ABSTRAK

Suardiani, Ni Putu (2025). *Kontribusi Konsep Diri Akademik, Disiplin Siswa, dan Motivasi Belajar terhadap Hasil Belajar Matematika Siswa Kelas V SDN Gugus II Kecamatan Abiansemal, Kabupaten Badung*. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: konsep diri akademik, disiplin siswa, motivasi belajar, hasil belajar matematika.

Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis besarnya kontribusi variabel: (1) konsep diri akademik, (2) disiplin siswa, (3) motivasi belajar, dan (4) konsep diri akademik, disiplin siswa, dan motivasi belajar baik secara parsial maupun simultan terhadap hasil belajar Matematika siswa kelas V SDN Gugus II Kecamatan Abiansemal, Kabupaten Badung. Sampel dalam penelitian ini berjumlah 124 siswa. Teknik penentuan sampel menggunakan teknik *probability sampling/random sampling* (teknik sampling acak). Penelitian ini dirancang dalam bentuk penelitian *ex post facto*. Data dikumpulkan menggunakan kuesioner konsep diri akademik, disiplin siswa, dan motivasi belajar, serta dokumentasi nilai hasil belajar Matematika siswa. Data dianalisis menggunakan analisis regresi linier sederhana dan regresi linier berganda. Seluruh analisis pada penelitian ini berbantuan *SPSS 16.0 for Windows*. Hasil penelitian menunjukkan bahwa: (1) konsep diri akademik memberikan kontribusi positif dan signifikan terhadap hasil belajar Matematika dengan koefisien regresi sebesar 0,449; (2) disiplin siswa memberikan kontribusi positif dan signifikan terhadap hasil belajar Matematika dengan koefisien regresi sebesar 0,379; (3) motivasi belajar memberikan kontribusi positif dan signifikan terhadap hasil belajar Matematika dengan koefisien regresi sebesar 0,540; dan (4) secara simultan, konsep diri akademik, disiplin siswa, dan motivasi belajar memberikan kontribusi yang signifikan terhadap hasil belajar Matematika dengan koefisien determinasi sebesar 96,6%, sedangkan sisanya sebesar 3,4% dipengaruhi oleh faktor lain di luar model penelitian. Berdasarkan temuan tersebut dapat disimpulkan bahwa konsep diri akademik, disiplin siswa, dan motivasi belajar merupakan faktor-faktor penting yang secara signifikan berkontribusi terhadap hasil belajar Matematika siswa kelas V SDN Gugus II Kecamatan Abiansemal, Kabupaten Badung, baik secara parsial maupun simultan, sehingga ketiga variabel tersebut dapat dijadikan prediktor dalam upaya meningkatkan hasil belajar Matematika siswa.

ABSTRACT

Suardiani, Ni Putu (2025). *The Contribution of Academic Self-Concept, Student Discipline, and Learning Motivation to Mathematics Learning Outcomes of Fifth Grade Students at SDN Gugus II, Abiansemal District, Badung Regency.* Thesis, Primary Education, Postgraduate Program, Ganesha University of Education.

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Keywords: academic self-concept, student discipline, learning motivation, mathematics learning outcomes.

This study aims to describe and analyze the magnitude of the contribution of the variables: (1) academic self-concept, (2) student discipline, (3) learning motivation, and (4) academic self-concept, student discipline, and learning motivation both partially and simultaneously to the mathematics learning outcomes of fifth-grade students at SDN Gugus II, Abiansemal District, Badung Regency. The sample of this study consisted of 124 students. The sampling technique used was probability sampling/random sampling. This research was designed as an ex post facto study. Data were collected using questionnaires on academic self-concept, student discipline, and learning motivation, as well as documentation of students' mathematics learning outcomes. Data were analyzed using simple linear regression and multiple linear regression analyses. All analyses in this study were conducted using SPSS 16.0 for Windows. The results showed that: (1) academic self-concept contributed positively and significantly to mathematics learning outcomes with a regression coefficient of 0.449; (2) student discipline contributed positively and significantly to mathematics learning outcomes with a regression coefficient of 0.379; (3) learning motivation contributed positively and significantly to mathematics learning outcomes with a regression coefficient of 0.540; and (4) simultaneously, academic self-concept, student discipline, and learning motivation made a significant contribution to mathematics learning outcomes with a coefficient of determination of 96.6%, while the remaining 3.4% was influenced by other factors outside the research model. Based on these findings, it can be concluded that academic self-concept, student discipline, and learning motivation are important factors that significantly contribute to the mathematics learning outcomes of fifth-grade students at SDN Gugus II, Abiansemal District, Badung Regency, both partially and simultaneously. Therefore, these three variables can be used as predictors in efforts to improve students' mathematics learning outcomes.