ABSTRAK

Siti Syarah Maulydia. **Hubungan Antara Kemampuan Representasi Matematis dengan Kepercayaan Diri, Kemandirian Belajar, Motivasi Belajar, Disposisi Matematis dan *Gender* Siswa SMK**. Tesis. Medan : Program Studi Pendidikan Matematika Pascasarjana Universitas Negeri Medan 2017.

Tujuan penelitian ini adalah: untuk (1) Menganalisis apakah ada hubungan antara kemampuan representasi matematis dengan kepercayaan diri, kemandirian belajar, motivasi belajar, disposisi matematis dan *gender* siswa secara simultan; (2) Menganalisis apakah ada hubungan antara kemampuan representasi matematis dengan kepercayaan diri, kemandirian belajar, motivasi belajar, disposisi matematis dan *gender* siswa secara parsial; (3) Mendeskripsikan tingkat kepercayaan diri, kemandirian belajar, motivasi belajar dan disposisi matematis siswa; (4) Mengetahui tingkat keeratan hubungan antara kemampuan representasi matematis dengan kepercayaan diri, kemandirian belajar, motivasi belajar, disposisi matematis dan *gender* siswa secara simultan; dan (5) Mengetahui tingkat keeratan hubungan antara kemampuan representasi matematis dengan kepercayaan diri, kemandirian belajar, motivasi belajar, disposisi matematis dan *gender* secara parsial. Metode penelitian ini adalah metode asosiatif dengan hubungan kausal. Populasi penelitian ini adalah seluruh siswa kelas X SMK Negeri di Kota Padangsidimpuan. Sampel penelitian ini adalah 220 siswa kelas X SMK Negeri di kota Padangsidimpuan. Instrumen yang digunakan terdiri dari tes kemampuan representasi matematis, angket kepercayaan diri, angket kemandirian belajar, angket motivasi belajar dan angket disposisi siswa. Analisis data yang dilakukan menggunakan Analisis Regresi Berganda *Dummy*. Hasil penelitian menunjukkan bahwa : (1) Adanya hubungan antara kemampuan representasi matematis dengan kepercayaan diri, kemandirian belajar, motivasi belajar, disposisi matematis dan *gender* siswa secara simultan; (2) Adanya hubungan antara kemampuan representasi matematis dengan kepercayaan diri, kemandirian belajar, motivasi belajar dan disposisi matematis siswa secara parsial namun tidak terdapat hubungan antara kemampuan representasi matematis dengan *gender* siswa; (3) Tingkat kepercayaan diri siswa dari keempat sekolah adalah tinggi; tingkat kemandirian belajar siswa sekolah A, C dan D adalah tinggi sedangkan siswa sekolah B adalah rendah; tingkat motivasi belajar siswa sekolah A dan D adalah tinggi sedangkan siswa sekolah B dan C adalah rendah; dan tingkat disposisi matematis siswa dari keempat sekolah adalah tinggi; (4) Tingkat keeratan hubungan antara kemampuan representasi matematis dengan kepercayaan diri, kemandirian belajar, motivasi belajar, disposisi matematis dan *gender* siswa secara simultan adalah rendah; dan (5) Tingkat keeratan hubungan antara kemampuan representasi matematis dengan kepercayaan diri adalah rendah; dengan kemandirian belajar adalah sangat rendah; dengan motivasi belajar adalah sangat rendah, dan dengan disposisi matematis adalah rendah.

Kata kunci : Kemampuan Representasi Matematis, Kepercayaan Diri, Kemandirian Belajar, Motivasi Belajar, Disposisi Matematis dan *Gender*

ABSTRACT

Siti Syarah Maulydia. **The Relationship Between The Students Ability of Mathematical Representation with Self-Efficacy, Self Regulated Learning, Learning Motivation, Mathematical Disposition and Gender of Vocational High School Students**. Thesis. Medan : Study Program of Mathematics Education Post Graduate of State University of Medan. 2017.

This study aims to : (1) Analyze whether there is a relationship between the ability of mathematical representation with self-efficacy, self regulated learning, learning motivation, mathematical disposition and gender of students simultaneously; (2) Analyze whether there is a relationship between the ability of mathematical representation with self-efficacy, self regulated learning, learning motivation, mathematical disposition and gender of students partially; (3) Describe the level of self-efficacy, self regulated learning, learning motivation and mathematical disposition of students; (4) Knowing the level of relationship between the ability of mathematical representation with self-efficacy, self regulated learning, learning motivation, mathematical disposition and gender of students simultaneously; and (5) Knowing the level of relationship between the ability of mathematical representation with self-efficacy, self regulated learning, learning motivation, mathematical disposition and gender of students partially.The method of this study is the associative method with causal relationship. Population of this study is all of 10th grade students in Padangsidimpuan. Sample of this study consist of 220 students of grade 10th in Padangsidimpuan vocational high school. The instruments used are consist of the test of mathematical representation ability, the questionnaire of self-efficacy, self regulated learning, learning motivation and mathematical disposition. The data analysis was done by using analysis multiple regression of *Dummy*. The result shows that: (1) There's a relationship between the ability of mathematical representation with self-efficacy, self regulated learning, learning motivation, mathematical disposition and gender of students simultaneously; (2) There's a relationship between the ability of mathematical representation with self-efficacy, self regulated learning, learning motivation, mathematical dispositionpartially, but there's no relationship between the ability of mathematical representation with students gender; (3) The level of students self-efficacy is high; the level of self regulated learning from school A, C and D is high, but in school B the level is low; the level of students learning motivation from school A and D is high and from school B and C is low; and the level of mathematical disposition is high; (4) The level of relationship between the ability of mathematical representation with self-efficacy, self regulated learning, learning motivation, mathematical disposition and gender of students simultaneously is low; and (5) The level of relationship between the ability of mathematical representation with self-efficacy is low, with self regulated learning is low, with learning motivation is very low, and with mathematical disposition is low.

Keywords : The Ability Of Mathematical Representation, Self-Efficacy, Self Regulated Learning, Learning Motivation, Mathematical Disposition And Gender