

ABSTRACT

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Relationship between Perceived Teacher Interpersonal Behavior and High School Student Achievement Goals in Mathematics. (i-xvii; 83 pages; R1- R5; Appdx 1-90)

Mathematics is still a subject feared by students in Indonesia. Previous studies show that the learning environment, including teachers, plays an important role in the learning process. This research aims at describing Mathematics teachers' interpersonal behavior profiles and examining the relationship between high school students' perception of their Mathematics teacher's interpersonal behavior and their achievement goals. The participant of this research consist of 409 private high school students derived from grade ten and eleven. The sample taken by using non-probability sampling, specifically purposive sampling. The data collection process was conducted from March to May 2019. Instruments that were used in this research are Questionnaire of Teacher Interaction developed by Wubbels and Levy; and Achievement Goals Questionnaire developed by Elliot and Murayama. The two variables in this study are orthogonal variables. The data analyzed by using multivariate correlation with four achievement goals as dependent variable and eight teacher interpersonal behaviors as independent variable. The profile found in these samples is tolerant/authoritative type. The main result of this research is perceived teacher interpersonal behaviors with high level of one dimension, namely proximity, correlate positively with student's achievement goals. This shows that teachers with cooperative interpersonal behavior will improve student achievement goals.

Keywords: interpersonal behavior, teacher, profile, achievement goals, high school students, mathematics