

ABSTRACT

Fitriani, 2019. Pre-Service English Teachers' Perception toward Pedagogical Content Knowledge, 2019 Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University.

Advisor : (I) Dr. Hj. Nida Mufidah, M.Pd. (II) Dra.Andi Irlina, M.Hum.

Key Terms: Pre-Service English Teachers, Perception, Pedagogical Content Knowledge

The teacher, as the important aspect in teaching and learning process have knowledge that should be mastered by them. A teacher also demanded to know how to teach well using various techniques and method to support the learning process. Shulman (1986) propose about Pedagogical Content Knowledge, which is the knowledge about teacher's deep understanding about the material and how to teach well. The researcher interested to investigate about how the application of Pedagogical Content Knowledge in teaching English, which rarely conducted by the researcher especially in Indonesia.

This study described how pre-service English teachers' perceptions about their pedagogical content knowledge when they taught and teachers' perceptions about pedagogical content knowledge when pre-service English teachers taught. Researcher also described the differences perceptions between pre-service English teachers and English teachers about how their pedagogical content knowledge while they were teaching.

The design of this research was qualitative method with descriptive approach. The subjects in this research were pre-service students and English teachers in SMP Nadhatul Ulama and SMK Bina Banua Banjarmasin. The object of this research were their perception of pedagogical content knowledge. In data collection, the researcher used observations, interviews and questionnaires. Then, all of data have been collected that were analyzed in descriptive analysis based on Miles and Huberman.

The results of this research showed that most of pre-service English teachers understood and applied the seven aspects of pedagogical content knowledge when they taught. There were only a few students who still less in seven aspects of pedagogical content knowledge. These aspects were knowledge of curriculum aspect, knowledge of pedagogic content, knowledge of general pedagogic and knowledge about purpose, value, and learning philosophy.

ABSTRAK

Fitriani. 2019. Persepsi mahasiswa PPL terhadap pengetahuan konten pedagogis, 2019 Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Dr. Nida Mufidah, M.pd (II) Dra. Andi Herlina, M.Hum

Kata Kunci : Persepsi, Mahasiswa PPL , Pengetahuan Konten Pedagogis

Guru sebagai aspek penting dalam proses belajar mengajar memiliki pengetahuan yang harus dikuasai oleh mereka. Seorang guru harus dapat menyampaikan materi mereka kepada siswa secara efektif. Seorang guru juga dituntut untuk mengetahui cara mengajar dengan baik dengan menggunakan berbagai teknik dan metode untuk mendukung proses pembelajaran. Shulman (1986) mengusulkan tentang Pedagogical Content Knowledge, yang merupakan pengetahuan tentang pemahaman mendalam guru tentang materi dan cara mengajar yang baik.

Penelitian ini membahas tentang bagaimana persepsi mahasiswa ppl tentang pengetahuan konten pedagogik mereka saat mereka mengajar dan persepsi guru tentang bagaimana mahasiswa ppl menerapkan pedagogical content knowledge saat mereka mengajar. Peneliti juga membahas tentang perbedaan persepsi mahasiswa ppl, guru dan fakta dilapangan tentang bagaimana pengetahuan konten pedagogik mereka saat mengajar.

Peneliti menggunakan pendekatan deskriptif kualitatif dalam penelitian ini. Subjek pada penelitian ini adalah mahasiswa ppl dan guru bahasa inggris di SMP NU dan SMK Bina Banua Banjarmasin. Objek pada penelitian ini adalah persepsi mereka tentang pengetahuan konten pedagogik. Untuk mengumpulkan data, peneliti melakukan observasi kelas, wawancara serta angket. Kemudian, semua data yang telah dikumpulkan dianalisis dengan analisis deskriptif menurut Miles and Huberman.

Hasil penelitian menunjukkan bahwa hampir semua mahasiswa ppl paham dan menerapkan 7 aspek pengetahuan konten pedagogik ketika mereka mengajar. Hanya ada beberapa mahasiswa yang masih kurang menguasai 7 aspek dari pengetahuan konten pedagogik. Aspek tersebut ialah pengetahuan kurikulum, pengetahuan konten pedagogic, pengetahuan pegagogik umum dan pengetahuan tentang Tujuan, Nilai, Filosofi pembelajaran.