

**ABSTRAK****KOMPETENSI PEDADOGIK GURU DITINJAU DARI JUMLAH MATA  
PELAJARAN YANG DIAMPU, JENIS KELAMIN DAN KEMAMPUAN  
TEKNOLOGI INFORMASI DAN KOMUNIKASI BERDASARKAN  
SURVEI PADA GURU-GURU SMA DAN SMK NEGERI SE-KABUPATEN  
SLEMAN**

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2018

Penelitian ini bertujuan untuk mengetahui apakah ada: (1) perbedaan kompetensi pedagogik guru ditinjau dari jumlah mata pelajaran yang diampu,; (2) perbedaan kompetensi pedagogik guru ditinjau dari jenis kelamin; (3) perbedaan kompetensi pedagogik guru ditinjau dari kemampuan teknologi informasi dan komunikasi.

Jenis penelitian ini adalah *ex post facto* yang dilaksanakan pada bulan Januari - Maret 2018. Dari 1033 guru di SMA dan SMK Negeri se-Kabupaten Sleman diambil 323 sampel dengan teknik *proportional sampling* dan *convenience sampling*. Data diambil menggunakan kuisioner dan dianalisis dengan teknik analisis *Chi-Square*.

Hasil penelitian menunjukkan bahwa: (1) tidak ada perbedaan kompetensi pedagogik guru di SMA dan SMK Negeri se-Kabupaten Sleman berdasarkan jumlah mata pelajaran yang diampu ( $X^2$  hitung = 1,383 dan *Asmpy. Sig* = 0,501); (2) tidak ada perbedaan kompetensi pedagogik guru di SMA dan SMK Negeri se-Kabupaten Sleman berdasarkan jenis kelamin ( $X^2$  hitung = 3,399 dan *Asmpy. Sig* = 0,065); (3) tidak ada perbedaan kompetensi pedagogik guru di SMA dan SMK Negeri se-Kabupaten Sleman berdasarkan kemampuan teknologi informasi dan komunikasi ( $X^2$  hitung = 5,316 dan *Asmpy. Sig* = 0,070).

**ABSTRACT**

**TEACHER PEDAGOGY COMPETENCE PERCEIVED FROM THE  
NUMBER OF SUBJECTS, GENDER AND THE ABILITY OF  
MASTERING INFORMATION AND COMMUNICATION  
TECHNOLOGY BASED ON A SURVEY ON SENIOR HIGH SCHOOL  
AND VOCATIONAL SECONDARY SCHOOL TEACHERS IN SLEMAN  
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The research aims to know whether there are: (1) differences in teacher pedagogy competence perceived from the number of subjects taught; (2) differences in teacher pedagogy competence perceived from the gender; (3) differences in teacher pedagogy competence perceived from the ability of mastering information and communication technology.

The type this research is an ex post facto research conducted from January to March 2018. The population of research were 1033 teachers of Senior High School and Vocational Secondary School in Sleman Regency. The samples were 323 taken by proportional sampling and convenience sampling technique. Data were collected by questionnaire and analyzed by Chi-Square analysis technique.

The result of the research shows that: (1) there is no difference in teacher pedagogic competence on the number of subject taught ( $X^2 = 1,383$  and Asmpy. Sig = 0,501); (2) there is no difference in teacher pedagogic competence on gender ( $X^2 = 3,399$  and Asmpy. Sig = 0,065); (3) there is no difference in teacher pedagogic competence based on the ability of mastering information and communication technology ( $X^2 = 5,316$  and Asmpy. Sig = 0,070).