**ABSTRAK**

**Indah Suciati, 2013**. *Pengaruh Sosioemosi dan Perkembangan Moral terhadap Hasil Belajar Matematika Siswa Kelas XI SMA Negeri di Kota Palu.* (dibimbing oleh Muh. Arif Tiro dan Muhammad Jufri)

Penelitian ini dilatarbelakangi oleh faktor-faktor yang mempengaruhi hasil belajar siswa, yaitu faktor internal dan faktor eksternal. Penelitian ini bertujuan untuk mengetahui gambaran dan pengaruh sosioemosi dan perkembangan moral terhadap hasil belajar matematika siswa kelas XI SMA Negeri di kota Palu.

Jenis penelitian ini adalah *ex-post facto* yang bersifat kausalitas. Subjek dalam penelitian ini adalah siswa Kelas XI SMA Negeri di Kota Palu tahun pelajaran 2012/2013 yang diambil dengan menggunakan *Proporsional stratified random sampling*. Instrumen yang digunakan: (1) Skala konsep diri, (2) skala harga diri, (3) skala moral, (4) skala sikap terhadap matematika, (5) tes hasil belajar matematika kelas XI. Data dianalisis dengan statistik deskriptif dan analisis jalur (*path anlysis*).

Hasil Penelitian menunjukkan bahwa: (1) dari 360 siswa kelas XI SMA Negeri di kota Palu memiliki: konsep diri dengan kategori sedang, harga diri dengan kategori tinggi, perkembangan moral dengan kategori tinggi, hasil belajar kognitif dengan kategori rendah, dan afektif dengan kategori tinggi; (2) Konsep diri siswa kelas XI IPA dan IPS berada pada kategori sedang; (3) Harga diri siswa kelas XI IPA dan IPS berada pada kategori tinggi; (4) Perkembangan moral siswa kelas XI IPA berkategori sangat tinggi, sedangkan siswa kelas XI IPS berkategori tinggi; (5) Hasil belajar kognitif siswa kelas XI IPA berkategori sedang, sedangkan siswa kelas XI IPS berkategori sangat rendah; (6) Hasil belajar afektif siswa kelas XI IPA berkategori tinggi, sedangkan siswa kelas XI IPS berkategori sedang; (7) Terdapat hubungan positif dan signifikan antara konsep diri dan harga diri siswa kelas XI SMA Negeri di kota Palu; (8) Terdapat hubungan positif dan signifikan antara hasil belajar kognitif dan afektif matematika siswa kelas XI SMA Negeri di kota Palu; (9) Besar pengaruh langsung konsep diri terhadap hasil belajar kognitif yaitu 1,6% dan pengaruh tidak langsung (melalui perkembangan moral maupun hasil belajar afektif) sebesar 20,8%; (10) Harga diri tidak berpengaruh langsung terhadap hasil belajar kognitif, namun berpengaruh tidak langsung (melalui konsep diri, perkembangan moral, maupun hasil belajar afektif) sebesar 13%; (11) Besar pengaruh langsung konsep diri terhadap hasil belajar afektif yaitu 25,1% dan pengaruh tidak langsung (melalui perkembangan moral dan hasil belajar kognitif) yaitu 12,3%; (12) Harga diri tidak berpengaruh langsung terhadap hasil belajar afektif, namun berpengaruh tidak langsung (melalui konsep diri, perkembangan moral, maupun hasil belajar kognitif) sebesar 21,6%.

**ABSTRACT**

**Indah Suciati, 2013**. *The Influence of Socio-emotion and Moral Development toward Mathematics Learning Outcomes of Grade XI Students of Public Senior High Schools in Palu.* (supervised by Muh. Arif Tiro and Muhammad Jufri)

This research was made based on the internal and external factors which influenced the students’ learning outcomes. The study aimed at examining the profile and the influence of socio-emotion and moral development toward Mathematics learning outcomes of grade XI students of public senior high schools (SMAN) in Palu.

This study was an ex-post facto causality study. The subject of the research was XI grade students of SMAN in Palu of academic year 2012/2013, selected by employing proportional stratified rendom sampling. The instruments of the study were scale of self-concept, scale of self-esteem, scale of morality, scale of attitude toward Mathematics, test of Mathematics learning outcomes. Data were then analyzed through descriptive statistics and path analysis.

The result revealed that (1) from 360 of grade XI students of SMAN in Palu have: self-concept with fair category, self-esteem with high category, moral development with high category, cognitive learning outcomes with low category, and affective learning outcomes (attitude towards Mathematics) with high category; (2) the self-concept of grade XI students in science (IPA) and social (IPS) was in fair category; (3) the self-esteem of grade XI students in IPA and IPS was in high category; (4) the moral development of grade XI IPA students was in extremely high category, whereas grade XI IPS students was in high category; (5) the cognitive learning outcomes of grade XI IPA students was in fair category, whereas grade XI IPS students was in extremely low category; (6) the affective learning outcomes of grade XI IPA students was in high category, whereas grade XI IPS students was in fair category; (7) there was positive and significant correlation between self-concept and self-esteem of grade XI students at SMAN in Palu; (8) there was positive and significant correlation between cognitive learning outcomes and affective learning outcomes of grade XI students at SMAN in Palu; (9) self-concept gave influence directly to cognitive learning outcomes by 1,6% and gave indirect influence to moral development and affective learning outcomes by 20,8%; (10) self-esteem gave no direct influence to cognitive learning outcomes, but gave indirect influence to self-concept, moral development, and affective learning outcomes by 13%; (11) self-concept gave influence direct to affective learning outcomes by 25,1% and gave indirect influence to moral development and cognitive learning outcomes by 12,3%; (12) self-esteem gave no direct influence to affective learning outcomes, but gave indirect influence to self-concept, moral development, and cognitive learning outcomes by 21,6%.