Abstrak

Dua tahun pembelajaran daring dilaksanakan selama pandemi covid-19 dirasa kurang efektif karena membuat siswa menjadi pasif dalam berargumen atau menyampaikan aspirasinya, sehingga pembelajaran menjadi menjenuhkan. Penelitian ini bertujuan untuk mengetahui perbedaan persepsi metode pengajaran dan motivasi belajar matematika menggunakan daring dan luring dan seberapa besar pengaruh persepsi metode pengajaran terhadap motivasi belajar matematika di SMP Islam Al-Falah menggunakan luring. Penelitian ini merupakan penelitian ex-post facto dengan pendekatan kuantitatif. Populasi penelitian berjumlah 450 siswa dengan sampel 207 siswa. Teknik pengambilan menggunakan proportional random sampling. Teknik pengumpulan data menggunakan angket dengan skala likert. Teknik analisis data menggunakan uji normalitas, uji linieritas, uji multikolinearitas, dan uji heteroskedastisitas, uji wilcoxon, uji regresi sederhana. Hasil penelitian ini adalah sebagai berikut: (1) Terdapat perbedaan yang signifikan (p= 0,000) antara persepsi terhadap metode pengajaran pada daring dan luring. Nilai rerata luring $62,18 \pm 6,943$ > daring $42,79 \pm 5,098$. (2) Terdapat perbedaan yang signifikan (p= 0,000) antara motivasi belajar matematika pada daring dan luring. Nilai rerata luring $54,07 \pm 7,044$ > daring $35,32 \pm 6,631$. (3) Terdapat besarnya pengaruh persepsi metode pengajaran terhadap motivasi belajar matematika siswa SMP Islam Al-Falah sebesar 63,8%.

Kata Kunci: *Persepsi Siswa, Metode Pengajaran, Media Pembelajaran (daring, luring), Motivasi Belajar Matematika*

Abstract

Two years of online learning carried out during the COVID-19 pandemic was deemed less effective because it made students passive in arguing or expressing their aspirations, so that learning became boring. This study aims to determine the differences in perceptions of teaching methods and motivation to learn mathematics using online and offline and how much influence the perception of teaching methods has on motivation to learn mathematics in Al-Falah Islamic Junior High School using offline. This research is an ex-post facto research with a quantitative approach. The research population was 450 students with a sample of 207 students. The sampling technique used proportional random sampling. Data collection techniques using a questionnaire with a Likert scale. The data analysis technique used normality test, linearity test, multicollinearity test, and heteroscedasticity test, Wilcoxon test, simple regression test. The results of this study are as follows: (1) There is a significant difference (p= 0.000) between perceptions of online and offline teaching methods. The offline mean value is $62.18 \pm 6.943 >$ online 42.79 ± 5.098. (2) There is a significant difference (p= 0.000) between online and offline mathematics learning motivation. Offline mean score $54.07 \pm 7.044 >$ online 35.32 ± 6.631. (3) There is a large influence of the perception of teaching methods on the mathematics learning motivation of Al-Falah Islamic Junior High School students of 63.8%.

Keywords: *Student Perception, Teaching Method, Learning Media (online, offline), Mathematics Learning Motivation*