

## Abstrak

Asthi Nurawaliah, 2022. Pengaruh Gaya Belajar, Sikap Pada Pelajaran Matematika, Kecemasan, Dan Motivasi Belajar Terhadap Hasil Belajar Matematika Peserta Didik Kelas IV Di SD. Tesis. Program Studi Magister Pendidikan Dasar Strata Dua (Pendidikan Dasar) Fakultas Pascasarjana Universitas Muhammadiyah Makassar. Pembimbing I Rukli dan Pembimbing II Baharullah.

Sesuai dengan rumusan masalah pada penelitian ini maka tujuan penelitian adalah sebagai berikut: 1) Mendeskripsikan besar tingkat gaya belajar, sikap, kecemasan, motivasi dan hasil belajar peserta didik kelas IV di SD sekecamatan biringkanaya. 2) Terdapat pengaruh yang signifikan gaya belajar, sikap, kecemasan, motivasi terhadap hasil belajar baik secara sendiri-sendiri (parsial) maupun secara bersama-sama peserta didik kelas IV di SD sekecamatan biringkanaya.

Penelitian ini merupakan penelitian Jenis penelitian ini adalah investigasi pasca-insiden (dengan kaa lain *ex post facto*). Secara konseptual, kata *ex post* memiliki tiga arti. Artinya, *ex* berarti pengamatan atau pengamatan, *post* berarti setelah, dan *facto* berarti fakta atau kejadian. Dilihat dari tujuan penelitian, penelitian ini merupakan penelitian korelasi regresi berganda karena memiliki empat variabel bebas. Penelitian ini dilaksanakan di sembilan sekolah yang berbeda yaitu, sekolah yang memiliki akreditasi A, B dan C. Waktu penelitian adalah bulan Juli-September tahun 2022. Peneliti memilih sembilan sekolah dasar dikarenakan sekolah tersebut masih banyak peserta didik yang hasil belajarnya masih rendah atau dalam hal ini nilainya di bawah KKM. Populasi dalam penelitian ini berjumlah 37 sekolah dasar yang berada pada wilayah kecamatan biringkanaya. Dengan melakukan pertimbangan tertentu maka peneliti mengambil masing-masing 3 sekolah dasar yang terakreditasi A, B, dan C. Sample dalam penelitian ini adalah 3 sekolah dasar akreditasi A, 3 sekolah dasar akreditasi B, dan 3 sekolah dasar yang terakreditasi C.

Tidak ada pengaruh yang signifikan yang dilakukan secara bersama-sama antara gaya belajar, sikap terhadap pelajaran, kecemasan, dan motivasi belajar matematika peserta didik terhadap hasil belajar peserta didik kelas IV di SD sekecamatan biringkanaya. Pada penelitian ini ditemukan bahwa peserta didik bisa cenderung pada dua hingga tiga gaya belajar sekaligus bahkan ada juga peserta didik yang tidak menerapkan gaya belajarnya masing-masing. Dalam penelitian ini didapati bahwa peserta didik pada kategori sikap yang baik, sehingga dapat disimpulkan bahwa peserta didik memiliki sikap cenderung baik terhadap guru, pembelajaran maupun materi. Semakin dan positif sikap peserta didik terhadap ketiga aspek tersebut maka akan semakin meningkat hasil belajar matematikanya Tidak ada pengaruh yang signifikan antara kecemasan terhadap hasil belajar peserta didik kelas IV di SD sekecamatan biringkanaya.

Dalam penelitian ini didapati bahwa peserta didik pada kategori yang sedang, sehingga dapat disimpulkan bahwa peserta didik memiliki kecemasan cenderung baik terhadap siswa dengan kecemasan matematis yang rendah cenderung memiliki prestasi belajar matematika yang tinggi, dan sebaliknya. Tidak ada pengaruh yang signifikan antara motivasi belajar terhadap hasil belajar peserta didik kelas IV di SD sekecamatan biringkanaya.

Kata Kunci: Gaya Belajar, Sikap Kecemasan, Motivasi Belajar, Hasil Belajar.



## ABSTRACT

**Asthi Nurawallah, 2022.** The Influence of Learning Styles, Attitudes in Mathematics, Anxiety, and Learning Motivation on Mathematics Learning Outcomes of Class IV Students at Elementary School. Supervised by Rukli and Baharullah.

Based on the formulation of the problem in this study, the research objectives were as follows: 1) To describe the level of learning styles, attitudes, anxiety, motivation and learning outcomes of fourth grade students in elementary schools at Biringkanaya district. 2) To find out the significant influence of learning styles, attitudes, anxiety, motivation on learning outcomes both individually (partially) and collectively of fourth grade students in elementary schools at Biringkanaya district.

This research was a post-incident investigation (in other words, ex post facto). Conceptually, the word ex post has three meanings, ex means observation, post means after, and facto means facts or events. Judging from the research objectives, this research was a multiple regression correlation research because it consists of four independent variables. This research was conducted at nine different schools, namely schools that have accreditation A, B and C. The time of the research was July-September 2022. The researchers chose nine elementary schools because there were still many students whose learning outcomes were still low or in terms of The value was below the KKM (Minimum Criteria). The population in this study were 37 elementary schools at Biringkanaya district. By taking certain considerations, the researchers took 3 each of the accredited elementary schools A, B, and C. The samples in this study were 3 A-accredited elementary schools, 3 B-accredited elementary schools, and 3 C-accredited elementary schools.

There was no significant influence that was carried out jointly between learning styles, attitudes towards learning, anxiety, and students' motivation to learn mathematics on the learning outcomes of fourth grade students in elementary schools at Biringkanaya district. In this study, it was found that students could tend to have two to three learning styles at once and there were even students who did not apply their respective learning styles. In this study it was found that students were in the category of good attitudes, so it can be concluded that students with attitudes tend to be good towards teachers, learning and material. The more and more positive the attitude of students towards these three aspects, the higher their mathematics learning outcomes. There was no significant influence of anxiety on the learning outcomes of fourth grade students in elementary schools at Biringkanaya district. In this study it was found that students were in the medium category, so it could be concluded that students who had anxiety tended to be good towards students with low mathematical anxiety who tended to have high mathematics achievement, and vice versa. There is no significant influence between learning motivation on learning outcomes of fourth grade students in elementary schools at Biringkanaya district.

**Keywords:** *Learning Style, Anxiety, Learning Motivation, Learning Outcomes*



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