# ABSTRAK

**Wulandari, Ni Nyoman** (2022), *Model Struktural Konsep Diri, Kecemasan dan Prestasi Belajar Matematika Siswa Kelas VII SMP Negeri 8 Denpasar*. Tesis, Penelitian dan Evaluasi Pendidikan, Program Pascasarjana, Universitas Pendidikan Ganesha.

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*Kata-kata kunci*: konsep diri, kecemasan, prestasi belajar matematika

Pembelajaran tanpa tatap muka baik secara *online* maupun *offline* menyebabkan siswa sering merasa cemas. Selain pembelajaran, faktor lain yang diduga dapat menimbulkan rasa cemas adalah konsep diri. Rasa cemas pada akhirnya berdampak pada hasil belajar. Penelitian ini bertujuan untuk mengkonfirmasi model struktural dari konsep diri akademik, kecemasan matematika dan prestasi belajar matematika. Penelitian tergolong bentuk penelitian *ex post facto* dengan populasi seluruh siswa kelas VII SMP dengan sampel sebanyak 213 orang siswa yang ditentukan berdasarkan rumus *Isaac-Michael* dan dipilih dengan teknik *cluster random sampling*. Data dikumpulkan dengan kuesioner untuk variabel konsep diri akademik dan kecemasan matematika, serta tes obyektif untuk variabel prestasi belajar matematika. Data dianalisis menggunakan *Struktural Equation Modeling* (SEM) berbantuan aplikasi Lisrel. Hasil penelitian menunjukkan: (1) model hubungan antar-variabel yang memengaruhi prestasi belajar matematika terbukti secara empiris, (2) terdapat pengaruh yang signifikan dan negatif antara konsep diri akademik terhadap kecemasan matematika, (3) terdapat pengaruh yang signifikan dan positif antara konsep diri akademik terhadap prestasi belajar matematika, (4) terdapat pengaruh yang signifikan dan negatif antara kecemasan matematika terhadap prestasi belajar matematika. Temuan diharapkan dapat memberikan kontribusi bagi guru maupun orang tua mengenai pentingnya menjaga stabilitas konsep diri akademik dan kecemasan matematika siswa agar dapat mencapai prestasi belajar matematika yang maksimal.

## *ABSTRACT*

**Wulandari, Ni Nyoman** (2022), *Structural Model of Self-Concept, Anxiety and Mathematics Learning Achievement of Grade VII Students of SMP Negeri 8 Denpasar. Thesis, Educational Research and Evaluation, Graduate Program, Ganesha University of Education.*

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*Key words: self-concept, anxiety, achievement in learning mathematics*

*Non-face-to-face learning both online and offline causes students to often feel anxious. In addition to learning, another factor that is thought to cause anxiety is self-concept. Anxiety ultimately has an impact on learning outcomes. This study aims to confirm structural models of academic self-concept, mathematical anxiety and mathematics learning achievement. The study was classified as an ex-post facto form of research with a population of all grade VII junior high school students with a sample of 213 students determined based on the Isaac-Michael formula and selected by cluster random sampling technique. Data were collected with questionnaires for variables of academic self-concept and mathematical anxiety, as well as objective tests for variables of mathematics learning achievement. The data were analyzed using Structural Equation Modeling (SEM) assisted by Lisrel applications. The results showed: (1) the model of inter-variable relationships that affect mathematics learning achievement is empirically proven, (2) there is a significant and negative influence between academic self-concept on mathematical anxiety, (3) there is a significant and positive influence between academic self-concept on mathematics learning achievement, (4) there is a significant and negative influence between mathematics anxiety on mathematics learning achievement. The findings are expected to contribute to teachers and parents regarding the importance of maintaining the stability of students' academic self-concept and mathematical anxiety in order to achieve maximum mathematics learning achievement.*