

DAFTAR PUSTAKA

- Abdurrahman, M. (2003). *Pendidikan Bagi Anak Berkesulitan Belajar*, Jakarta: PT Rineka Cipta.
- .Abbitt, J. T. (2011). Measuring Technological *Pedagogical Content Knowledge* in Preservice Teacher Education: A Review of Current Methods and Instruments. *Journal of Research on Technology in Education*, 43 (4): 281-300.
- Abdullah, M. (2017). Manajemen Mutu Pendidikan di Sekolah, Peran Kepemimpinan Kepala Sekolah, Profesionalisme Guru, dan Partisipasi Masyarakat dalam Peningkatan Mutu di Sekolah. *Jurnal Penelitian Pendidikan*, 17(3), 190-198.
- Adedoyin, O.O. (2011). The Impact of Teachers In-Depth Pedagogical Mathematical Content Knowledge On Academic: As Perceived by Botswana Junior Secondary School Pupils. *Journal of Educational Studies*, 3.
- Agustina, P. (2015). Pengembangan PCK (*Pedagogical Content Knowledge*) Siswa Calon Guru Biologi FKIP Universitas Muhammadiyah Surakarta Melalui Simulasi Pembelajaran. *Jurnal Penelitian dan Pembelajaran IPA*, 1(1), 1-15.
- Anderson, L. W. dan D. R. Krathwohl. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Addison Wesley Longman, Inc.
- Angkowo, R., dan Kosasih, A. (2007). *Optimalisasi Media Pembelajaran*. Jakarta: PT.Grasindo
- Anthony R. Artino, Jr. corresponding author. (2012). Academic self-efficacy: from educational theory to instructional practice Perspect. *Med Educ*. 2012 May; 1(2): 76–85. Published online 2012 Apr 11. doi: 10.1007/s40037-012-0012-5
- Anwar, Y., Rustaman, N. Y., Widodo, A., & Redjeki, S. (2016). Perkembangan Kemampuan *Pedagogical Content Knowledge* Calon Guru Biologi pada Pendekatan Konkuren. *Cakrawala Pendidikan*, 3, 349-356.
- Anwar, Y., Rustaman, N. Y., & Widodo, A., & Redjeki, S. (2014). Kemampuan *Pedagogical Content Knowledge* Guru Biologi yang Berpengalaman dan yang Belum Berpengalaman. *Jurnal Pengajaran MIPA*, 19(1), 69-73.
- Anwar, Y., Rustaman, N. Y., Widodo, A. (2014). Hypothetical Model to Developing *Pedagogical Content Knowledge* (PCK) Prospective Biology Teachers in Consecutive Approach. *International Journal of Science and Research (IJSR)*, 3, 138-143.
- An, S., Kulm, G., & Wu, Z. (2004). The *Pedagogical Content Knowledge* of Middle School, Mathematics Teachers in China and The U.S. *Journal of Mathematics Teacher Education*, 7, 145-172.
- Arikunto, Suharsimi. (2005). *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT

Rineka Cipta

- Arikunto, Suharsimi. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Azwar, S. (2014). *Penyusunan Skala Psikologi*. Yogyakarta: Pustaka Pelajar.
- Ayers, C. A. (2017). A First step toward a practice-based theory of *Pedagogical Content Knowledge* in secondary economics. *Journal of Social Studies Research*, 42(1), 61-79.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Upper Saddle River, NJ: Prentice Hall.
- Bandura, A. (1994). *Self-efficacy*. In V. S. Ramachaudran (Ed), *Encyclopedia of human behavior*(vol. 4, pp. 71-81). New York: Academic press. (Reprinted in H. Friedman (Ed), *Encyclopedia of mental health*. San Diego: Academic press, 1998). <http://www.des.emory.edu/mfp/BanEncy.html>.
- Bandura, A. (1997). *Self-efficacy, The Exercise of Control*. New York: W.H. Freeman and Company, 1997
- Bandura, Albert. (2006). *Guide for Constructing Self-efficacy Scales*. 14, 307-337. Online. Available at <http://www.uky.edu/~eushe2/Bandura/BanduraGuide2006.pdf> (diakses 3 Februari 2019).
- Bandura, A. (2008). *Self-efficacy*. 1-14. Online. Available at <http://www.uky.edu/~eushe2/Bandura/BanEncy.html>. (diakses tanggal 1 Januari 2019).
- Baumert, J., Kunter, M., Blum, W., Brunner, M., Voss, T., Jordan, A., Klusmann, U., Krauss, S., Neubrand, M., & Tsai, Yi-M. (2010). Teachers Mathematical Knowledge, Cognitive Activation in the Classroom, and Student Progress. *American Educational Research Journal*, 47(1), 133-180.
- Bransford, J., Darling-Hammond, L., & LePage, P. (2005). *Introduction*. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world* (pp. 1-39). San Francisco: Jossey-Bass.
- Bransford, J. D., Derry, S. J., Berliner, C. D., & Hammerness, K. (2005). *Theories of learning and their roles in teaching*. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world* (pp. 40-87). San Francisco: Jossey-Bass.
- Brings, L., J. & Gagne, R., M. (1979). *Principles of Instructional Design*. New York : Holt Rinehart and Winston.
- Caprara ,G., Vittorio. (2008). “Longitudinal Analysis of the Role of Perceived Self-Efficacy for Self-Regulated Learning in Academic Continuance and Achievement. *Journal of Educational Psychology*. (online). Vol 100 (3). Tersedia <http://psycnet.apa.org/journals/edu/100/3/525/>. Diunduh tanggal 25 Januari 2019.
- Chapoo, S., Thathong, K., & Halim, L. (2014). Biology Teachers *Pedagogical Content Knowledge* in Thailand: *Understanding & Practice*. *Social and Behavioral Sciences*, 116, 442-447.

