

ABSTRAK

ANALISIS UMPAN BALIK GURU DALAM MEMOTIVASI SISWA PADA PEMBELAJARAN (Studi pada Siswa Kelas 8 di SMP IT Ar Raihan Bandar Lampung Semester Genap Tahun Ajaran 2024/2025)

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Penelitian evaluasi ini bertujuan untuk mengidentifikasi jenis umpan balik yang diberikan oleh guru serta motivasi belajar siswa setelah menerima umpan balik tersebut. Subjek penelitian ini terdiri dari 12 siswa dari kelas VIII di SMP IT Ar Raihan Bandar Lampung pada semester genap tahun ajaran 2024/2025. Metode penelitian yang digunakan dalam penelitian ini adalah pendekatan kualitatif. Data yang dikumpulkan dalam penelitian ini adalah hasil observasi kelas, angket skala *Likert* yang digunakan untuk mengukur umpan balik guru dan motivasi belajar siswa, serta hasil wawancara. Berdasarkan hasil penelitian dan pembahasan, dapat disimpulkan bahwa umpan balik positif, seperti pujian dan pengakuan atas usaha siswa, terbukti meningkatkan rasa percaya diri dan motivasi intrinsik, mendorong siswa untuk lebih aktif dalam proses belajar. Selain itu, umpan balik konstruktif yang jelas dan spesifik membantu siswa memahami kesalahan dan memperbaiki pemahaman mereka terhadap materi. Respons siswa terhadap umpan balik bervariasi, tergantung pada jenis umpan balik yang diterima. Hasil evaluasi menunjukkan bahwa meskipun umpan balik guru dalam mata pelajaran pola bilangan telah dilaksanakan dengan baik, sekitar 30% siswa dari kategori 1 hingga kategori 3 masih belum merasakan dampak positif yang signifikan terhadap motivasi belajar mereka. Kategori siswa dengan kemampuan matematis rendah memiliki motivasi belajar yang lebih tinggi dan reaktif terhadap umpan balik guru dibandingkan dengan kategori siswa dengan kemampuan matematis tinggi dan sedang.

Kata Kunci: Analisis, Motivasi Belajar Siswa, Umpan Balik Guru

ABSTRACT

ANALYSIS OF TEACHER FEEDBACK IN MOTIVATING STUDENTS IN LEARNING (Study on 8th Grade Students of SMP IT Ar Raihan Bandar Lampung Even Semester of the 2024/2025 Academic Year)

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This evaluative research aimed to identify the types of teacher feedback that were given and the learning motivation of students after they received that feedback. The subjects in this study were 12 students from eighth-grade classes at SMP IT Ar Raihan Bandar Lampung during the even semester of the 2024/2025 academic year. The research method used was a qualitative approach. The data collected for this study included classroom observation results, Likert scale questionnaire data used to measure teacher feedback and student learning motivation, and interview results. Based on the research findings and discussion, it was concluded that positive feedback, such as praise and recognition for students' efforts, was proven to increase self-confidence and intrinsic motivation, thereby encouraging students to be more active in the learning process. In addition, clear and specific constructive feedback helped students understand their mistakes and improve their comprehension of the material. Student responses to the feedback varied, depending on the type of feedback they received. The evaluation results showed that even though teacher feedback in the number patterns subject had been implemented well, approximately 30% of students from categories 1 to 3 still had not felt a significant positive impact on their learning motivation. The category of students with low mathematical abilities had higher learning motivation and were more reactive to teacher feedback compared to the categories of students with high and moderate mathematical abilities.

Key word: Analysis, Student Motivation, Teacher Feedback