

ABSTRAK

Wicaksana, I Made Adi (2026), Kontribusi Kompetensi Pedagogik Guru dan Kemandirian Belajar Siswa Terhadap Prestasi Belajar PKn di Kelas IV Sekolah Dasar. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: kompetensi pedagogik guru, kemandirian belajar siswa, prestasi belajar PKn.

Penelitian ini untuk mengevaluasi dampak kompetensi pedagogis guru terhadap pembelajaran PKn di kelas IV sekolah dasar, dampak kemandirian belajar siswa terhadap pembelajaran PKn di kelas IV sekolah dasar, dan dampak gabungan kompetensi pedagogis guru dan kemandirian belajar siswa terhadap pembelajaran PKn di kelas IV sekolah dasar di Gugus III Kuta. Di Gugus III Kuta, populasi penelitian ini terdiri dari 246 siswa kelas empat. Teknik Proportional Random Sampling untuk menentukan sampel dalam penelitian ini, yang terdiri dari siswa kelas empat dari Gugus III Kuta. Penelitian ini disusun sebagai penelitian *ex post facto*. Kuesioner untuk mengumpulkan data tentang komponen kompetensi pedagogis dan kemandirian belajar guru dalam penelitian ini. Studi dokumentasi untuk mengumpulkan data tentang prestasi belajar siswa dalam PKn. Uji regresi sederhana dan uji regresi berganda diimplementasikan untuk menganalisis data. Hasil penelitian memperlihatkan prestasi belajar PKn dipengaruhi secara positif dan signifikan oleh kompetensi pedagogis guru, dengan nilai F 14,401, signifikansi <0,001, dan kontribusi 17,3%. Tingkat kemandirian belajar siswa memiliki dampak positif dan signifikan terhadap prestasi belajar PKn, dengan nilai F sebesar 68,748 dan signifikansi <0,001, serta kontribusi 49,9%. Secara bersamaan, prestasi belajar PKn dipengaruhi secara positif dan signifikan oleh kompetensi pedagogis guru dan kemandirian belajar siswa, dengan nilai F 48,557, signifikansi <0,001, dan kontribusi 58,8%. Terbukti prestasi belajar siswa kelas empat di Gugus III Kuta dipengaruhi secara signifikan oleh kompetensi pedagogis guru dan kemandirian siswa dalam belajar PKn.

ABSTRACT

Wicaksana, I Made Adi (2026), *Contribution of Teachers' Pedagogical Competence and Students' Learning Independence to Civics Learning Achievement in Grade IV Elementary School*. Thesis, Elementary Education, Postgraduate Program, Ganesha University of Education.

This thesis has been approved and checked by Supervisor I: Prof. Dr. I Wayan Lasmawan, M.Pd. and Supervisor II: Prof. Dr. Ida Bagus Putrayasa, M.Pd.

Keywords: teacher pedagogical competence, learning independence, civics learning achievement.

This study is to evaluate the impact of teachers' pedagogical competence on PKn learning in grade IV of elementary school, the impact of student learning independence on PKn learning in grade IV of elementary school, and the combined impact of teachers' pedagogical competence and student learning independence on PKn learning in grade IV of elementary school in Cluster III Kuta. In Cluster III Kuta, the population of this study consisted of 246 fourth-grade students. Proportional Random Sampling technique to determine the sample in this study, which consisted of fourth grade students from Kuta Group III. This research was prepared as an ex post facto research. Questionnaire to collect data on the components of pedagogical competence and teacher learning independence in this study. A documentation study to collect data on students' learning achievement in PKn. Simple regression tests and multiple regression tests were implemented to analyze the data. The results of the study showed that PKn learning achievement was positively and significantly influenced by the teacher's pedagogical competence, with an F value of 14.401, a significance of <0.001 , and a contribution of 17.3%. The level of student learning independence has a positive and significant impact on PKn learning achievement, with an F value of 68.748 and a significance of <0.001 , as well as a contribution of 49.9%. Simultaneously, PKn learning achievement was positively and significantly influenced by teachers' pedagogical competence and student learning independence, with an F value of 48.557, a significance of <0.001 , and a contribution of 58.8%. It is proven that the learning achievement of fourth grade students in Kuta Cluster III is significantly influenced by the teacher's pedagogical competence and students' independence in learning PKn.