- Chiappetta, E. L., Fillman, D. A., & Sethna, G. H. (1993). Do Middle School Life Science Textbooks Provide a Balance of Scientific Literacy Themes?. *Journal of Research in Science Teaching*, 30(2), 787-797.
- Collins, J.L. (2003). “*Self-efficacy and ability in achievement behavior*”, (Makalah dipresentasikan pada Pertemuan Tahunan “the American Educational Research Association” di New York, 2003), hlm.15
- .Cresswell, J. H. (2016). *Research Design: Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran Edisi 4*. Yogyakarta: Pustaka Pelajar.
- Curelaru, V. (2008). Implications of self-concept in academic performance. Doctoral *thesis*, IV-1875, Iași: Alexandru Ioan Cuza University.
- Dahar, R. W & N. Siregar. (2000). *Pedagogi Materi Subyek: Meletakkan Dasar Keilmuan dari PBM*. Disampaikan pada Seminar Staf Dosen FPMIPA dalam Rangka Mensosialisasikan Pedagogi Materi Subyek.
- Davis, R., H. Lawrence, T. Alexander, dan S. L. Yelon. (1974). *Learning System Design an Ap- proach to the Improvement of Instruction*. New York: McGraw Hill Book Co
- Deng, Z., (2007), Knowing the subject matter of a secondary- school science subject, *Journal of Curriculum Studies*, 39 (5): 503 - 535.
- Dewanto, . Stanley P. (2008). Peranan Kemampuan Akademik Awal, Self-Efficacy, dan Variabel Nonkognitif Lain Terhadap Pencapaian Kemampuan Representasi Multipel Matematis Mahasiswa Melalui Pembelajaran Berbasis Masalah, *Educationist Vol II no. 2 juli 2008*, ISSN 1907 – 8838, hal 123 – 133. Universitas Padjadjaran, Indonesia,
- Dick, W. & Carey, L. (1985). *The Systematic Design of Instruction*. Second edition. Glenview, Illinois: Scott, Foresmen and Company
- Dick, W dan L.Carey. (2005). *The Systematic Design of Instructional Third Education*. Boston: Pearson.
- Fananta, M. R., Umbara, T., & Hastuti, S. D. (2018). In-Service Professional Development on Supporting Elementary Teachers *Pedagogical Content Knowledge* and Efficacy through Inquiry-Based Teacher Training. *SHS Web of Conferences*, 42(8).
- Feits, J. & Feits J.G. (2009). *Theories of Personality, Teori Kepribadian*, Alih Bahasa. Sjaiputri. P.S. Penerbit: Edward Tanujaya
- Fensham, P. J. (2008). *Science Education Policy-Making: Eleven emerging issues*. Paris: UNESCO Publishing.
- Ferdinand, A. (2006). *Metode Penelitian Manajemen*. Semarang: Universitas Diponegoro.
- Gagne, R. M. dan L.J. Briggs. (1979). *Principles of Instructional Design*. New York: Holt, Rine- hart and Winston.
- Gagne, R. M. dan M. P. Driscoll. (1988). *Essentials of Learning for Instruction*. New York: Pren- tice Hall, Inc.,

