

Uji moderator teacher student relationship pada hubungan behavior self regulation dengan kemampuan berpikir matematis pada siswa kelas 1 sd = Test moderator teacher student relationship on relationships behavior self regulation with the ability to think mathematically in 1st grade students

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Abstrak

Kemampuan berpikir matematis pada anak sangat diperlukan untuk kehidupan di masa depannya. Beberapa faktor yang mempengaruhi anak dalam kemampuan berpikir matematis adalah attentional focusing, working memory dan inhibitory control, ketiga hal ini dinamakan behavior self regulation. Behavior self regulation dengan kemampuan berpikir matematis pada anak memiliki hubungan yang signifikan, namun dalam penelitian sebelumnya ditemukan perbedaan korelasi antara kedua variabel tersebut.

Hubungan antara guru dengan murid (teacher student relationship) yang baik sangat diperlukan untuk meningkatkan kemampuan akademik anak. Dalam penelitian ini teacher student relationship diposisikan sebagai variabel moderator yang berfungsi untuk meningkatkan dan menurunkan hubungan antara behavior self regulation dengan kemampuan matematika. Hasil yang didapatkan dalam penelitian ini adalah teacher student relationship tidak berperan sebagai variabel moderator pada hubungan behavior self regulation dengan kemampuan berpikir matematis pada anak, tetapi hanya sebagai independen variabel (IV).

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Mathematical thinking skills in children is necessary for life in the future. Some of the factors that affect children in the ability to think mathematically is attentional focusing, working memory and inhibitory control, these three so-called behavior self regulation. Behavior self regulation with the ability to think mathematically in children has a significant relationship, but in the previous penellitian correlation differences were found between the two variables.

The relationship between teachers and student are closeness for improving academic skills of children. In this research, teacher-student relationship is positioned as a moderator variable that serves to increase and decrease the relationship between behavior self regulation behavior with math skills. The results obtained in this study is the student teacher relationship is not acting as a moderator variable in the relationship behavior self regulation with abilities to think mathematically of children, but only as an independent variable (IV).