

PEDAGOGICAL CONTENT KNOWLEDGE CAPABILITIES OF HISTORY TEACHER PROSPECTIVES UNY FISHIPOL HISTORY EDUCATION PROGRAM

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ABSTRACT

Pedagogical Content Knowledge (PCK) of prospective teachers is one of the things that is very important because it can provide an overview of a prospective teacher's pedagogical competence and mastery of learning materials before carrying out learning at the school where he will teach in the future. This research aims to obtain an overview of the PCK profile of history students (teacher candidates) at the FISHIPOL UNY History Education Study Program. It is hoped that this research can provide information regarding the quality of prospective history education teachers and can also provide information regarding obstacles and barriers that may require more attention so that they can be resolved and improved. In this research, an analysis will be carried out regarding the PCK ability profile of prospective history teachers in microteaching courses in the History Education study program, FISHIPOL, UNY. This research uses a qualitative approach with descriptive methods to describe the PCK ability profile of prospective history teachers. The subjects of this research were students from the History education study program who took the Microteaching course in the fifth semester 2022/2023, in 2 study groups. The instrument for collecting data on the PCK abilities of prospective history teachers uses CoRe (Content Representation) and PaP-eR (Pedagogical and Professional-experience Repertoire) (Loughran, 2001). The results of this research are that 57.1% of prospective FISHIPOL UNY history teachers agree and 42.9% strongly agree that they feel the need to adapt teaching strategies based on Pedagogical Content Knowledge (PCK) when dealing with students with different levels of understanding. In this study, 71.5% of FISHIPOL UNY history teacher candidates expressed confidence in planning learning based on Pedagogical Content Knowledge (PCK), 14.25% felt they were not very confident because they had no experience in carrying out and implementing learning based on Pedagogical Content Knowledge (PCK). PCK), the remaining 14.25% felt less confident because they did not understand how to apply Pedagogical Content Knowledge (PCK) in the learning process.

Kata Kunci: Pedagogical Content Knowledge, Prospective Teachers, History Learning