- Gaskill, P.J. dan P.K.Murphy, (2004). "Effects on a memory strategy on second graders' performance and self-efficacy" dalam *Contemporary Educational Psychology*, 29 (1, 2004), hlm. 27-49.
- Ghufron, Nur dan Rini Risnawita. (2014). *Teori-Teori Psikologi*. Yogyakarta: Ar-Ruzz Media.
- Glaser, B. G. (1978). *Theoretical sensitivity: Advances in the methodology of grounded theory*. Mill Valley, CA: The Sociology Press.
- Grossman, P. L., & McDonald, M. (2008). Back to the future: Directions for research in teaching and teacher education. *American Educational Research Journal*, 45(1), 184-205.
- Grossman, P. L., & Schoenfeld, A. (2005). Teaching subject matter. In L. Darling Hammond, J. Bransford, P. LePage, K. Hammerness & H. Duffy (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 201-231). San Francisco: Jossey-Bass.
- Grossman, P.L., Wilson, S.M., Shulman, L.S., (1989), *Teachers of substance: Subject matter knowledge for teaching*, Knowledge base for the beginning teacher.
- Gess-Newsome, J., dan Lederman, N.G. (Eds.) (2001). *Examining Pedagogical Content Knowledge*. Dordrecht: Kluwer Academic Publishers.
- Grossman, P. L., (1990), *The making of a teacher: Teacher knowledge and teacher education*, New York: Teachers College Press.
- Gudmundsdottir, S., & Shulman, L. (2006). *Pedagogical Content Knowledge in Social Studies*. *Journal of Educational Research*, 31, 59-70.
- Hackett, G. dan Betz, N.E. (1989). "An Exploration of the Mathematics Self-Efficacy/Mathematics Performance." Dalam *Journal of Research in Mathematics Education*. 20.
- Hackett, G dan Betz, N. E. (1989). An Exploration of the Mathematics Self- Efficacy Mathematics. Correspondence *Journal of Research in Mathematics Education*.
- Hamalik, O. (2008). *Proses Belajar Mengajar*. Jakarta: Sinar Grafika.
- Hamalik, O. (2008). *Kurikulum & Pembelajaran*, Jakarta: Sinar Grafika.
- Hanun, Farida. (2009). Pengaruh Metode Pembelajaran dan Kemampuan Awal Terhadap Hasil Belajar Matematika (Studi Eksperimen di MAN 3 Jakarta ,). Jakarta Pusat: *Puslitbang Pendidikan Agama dan Keagamaan Badan Litbang dan Diklat Departemen Agama*
- Hayati. (2010). Teori sosial kognitif dari albert bandura. Artikel. Tersedia pada <http://ayasipelitahayati.wordpress.com>. Diakses pada tanggal 5 November 2012.
- Hendriana H. (2009). Pembelajaran dengan Pendekatan Metaphorical Thinking untuk Peningkatkan Kemampuan Pemahaman Matematika, Komunikasi Matematik dan

- Kepercayaan Diri Siswa Sekolah Menengah Pertama. Disertasi. SPS. UPI. *Tidak dipublikasikan*)
- Hiebert, J., Morris, A. K., Berk, D., & Jansen, A. (2007). Preparing teachers to learn from teaching. *Journal of Teacher Education*, 58(1), 47-61.
- Hermiono, A. (2014). *Kepemimpinan Pendidikan di Era Globalisasi*. Yogyakarta: Pustaka Pelajar.
- Hudoyo, H. (1988). *Mengajar Belajar Matematika*. Malang: Direktorat Jendral Pendidikan Tinggi. Departemen Pendidikan dan Kebudayaan
- Jang, S.J., (2010). Assessing College Students' Perception of a Case Teachers *Pedagogical Content Knowledge* Using a Newly Developed Instrument. *Springer Science Business Media*
- Jatisunda, M. G. (2018). Pengembangan *Pedagogical Content Knowledge* (PCK) Calon Guru Matematika. *Journal The Original Research of Mathematics*, 2(2), 22-32.
- Julie Gess-Newsome, Joseph A. Taylor, Janet Carlson, April L. Gardner, Christopher D. Wilson & Molly A. M. Stuhlsatz. (2019) *Teacher Pedagogical Content Knowledge, practice, and student achievement†*, *International Journal of Science Education Volume 41*, 2019 - Issue 7: Pages 944-963 , Received 03 May 2016, Accepted 22 Nov 2016.
- Kartika, D. M. R., & Pasandaran R. F. (2016). Analisis Kemampuan Guru dalam Menanamkan Konsep Limit Fungsi. *Journal of Mathematics Education*, 1(2), 57-65.
- Karahasan, B. (2010). Pre-service secondary mathematics teachers *Pedagogical Content Knowledge* of composite and inverse functions. (*Unpublished dissertation*). Turki: Secondary Science and Mathematics Education Department, Middle East Technical University.
- Kharisma F. N. (2016). *Kemampuan PCK (Pedagogical Content Knowledge) Calon Pendidik Biologi FKIP UMS dalam Menyusun RPP Tahun Ajaran 2015/2016*. Universitas Muhammadiyah Surakarta.
- Kistatuhu, N. W. (2014). Penggunaan Media Program *Autoplay* untuk Meningkatkan Hasil Belajar dan Motivasi Siswa Kelas VII A Mts Negeri Ngantru Pada Materi Garis dan Sudut. *Skripsi*. IAIN Tulungagung.
- Kirk, Karin. (2013). Self-Efficacy: Helping Student Believe in Themselves. Carleton College's. *Online*. Available at <http://serc.carleton.edu/NAGTWorkshops/affective/efficacy.html>. (diakses tanggal 10 Februari 2019)
- Kirschner, A., Borowski, A., and Fisher, Hans E. (2011). *Physics Teachers' Content Knowledge and Pedagogical Content Knowledge: Developing Test Scales and Measuring the Relation*.
- Kusaeri. (2011). Transformasi Nilai-Nilai Karakter Melalui Pelajaran Matematika di Sekolah. *Aksioma: Jurnal Matematika dan Pendidikan Matematika*, 2(1), 21-32.

