

**HUBUNGAN ANTARA *SELF-EFFICACY* DAN MOTIVASI BELAJAR
DENGAN KEMAMPUAN LITERASI MATEMATIKA SISWA KELAS
VIII SMP NEGERI 12 DENPASAR**

Oleh

Luh Devi Kemala Pratiwi, NIM 1813011082

Jurusan Matematika

ABSTRAK

Penelitian ini dilakukan dengan tujuan mengetahui hubungan antara *self-efficacy* dan motivasi belajar dengan kemampuan literasi matematika siswa kelas VIII di SMP Negeri 12 Denpasar. Penelitian ini berjenis *ex-post facto* dengan mempergunakan analisis regresi linier berganda. Populasinya ialah keseluruhan siswa kelas VIII di SMP Negeri 12 Denpasar tahun pelajaran 2021/2022 yang berjumlah 426 orang. Sampel berukuran 202 orang dipilih dengan teknik *proportional random sampling*. Metode pengumpulan data dilakukan dengan menyebarkan instrumen dalam bentuk angket guna mendapatkan data *self-efficacy* serta motivasi belajar dan instrumen dalam bentuk tes dipergunakan mendapatkan data kemampuan literasi matematika. Pengukuran *self-efficacy* yang dilakukan yaitu hanya menggunakan dimensi-dimensi *self-efficacy* menurut Bandura sebagai dasar pengukuran sedangkan pengukuran motivasi belajar yaitu hanya menggunakan indikator pengukuran motivasi belajar menurut Hamzah B. Uno. Dalam penelitian ini soal literasi matematika yang digunakan adalah soal yang berkaitan dengan kemampuan siswa guna merumuskan, menggunakan serta menafsirkan ilmu matematika pada aneka jenis konteks secara nyata. Pengujian hipotesis mempergunakan analisis regresi linier berganda dengan tujuan untuk menganalisis hubungan antara variabel bebas (*self-efficacy* dan motivasi belajar) terhadap variabel terikat (kemampuan literasi matematika). Hasil yang diperoleh ialah: (1) Data yang diuji sudah memenuhi uji asumsi klasik yaitu nilai residual berdistribusi normal, hubungan antar variabel linier serta signifikan, tidak terjadi multikolinieritas antar variabel dependen, tidak ada autokorelasi dan tidak terjadinya heteroskedastisitas. (2) Terdapat hubungan positif dan signifikan secara bersama-sama antara *self-efficacy* dan motivasi belajar dengan kemampuan literasi matematika siswa. Adapun persamaan regresi yang diperoleh adalah $Y = 0,086X_1 + 0,061X_2$ dengan $R^2 = 0,915$ sehingga dapat disimpulkan bahwa secara simultan *self-efficacy* dan motivasi belajar memberikan pengaruh terhadap kemampuan literasi matematika siswa sebesar 91,5%, dengan sumbangan efektif dari variabel *self-efficacy* sebanyak 44,54% dan variabel motivasi belajar sebanyak 46,96%.

Kata kunci: Literasi, motivasi dan *self-efficacy*

**THE RELATION BETWEEN SELF-EFFICACY AND LEARNING
MOTIVATION WITH STUDENTS' MATHEMATIC LITERACY SKILLS
OF CLASS VIII SMP NEGERI 12 DENPASAR**

By

Luh Devi Kemala Pratiwi, NIM 1813011082

Mathematic Major

ABSTRACT

This research was conducted with the aim of determining the relationship between self-efficacy and learning motivation with the students mathematical literacy skill of class VIII at SMP Negeri 12 Denpasar. This research is an ex-post facto type by using multiple linear regression analysis. The population is the total number of students class VIII at SMP Negeri 12 Denpasar for the 2021/2022 academic year which amounts to 426 people. A sample of 202 people was selected by using the proportional random sampling technique. The method of data collection was carried out by distributing instruments in the form of questionnaires to obtain data on self-efficacy and learning motivation and instruments in the form of tests were used to obtain data on mathematical literacy skills. The measurement of self-efficacy that is carried out is only using the self-efficacy dimensions according to Bandura as the basis for measurement, while the measurement of learning motivation is only using indicators of measuring learning motivation according to Hamzah B. Uno. In this research, the mathematical literacy questions used were questions related to students' ability to formulate, use and interpret mathematics in various real contexts. The hypothesis test using a multiple linear regression analysis with the purpose is to analyze the relationship between the independent variable (self-efficacy and learning motivation) to the dependent variable (mathematical literacy skills). The results obtained are: (1) The data tested has met the classical assumption test, namely the normally distributed residual value, the relationship between the variables is linear and significant, there is no multicollinearity between the dependent variables, there is no autocorrelation and no heteroskedasticity. (2) There is a positive and significant relationship together between self-efficacy and learning motivation with students' mathematical literacy skills. The regression equation obtained is $Y = 0,086X_1 + 0,061X_2$ with $R^2 = 0,915$, so it can be concluded that simultaneously self-efficacy and learning motivation have an influence on students' mathematical literacy skill as much as 91,5%, with the effective contribution of self-efficacy variables as much as 44,54% and the learning motivation variables as much as 46,96%.

Key word: Literacy, motivation and *self-efficacy*