

ABSTRAK

JANGKONTUA SAMUEL SIBURIAN. 8216182019. Pengaruh Efikasi Diri dan Motivasi Berprestasi terhadap Prestasi Belajar Matematika Siswa Kelas V SD Negeri di Kecamatan Paranginan Kabupaten Humbang Hasundutan. Tesis. Pendidikan Dasar Program Pascasarjana Universitas Negeri Medan.

Penelitian ini bertujuan untuk mengkaji dan menemukan pengaruh efikasi diri terhadap motivasi berprestasi, pengaruh efikasi diri terhadap prestasi belajar matematika, dan pengaruh motivasi berprestasi terhadap prestasi belajar matematika siswa kelas V SD Negeri di Kecamatan Paranginan. Penelitian ini termasuk penelitian *ex post facto* karena dilakukan untuk meneliti peristiwa yang telah terjadi dan kemudian merunut ke belakang untuk mengetahui faktor-faktor yang menyebabkan timbulnya kejadian. Berdasarkan hasil pengujian hipotesis dengan menggunakan analisis jalur diperoleh koefisien jalur antara efikasi diri dengan motivasi berprestasi, yaitu: $\rho_{21} = 0,240$ dan $t = 3,024$ dengan taraf signifikansi $0,003 < 0,05$, berarti H_0 ditolak dan H_a diterima. Oleh karena itu, disimpulkan bahwa efikasi diri berpengaruh langsung positif terhadap motivasi berprestasi siswa kelas V SD Negeri di Kecamatan Paranginan. Berdasarkan hasil pengujian hipotesis dengan menggunakan analisis jalur diperoleh koefisien jalur antara efikasi diri dengan prestasi belajar matematika, yaitu: $\rho_{y1} = 0,205$ dan $t = 2,543$ dengan nilai signifikansi $0,012 < 0,05$, berarti H_0 ditolak dan H_a diterima. Oleh karena itu, disimpulkan bahwa efikasi diri berpengaruh langsung positif terhadap prestasi belajar matematika siswa kelas V SD Negeri di Kecamatan Paranginan. Berdasarkan hasil pengujian hipotesis dengan menggunakan analisis jalur diperoleh koefisien jalur antara motivasi berprestasi dengan prestasi belajar matematika, yaitu: $\rho_{y2} = 0,172$ dan $t = 2,134$ dengan nilai signifikansi $0,034 < 0,05$, berarti H_0 ditolak dan H_a diterima. Oleh karena itu, disimpulkan bahwa motivasi berprestasi berpengaruh langsung positif terhadap prestasi belajar matematika siswa kelas V SD Negeri di Kecamatan Paranginan.

Kata Kunci: Efikasi Diri, Motivasi Berprestasi, Prestasi Belajar.



ABSTRACT

JANGKONTUA SAMUEL SIBURIAN. 8216182019. The Influence of Self-Efficacy and Achievement Motivation on Mathematics Learning Achievement of Class V Public Elementary School Students in Paranginan District, Humbang Hasundutan Regency. Thesis. Basic Education, Postgraduate Program, Medan State University.

This research aims to examine and discover the influence of self-efficacy on achievement motivation, the influence of self-efficacy on mathematics learning achievement, and the influence of achievement motivation on the mathematics learning achievement of fifth grade students at State Elementary Schools in Paranginan District. This research is ex post facto research because it is carried out to examine events that have occurred and then trace them back to find out the factors that caused the incident to occur. Based on the results of hypothesis testing using path analysis, the path coefficient between self-efficacy and achievement motivation is obtained, namely: $\beta_{21} = 0.240$ and $t = 3.024$ with a significance level of $0.003 < 0.05$, meaning H_0 is rejected and H_a is accepted. Therefore, it is concluded that self-efficacy has a direct positive effect on the achievement motivation of fifth grade students at State Elementary Schools in Paranginan District. Based on the results of hypothesis testing using path analysis, the path coefficient between self-efficacy and mathematics learning achievement is obtained, namely: $\beta_{y1} = 0.205$ and $t = 2.543$ with a significance value of $0.012 < 0.05$, meaning H_0 is rejected and H_a is accepted. Therefore, it is concluded that self-efficacy has a direct positive effect on the mathematics learning achievement of fifth grade students at State Elementary Schools in Paranginan District. Based on the results of hypothesis testing using path analysis, the path coefficient between achievement motivation and mathematics learning achievement is obtained, namely: $\beta_{y2} = 0.172$ and $t = 2.134$ with a significance value of $0.034 < 0.05$, meaning H_0 is rejected and H_a is accepted. Therefore, it is concluded that achievement motivation has a direct positive effect on the mathematics learning achievement of fifth grade students at State Elementary Schools in Paranginan District.

Keywords: Self-Efficacy, Achievement Motivation, Learning Achievement.