

## **ABSTRACT**

### **Contribution of Mathematic Academic Self Concept and Parent Support Achieving Motivation Achievement**

**Yulianti**

The research was distributed by the still low level of motivation of an accomplished student. Mathematic academic self concept and parental support is thought to influence the motivation of an accomplished student. This research aims to: (1) describe the mathematic academic self concept, (2) describe parental support, (3) describe the achievement motivation, (4) test the mathematic academic self concept contribution towards an accomplished achievement motivation, (5) test the parental support contributions towards an accomplished achievement motivation, and (6) test the contribution of mathematic academic self concept and support parents together against an accomplished student motivation.

This research uses descriptive type correlation quantitative methods. Population research is Grade VII and VIII SMP Negeri 13 field which amounted to 525 people. Sample numbering 342 people, chosen by purposive sampling sample. The instruments used are questionnaire. The results of test validity and reliability of instruments academic self concept of 0469, support parents of 0423, and motivation of students 0424 achievers. Reliability test results of mathematic academic self concept instrument of 0907, support parents 0914, motivation 0889 achievers. Data were analyzed with descriptive statistics, multiple regression, simple and double regression.

Research findings show that: (1) the description of scoremathematic academic self concept is positive on the category, (2) the description of scoreparental support are at a high category, (3) the description of scoreachievement motivation are in category high, (4) there is the contribution ofmathematic academic self concept against motivation achieversthe motivation of achieving of 25%, (5) there is a contribution to support parents the motivation of achieving of 21%, and (6) there are the contributions of mathematic academic self concept and support parents together against the motivation of achieving good results by 34%. The implications of the research results can be used as input to create the Ministry of guidance and counseling.

## ABSTRAK

### **Kontribusi Konsep Diri Akademik Matematika dan Dukungan Orangtua terhadap Motivasi Berprestasi**

**Yulianti**

Penelitian ini dilatarbelakangi oleh masih rendahnya motivasi berprestasi siswa. Konsep diri akademik matematika dan dukungan orangtua merupakan faktor yang diduga mempengaruhi motivasi berprestasi siswa. Penelitian ini bertujuan untuk: (1) mendeskripsikan konsep diri akademik matematika, (2) mendeskripsikan dukungan orangtua, (3) mendeskripsikan motivasi berprestasi, (4) menguji kontribusi konsep diri akademik matematika terhadap motivasi berprestasi, (5) menguji kontribusi dukungan orangtua terhadap motivasi berprestasi, dan (6) menguji kontribusi konsep diri akademik matematika dan dukungan orangtua secara bersama-sama terhadap motivasi berprestasi.

Penelitian ini menggunakan metode kuantitatif jenis deskriptif korelasional. Populasi penelitian adalah siswa kelas VII dan VIII SMP Negeri 13 Padang yang berjumlah 525 orang. Sampel berjumlah 342 orang, yang dipilih dengan teknik pengambilan sampel *purposivesampling*. Instrumen yang digunakan adalah kuesioner. Hasil uji validitas dan reliabilitas instrumen konsep diri akademik matematika sebesar 0,469, dukungan orangtua sebesar 0,423, dan motivasi berprestasi sebesar 0,424. Hasil uji reliabilitas instrumen konsep diri akademik matematika sebesar 0,907, dukungan orangtua 0,914, motivasi berprestasi 0,889. Data dianalisis dengan statistik deskriptif, regresi sederhana, dan regresi ganda.

Temuan penelitian memperlihatkan bahwa: (1) skor gambaran konsep diri akademik matematika berada pada kategori positif, (2) skor gambaran dukungan orangtua berada pada kategori tinggi, (3) skor gambaran motivasi berprestasi berada pada kategori tinggi, (4) kontribusi konsep diri akademik matematika terhadap motivasi berprestasi sebesar 25%, (5) kontribusi dukungan orangtua terhadap motivasi berprestasi sebesar 21%, dan (6) kontribusi konsep diri akademik matematika dan dukungan orangtua secara bersama-sama terhadap motivasi berprestasi sebesar 34%. Implikasi hasil penelitian dapat dijadikan sebagai masukan untuk membuat program pelayanan bimbingan dan konseling.