

ABSTRAK

Shantiyana, I Nyoman Mei Adi (2019), *Pengaruh Content Knowledge (CK), Pedagogical Content Knowledge (PCK), dan Self-Regulated Learning (SRL) Siswa Terhadap Hasil Belajar Matematika Siswa*. Tesis. S-2 Pendidikan Matematika, Jurusan Matematika, Fakultas Matematika dan Ilmu Pengetahuan Alam, Universitas Pendidikan Ganesha.

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Kata kunci: *Content Knowledge, Pedagogical Content Knowledge, Self-Regulated Learning, Hasil Belajar Matematika*

CK dan PCK dari seorang guru matematika dapat mempengaruhi proses pembelajaran yang dilaksanakan di kelas, serta SRL siswa akan membuat siswa aktif membangun pengetahuannya sendiri. CK, PCK, dan SRL siswa merupakan faktor yang sangat penting dalam meningkatkan hasil belajar matematika siswa. Penelitian ini bertujuan untuk mengetahui: (1) pengaruh CK terhadap SRL siswa, (2) pengaruh PCK terhadap SRL siswa, (3) pengaruh CK terhadap hasil belajar matematika siswa, (4) pengaruh PCK terhadap hasil belajar matematika siswa, (5) pengaruh SRL siswa terhadap hasil belajar matematika siswa, (6) pengaruh CK terhadap hasil belajar matematika siswa melalui SRL siswa, serta (7) pengaruh PCK terhadap hasil belajar matematika siswa melalui SRL siswa. Jenis penelitian ini adalah penelitian gabungan kuantitatif dan kualitatif (*Mixed Methods*) dengan menggunakan desain *explanatory sequential*. Populasi penelitian ini adalah semua guru matematika dan siswa kelas VIII SMP Negeri di Ibu Kota Kabupaten Tabanan pada semester genap tahun ajaran 2018/2019. Sampel guru ditentukan dengan teknik *purposive sampling* dan sampel siswa dengan teknik *cluster random sampling*. Data penelitian dikumpulkan dengan tes, angket, lembar observasi, pedoman wawancara dan dokumentasi. Data kuantitatif dianalisis menggunakan analisis jalur (*Path Analysis*) dan data kualitatif dianalisis menggunakan analisis data deskriptif kualitatif. Hasil penelitian ini adalah pada kelas VIII SMP Negeri di Ibu Kota Kabupaten Tabanan tahun ajaran 2018/2019 sebagai berikut: (1) tidak terdapat pengaruh CK terhadap SRL siswa, (2) tidak terdapat pengaruh PCK terhadap SRL siswa, (3) terdapat pengaruh CK terhadap hasil belajar matematika siswa, (4) terdapat pengaruh PCK terhadap hasil belajar matematika siswa, (5) terdapat pengaruh SRL siswa terhadap hasil belajar matematika siswa, (6) tidak terdapat pengaruh CK terhadap hasil belajar matematika siswa melalui SRL siswa, serta (7) tidak terdapat pengaruh PCK terhadap hasil belajar matematika siswa melalui SRL siswa.

ABSTRACT

Shantiyana, I Nyoman Mei Adi (2019), *The Influence of Content Knowledge (CK), Pedagogical Content Knowledge (PCK), and Student's Self-Regulated Learning (SRL) Towards Student Mathematics Learning Outcomes*. Thesis. Master of Mathematics Education, Mathematics and Science Faculty, Ganesha University of Education.

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Keyword: Content Knowledge, Pedagogical Content Knowledge, Self-Regulated Learning, mathematics learning outcomes

The CK and PCK from a mathematics teacher have an influence to the learning process in the class, and also the student's SRL will make student actively build their own knowledge. The CK, PCK, and student's SRL are very important factors in improving student mathematics learning outcomes. The purpose of this research was to know: (1) the influence of CK toward student's SRL, (2) the influence of PCK toward student's SRL, (3) the influence of CK toward student mathematics learning outcomes, (4) the influence of PCK toward student mathematics learning outcomes, (5) the influence of student's SRL toward student mathematics learning outcomes, (6)) the influence of CK toward student mathematics learning outcomes through the student's SRL, and (7) the influence of PCK toward student mathematics learning outcomes through the student's SRL. This research was the combination between quantitative and qualitative research (Mixed Methods) with an explanatory sequential design. The population of this research was all the mathematics teacher and the grade VIII students of the state junior high school in the capital city of Tabanan Regency in the even semester of the 2018/2019 academic year. The sample of teachers was taken using purposive sampling technique and the sample of students was cluster random sampling technique. The research data were collected by tests, questionnaires, observations, interviews and documentation. The quantitative data were analyzed using Path Analysis, and the qualitative data were analyzed using qualitative descriptive data analysis. The results of this research were at the grade VIII students of the State Junior High School in the Capital City of Tabanan Regency in the academic year 2018/2019 were as follows: (1) there was no influence of CK on the student's SRL, (2) there was no influence of PCK on the student's SRL, (3) there was an influence of CK on the student mathematics learning outcomes, (4) there was an influence of PCK on the student mathematics learning outcomes, (5) there was an influence of student's SRL on the student mathematics learning outcomes, (6) there was no influence of CK on the student mathematics learning outcomes through the student's SRL, and (7) there was no influence of PCK on the student mathematics learning outcomes through the student's SRL.