

ABSTRAK

Kurniawati. 2021. Pengaruh *Pedagogical Content Knowledge* (PCK) Guru Ekonomi Terhadap Motivasi Belajar dan Pemahaman Materi Peserta Didik (Survey pada Peserta Didik Kelas XI Jurusan IPS di SMA KHZ Musthafa Sukamanah Tahun Ajaran 2020/2021). Jurusan Pendidikan Ekonomi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya. Di bawah bimbingan Drs. H. Syamsudin Arnasik, M.Pd. dan Ai Nur Solihat, M.Pd.

Masalah yang diteliti dalam penelitian ini mengenai motivasi belajar dan pemahaman materi peserta didik. Penelitian ini bertujuan untuk mengetahui bagaimana pengaruh *pedagogical content knowledge* guru ekonomi terhadap motivasi belajar dan pemahaman peserta didik. Pendekatan dalam penelitian ini menggunakan metode kuantitatif. Adapun metode penelitian yang digunakan metode penelitian survei. Hasil analisis data dengan uji regresi linier sederhana untuk pengaruh variabel *pedagogical content knowledge* terhadap motivasi belajar diperoleh persamaan $\hat{Y} = 17.178 + 0.747 X$ artinya *pedagogical content knowledge* berpengaruh positif terhadap motivasi belajar peserta didik. Hasil uji t diperoleh nilai t_{hitung} sebesar 18.301 dengan signifikansi 0.000 yang berarti signifikan karena < 0.05 . Untuk pengaruh variabel *pedagogical content knowledge* terhadap pemahaman materi peserta didik diperoleh persamaan $\hat{Y} = 13.360 + 0.468X$ artinya *pedagogical content knowledge* berpengaruh positif terhadap pemahaman materi peserta didik Hasil uji t diperoleh nilai t_{hitung} sebesar 10.788 dengan signifikansi 0.000 yang berarti signifikan karena < 0.05 serta hasil uji manova diperoleh nilai signifikansi $0.000 < 0.05$. Dengan demikian dapat disimpulkan bahwa *pedagogical content knowledge* guru ekonomi berpengaruh positif dan signifikan terhadap motivasi belajar dan pemahaman materi peserta didik.

Kata Kunci: *Pedagogical Content Knowledge*, Motivasi Belajar, Pemahaman Materi.

ABSTRACT

Kurniawati. 2021. *The Effect of Pedagogical Content Knowledge (PCK) of Economics Teachers on Learning Motivation and Understanding of Students' Material (Survey of Class XI Students of Social Studies Department at SMA KHZ Musthafa Sukamanah for the Academic Year 2020/2021)*. Department of Economics Education, Faculty of Teacher Training and Education, Siliwangi University, Tasikmalaya. Under the guidance of Drs. H. Syamsudin Arnasik, M.Pd. dan Ai Nur Solihat, M.Pd.

The problem studied in this study is about learning motivation and understanding of students' material. This study aims to determine how the influence of pedagogical content knowledge of economics teachers on learning motivation and understanding of students. The approach in this study uses quantitative methods. The research method used is the survey research method. The results of data analysis using a simple linear regression test for the effect of the variable pedagogical content knowledge on learning motivation obtained the equation = $17,178 + 0.747 X$, which means that pedagogical content knowledge has a positive effect on students' learning motivation. The results of the t-test obtained tcount value of 18.301 with a significance of 0.000 which means significant because <0.05 . For the effect of the pedagogical content knowledge variable on students' material understanding, the equation = $13.360 + 0.468X$ means that pedagogical content knowledge has a positive effect on students' material understanding. The results of the t-test obtained a t-value of 10,788 with a significance of 0.000 which means significant because <0.05 and the results of the Manova test obtained a significance value of 0.000 <0.05 . Thus, it can be concluded that the pedagogical content knowledge of economics teachers has a positive and significant effect on learning motivation and understanding of students' material understanding.

Keywords: Pedagogical Content Knowledge, Learning Motivation, Material Understanding.