

ABSTRAK

Amalia Rizki Fitriani, 2022. **Pengaruh *Pedagogical Content Knowledge* (PCK) Guru Terhadap Motivasi Belajar dan Implikasinya Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Ekonomi (Survei Pada Siswa Kelas XI IPS SMA Negeri Di Kota Tasikmalaya Tahun Ajaran 2020/2021)**. Jurusan Pendidikan Ekonomi Fakultas Keguruan Universitas Siliwangi Tasikmalaya. Dibawah bimbingan Dra. Hj. Heti Suherti, M.M. dan Ai Nur Solihat, M.Pd.

Penelitian ini dilakukan karena rendahnya hasil belajar ekonomi berdasarkan nilai rata-rata PAS Ekonomi SMA Negeri di Kota Tasikmalaya pada tahun ajaran 2020/2021 . tujuan penelitian ini untuk mengetahui tingkat *Pedagogical content knowledge* (PCK) guru, motivasi belajar, dan hasil belajar siswa. penelitian ini juga bertujuan untuk mengetahui bagaimana hubungan *Pedagogical content knowledge* (PCK) guru terhadap hasil belajar siswa baik secara langsung maupun melalui motivasi belajar. Penelitian ini merupakan penelitian kuantitatif dengan metode survey dengan populasi penelitian seluruh siswa kelas XI IPS SMA Negeri di Kota Tasikmalaya yang berjumlah 1.538 siswa yang tersebar di 10 sekolah. Jumlah sampel yang diambil sebanyak 338 siswa yang tersebar di 10 sekolah. Teknik analisis data menggunakan analisis jalur. Hasil penelitian ini menunjukkan bahwa siswa SMA Negeri di Kota Tasikmalaya memiliki tingkat *Pedagogical content knowledge* (PCK) yang sedang, motivasi belajar yang sedang, serta hasil belajar yang sedang. Hasil penelitian ini menunjukkan bahwa *Pedagogical content knowledge* (PCK) tidak berpengaruh signifikan terhadap hasil belajar sebesar -0,132, *Pedagogical content knowledge* (PCK) guru berpengaruh signifikan terhadap motivasi belajar dengan nilai estimasi 0,682 jika dipersenkan pengaruhnya 68,2%, sedangkan motivasi belajar tidak berpengaruh signifikan terhadap hasil belajar sebesar 0,093, dan terdapat pengaruh yang signifikan *Pedagogical content knowledge* (PCK) terhadap hasil belajar melalui motivasi belajar karena berdasarkan analisis jalur nilai t-hitung > dari nilai t tabel (5%) atau $5,727 > 1,96$.

Kata Kunci: *Pedagogical Content Knowledge* (PCK), Motivasi, Hasil Belajar

ABSTRACT

Amalia Rizki Fitriani, 2022. ***The Influence of Teachers' Pedagogical Content Knowledge (PCK) on Learning Motivation and Its Implications for Student Learning Outcomes in Economics Subjects (Survey of Class XI Social Sciences Students at State Senior High Schools in Tasikmalaya City, Academic Year 2020/2021).*** Department of Economic Education, Faculty of Teacher Training, Siliwangi University, Tasikmalaya. Under the guidance of Dra. Hj. Heti Suherti, M.M. and Ai Nur Solihat, M.Pd.

This research was conducted because of the low learning outcomes of economics based on the average value of the PAS Economics of State Senior High Schools in Tasikmalaya City in the 2020/2021 academic year. The purpose of this study was to determine the level of teacher pedagogical content knowledge (PCK), learning motivation, and student learning outcomes. This study also aims to determine how the relationship between teachers' Pedagogical content knowledge (PCK) on student learning outcomes, either directly or through learning motivation. This research is a quantitative research with survey method with the research population is all students of class XI IPS SMA Negeri in Tasikmalaya City, amounting to 1.538 students spread over 10 schools. The number of samples taken was 338 students spread over 10 schools. The data analysis technique used path analysis. The results of this study indicate that the students of SMA Negeri in Tasikmalaya City have moderate levels of Pedagogical content knowledge (PCK), moderate learning motivation, and moderate learning outcomes. The results of this study indicate that the Pedagogical content knowledge (PCK) has no significant effect on learning outcomes by -0,132, the teacher's Pedagogical content knowledge (PCK) has a significant effect on learning motivation with an estimated value of 0,682 if the percentage is 68,2%, while learning motivation has no effect. significant effect on learning outcomes of 0,093, and there is a significant effect of Pedagogical content knowledge (PCK) on learning outcomes through learning motivation because based on path analysis the t-count value > from t table value (5%) or 5,727 > 1,96.

Keywords: *Pedagogical Content Knowledge (PCK), Motivation, Learning Outcomes*