- La Moma, (2014). Self-Efficacy Matematik Pada Siswa SMP. *Jurnal Pendidikan Matematika Volume 3*, Nomor 2, Mei 2014, ISSN 2086-4280, Hal. 85-93
- Lambang Sari, I. (2011). Pengaruh Kompetensi Guru, Pendidikan Guru, dan Bahasa Pembelajaran terhadap Kinerja Sekolah (Studi Kasus SMK Se Kota Karanganyar). *Tesis*. Universitas Muhammadiyah Surakarta.
- Lestari, Witri. (2017). Pengaruh Kemampuan Awal Matematika dan Motivasi Belajar Terhadap Hasil Belajar Matematika, *Jurnal Analisa 3 (1) (2017)* 76-84, p-ISSN: 2549-5135 (<http://journal.uinsgd.ac.id/index.php/analisa/index>, e-ISSN: 2549-5143
- Lopez F. G., Lent R. W. (1992) Sources of mathematics self-efficacy in high school students. *The Career Development Quarterly* 41:3–12
- Loughran, J., Amanda, B., & Pamela, M. (2012). *Understanding and Developing Science Teacher's Pedagogical Content Knowledge* 2 nd Edition.
- Magnusson, S., Krajcik, J., & Borko, H. (1999). Nature, Sources, and Development of *Pedagogical Content Knowledge* for Science Teaching. In J. Gess- Newsome & N. G. Lederman (Eds.), *Examining Pedagogical Content Knowledge* (pp. 95-132). New York: Kluwer Academic Publishers
- Margiyono, I; & Mampouw, H. L. (2011). Deskripsi *Pedagogical Content Knowledge* Guru pada Bahasan tentang Bilangan Rasional. *Proceeding*, 978-979-16353-7-0, p-13:1-12.
- Martin, A. M., & Hand, B.(2009). Factors affecting the implementation of argument in the elementary science classroom. A longitudinal case study. *Research in Science Education*, 39(1), 17-38.
- Maryono, M. (2015). Profil *Pedagogical Content Knowledge* (PCK) Siswa Calon Guru Matematika Ditinjau dari Kemampuan Akademiknya. *Jurnal Review Pembelajaran Matematika*, 2503-1384, 1(1), 1-16.
- Masykur, M. dan Abdul Halim Fathani, A., H. (2008), *Mathematical Intelligence*, Jogjakarta: Ar- Ruzz media.
- Misbahuddin dan Iqbal Hasan. (2013). *Analisis Data Penelitian dengan Statistik*. Jakarta: Bumi Aksara.
- Mc. Connel, T.J., Parker, J.M., Eberhardt. (2013). *Assesing Teachers' Science Content Knowledge: A Strategy for Assesing Depth of Understanding*. *Journal of Science Teacher Education*, 24: 717-743.
- Mendikbud, Antara News, Jumat, (15 Mei 2015). “Rata-Rata Nilai Ujian Nasional Naik 0,3 Poin”, (<https://www.antaraneews.com/berita/496321/mendikbud-rata-rata-nilai-ujian-nasional-naik-03-poin> [akses, 20 Januari 2015])
- Mils, Nicole. (2007). Self-efficacy of College Intermediate French Students: Relation to Achievement and Motivation. (*online*). Available at <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9922.2007.00421.x/abstract?deniedAccessCustomisedMessage=&userIsAuthenticated=false>. Vol 53 Issue 3. Diunduh tanggal 20 April 2015.

