

ABSTRAK

Indah Yessy Wulandari, Luh Nyoman (2020), Kontribusi *Pedagogical Content Knowledge*, Kemampuan Awal dan *Self-efficacy* Terhadap Hasil Belajar Matematika Siswa SMP se-Kabupaten Tabanan. Tesis Pendidikan Matematika, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata Kunci: Kontribusi, *Pedagogical Content Knowledge*, kemampuan awal, *Self-efficacy*, hasil belajar.

Penelitian ini dilatarbelakangi oleh mata pelajaran matematika menjadi momok, ditakuti dan sulit bagi siswa. Sementara hasil belajar harus dicapai sesuai dengan capaian pembelajaran mata pembelajaran dan kurikulum. Beberapa peneliti meneliti pengaruh PCK, KA, SE dan HB secara parsial. Penelitian ini bertujuan untuk mengetahui kontribusi pengaruh *Pedagogical Content Knowledge* (PCK), kemampuan awal (KA) dan *Self-efficacy* (SE) terhadap hasil belajar (HB) siswa baik secara partial, simultan dan model pola hubungannya. Data yang digunakan adalah data primer untuk PCK guru matematika, SE dan HB siswa. Pengambilan sampel siswa ditentukan dengan *teknik proporsional random sampling* dengan penentuan jumlah sampel menggunakan rumus Slovin yaitu sebanyak 355 dari 3.120 jumlah populasi, sedangkan sampel guru menggunakan sampel jenuh yaitu sebanyak 31. Teknik pengumpulan data menggunakan tes untuk memperoleh nilai PCK, HB dan berupa angket untuk SE, sedangkan KA diambil dari nilai sertifikat hasil ujian sekolah berbasis nasional. Analisis data menggunakan pendekatan kuantitatif dengan menggunakan analisis jalur (*path analysis*). Hasil penelitian menunjukkan bahwa 1) ada pengaruh langsung PCK guru matematika terhadap SE matematika siswa. 2) ada pengaruh langsung KA terhadap SE matematika siswa. 3) terdapat pengaruh langsung KA terhadap HB matematika siswa. 4) ada pengaruh langsung PCK guru matematika terhadap

HB matematika siswa, 5) terdapat pengaruh langsung SE siswa terhadap HB matematika siswa. 6) terdapat pengaruh secara tidak langsung PCK guru matematika terhadap HB matematika siswa melalui SE siswa. 7) tidak terdapat pengaruh secara tidak langsung KA terhadap HB matematika siswa melalui SE siswa. 8) besarnya kontribusi PCK guru matematika dan KA terhadap SE siswa secara simultan sebesar 77,9 %. 9) besarnya kontribusi PCK guru matematika, KA dan SE terhadap HB yaitu sebesar 94,4 %.



ABSTRACT

Indah Yessy Wulandari, Luh Nyoman (2020), Contribution of *Pedagogical Content Knowledge*, Initial Ability and Self-Efficacy Toward Mathematics Learning Outcomes of Junior High School Students in Tabanan Regency. Mathematics Education Thesis, Postgraduate Program, Ganesha University of Education.

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Keywords: Contribution, *Pedagogical Content Knowledge*, initial ability, self-efficacy, learning outcomes

This research is motivated by the subject of mathematics to be a scourge, to be feared and difficult for students. Meanwhile, learning outcomes must be achieved in accordance with the learning outcomes of the subject and curriculum. Several researchers examined the effect of PCK, KA, SE and HB partially. This study aims to determine the contribution of the influence of *Pedagogical Content Knowledge* (PCK), initial ability (KA) and self-efficacy (SE) to student learning outcomes (HB) both partially, simultaneously and model relationship patterns. The data used are primary data for mathematics teacher PCK, SE and HB students. Sampling of students is determined by proportional random sampling technique by determining the number of samples using the Slovin formula, which is 355 of the 3,120 population, while the sample of teachers using a saturated sample is 31. The data collection technique uses tests to obtain PCK, HB values and in the form of a questionnaire for SE, while KA is taken from the value of the national-based school exam results certificate. Data analysis used a quantitative approach using path analysis. The results showed that 1) there was a direct effect of the mathematics teacher PCK on students' mathematics SE. 2) there is a direct effect of KA on student mathematics SE. 3) there is a direct effect

of KA on students' mathematics learning experience. 4) there is a direct influence of the mathematics teacher's PCK on students' mathematics learning activities, 5) there is a direct effect of student's SE on students' mathematics learning activities. 6) there is an indirect effect of the mathematics teacher PCK on students' mathematics HB through student SE. 7) there is no indirect effect of KA on students' HB mathematics through student SE. 8) the amount of contribution of PCK for mathematics and KA teachers to student SE simultaneously is 77.9%. 9) the amount of contribution of PCK for mathematics, KA and SE teachers to HB was 94.4%.

