# ABSTRAK

**ST. RAHMAH SAMI AHMAD:** *Pengaruh Phobia Matematika, Self-Efficacy, Adversity Quotient dan Motivasi Berprestasi Terhadap Prestasi Belajar Matematika Siswa Kelas VII di Kabupaten Gowa.* **Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2015.**

Tujuan penelitian ini adalah untuk mendeskripsikan pengaruh langsung dan tidak langsung *phobia* matematika, *self-efficacy*, *adversity quotient* dan motivasi berprestasi terhadap prestasi belajar siswa kelas VII di kabupaten Gowa.

Penelitian ini merupakan penelitian kuantitatif dengan jenis penelitian *ex-post facto.* Populasi penelitian ini adalah seluruh siswa kelas VII di kabupaten Gowa tahun ajaran 2014/2015. Sampel dipilih secara bertahap melalui stratifikasi, purposif, dan random sampling dan diroleh sebanyak 217 siswa dari 8 sekolah di 8 kecamatan. Pengumpulan data menggunakan skala Likert dan pemberian tes. Validasi instrumen menggunakan validitas isi dan validitas konstruk. Teknik analisis data yang digunakan adalah analisis deskriptif dan analisis jalur dengan menggunakan bantuan program pengolahan data statistik SPSS dan AMOS. Selain itu dilakukan uji Sobel untuk menguji hubungan variabel intervening yang ada di dalam hipotesis.

Hasil penelitian menunjukkan bahwa (1) prestasi belajar matematika siswa berada pada kategori "sedang", *self-efficacy* berada pada kategori "tinggi", *adversity quotient* juga berada pada kategori "tinggi", begitupun motivasi berprestasinya, sedangkan *phobia* matematika siswa berada pada kategori "rendah". Akreditasi sekolah tidak mempengaruhi prestasi belajar matematika, *self-efficacy*, *adversity quotient*, motivasi berprestasi serta *phobia* matematika siswa, (2) *self-efficacy*, *adversity quotient*, motivasi berprestasi dan *phobia* matematika siswa memiliki pengaruh langsung dan tidak langsung satu sama lainnya, (3) *self-efficacy*, *adversity quotient*, dan motivasi berprestasi memiliki pengaruh tidak langsung terhadap prestasi belajar matematika siswa, ketiga variabel tersebut diperkuat pengaruhnya oleh variabel lainnya, sedangkan phobia matematika memiliki pengaruh langsung sekaligus tidak langsung terhadap prestasi belajar matematika, (4) *self-efficacy*, *adversity quotient*, motivasi berprestasi dan *phobia* matematika memiliki pengaruh yang simultan terhadap prestasi belajar matematika dilihat dari kontribusi keempat variabel tersebut terhadap prestasi belajar adalah sebesar 89,8 %, sedangkan sisanya dipengaruhi oleh variabel lain yang tidak diperhitungkan oleh peneliti.

Kata Kunci:  *prestasi Belajar, phobia matematika, self-efficacy, adversity quotient, motivasi berprestasi, analisis jalur*

# ABSTRACT

**ST. RAHMAH SAMI AHMAD:** *The Effect of Math Phobia, Self-Efficacy, Adversity Quotient and Achievement Motivation on Learning Achievement of Mathematics Among Seventh Grade Students in Gowa.* **Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2015.**

This research aims to describe direct and indirect influences of mathematics phobia, self-efficacy, adversity quotient and achievement motivation on student achievement of class VII in Gowa district.

This research was a quantitative ex-post facto research. The population was all students of class VII in Gowa district in the academic year of 2014/2015. The samples have been established gradually through stratification, purposive, clusters and random sampling. The data were collected by using Likert scale and the tests. The instrument validity was in term of the content validity and construct validity. The data obtained were analyzed by using the descriptive analysis and path analysis with statistical data processing program SPSS and AMOS. Moreover, Sobel test was used to examine the relationship of existing intervening variables in the hypothesis.

The results show that (1) mathematics achievement of students was categorized "medium", self-efficacy was categorized "high", adversity quotient also was categorized of "high", as well as achievement motivation. Whereas the student's math phobia was categorized of "low". School accreditation does not affect mathematics achievement, self-efficacy, adversity quotient, achievement motivation and math phobia, (2) self-efficacy, adversity quotient, achievement motivation and math phobia has direct and indirect influence from each other, (3) self-efficacy, adversity quotient, and achievement motivation had indirect influence on mathematics achievement. These three variables is reinforced by the influence of other variables, whereas the math phobia has a direct as well indirect effect on mathematics achievement, (4) self-efficacy, adversity quotient, achievement motivation and math phobia have a simultaneous effect on mathematics achievement viewed from the four variables contribute to the mathematics achievement is at 89.8%, whereas the rest is influenced by other variables not taken into account by the researchers.

**Keywords:**   *learning achievement, math phobia, self-efficacy, adversity quotient, achievement motivation, path analysis*