

## THE INFLUENCE OF MATHEMATICAL DISPOSITION, SELF-EFFICACY, AND LEARNING MOTIVATION ON MATHEMATICS LEARNING ACHIEVEMENT

**Baso Intang Sappaile**

Universitas Negeri Makassar

Correspondensi author email: [baso.sappaile@unm.ac.id](mailto:baso.sappaile@unm.ac.id)

**Norma Nasir**

Universitas Negeri Makassar

**Miske Elsy Sibian**

IPEKA CPI Christian School Makassar

### Abstract

*This research is a researchex\_post facto which aims to determine the influence of mathematical disposition, self-efficacy, and learning motivation. The research population was all students of class X of Madrasah Alyiah Arifah Gowa. Sampling using the techniquerandom sampling. The instrument consists of a scale (mathematical disposition, self-efficacy, and learning motivation) and a mathematics learning achievement test. The research data were analyzed using descriptive statistics and inferential statistics using multiple regression. The results of the study showed that, statistically descriptively: 1) students' mathematical disposition is in the high category; 2) students' self-efficacy and learning motivation are each in the medium category. Statistically inferentially: 1) mathematical disposition, self-efficacy, and learning motivation together have a relationship with the mathematics learning achievement test with Fcount = 18.50 and p\_value = 0.0001 <  $\alpha$  = 0.005 and the determination coefficient is 49%; 2) partially: (1) mathematical disposition does not have a positive relationship with mathematics learning achievement with tcount = -0.18 and p-value = 0.431 >  $\alpha$  = 0.005; (2) self-efficacy has a positive relationship with mathematics learning performance with tcount = 2.96 and p\_value = 0.0025 <  $\alpha$  = 0.005; (3) learning motivation has a positive relationship with mathematics learning achievement with tcount = 2.90 and p\_value = 0.0025 <  $\alpha$  = 0.005.*

**Keywords:** *Mathematical Disposition, Self-Efficacy, Learning Motivation, and Mathematics Learning Achievement.*

### INTRODUCTION

Mathematics is dubbed as a basic and deductive science. This is because the essence of mathematics is the basis of all disciplines. This statement is in line with Hudojo (2001) who stated that mastery of mathematics is the main key in mastering science and technology. Even the importance of mathematics is also stated by Skemp (1971) that "mathematics is also a valuable and general purpose technique for satisfying other needs. It is widely known to be an assential tool for science, technology, and commerce; and for entry to many pfeessions". Based on this, the