

## ABSTRAK

**Dirgahayu, Ni Wayan Dian Suprapti** (2020), Pengaruh Penguasaan *Content Knowledge* (CK) dan *Pedagogical Content Knowledge* (PCK) terhadap Kinerja Guru Matematika. Tesis. S-2 Pendidikan Matematika, Jurusan Matematika, Fakultas Matematika dan Ilmu Pengetahuan Alam, Universitas Pendidikan Ganesha.

Tesis ini sudah disetujui dan diperiksa oleh Pembimbing I : Prof. Dr. I Gusti Putu Suharta, M.Si. dan Pembimbing II : Dr. Gede Suweken, M.Si.

**Kata Kunci:** *Content Knowledge*, *Pedagogical Content Knowledge*, Kinerja Guru

Tujuan penelitian ini adalah untuk mengetahui: (1) pengaruh penguasaan *Content Knowledge* (CK) terhadap kinerja guru matematika SMP Negeri Kecamatan Kuta Selatan. (2) pengaruh penguasaan *Pedagogical Content Knowledge* (PCK) terhadap kinerja guru matematika SMP Negeri Kecamatan Kuta Selatan. (3) pengaruh penguasaan *Content Knowledge* (CK) dan *Pedagogical Content Knowledge* (PCK) terhadap kinerja guru matematika SMP Negeri Kecamatan Kuta Selatan. Jenis penelitian ini adalah penelitian *Mixed Method*, dengan rancangan penelitiannya adalah *expost facto*. Untuk pengambilan sampel dilakukan dengan teknik *purposive sampling* dengan 4 sekolah untuk pengambilan sampel penelitian. Instrumen penelitian yang digunakan untuk *content knowledge* diperoleh melalui tes dan untuk *pedagogical content knowledge* dan kinerja guru diperoleh melalui kuesioner, lembar observasi dan wawancara. Data kuantitatif dianalisis menggunakan analisis jalur sedangkan untuk data kualitatif dengan menggunakan analisis deskriptif. Hasil penelitian menunjukkan bahwa: (1) tidak terdapat pengaruh signifikan antara CK guru terhadap kinerja guru (2) terdapat pengaruh signifikan antara PCK guru terhadap kinerja guru (3) terdapat pengaruh signifikan antara CK dan PCK guru terhadap kinerja guru diperoleh  $Y = -0,922X_1 + 1,666X_2 + 0,149$  besarnya pengaruh CK dan PCK guru terhadap kinerja guru sebesar 85,1%. Hasil penelitian ini didukung oleh analisis deskriptif, pada pedoman wawancara menunjukkan bahwa guru yang memiliki CK dan PCK dengan kategori tinggi karena guru dapat mengaplikasikan materi ajar dengan materi ajar lainnya disamping itu guru dapat menyampaikan materi dengan baik dan membuat siswa menjadi lebih nyaman dan mudah dimengerti selain itu, guru dapat mengatasi kesulitan siswa dengan menyajikan materi pembelajaran secara utuh dan pemberian contoh kontekstual sehingga guru dapat meningkatkan kinerjanya.

## ABSTRACT

**Dirgahayu, Ni Wayan Dian Suprpti (2020)**, The Effect of *Content Knowledge (CK)* and *Pedagogical Content Knowledge (PCK)* towards the Performance of Math Teachers. Thesis. Master of Mathematics Education, Mathematics and Science Faculty, Ganesha University of Education.

This thesis has been approval and reviewed by the first advisor : Prof. Dr. I Gusti Putu Suharta, M.Si. and the second advisor : Dr. Gede Suweken, M.Si.

**Kata Kunci:** *Content Knowledge, Pedagogical Content Knowledge, Teacher Performance*

The purpose of this study was to determine: (1) the effect of mastering Content Knowledge (CK) on the performance of mathematics teachers at SMP Negeri Kecamatan Kuta Selatan. (2) the influence of mastery of Pedagogical Content Knowledge (PCK) on the performance of mathematics teachers at SMP Negeri Kecamatan Kuta Selatan. (3) the effect of mastering Content Knowledge (CK) and Pedagogical Content Knowledge (PCK) on the performance of mathematics teachers in SMP Negeri Kecamatan Kuta Selatan. This type of research is a Mixed Method research, with the research design is explanatory sequential. For sampling done by purposive sampling technique with 4 schools for research sampling. The research instrument used for content knowledge was obtained through tests and for pedagogical content knowledge and teacher performance was obtained through questionnaires, observation sheets and interviews. Quantitative data were analyzed using path analysis while for qualitative data using descriptive analysis. The results show that: (1) there is no significant effect between CK of teachers on teacher performance of -92.2% (2) there is a significant influence between teacher PCK on teacher performance of 166.6% (3) there is a significant influence between CK and PCK teacher to teacher performance obtained  $Y = -0,922X_1 + 1,666X_2 + 0,149$  the magnitude of the effect of CK and PCK on teacher performance by 85.1%. The results of this study are supported by descriptive analysis, the interview guide shows that teachers who have CK and PCK with a high category because the teacher can apply teaching materials with other teaching materials besides the teacher can convey the material well and make students more comfortable and easier to understand besides that, the teacher can overcome the difficulties of students by presenting learning materials in their entirety and providing contextual examples so that teachers can improve their performance.