

ABSTRACT

SEPTIA NINGSIH. 2018. “The Contribution of Applying Teacher High Touch and Academic Self Concept Toward Students’ Learning Motivation on Mathematics Subject”. Thesis. Post Graduate Study Program of Guidance and Counseling Faculty of Education State University of Padang.

The background of study was the low motivation of studentd in mathematics subject. The aplication of teachers high touch and academic self-concept are two factors which expected to influence students learning motivation in mathematics subject. This research objectives are: (1) to describe the applying of teacher high touch, (2) to describe academic self-concept, (3) to describe students learning motivation on mathematics subject, (4) to examine contribution of apllying of teacher high touch towards students learning motivation on mathematics subject, (5) to examine contribution of academic self concept toward students learning motivation in mathematics subject, (6) to examine contribution of applying of teacher high touch and academic self concept at once toward students learning motivation on mathematics subject.

This research is using quantitative method that is correlational descriptive. The population of this research is students class X, XI, and XII MAN 1 Pekanbaru in the number of 1138 students. The sample of this research are 322 students, which are randomly picked using proportional startified random sampling. The Instruments used are in this research is Likert Model scale. The data were analyzed by using descriptive statistic, simple regression and double regression.

The finding of this research shows that: (1) in average the description of applying of teacher high touch is good category, (2) in average the description of academic sel concept is fairly positive category, (3) in average the description of students learning motivation on mathematics subject is on high category, (4) the applying of teacher high touch positively contributes significantly on students learning motivation on mathematics subject, (5) academic sel concept positively contributes significantly on students learning motivation on mathematics subject, and (6) the application of teacher high touch and academic sel concept at once gives positive contribution significantly on students learning motivation on mathematics subject. The implications of the research results is be able to be an input to make program in guidance and counseling.

Keywords : High Touch, Academic Self Concept, Learning Motivation

ABSTRAK

SEPTIA NINGSIH. 2018. “Kontribusi Penerapan *High Touch* Guru dan Konsep Diri Akademik terhadap Motivasi Belajar Siswa pada Mata Pelajaran Matematika”. Tesis. Program Studi S2 Bimbingan dan Konseling Fakultas Ilmu Pendidikan Universitas Negeri Padang.

Penelitian ini dilatarbelakangi oleh masih rendahnya motivasi belajar siswa pada mata pelajaran matematika. Penerapan *high touch* guru dan konsep diri akademik merupakan faktor yang diduga mempengaruhi motivasi belajar siswa pada mata pelajaran matematika. Penelitian ini bertujuan untuk: (1) mendeskripsikan penerapan *high touch* guru, (2) mendeskripsikan konsep diri akademik, (3) mendeskripsikan motivasi belajar siswa pada mata pelajaran matematika, (4) menguji kontribusi penerapan *high touch* guru terhadap motivasi belajar siswa pada mata pelajaran matematika, (5) menguji kontribusi konsep diri akademik terhadap motivasi belajar siswa pada mata pelajaran matematika, (6) menguji kontribusi penerapan *high touch* guru dan konsep diri akademik secara bersama-sama terhadap motivasi belajar siswa pada mata pelajaran matematika.

Penelitian ini menggunakan metode kuantitatif jenis deskriptif korelasional. Populasi penelitian adalah siswa kelas X, XI, dan XII MAN 1 Pekanbaru yang berjumlah 1138 orang. Sampel berjumlah 322 orang, yang dipilih dengan teknik pengambilan sampel *proportional stratified random sampling*. Instrumen yang digunakan adalah skala model *Likert*. Data dianalisis dengan statistik deskriptif, regresi sederhana, dan regresi ganda.

Temuan penelitian memperlihatkan bahwa: (1) secara rata-rata gambaran penerapan *high touch* guru berada pada kategori baik, (2) secara rata-rata gambaran konsep diri akademik berada pada kategori cukup positif, (3) secara rata-rata gambaran motivasi belajar siswa pada mata pelajaran matematika berada pada kategori tinggi, (4) penerapan *high touch* guru berkontribusi positif secara signifikan terhadap motivasi belajar siswa pada mata pelajaran matematika, (5) konsep diri akademik berkontribusi positif secara signifikan terhadap motivasi belajar siswa pada mata pelajaran matematika, dan (6) penerapan *high touch* guru dan konsep diri akademik secara bersama-sama berkontribusi positif secara signifikan terhadap motivasi belajar siswa pada mata pelajaran matematika. Implikasi penelitian ini dapat dijadikan sebagai masukan untuk membuat program pelayanan bimbingan dan konseling.

Kata Kunci : *High Touch*, Konsep Diri Akademik, Motivasi Belajar