

ABSTRAK

Penelitian ini dilatarbelakangi oleh masih rendahnya keyakinan diri (*self-efficacy*) sebagian siswa dalam mengikuti pembelajaran matematika, yang ditunjukkan melalui keraguan dalam menyelesaikan soal, kurangnya keberanian mengemukakan jawaban, serta kecenderungan mudah menyerah ketika menghadapi kesulitan. Kondisi tersebut diduga berhubungan dengan hasil belajar matematika yang diperoleh siswa. Penelitian ini bertujuan untuk mengetahui hubungan antara *self-efficacy* dengan hasil belajar matematika siswa kelas V SD Negeri 1 Blang Mangat. Penelitian menggunakan pendekatan kuantitatif dengan jenis penelitian korelasional. Populasi penelitian sekaligus sampel berjumlah 58 siswa yang ditentukan menggunakan teknik sampling jenuh. Pengumpulan data dilakukan melalui angket *self-efficacy* dan dokumentasi nilai hasil belajar matematika. Data dianalisis menggunakan uji validitas, uji reliabilitas, uji normalitas, uji linearitas, dan uji korelasi Pearson Product Moment dengan bantuan SPSS versi 26. Hasil penelitian menunjukkan bahwa terdapat hubungan positif dan signifikan antara *self-efficacy* dengan hasil belajar matematika, ditunjukkan oleh koefisien korelasi sebesar 0,581 dengan nilai signifikansi 0,000 ($<0,05$). Koefisien determinasi sebesar 33,7% menunjukkan bahwa *self-efficacy* memberikan kontribusi terhadap hasil belajar matematika, sedangkan 66,3% dipengaruhi oleh faktor lain di luar penelitian. Dengan demikian, peningkatan *self-efficacy* perlu menjadi perhatian dalam pembelajaran matematika untuk mendukung peningkatan hasil belajar siswa.

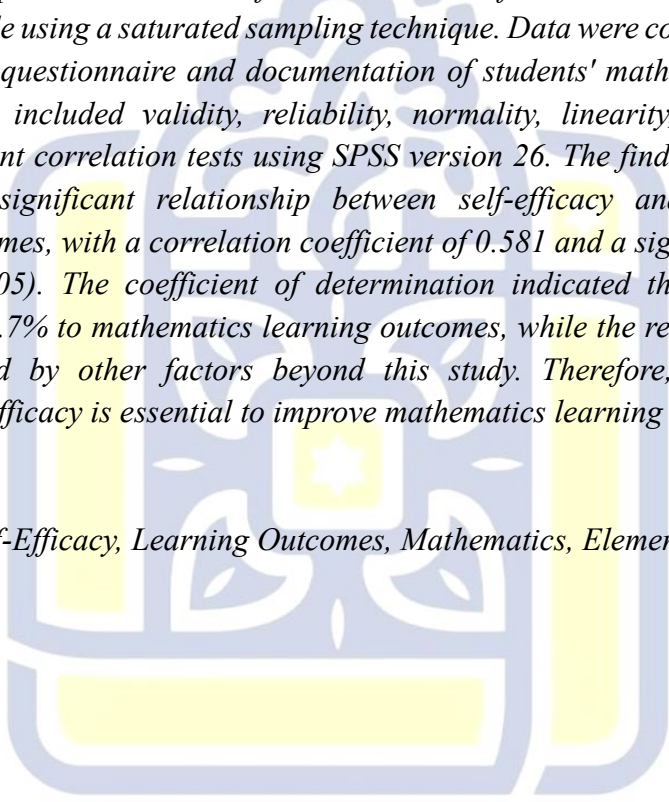
Kata Kunci: Self Efficacy, Hasil Belajar, Matematika, Sekolah Dasar.

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ABSTRACT

This study was motivated by the low level of students' self-efficacy in mathematics learning, as reflected in their lack of confidence when solving problems, reluctance to express answers, and tendency to give up when facing difficulties. These conditions were assumed to be related to students' mathematics learning outcomes. The study aimed to determine the relationship between self-efficacy and mathematics learning outcomes of fifth-grade students at SD Negeri 1 Blang Mangat. This research employed a quantitative approach with a correlational design. The population consisted of 58 students, all of whom were selected as the research sample using a saturated sampling technique. Data were collected through a self-efficacy questionnaire and documentation of students' mathematics scores. Data analysis included validity, reliability, normality, linearity, and Pearson Product Moment correlation tests using SPSS version 26. The findings revealed a positive and significant relationship between self-efficacy and mathematics learning outcomes, with a correlation coefficient of 0.581 and a significance value of 0.000 (<0.05). The coefficient of determination indicated that self-efficacy contributed 33.7% to mathematics learning outcomes, while the remaining 66.3% was influenced by other factors beyond this study. Therefore, strengthening students' self-efficacy is essential to improve mathematics learning outcomes.

Keywords: Self-Efficacy, Learning Outcomes, Mathematics, Elementary School.



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