ABSTRAK

Nurwahidah, 2022. Analisis *Technological Pedagogical Content Knowledge* (TPACK) Guru Pada Pembelajaran Membaca Pemahaman Siswa Kelas V Sekolah Dasar, dibimbing oleh Sulfasyah dan Rukli.

Penelitian ini menggunakan desain penelitian mixed-method dengan rancangan eksplanatoris sekuensial. Tujuan penelitian kuantitatif adalah menggambarkan pengetahuan TPACK guru kelas V dalam membaca pemahaman. Populasi penelitian kuantitatif meliputi semua guru kelas V sekolah dasar di Kota Barru, yakni sebanyak 194 guru. Jumlah sampel sebanyak 50 guru kelas V yang dipilih menggunakan simple random sampling. Instrumen penelitian berupa angket tertutup. Data dianalisis secara deskriptif menggunakan rumus rata-rata dan kategorisasi rentang nilai. Penelitian kualitatif bertujuan menggambarkan implementasi TPACK guru kelas V dalam membaca pemahaman. Subject penelitian data kualitatif sebanyak dua guru yang dipilih menggunakan purposive sampling berdasarkan respon angket pada penelitian kuantitatif. Kedua subject penelitian tersebut mewakili kategori tinggi dan rendah terkait dengan pengetahuan TPACK. Pengambilan data dilakukan melalui wawancara dan observasi. Data kualitatif dianalisis menggunakan teknik interaktive model meliputi reduksi data, penyajian data dan verifikasi data.

Hasil analisis deskriptif kuantitatif menunjukkan bahwa nilai rata-rata pengetahuan TPACK guru pada pembelajaran membaca pemahaman siswa kelas V sekolah dasar sebesar 77 dengan kategori baik. Hasil analisis data ketujuh komponen TPACK yaitu Pengetahuan *Technological Knowledge* rata-rata 78 dengan kategori baik, *Pedagogical Knowledge* rata-rata 78 dengan kategori baik, *Content Knowledge* rata-rata 78 dengan kategori baik, *Technological Pedagogical Knowledge* rata-rata 77 dengan kategori baik, *Technological Content Knowledge* rata-rata 77 dengan kategori baik, *Pedagogical Content Knowledge* rata-rata 78 dengan kategori baik, *Technological Pedagogical Content Knowledge* rata-rata 74 dengan kategori baik. Hasil analisis data kualitatif berdasarkan analisis teknik interaktive model menunjukkan bahwa implementasi TPACK guru pada pembelajaran membaca pemahaman siswa kelas V sekolah dasar menggunakan teknologi dengan menyajikan materi yang bersumber dari internet dengan PPT melalui bantuan proyektor dan penggunaan video pembelajaran untuk menyajikan bahan bacaan. Hasil analisis kuantitatif dan kualitatif menunjukkan pengetahuan TPACK guru pada pembelajaran membaca pemahaman siswa kelas V sekolah dasar kategori baik menurut penilaian diri dari guru sendiri dan mampu menggunakan teknologi dalam kehidupan sehari - hari, namun belum mengintegrasikan teknologi secara optimal dalam pembelajaran membaca pemahaman di kelas V sekolah dasar.

Kata Kunci : TPACK; Membaca Pemahaman; Mix Method

ABSTRACT

Nurwahidah, 2022. The Analysis of Teacher Technological Pedagogical Content Knowledge (TPACK) in Reading Comprehension Learning for Class V Elementary School Students. Supervised by Sulfasyah and Rukli.

This study used a mixed-method research design with a sequential explanatory design. The purpose of this quantitative research was to describe the TPACK knowledge of fifth grade teachers in reading comprehension. The quantitative research population included all fifth grade elementary school teachers in Barru, there were 194 teachers. The number of samples were 50 teachers of class V who were selected using simple random sampling. The research instrument was a closed questionnaire. Data were analysed descriptively using the average formula and categorization of value ranges. Qualitative research aims to describe the implementation of TPACK grade V teachers in reading comprehension. The subjects of qualitative data research were two teachers who were selected using purposive sampling based on questionnaire responses in quantitative research. The two research subjects represented high and low categories related to TPACK knowledge. Data collection was done through interviews and observation. Qualitative data were analysed using interactive model techniques including data reduction, data presentation and data verification.

The results of the quantitative descriptive analysis showed that the average value of the teacher's TPACK knowledge in teaching reading comprehension of fifth grade elementary school students was 77 in the good category. The results of the data analysis of the seven TPACK components, namely Technological Knowledge was on average 78 in the good category, Pedagogical Knowledge was on average 78 in the good category, Content Knowledge was on average 78 in the good category, Technological Pedagogical Knowledge was on average 77 in the good category, Technological Content Knowledge was on average 77 in the good category, Pedagogical Content Knowledge was on average 78 in the good category, Technological Pedagogical Content Knowledge was on average 74 in the good category. The results of qualitative data analysis based on the analysis of the interactive technique model showed that the teacher's implementation of TPACK in teaching reading comprehension for fifth grade elementary school students used technology by presenting material sourced from the internet with PPT through the assistance of a projector and the used of learning videos to present reading material. The results of the quantitative and qualitative analysis show that the teacher's TPACK knowledge in teaching reading comprehension of fifth grade elementary school students is in a good category according to the teacher's self-assessment and able to use technology in everyday life, but had not yet integrated technology optimally in teaching reading comprehension in fifth grade school base.

Keywords: *TPACK; Reading Comprehension; Mix Method*