

ABSTRACT

Teaching Competency of Teacher of Building Drawing Skill In SMK N 1 Sedayu Bantul

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Teacher is an important element for the improvement of Indonesia's education because teacher has a role to delivery subject matter directly to the student. The teacher must have good teaching competency so the aim of learning can be achieved. This research is explain how teaching competency in productive subject matter, building drawing course in SMK N 1 Sedayu Bantul.

In this research the writer take research object was 6 teachers of building drawing course in SMK N 1 Sedayu Bantu. Data collection technique was indirect observation in 3 kinds of questionnaire. First questionnaire was for student participant, the second was for head master participant. The questionnaire consisted of 4 answer choice, (BS) very good, (B) good,(K) minus,(KS) very minus. The third was portfolio questionnaire for teacher participant. Data of this research was analyzed with descriptive statistics technique and descriptive quantitative.

Result of the research show that in general teaching competency teacher in productive subject matter, building drawing course SMK N 1 Sedayu Bantul can be categorized in good category. From 6 indicators of teaching competency 83,3% were good and 16,66% was minus. The indicators categorized as good category were indicator of teaching instrument usage, giving motivation, indicator of assessment, the use of teaching method, interaction between teacher and student, However, for presentation matter was categorized as minus. Second, result of this research indicated that there was correlation between head master assessment and student assessment for teaching competency. The student assessment was more objective than head master's assessment because the number of student was bigger than the number of head masters that just one person. The student had enough time to fill up the questionnaire so the result was more accurate. The student was more understand because the teacher aught them every day. Third, this research indicated that there was no correlation between assessment of teacher portfolio and their teaching competency, it means, for the student, high result of portfolio assessment didn't increase the teachers' teaching competency. So, portfolio assessment can't be absolute reference to assess the teacher competency.

Keyword: Teaching competency, Productive subject matter, Pedagogic competency, Personal competency