

ABSTRAK

Wahyuni. (2024). *Pengaruh Kecemasan Matematis, Motivasi Berprestasi, dan Minat Belajar yang Dimoderasi oleh Efikasi Diri terhadap Pemahaman Konsep Matematika Siswa*. Skripsi. Tanjungpinang: Program Studi Pendidikan Matematika, Universitas Maritim Raja Ali Haji. Pembimbing I : Assist. Prof. Roma Doni Azmi, S.Pd.I., M.Ed. Pembimbing II : Assist. Prof. Susanti, S.Pd., M.Pd.

Kata kunci: Kecemasan matematis, motivasi berprestasi, minat belajar, efikasi diri, pemahaman konsep matematika.

Penelitian ini dilakukan bertujuan untuk mendeskripsikan dan dapat memperjelas hubungan antara kecemasan matematis, motivasi berprestasi, dan minat belajar, terhadap pemahaman konsep matematika dengan efikasi diri sebagai variabel moderasi. Penelitian ini diimplementasikan pada materi rasio dengan melibatkan 65 siswa kelas VII di SMP Negeri 12 Tanjungpinang. Data dikumpulkan dengan teknik pemberian soal tes dan angket. Penelitian ini menggunakan pendekatan penelitian kuantitatif dengan jenis penelitian yang digunakan yaitu penelitian Asosiatif. Hasil penelitian menjawab hipotesis, hipotesis pertama memperoleh nilai signifikansi sebesar 0.0000 yang artinya terdapat pengaruh kecemasan matematis terhadap pemahaman konsep matematika, hipotesis kedua memperoleh nilai signifikansi sebesar 0.0000 yang artinya terdapat pengaruh motivasi berprestasi terhadap pemahaman konsep matematika, hipotesis ketiga memperoleh nilai signifikansi sebesar 0.0000 yang artinya terdapat pengaruh minat belajar terhadap pemahaman konsep matematika, hipotesis keempat memperoleh nilai signifikansi sebesar 0.5791 yang artinya tidak terdapat pengaruh kecemasan matematis terhadap pemahaman konsep matematika melalui efikasi diri sebagai moderating, hipotesis kelima memperoleh nilai signifikansi sebesar 0.0012 yang artinya terdapat pengaruh motivasi berprestasi terhadap pemahaman konsep matematika melalui efikasi diri sebagai moderating, dan hipotesis keenam memperoleh nilai signifikansi sebesar 0.0000 yang artinya terdapat pengaruh minat belajar terhadap pemahaman konsep matematika melalui efikasi diri sebagai moderating. Selain itu diperoleh juga nilai R-square model I sebesar 60.1% < nilai R-square model II sebesar 73.9% yang bermakna dengan adanya variabel efikasi diri sebagai variabel moderasi memperkuat pengaruh antara variabel kecemasan matematis, motivasi berprestasi dan minat belajar terhadap variabel pemahaman konsep matematika siswa kelas VII SMP Negeri 12 Tanjungpinang.

ABSTRACT

Wahyuni. (2024). *The Effect of Mathematical Anxiety, Achievement Motivation, and Learning Interest Moderated by Self-Efficacy on Students' Understanding of Mathematical Concepts*. Thesis. Tanjungpinang: Faculty of Teacher Training and Education. Raja Ali Haji Maritime University. Advistor I : Assist. Prof. Roma Doni Azmi, S.Pd.I., M.Ed. Advistor II : Assist. Prof. Susanti, S.Pd., M.Pd.

Keywords: Mathematical anxiety, achievement motivation, interest in learning, self-efficacy, understanding of mathematical concepts.

This research was conducted with the aim of describing and being able to clarify the relationship between mathematical anxiety, achievement motivation, and interest in learning, on the understanding of mathematical concepts with self-efficacy as a moderation variable. This research was implemented on ratio material by involving 65 grade VII students at SMP Negeri 12 Tanjungpinang. Data was collected by the technique of giving test questions and questionnaires. This study uses a quantitative research approach with the type of research used, namely Associative research. The results of the study answered the hypothesis, the first hypothesis obtained a significance value of 0.0000 which means that there is an influence of mathematical anxiety on the understanding of mathematical concepts, the second hypothesis obtained a significance value of 0.0000 which means that there is an influence of achievement motivation on the understanding of mathematical concepts, the third hypothesis obtained a significance value of 0.0000 which means that there is an influence of learning interest on the understanding of mathematical concepts, the fourth hypothesis obtained a significance value of 0.5791 which means that there is no effect of mathematical anxiety on the understanding of mathematical concepts through self-efficacy as moderating, The fifth hypothesis obtained a significance value of 0.0012 which means that there is an influence of achievement motivation on the understanding of mathematical concepts through self-efficacy as moderating, and the sixth hypothesis obtained a significance value of 0.0000 which means that there is an influence of learning interest on the understanding of mathematical concepts through self-efficacy as moderating. In addition, the R-square value of model I was also obtained < R-square value of model II of 73.9% which was meaningful with the existence of a self-efficacy variable as a moderation variable to strengthen the influence between the variables of mathematical anxiety, achievement motivation and learning interest on the variables of understanding mathematical concepts of grade VII students of SMP Negeri 12 Tanjungpinang.