

ABSTRAK

Wirawan, I Wayan Ari (2019), Kontribusi *Pedagogical Knowledge, Content Knowledge, Pedagogical Content Knowledge*, dan *Self-Awareness* Siswa terhadap Kecemasan Matematika Siswa. Tesis. S-2 Pendidikan Matematika, Jurusan Matematika, Fakultas Matematika dan Ilmu Pengetahuan Alam, Universitas Pendidikan Ganesha.

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Kata kunci: Kontribusi, *pedagogical, content*, kombinasi dan matematika

Penelitian ini bertujuan untuk mengetahui kontribusi *pedagogical knowledge, content knowledge, pedagogical content knowledge*, dan *self-awareness* siswa terhadap kecemasan matematika siswa. Jenis penelitian ini adalah kombinasi (*mixed methods*), dengan desain *explanatory sequential*. Populasi penelitian ini adalah seluruh siswa kelas XI SMA di Kota Denpasar tahun ajaran 2018/2019. Penentuan sampel dilakukan dengan teknik *purposive sampling*. *Purposive Sampling* untuk 10 guru dan 196 siswa sebagai sampel penelitian. Data *content knowledge* diperoleh melalui tes *content knowledge* sedangkan data *pedagogical knowledge, pedagogical content knowledge, self-awareness* dan kecemasan matematika diperoleh melalui angket, lembar observasi dan pedoman wawancara. Penelitian kuantitatif menggunakan analisis jalur dan penelitian kualitatif menggunakan deskriptif. Berdasarkan hasil analisis jalur data kualitatif menunjukkan bahwa terdapat kontribusi langsung dari *pedagogical knowledge, content knowledge, pedagogical content knowledge, self-awareness* terhadap kecemasan matematika secara simultan sebesar 97,4%. Hasil tersebut didukung oleh analisis diskriptif, dimana pedoman wawancara guru dan siswa menunjukkan, guru sudah menyiapkan rancangan pembelajaran, melaksanakan dan memberikan evaluasi secara maksimal sedangkan peserta didik dapat mengikuti proses pembelajaran dengan baik. Hasil tersebut juga didukung dari lembar observasi guru dan siswa menunjukkan, guru sudah melaksanakan pembelajaran sesuai rancangan yang dibuat dan peserta didik termotivasi saat pembelajaran berlangsung.

ABSTRACT

Wirawan, I Wayan Ari (2019), Contribution of Pedagogical Knowledge, Content Knowledge, Pedagogical Content Knowledge, and Students' Self-Awareness to Students' Mathematical Anxiety. Thesis. S-2 Mathematics Education, Mathematics Department, Faculty of Math and Science, Ganesha University of Education.

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Keywords: Combination and Mathematics, Content, Contribution, Pedagogical

This study aimed to determine the contribution of pedagogical knowledge, content knowledge, pedagogical content knowledge, and self-awareness of students to students' mathematical anxiety. This type of research was a combination (mixed methods), with a sequential explanatory design. The population of this research was all teachers and students of grade XI senior high school in Denpasar in the academic year 2018/2019. The sample was determined by purposive sampling technique. Purposive Sampling used 10 teachers and 196 students as research samples. Content knowledge data were obtained through content knowledge tests while pedagogical knowledge data, pedagogical content knowledge, self-awareness and mathematics anxiety were obtained through questionnaires, observation sheets, and interview guidelines. Quantitative research applied path analysis and qualitative research took descriptive analysis. Based on the results of qualitative data path analysis, it showed that there was a direct contribution from pedagogical knowledge, content knowledge, pedagogical content knowledge, self-awareness to mathematics anxiety simultaneously by 97.4%. These results were supported by a descriptive analysis, in which the teacher and student interview guidelines indicated that the teacher had prepared a learning plan, carried out and provided an evaluation to the fullest while the students were able to follow the learning process well. The results were also supported from the teacher observation sheet and students show, the teacher had carried out the learning according to the design made and students were motivated when learning took place.