

ABSTRAK

**PERSEPSI SISWA TENTANG UMPAN BALIK GURU DALAM
MEMOTIVASI SISWA PADA PEMBELAJARAN MATERI
PERSAMAAN DAN PERTIDAKSAMAAN LINEAR
SATU VARIABEL
(Studi pada Siswa Kelas VII SMP Negeri 26 Bandar Lampung
Semester Ganjil Tahun Pelajaran 2024/2025)**

Oleh

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Persepsi siswa terhadap umpan balik yang memotivasi memegang peranan penting dalam menunjang pemahaman mereka terhadap materi Persamaan dan Pertidaksamaan Linear Satu Variabel. Penelitian ini bertujuan untuk mendeskripsikan persepsi siswa terhadap umpan balik guru dalam pembelajaran materi tersebut serta menganalisis pengaruhnya terhadap motivasi belajar. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan subjek siswa kelas VII-1 SMP Negeri 26 Bandar Lampung semester ganjil tahun pelajaran 2024/2025, yang dikategorikan berdasarkan kemampuan matematis (tinggi, sedang, dan rendah). Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi. Data dianalisis melalui tahapan kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil menunjukkan bahwa sebagian besar siswa memiliki persepsi positif terhadap umpan balik guru, dengan hanya satu siswa yang menunjukkan persepsi netral. Selain itu, umpan balik guru berpengaruh terhadap motivasi belajar siswa, yang tercermin dari respons aktif pada siswa berkemampuan tinggi, respons cukup baik namun belum konsisten pada siswa berkemampuan sedang, serta respons pasif pada siswa berkemampuan rendah.

Kata Kunci: *Motivasi Belajar, Persamaan dan Pertidaksamaan Linear Satu Variabel, Umpan Balik Guru*

ABSTRACT

STUDENT'S PERCEPTION OF TEACHER FEEDBACK IN MOTIVATION OF STUDENTS IN LEARNING LINEAR EQUATIONS AND INEQUALITIES IN ONE VARIABLE

***(Study on Class VII Students of SMP Negeri 26 Bandar Lampung
Odd Semester 2024/2025 Academic Year)***

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Student's perceptions of motivating feedback played an important role in supporting their understanding of the topic of Linear Equations and Inequalities in One Variable. This study aimed to describe student's perceptions of teacher feedback during the learning of the topic and to analyze its influence on their learning motivation. The study employed a descriptive qualitative approach with subjects consisting of seventh-grade students (class VII-1) at SMP Negeri 26 Bandar Lampung during the odd semester of the 2024/2025 academic year, categorized based on their mathematical abilities (high, medium, and low). Data collection techniques included observation, interviews, and documentation. The data were analyzed through the stages of data condensation, data display, and conclusion drawing. The results showed that most students had positive perceptions of the teacher's feedback, with only one student showing a neutral perception. In addition, the teacher's feedback influenced student's learning motivation, as reflected in the active responses of high-ability students, fairly good but inconsistent responses from medium-ability students, and passive responses from low-ability students.

Keywords: *Learning Motivation, Linear Equations and Inequalities in One Variable, Teacher Feedback*