Biologi

ABSTRACT

Priskila Uli Arta Lumban Tobing. Student ID. 8206174002. Analysis of Technological Pedagogical and Content Knowledge (TPACK) and Authentic Assessment of Biology Pre-Service Teachers in Implementing School Field Introduction (PLP). Graduate Program, Universitas Negeri Medan (UNIMED). Medan. 2024.

This research aims to describe the technological pedagogical and content knowledge (TPACK) and authentic assessment abilities of biology pre-service teachers in the implementation of school field introduction (PLP). This study employs a qualitative descriptive research design with a sample of 55 students from Universitas Negeri Medan who have conducted PLP II at the 11th-grade of high school level. The research findings reveal that pre-service biology teachers at UNIMED possess excellent Technological Pedagogical and Content Knowledge (TPACK), categorized as TK (89.39), PK (89.70), CK (88.48), TPK (91.31), TCK (89.90), PCK (92.53), and TPACK (86.55). The ability of Biology Pre-Service Teachers at Universitas Negeri Medan to integrate TPACK in the implementation of PLP II is categorized as very good. Two evaluated aspects are TPK (85.76) and PCK (87.68). Three aspects were assessed in the ability of biology pre-service teachers at Universitas Negeri Medan to conduct authentic assessment in the implementation of PLP at the high school level, including the ability to plan authentic assessment with an average score of 93.94, the ability to conduct authentic assessment with an average score of 94.55, and obstacles in conducting authentic assessment with an average score of 75.00.

Keywords: *TPACK, Authentic Assessment, Biology Pre-Service Teachers*