- Mishra, P., & Koehler, M. J. (2006). Technological *Pedagogical Content Knowledge*: A Framework for Teacher Knowledge. *Teachers College Record*, 108 (6), 1017-1054.
- Mishra, P., & Koehler, M. (2009). Teachers Technological *Pedagogical Content Knowledge* and Learning Activity Types: Curriculum-based Technology Integration Reframed. *Journal of Research on Technology in Education*, 41(4), 393-416.
- Morine-Dersheimer, G., and Kent, T. (2001). *The Complex Nature and Sources of Teachers' Pedagogical Content Knowledge*. Dalam *Examining Pedagogical Content Knowledge*. Julie Guess-Newsome dan Norman G. Lederman. Dordrecht: Kluwer Academic Publishers.
- Mullis, I V., S., Michael O., Martin, P., Foy, and Arora, A. (2012). *TIMSS 2011 Internastional Result in Mathematics*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College
- Munby, H., Russell, T., & Martin, A. K. (2001). Teachers' knowledge and how it develops. In V. Richardson (Ed.), *Handbook of research on teaching* (4th ed., pp. 877-904). Washington, DC: *American Educational Research Association*.
- Mulyasa, E. (2009). Pengaruh Model Pembelajaran Matematika Knisley Terhadap Peningkatan Pemahaman dan Disposisi Matematis Siswa SMA Program IPA. *Disertasi pada SPs UPI Bandung*: Tidak Diterbitkan.)
- Nasution, (2005). *Metode Penelitian Kualitatif*. Jakarta: Bina Aksara.
- National Research Council. (1996). *National Science Education Standards*, Washington DC : National Academy Press.
- National Council of Teachers of Mathematics (NCTM). (2000). *Principles and standards for school mathematics*. Reston, VA: Author.
- National Council of Teachers of Mathematics (NCTM), (2000). *Principles and Standards of School Mathematics*
- Narbuko, Cholid dan Abu Achmadi. (2013). *Metodologi Penelitian*. Jakarta: Bumi Aksara.
- Nazir, Moh. (2003). *Metode Penelitian*. Jakarta : Ghalia Indonesia.
- Nilsson, P., & Loughran, J. (2012). *Exploring the Development of Pre-service Sciuence Elementary Teachers' Pedagogical Content Knowlede*. *Journal of Science Teacher Education*, 23 (699 - 721).
- Olander, C., & Olander, M. H. (2013). Professional Development Through the Use of Learning study: contributions to *Pedagogical Content Knowledge* in biology. *Social and Behavioral Sciences*, 89, 205-212.
- Olszewski, J., (2010). *The Impact of Physics Teachers' Pedagogical Content Knowledge on Teacher Action and Student Outcomes*, Logos Verlag Berlin GMBH, Berlin.
- Ormrod J. E. (2008). *Educational Psychology Developing Learners*. Sixth edition. *Psikologi Pendidikan Membantu Siswa Tumbuh dan Berkembang Jilid 2*. Edisi 6.

Alih Bahasa: Amitya Kumara. Penerbit Erlangga

OECD 2003. AAPT. (2013). *Critical Need for Support of Professional Development for the Teaching of Physics in K-12 Schools*

OECD. (2014). “PISA 2012 Results in Focus Results in Focus: What 15-year-olds know and what they can do with what they know”. www.oecd.org/pisa.

Pajares, F. Miller, M.D, (1994). “The Role of Self-efficacy Beliefs and Self- Concept Beliefs in Mathematical Problem-Solving: A Path Analysis” dalam *Journal of Educational Psychology*. No. 86,1994.

Pajares, F. (1996). Assessing self-efficacy beliefs and academic outcomes: The case for specificity and correspondence, [Internet]. Available: <http://www.emory.edu/EDUCATION/mfp/aera2.html> [2004, February 21]

Pajares, F. (1997). Current directions in self-efficacy research. In M. Maehr & P. R. Pintrich (Eds.), *Advances in Motivation and Achievement* (Vol. 10, pp. 1–49) Greenwich, CT: JAI Press

Pajares, F. (1999). “Gender differences in writing self-beliefs of elementary school students” dalam *Journal of Educational Psychology* (No.19, 1999), hlm. 50-61.

Pajares, F. (2002). Overview of Social Cognitive Theory and Self-Efficacy. [Online]. Tersedia: <http://www.emory.edu/EDUCATION/mfp/eff.html>

Pajares, F. (2005). “Self-Efficacy During Childhood and Adolescence: Implications for Teacher and Parents”. Dalam F. Pajares (Ed), *self-efficacy beliefs of adolescents*, page 339-367. Charlotte: *Information Age Publishing*.

Pajares, F. (2006). *Self-efficacy During Childhood and Adolescence*. Chapter 15. 339-367. Online. Available at <http://www.uky.edu/~eushe2/Pajares/PajaresAdoed2006.pdf>. (diakses tanggal 6 Februari 2015).

Peraturan Pemerintah RI No. 74 Tahun 2008 tentang Guru.

Peraturan Menteri Pendidikan Nasional RI No. 16 Tahun 2007 tentang *Standar Kualifikasi Akademik dan Kompetensi Guru*

Peraturan Pemerintah No. 14 Tahun 2005 tentang *Standar Nasional Pendidikan*

Pintrich, P.R. dan Garcia, T. (1991). “*Student Goal Orientation and Self- regulation in the college classrooms*” dalam M. Maehr dan P.R. Pintrich (Ed.), *Advances in Motivation and Achievement: Goal and self-regulatory processes vol. 7*. Greenwich, CT: JAI Press, 1991.

Prawira, P., A., (2014). *Psikologi Pendidikan dalam Perspektif Baru*. Yogyakarta: AR RUZZ Media.

