

## ABSTRAK

Uswatun Dwi Utami, 111111095, *Pedagogical Content Knowledge* Guru Honorer, *Skripsi*, Fakultas Psikologi Universitas Airlangga, 2015, xx + 148 halaman, 5 lampiran

Penelitian ini bertujuan untuk mengetahui gambaran *pedagogical content knowledge* guru honorer. Guru honorer merupakan seorang guru yang diangkat secara resmi oleh pemerintah untuk mengatasi kekurangan guru yang berstatus sebagai pekerja tidak tetap untuk melaksanakan tugas mendidik dan mengajar sesuai bidang kompetensinya. *Pedagogical content knowledge* menggambarkan perpaduan aspek konten dan pedagogi yang menjadi sebuah pemahaman tentang bagaimana suatu topik, problem atau isu diorganisasikan, direpresentasikan dan disesuaikan terhadap minat dan kemampuan murid-muridnya kedalam praktek pengajaran (Shulman, 1986).

Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus instrinsik. Subyek terdiri dari tiga guru honorer. Data dikumpulkan dengan teknik wawancara dan dianalisis menggunakan metode analisis tematik.

Hasil penelitian menunjukkan bahwa *pedagogical content knowledge* pada guru honorer tampak dari bagaimana guru menindaklanjuti pemahaman dan penguasaannya terhadap materi ajar dan praktek pengajaran, melalui upaya penggunaan media pembelajaran pendukung, melakukan variasi pengajaran dan variasi bahan ajar, serta adanya upaya adaptasi terhadap pengetahuan yang telah dimiliki siswa sebelumnya. Cara-cara tersebut dimaksudkan agar guru mampu menciptakan proses pembelajaran yang lebih baik, sehingga para siswa dapat memahami materi ajar dengan lebih optimal.

Kata kunci: *pedagogical content knowledge*, guru honorer  
Daftar pustaka, 40 (1986-2015)

## ABSTRACT

Uswatun Dwi Utami, 111111095, *Pedagogical Content Knowledge in Honorary Teacher, Undergraduate Thesis*, Faculty of Psychology of Universitas Airlangga, 2015, xx + 148 pages, 5 appendixs

*The aim of this study was to describe pedagogical content knowledge in honorary teacher. Honorary teacher is teacher who is officially appointed by the government to overcome the shortage of teacher who are administratively status as temporary teachers to teach and educating in appropriate field of the competence. Pedagogical content knowledge describe the amalgam of content and pedagogy into an understanding of how topic, problem, or issue are organized, represented and tailored to the interest and abilities of the students into the practice of teaching (Shulman, 1986).*

*This study use a qualitative approach by intrinsic case study method. Subjects consist of three honorary teacher. The data was collected by interview technique. Then, all of data was analyzed by using thematic analysis method.*

*Result of this study concluded that pedagogical content knowledge in honorary teacher showed on how honorary teacher follow up their understanding and mastery of subject matter and teaching practices, through the using of media support in instructional practices, make variation of teaching and variation of teaching matter as well as their efforts to adapt the knowledge that has been own by their students. The means is intended that the teachers is able to create a better learning process, so the students can understand the teaching matter in optimal way.*

**Keyword:** *pedagogical content knowledge, honorary teacher*  
*Bibliography, 40 (1986-2015)*