ABSTRAK

Susi Syahputri, NIM. 4223321013. Analisis *Motivational Beliefs* Siswa Terhadap Pemahaman *Newtonian Mechanics* Ditinjau Dari Sisi Gender.

Penelitian ini dilakukan untuk mengetahui pentingnya *motivational beliefs* siswa dalam pembelajaran fisika, khususnya pada pemahaman *Newtonian Mechanics.* Penelitian ini bertujuan untuk menganalisis peran *motivational beliefs* dalam pembelajaran fisika terhadap materi *Newtonian* dan mengetahui peran perbedaan gender dalam lingkungan pembelajaran fisika yang mempengaruhi pemahaman konsep *Newtonian*. Penelitian ini menggunakan metode kuantitatif dengan sampel 358 siswa, 144 siswa laki-laki dan 214 siswa perempuan yang dilakukan pada bulan januari-februari 2026. Instrumen yang digunakan berupa angket *motivational beliefs* dan tes pemahaman konsep *Newtonian* menggunakan FCI (*Force Concept Inventory).* Analisis data dilakukan menggunakan CFA *(Confimatory Factor Analysis)* dan SEM *(Structural Equation Modeling).* Hasil penelitian menunjukkan bahwa terdapat perbedaan peran *motivational beliefs* dalam lingkungan belajar fisika. Pada kelompok siswa laki-laki konstruk *motivational beliefs* yang paling berpengaruh adalah *perceived recognition* sebesar 0.260*,* sedangkan pada kelompok perempuan konstruk motivational beliefs adalah *sense of belonging* sebesar 0.176.

Kata Kunci: FCI, CFA, SEM, *Motivational Beliefs, Self-Efficacy, Interest, Physics Identity, Perceived Recognition, Sense Of Belonging, Peer Interaction.*

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ABSTRACT

Susi Syahputri, NIM. 4223321013. ***Analysis of Students' Motivational Beliefs Regarding Understanding Newtonian Mechanics from a Gender Perspective.***

This study was conducted to determine the importance of students' motivational beliefs in physics learning, specifically in understanding Newtonian Mechanics. This study aimed to analyze the role of motivational beliefs in physics learning regarding Newtonian material and to determine the role of gender differences in the physics learning environment that influence understanding of Newtonian concepts. This study used quantitative methods with a sample of 358 students (144 male and 214 female students) conducted in January-February 2026. The instruments used were a motivational beliefs questionnaire and a Newtonian concept understanding test using the Force Concept Inventory (FCI). Data analysis was performed using Confirmatory Factor Analysis (CFA) and Structural Equation Modeling (SEM). The results showed that there are differences in the role of motivational beliefs in the physics learning environment. In the male student group, the most influential motivational belief construct was perceived recognition at 0.260, while in the female student group, the most influential motivational belief construct was sense of belonging at 0.176.

Keywords: FCI, CFA, SEM, Motivational Beliefs, Self-Efficacy, Interest, Physics Identity, Perceived Recognition, Sense of Belonging, Peer Interaction.