Praptiwi dan Handika, J. (2012). Efektivitas Metode Kooperatif Tipe GI dan STAD Ditinjau Dari Kemampuan Awal. *Jurnal Penelitian Pembelajaran Fisika*, 3(2), 41-50

- Priyatno, D. (2010). *Paham Analisa Statistik Data dengan SPSS*. Yogyakarta: MediaKom.
- Priyatno, D. (2012). *Cara Kilat Belajar Analisis Data dengan SPSS 20*. Yogyakarta: CV Andi Offset.
- Purwanto. (2014). *Evaluasi Hasil Belajar*. Yogyakarta: Pustaka Pelajar.
- Pusat Penilaian Badan Penelitian dan Pengembangan, Laporan hasil TIMSS (2015). Kementerian Pendidikan dan Kebudayaan, (<http://puspendik.kemdikbud.go.id/seminar/hasil/TIMSS/puspendik202016>, [akses 3 Maret 2018])
- Purwadi Hendi. 2017. *Kemampuan Pedagogical Content Knowledge (PCK) Pendidik Matematika dalam Menyusun RPP*. Universitas Muhammadiyah Surakarta.
- Purwanto. (2009). *Evaluasi Hasil Belajar*, Yogyakarta: Pustaka Pelajar
- Purwaningsih, W., Rustaman, N. Y., & Redjeki, S. (2010). Pengetahuan Konten Pedagogi (PCK) dan Urgensinya dalam Pendidikan Guru. *Jurnal Pengajaran MIPA*, 15(2), 87-94.
- Puspitasari, W. D. (2015). Pengaruh Penerapan Strategi Quantum Learning Terhadap Motivasi Belajar dan Pemahaman Konsep Siswa Pada Materi Kemerdekaan. *Tesis*. Bandung: Universitas Pendidikan Indonesia.
- Ratminingsih, Ni. M. (2016) *Bali Post 2 Desember 2016*. h. 6. “Menyongsong Kematian Ujian Nasional
- Rahmadhani Y., Rahmat A., Purwianingsih W. (2016). *Pedagogical Content Knowledge (PCK) dalam Pembelajaran Biologi SMA di Kota Cimahi. Prosiding Seminar Nasional Sains dan Pendidikan Sains*. 6: 17-24.
- Reigeluth, C.M. (1983). *Instructional design theories and models*. London: Lawrence Erlbaum Associates Publishers.
- Resbiantoro, G. (2016). Analisis *Pedagogical Content Knowledge (PCK)* terhadap Buku Guru SD Kurikulum 2013. *Scholaria*, 6(3), 153-162.
- Reynolds, M. C. (Ed.). (1989). *Knowledge base for the beginning teacher*. New York: Pergamon Press.
- Rianasari V. F., Utomo B., Rudhito M. A. (2016). Analisis Kompetensi Pendidik Sebagai Wadah dari *Pedagogical Content Knowledge* Pendidik dalam Menerapkan Pendekatan Saintifik dalam Program PLPG. *Jurnal Derivat*. Vol 3 No 1.
- Riduwan, (2007), *Skala Pengukuran Variabel-variabel Penelitian*. Bandung: Alfabeta.
- _____, (2013). *Metode dan Teknik Menyusun Proposal Penelitian*, Alfabeta Bandung.
- Riggs, I. M., & Enochs, L. G. (1990). Toward the development of an elementary teacher's science teaching efficacy belief instrument. *Science Education*, 74(6), 625-637
- Riese, J., & Reinhold, P., (2010), Measuring Physics Student Teachers' *Pedagogical Content*

- Knowledge as an Indicator of their Professional Action Competence. Dalam M. F. Taşar & G. Qakmakci (editor), Contemporary science education research: teaching, pp. 79-86; 91-94, Turkey: Pegem Akademi, Ankara*
- Robbins, S. (2003). *Perilaku Organisasi Jilid 1*. Jakarta: Indeks Kelompok Gramedia.
- Rosyid, A., Aisyah; & Baya'a, N. (2016). Technological *Pedagogical Content Knowledge: Sebuah Kerangka Pengetahuan bagi Guru Indonesia di Era MEA. Prosiding Seminar Nasional Inovasi Pendidikan*, 446-454.
- Rukoyah, S., Y., (2013). "Pengaruh *Self-efficacy* dan Motivasi Belajar pada Mata Pelajaran Akuntansi: Studi Kasus pada Siswa Kelas XI IS di SMA Negeri 1 Tasikmalaya Tahun Ajaran 2012/2013. *Skripsi*. Universitas Negeri Indonesia.
- Rusefendi, E.T. (2004). *Pengajaran Matematika Modern*. Bandung: Tarsito
- Santrock, J. W, (2010). *Educational Psychologi. Psikologi Pendidikan*. Edisi Kedua. Alih bahasa. Tri Wibowo, Jakarta: Kencana
- Sardiman. (2001). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Raja Grafindo
- Sawada, D., Piburn, M. D., Judson, E., Turley, J., Falconer, K., Benford, R., et al. (2002). *Measuring reform practices in science and mathematics classrooms: The reformed teaching observation protocol. School Science and Mathematics*, 102(6), 245-253.
- Schunk, D.H. (1990). "Goal-setting and self-efficacy during self-regulated learning" *Educational Psychologist (No.25, 1990)*, hlm. 71-86.
- Schunk, H., D. and Pajares F. (2009). *Self- Efficacy Theory. Handbook Motivation*. 35-55.
- Schmidt, D. A., et al. (2010). Technological *Pedagogical Content Knowledge (TPACK): The Development and Validation of an Assessment Instrument for Preservice Teachers. Journal of Research on Technology in Education*, 42(21), 123-149
- See, N. L. M. (2014). Mentoring and Developing *Pedagogical Content Knowledge in Begining Teachers. Social and Behavioral Sciences*, 123, 53-62.
- Seery, Michael K., (2009). "The Effect of Prior Knowledge in Undergraduate Performance in Chemistry: A Correlation – Prediction Study". *Dissertations*. 23. Dublin Institute of Technology, michael.seery@dit.ie. <http://arrow.dit.ie/ltdis/23> downloaded October 23, 2018
- Setiawahyu, Mochamad Iman. (2017). Pengaruh Gaya Mengajar dan Kemampuan Awal Terhadap Hasil Belajar Keterampilan Sepakbola Juara. *Jurnal Olahraga 2 (2) (2017). Halaman 181-192*. STKIP Muhammadiyah Kuningan
- Shulman, L. S., (1987), *Knowledge and teaching: Foundations of the new reform*, Harvard Educational Review, 57(1), 1-22.
- Shulman, L. S. (1986). Those whounderstand: Knowledgegrowth in teaching. *Educational Researcher*, 15(2), 4-14.

