

## ABSTRAK

**Septianthari, Ni Made Friska Dewi** (2023), *Determinasi Literasi Numerik, Motivasi Berprestasi, dan Konsep Diri Terhadap Hasil Belajar Matematika Siswa Kelas IV SD Gugus Letkol Wisnu*. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini sudah disetujui dan diperiksa oleh Pembimbing I: Prof. Dr. Nyoman Dantes dan Pembimbing II: Prof. Drs. Sariyasa, M Sc. Ph.D

*Kata-kata kunci:* literasi numerik, motivasi berprestasi, konsep diri, dan hasil belajar matematika

Penelitian ini bertujuan untuk mendeskripsikan kontribusi literasi numerik, motivasi berprestasi, dan konsep diri terhadap hasil belajar matematika, baik secara simultan maupun secara parsial. Jenis penelitian yang dilakukan adalah *ex-post facto* dengan menggunakan analisis regresi linier sederhana dan regresi linier berganda. Sampel penelitian ini terdiri dari 182 siswa kelas IV di SD Gugus Letkol Wisnu (Denpasar Utara), yang dipilih menggunakan teknik proporsional random sampling, dari total populasi sebanyak 379 siswa. Data dikumpulkan melalui penggunaan kuesioner untuk mengukur motivasi berprestasi dan konsep diri, serta tes objektif untuk mengukur literasi numerik dan konsep diri. Sebelum dilakukan uji hipotesis, dilakukan uji asumsi yang terdiri dari uji normalitas, uji linieritas, uji multikolinieritas, dan uji heteroskedastisitas. Setelah semua asumsi terpenuhi, dilanjutkan dengan uji hipotesis. Hasil penelitian menunjukkan adanya determinasi antara variabel literasi numerik, motivasi berprestasi, dan konsep diri secara parsial terhadap hasil belajar matematika. Setiap variabel memiliki koefisien yang lebih besar dari nilai  $t$ -tabel (0,146). Kontribusi efektif dari masing-masing variabel adalah literasi numerik sebesar 5,97%, motivasi berprestasi sebesar 25,36%, dan konsep diri sebesar 19,17%. Selain itu, terdapat juga determinasi antara variabel literasi numerik, motivasi berprestasi, dan konsep diri secara simultan terhadap hasil belajar matematika. Nilai  $F$ -hitung (60,484) lebih besar dari  $F$ -tabel (2,66), dengan koefisien determinasi sebesar 50,5%. Berdasarkan temuan tersebut dapat disimpulkan, bahwa terdapat determinasi literasi numerik, motivasi berprestasi, dan konsep diri terhadap hasil belajar matematika siswa kelas IV SD Gugus Letkol Wisnu, baik secara parsial maupun simultan. Dengan demikian, ketiga faktor tersebut dapat dijadikan prediktor tingkat kecenderungan hasil belajar matematika siswa kelas IV SD Gugus Letkol Wisnu.

## ABSTRACT

**Septianthari, Ni Made Friska Dewi** (2023), The Determination of Numerical Literacy, Achievement Motivation, and Self-Concept on Mathematics Outcomes in the Sixth Grade of Gugus Letkol Wisnu Elementary School. Thesis for the Basic Education Program, Postgraduate Program, Ganesha University of Education.

This thesis has been approved and examined by Prof. Dr. Nyoman Dantes as 1st Supervisor, and Prof. Drs. Sariyasa, M.Sc. Ph.D as 2nd Supervisor.

Keywords: numerical literacy, achievement motivation, self-concept, and mathematics learning outcomes

The purpose of this study is to describe the contribution of numeracy literacy, achievement motivation, and self-concept to mathematics learning outcomes, both simultaneously and partially. The type of research conducted is ex-post facto using simple linear regression analysis and multiple linear regression. The sample consisted of 182 fourth-grade students from elementary schools in Gugus Letkol Wisnu (North Denpasar), selected through proportional random sampling from a total population of 379 students. Data were collected through the administration of questionnaires to assess achievement motivation and self-concept, as well as objective tests to measure numerical literacy and self-concept. Prior to hypothesis testing, several assumption tests were conducted, including tests for normality, linearity, multicollinearity, and heteroscedasticity. Once all assumptions were met, hypothesis testing was carried out. The results revealed significant relationships between numerical literacy, achievement motivation, and self-concept, both individually and collectively, with mathematics learning outcomes. Each variable demonstrated coefficients greater than the t-table value (0.146). The effective contributions of each variable were as follows: numerical literacy contributed 5.97%, achievement motivation contributed 25.36%, and self-concept contributed 19.17% to the mathematics learning outcomes. Furthermore, the simultaneous influence of numerical literacy, achievement motivation, and self-concept on mathematics learning outcomes was supported by the F-count value (60.484), which exceeded the F-table value (2.66), indicating a coefficient of determination of 50.5%. Based on these findings, it can be concluded that numerical literacy, achievement motivation, and self-concept significantly influence the mathematics learning outcomes of fourth-grade students from elementary schools in Gugus Letkol Wisnu. These factors can be considered strong predictors of students' performance in mathematics. Therefore, efforts to enhance these three aspects should be integrated into educational strategies and interventions targeted at improving mathematics education for fourth-grade students from elementary schools in Gugus Letkol Wisnu.