

ABSTRACT

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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 instrinsic 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)