- Shulman, L. S., (1986). Those who understand: Knowledge growth in teaching, Harris, J., Mirsha, P., dan Koehler, M. 2009. Teachers' Technological *Pedagogical Content Knowledge* and Learning Activity Types: Curriculum-based Technology Integration Reframed. *Journal of Research on Technology in Education, JRTE, 41(4), 393-416*. Educational Researcher, 15(2), 4- 31.
- Sianipar, P.N. (2014). Pengetahuan Guru tentang Strategi Pembelajaran Fisika: Studi Kasus 3 orang guru Fisika SMA di Yogyakarta. *Skripsi S1*. Program Studi Pendidikan Fisika Universitas Sanata Dharma.
- Solimun. (2003). *Metode Kuantitatif Untuk Manajemen, Diktat Kuliah Program Pascasarjana Universitas Brawijaya*, Malang.
- Stump, S. (1999). Secondary Mathematics Teachers' Knowledge of Slope. *Mathematics Education Research Journal, 11 (2)*.
- Stone NJ, (2000). Exploring the relationship between calibration and self-regulated learning. *Educ Psychol Rev. 2000;12:437-5*. doi: 10.1023/A:1009084430926. [CrossRef] [Google Scholar].
- Sugiyono. (2012). *Metode Penelitian Kombinasi (Mixed Methods)*. Bandung : Alfabeta.
- Sudjana, N. (2004). *Penilaian Hasil Proses Belajar Mengajar*, Bandung: PT Remaja Rosdakarya
- Suhendi, M. E. (2006). Pengaruh Pendekatan pe- nilaian formatif terhadap Hasil Belajar Matematika ditinjau dari kemampuan awal. Eksperimen pada SMAN 1 Sulawesi Tenggara. *Tesis, Program Pascasarjana*. Jakarta: PEP UNJ
- Suh, J. K., & Park, S. (2017). Exploring the relationship between *Pedagogical Content Knowledge (PCK)* and sustainability of an innovative science teaching approach. *Teaching and Teacher Education, 64*, 246-259.
- Sukmadinata, N., S. (2009). *Landasan Psikologi Proses Pendidikan*, Bandung: PT Remaja Rosdakarya.
- Sumarmo, U. Dedy. E dan Rahmat. (2005). Suatu Alternatif Pengajaran Untuk Meningkatkan Pemecahan Masalah Matematika Pada Guru Dan Siswa SMA. *Laporan Hasil Penelitian FPMIPA IKIP Bandung*.
- Susilowatiningsih, H. S. (2006). Pengaruh Tes Forma- tif dan Kemampuan Awal terhadap Hasil Belajar Matematika. *Tesis, Program Pascasarjana*. Jakarta: PEP UNJ.
- Suseno, Miftahun Ni'mah. (2012). *Pengaruh Pelatihan Komunikasi Interpersonal Terhadap Efikasi Diri Sebagai Pelatih Pada Mahasiswa*, Cetakan ke 1. Jakarta Pusat: Kementerian Agama Republik Indonesia.
- Slameto. (2013). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta..
- Slameto. (2010). *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Sudjana, N. (2010). *Penilaian Hasil Proses Belajar Mengajar*. Bandung: PT Remaja

Rosdakarya.

Sugiyono (2007), *Metode Penelitian Administrasi*, Bandung : CV Alfabeta

Sugiyono. (2010). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

----- (2011). *Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mixed Methods)*. Bandung: Alfabeta.

----- (2013). *Metode Penelitian Kombinasi (Mixed Methods)*. Bandung: Alfabeta.

