

**HUBUNGAN PERSEPSI SISWA TERHADAP GAYA MENGAJAR
INTERAKSIONAL GURU DENGAN MOTIVASI BELAJAR GEOGRAFI
SISWA PADA MADRASAH ALIYAH NEGERI BULELENG DI DESA
PATAS KECAMATAN GEROKGAK**

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis hubungan antara persepsi siswa terhadap gaya mengajar interaksional guru dengan motivasi belajar geografi di MAN Buleleng. Metode penelitian menggunakan pendekatan kuantitatif dengan desain korelasional. Data dikumpulkan melalui angket tertutup pada 69 siswa kelas XI yang dipilih secara random sampling. Hasil penelitian menunjukkan: (1) Gaya mengajar interaksional guru telah diterapkan dengan kategori tinggi (skor 71,33), dengan indikator terkuat pada variasi suara dan kontak pandang (skor 75), namun aspek kinestetik (skor 66) perlu peningkatan; (2) Motivasi belajar siswa berada pada kategori sedang (skor 47,79) dengan distribusi 71,01% siswa di level sedang; (3) Persepsi siswa terhadap gaya mengajar termasuk kategori cukup (skor 50,66) dengan variasi tanggapan antar individu; (4) Uji korelasi Pearson menunjukkan hubungan lemah ($r=0,167$) dan tidak signifikan ($p=0,170$) antara persepsi dan motivasi. Temuan ini mengindikasikan bahwa persepsi siswa bukan penentu utama motivasi belajar geografi, melainkan dipengaruhi oleh faktor lain seperti minat pribadi, relevansi materi, dan lingkungan belajar. Implikasi penelitian menekankan perlunya pendekatan diferensiasi pembelajaran dan penguatan aspek kinestetik dalam gaya mengajar interaksional.

Kata Kunci: Gaya mengajar interaksional, motivasi belajar, pembelajaran geografi, persepsi siswa.

***THE RELATIONSHIP BETWEEN STUDENTS' PERCEPTIONS OF
TEACHERS' INTERACTIVE TEACHING STYLE AND GEOGRAPHY
LEARNING MOTIVATION AT STATE ISLAMIC SENIOR HIGH SCHOOL
(MAN) BULELENG IN PATAS VILLAGE, GEROKGAK DISTRICT***

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ABSTRACT

This study aims to analyze the relationship between students' perceptions of teachers' interactive teaching styles and their motivation to learn geography at MAN Buleleng. The research method employs a quantitative approach with a correlational design. Data were collected through closed questionnaires administered to 69 randomly selected Class XI students. The results indicate: (1) The teachers' interactive teaching style was implemented at a high level (score 71.33), with the strongest indicators being voice variation and eye contact (score 75), though kinesthetic aspects (score 66) require improvement; (2) Student learning motivation was at a moderate level (score 47.79), with 71.01% of students at this level; (3) Students' perceptions of the teaching style were categorized as "adequate" (score 50.66), with variations among individuals; (4) Pearson correlation analysis revealed a weak ($r=0.167$) and non-significant ($p=0.170$) relationship between perceptions and motivation. These findings suggest that student perceptions are not the primary determinant of geography learning motivation, which is instead influenced by other factors such as personal interest, material relevance, and learning environment. The study emphasizes the need for differentiated learning approaches and enhanced kinesthetic aspects in interactive teaching styles.

Keywords: Geography learning, interactive teaching style, learning motivation, student perception.