

ABSTRAK

Ihrom Jaelani, 2016. Pengaruh *Pedagogical Content Knowledge Guru* Terhadap Mutu Proses Pembelajaran Serta Implikasinya Terhadap Hasil Belajar Siswa. (Studi Persepsional Siswa Kelas XI SMA Negeri se-Kota Tasikmalaya). Dibawah bimbingan : Prof. Dr. H. Nanang Fattah, M.Pd dan Dr. Dadang Dahlan, M.Pd.

Penelitian ini bertujuan untuk mengetahui pengaruh kompetensi *Pedagogical Content Knowledge* guru terhadap mutu proses pembelajaran serta implikasinya terhadap hasil belajar siswa dalam mata pelajaran ekonomi, secara parsial maupun bersama-sama. Metode yang digunakan dalam penelitian ini adalah metode survey eksplanatori dengan teknik pengumpulan data angket skala lima kategori liket. Populasi dalam penelitian yaitu siswa kelas XI SMAN di Kota Tasikmalaya dan pengambilan sampel melalui *Proportionate Random Sampling*. Tehnik pengolahan data yang digunakan adalah Model Analisis Jalur (*Path Analysis Models*). Tehnik ini digunakan untuk mengetahui hubungan langsung dan tidak langsung dari variabel eksogen terhadap variabel endogen. Hasil penelitian ini menunjukkan *Pedagogical Content Knowledge* guru berpengaruh positif terhadap mutu proses pembelajaran. Artinya semakin tinggi tingkat kompetensi *Pedagogical Content Knowledge* guru maka akan meningkatkan mutu proses pembelajaran. Serta menunjukkan kompetensi *Pedagogical Content Knowledge* guru berpengaruh positif terhadap hasil belajar. Artinya semakin tinggi tingkat kompetensi *Pedagogical Content Knowledge* guru maka akan meningkatkan hasil belajar siswa. Serta menunjukkan mutu proses pembelajaran berpengaruh positif terhadap hasil belajar siswa. Artinya semakin tinggi tingkat mutu proses pembelajaran maka akan meningkatkan hasil belajar siswa.

Kata kunci: *Pedagogical Content Knowledge, Mutu Proses Pembelajaran, Hasil Belajar.*

ABSTRACT

Ihrom Jaelani, 2016. Influence of Teacher Pedagogical Content Knowledge Of Quality Learning Process And Its Implication Learning Outcomes.

(Perceptual Studies Student Class XI SMAN as the city of Tasikmalaya). Under the guidance of Prof. Dr. H. Nanang Fattah, M. Pd and Dr. Dadang Dahlan, M.Pd.

This research aimed to determine effect of teachers' Pedagogical Content Knowledge competence on the quality of learning process and its implications for student learning outcomes in economic subjects, partially or simultaneously. The method used in this research is an explanatory survey method with data collection from questionnaire like five scale categories. The population used the study is second grade student of SMAN in the Tasikmalaya and for sampling used Proportionate Random Sampling. Data processing technique used is Path Analysis Model. This technique is used to determine the direct and indirect relationships of exogenous variables on endogenous variables. The results of this study showed teachers' Pedagogical Content Knowledge competence influence to the quality of the learning process. This means the higher teachers' Pedagogical Content Knowledge competence will improve the quality of the learning process. And shows the influence of teachers' Pedagogical Content Knowledge competence on learning outcomes. This means that the higher the level of teachers' Pedagogical Content Knowledge competence will improve student learning outcomes. And show the influence of the quality of the learning process of the students' learning outcomes. This means that the higher the quality of the learning process will improve student learning outcomes.

Keywords: *Pedagogical Content Knowledge, Quality of Learning Process, Learning Outcomes.*