Sugiyono. (2015). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Sukardi. (2014). *Metodologi Penelitian Pendidikan*. Jakarta: Bumi Aksara

Skemp, R. R. (1971). *The Psychology of Learning Mathematics*. England: Penguin Books.

Snelbecker, G. E. (1974). *Learning Theory Instructional Theory and Psychoeducational Design*. New York : Mc Graw Hill Book Co

Suparman, A. (2012). *Desain Instruksional Moderen: Panduan Para Pengajar dan Inovator Pendidikan*. Jakarta: Penerbit Erlangga.

Susanto, A. (2013). *Teori Belajar dan Pembelajaran di SD*. Jakarta: Kencana Prenada Media Group.

Suryawati, E., Firdaus, L. N., & Yosua, H. (2014). Analisis Keterampilan Technological Pedagogical Content Knowledge (TPCK) Guru Biologi SMA Negeri Kota Pekanbaru. *Jurnal Biogenesis*, 11(1), 67-72.

Swanepoel, S. (2010). *The assessment of the quality of science education textbooks: Conceptual framework and instruments for analysis*. University of South Africa.

Syaban, M. (2009). Menumbuhkembangkan Daya dan Disposisi Matematis Siswa Sekolah Menengah Atas Melalui Pembelajaran Investigasi. *Educationist*, 3(2), 129-136.

Taylor, S.E. Peplau, L.T. Sears, D.O. (2009). Psikologi Sosial, Edisi Kedua Belas. Jakarta: Kencana

Thilo Kleickmann, Dirk Richter, Mareike Kunter. (2016). Teachers' Content Knowledge and Pedagogical Content Knowledge: The Role of Structural Differences in Teacher Education, *American Educational Research Journal*, vol. 53, 1: pp. 162-193. , First Published February 1, 2016

Turnuklu, E. B., & Yesildere, S. (2007). Content Knowledge. *IUMPST: The Journal*, 1, 1-13.

Umamah, N. (2014). *Bahan Ajar: Perencanaan Pembelajaran Bidang Studi*. Jember: Universitas Jember.

- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang *Sistem Pendidikan Nasional*.
- Undang-Undang Republik Indonesia Nomor. 14 Tahun 2005 tentang *Guru dan Dosen*.
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang *Sistem Pendidikan Nasional*. (2009). Jakarta: diperbanyak oleh CV Novindo Pustaka Mandiri.
- Vanessa, K. (2011). *Pedagogical Content Knowledge in science education: perspectives and potential for progress*
- Wahyuni, H.T. (2013). Pemahaman Guru Fisika tentang Materi Pembelajaran dan Hubungannya dengan Proses Pembelajaran dan Penilaian Hasil Belajar. *Skripsi S1*. Program Studi Pendidikan Fisika Universitas Sanata Dharma Yogyakarta.
- Wahyono, Budi (2013). *Kemampuan Awal Siswa*, (online), <http://www.pendidikanekonomi.com/2013/07/kemampuanawaalsiswa.html?m=1>, (Diakses 24 April 2016)
- Widiyastuti, E. (2016). Analisis *Pedagogical Content Knowledge* Guru, Literasi Matematika, dan Karakter Peserta Didik. *Tesis*. Semarang: Universitas Negeri Semarang.
- Widiyanto, A. (2013). “Pengaruh *Self-efficacy* dan Motivasi BerHasil Siswa terhadap Kemandirian Belajar Mata Pelajaran Keselamatan dan Kesehatan Kerja (K3) di SMK N 2 Depok. *Skripsi*. Universitas Negeri Yogyakarta.
- Wijaya, H., dan Sutan Surya, S. (2007). *Adventures In Math Tes IQ Matematika*, Yogyakarta: Tugu Publisher.
- Williams, J; & Lockley, J. (2012). Using CoRes to Develop the *Pedagogical Content Knowledge* (PCK) of Early Career Science and Technology Teachers. *Journal of Technology Education*, 24(1), 34-53.
- Winkel, W.,S.(1983). *Psikologi Pendidikan dan Evaluasi Belajar*. PT. Gramedia. Jakarta.
- Yohafrinal, Damris, & Risnita. (2015). Analysis *Pedagogical Content Knowledge* Mathematic of science’s teachers SMA Negeri 11 Kota Jambi. *Edu-Sains*, 4(2), 15-24.
- Yunus, S. (2017). Mengkritisi Kompetensi Guru. <https://news.detik.com/kolom/d-3741162/mengkritisi-kompetensi-guru>. [diakses 1 April 2018].
- Yusuf, A. Muri (2016). *Metodelogi penelitian Kuantitatif, Kualitatif & Penelitian Gabungan*, Jakarta : Prenadamedia Group.
- Zimmerman, (1992). “Self-Motivation for Academia Attainment: The role of Self-efficacy beliefs and personal goal setting,” dalam *American Educational Research Journal*, (No. 29,1992), hlm. 663-676.