

ABSTRAK

Jayanti, Ni Wayan Tirta (2026), *Pengaruh Grit, Self-Efficacy, Dan Anti-Prokrastinasi Akademik Terhadap Kemampuan Pemecahan Masalah Matematis Peserta Didik SMA Di Kuta Selatan*. Tesis, Penelitian dan Evaluasi Pendidikan Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata Kunci: *grit, self-efficacy*, anti-prokrastinasi akademik, kemampuan pemecahan masalah matematis, SEM-PLS.

Penelitian ini bertujuan untuk menganalisis pengaruh *grit* dan *self-efficacy* terhadap kemampuan pemecahan masalah matematis peserta didik dengan anti-prokrastinasi akademik sebagai variabel mediasi. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian *ex post facto*. Data dikumpulkan melalui angket *grit*, *self-efficacy*, anti-prokrastinasi akademik, dan tes kemampuan pemecahan masalah matematis, dengan jumlah sampel sebanyak 255 responden. Analisis data dilakukan menggunakan *Structural Equation Modeling–Partial Least Square* (SEM-PLS) dengan bantuan aplikasi Smart-PLS 3. Instrumen penelitian telah memenuhi uji validitas konvergen, validitas diskriminan, serta uji reliabilitas berdasarkan nilai *outer loading*, *Average Variance Extracted* (AVE), *Composite Reliability*, dan Cronbach's Alpha sebelum dilakukan analisis data menggunakan *Structural Equation Modeling–Partial Least Square* (SEM-PLS). Hasil penelitian menunjukkan bahwa *grit* berpengaruh positif secara signifikan terhadap anti-prokrastinasi akademik dengan koefisien jalur sebesar 0,779 dan *p-value* sebesar 0,000. Anti-prokrastinasi akademik berpengaruh positif secara signifikan terhadap kemampuan pemecahan masalah matematis dengan koefisien jalur sebesar 0,219 dan *p-value* sebesar 0,038. Namun, *grit* tidak berpengaruh signifikan terhadap kemampuan pemecahan masalah matematis dengan *p-value* sebesar 0,238. *Self-efficacy* juga tidak berpengaruh signifikan terhadap anti-prokrastinasi akademik maupun kemampuan pemecahan masalah matematis dengan *p-value* masing-masing sebesar 0,605 dan 0,098. Hasil pengujian pengaruh tidak langsung menunjukkan bahwa anti-prokrastinasi akademik mampu memediasi pengaruh *grit* terhadap kemampuan pemecahan masalah matematis dengan koefisien pengaruh tidak langsung sebesar 0,170 dan *p-value* sebesar 0,042. Namun, anti-prokrastinasi akademik tidak mampu memediasi pengaruh *self-efficacy* terhadap kemampuan pemecahan masalah matematis dengan *p-value* sebesar 0,632. Berdasarkan hasil penelitian tersebut maka penelitian selanjutnya bisa diarahkan pada objek-objek yang berkaitan dengan anti-prokrastinasi.

ABSTRACT

Jayanti, Ni Wayan Tirta (2026), *The Influence of Grit, Self-Efficacy, and Academic Anti-Procrastination on Students' Mathematical Problem-Solving Ability in Senior High School Students in South Kuta. Thesis, Research and Evaluation of Postgraduate Program Education, Ganesha University of Education.*

Keywords: grit, self-efficacy, academic anti-procrastination, mathematical problem-solving ability, SEM-PLS.

This study aimed to analyze the influence of grit and self-efficacy on students' mathematical problem-solving ability with academic anti-procrastination as a mediating variable. This study employed a quantitative approach with an ex post facto research design. Data were collected through grit, self-efficacy, and academic anti-procrastination questionnaires, as well as a mathematical problem-solving ability test. The research instruments were confirmed to be valid and reliable based on convergent validity, discriminant validity, and reliability testing before data analysis. Data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS). Data analysis was conducted using Structural Equation Modeling–Partial Least Square (SEM-PLS) with the assistance of Smart-PLS software. The results showed that grit had a positive and significant effect on academic anti-procrastination with a path coefficient of 0.779 and a p-value of 0.000. Academic anti-procrastination had a positive and significant effect on mathematical problem-solving ability with a path coefficient of 0.219 and a p-value of 0.038. However, grit did not have a significant effect on mathematical problem-solving ability with a p-value of 0.238. Self-efficacy also did not have a significant effect on academic anti-procrastination and mathematical problem-solving ability, with p-values of 0.605 and 0.098, respectively. The indirect effect analysis showed that academic anti-procrastination was able to mediate the effect of grit on mathematical problem-solving ability with an indirect effect coefficient of 0.170 and a p-value of 0.042. However, academic anti-procrastination was not able to mediate the effect of self-efficacy on mathematical problem-solving ability with a p-value of 0.632. Based on the findings, it can be concluded that academic anti-procrastination plays an important role in supporting students' mathematical problem-solving ability and serves as a mediator in the relationship between grit and mathematical problem-solving ability.