

PERAN EFIKASI DIRI MATEMATIKA DAN MOTIVASI BERPRESTASI TERHADAP PRESTASI BELAJAR MATEMATIKA

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INTISARI

Penelitian ini bertujuan untuk mengetahui peran efikasi diri matematika dan motivasi berprestasi terhadap prestasi belajar matematika siswa. Subyek dalam penelitian ini adalah siswa kelas 8 di Kecamatan Saptosari, Gunungkidul. Alat pengumpulan data yang digunakan dalam penelitian ini adalah Tes Matematika, Skala Efikasi Diri Matematika dan Skala Motivasi Berprestasi. Hasil analisis regresi linear berganda menunjukkan bahwa efikasi diri matematika dan motivasi berprestasi secara bersama-sama berperan terhadap prestasi belajar matematika. Sumbangan efektif variabel efikasi diri matematika dan motivasi berprestasi terhadap prestasi belajar matematika sebesar 9,1%. Hasil analisis korelasi parsial menunjukkan bahwa tidak ada hubungan antara efikasi diri matematika dengan prestasi belajar matematika ketika variabel motivasi berprestasi dikontrol. Disisi lain, secara parsial terdapat hubungan yang signifikan antara motivasi berprestasi dengan prestasi belajar matematika ketika variabel efikasi diri matematika dikontrol. Sumbangan efektif variabel motivasi berprestasi terhadap prestasi belajar matematika sebesar 10,4%.

Kata kunci : prestasi belajar matematika, efikasi diri matematika, motivasi berprestasi

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ROLE OF MATHEMATIC SELF EFFICACY AND ACHIVEMENT MOTIVATION IN MATHEMATIC ACHIVEMENT

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ABSTRACT

The purpose of this study was to determine the role of mathematics self-efficacy and achievement motivation on students' mathematics achievement. Subjects in this study were 8th grade students in District Saptosari, Gunung Kidul. Data collection tools used in this research were the Test of Mathematics, Mathematics Self-Efficacy Scale and Achievement Motivation Scale. Results of multiple linear regression analysis showed that the mathematics self-efficacy and achievement motivation jointly contribute to mathematics achievement. The effective contribution of mathematics self-efficacy and achievement motivation on mathematics achievement was 9.1%. The results of partial correlation analysis showed that there was no relationship between mathematics self-efficacy in mathematics achievement when the achievement motivation are controlled. On the other hand, partially a significant relationship between achievement motivation and mathematics achievement when mathematics self-efficacy were controlled. Effective contribution achievement motivation variable on mathematics achievement was 10.4%.

Keywords : mathematic achievement, mathematic self efficacy, achievement motivation

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