

**PERBEDAAN MOTIVASI BELAJAR MATEMATIKA SISWA YANG  
DIAJAR MENGGUNAKAN STRATEGI TEACHER CENTERED  
LEARNING DAN GIVING QUESTION AND GETTING  
ANSWER DI KELAS VIII SMP**

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**ABSTRAK**

Penelitian yang dilakukan di SMP Negeri 1 Tigalingga ini bertujuan untuk mengetahui perbedaan motivasi belajar matematika siswa dengan menggunakan strategi pembelajaran *Giving Question and Getting Answer* dan strategi pembelajaran *Teacher Centered Learning* di kelas VIII T.A 2021/2022. Populasi dalam penelitian ini adalah seluruh siswa kelas VIII SMP Negeri 1 Tigalingga T.A 2021/2022 yang terdiri dari 8 kelas. Sedangkan dalam penelitian ini yang dijadikan sampel ada dua kelas, yaitu kelas VIII-4 yang berjumlah 32 orang yang memperoleh strategi pembelajaran *Giving Question and Getting Answer* sebagai kelas eksperimen dan kelas VIII-5 yang berjumlah 32 orang yang memperoleh strategi pembelajaran *Teacher Centered Learning* sebagai kelas kontrol. Sampel dipilih secara acak. Instrumen yang digunakan dalam penelitian ini adalah angket yang berjumlah 25 pernyataan yang dinyatakan valid. Berdasarkan hasil penelitian dan pengujian hipotesis, dapat disimpulkan bahwa terdapat perbedaan motivasi belajar matematika siswa yang belajar menggunakan strategi pembelajaran *Giving Question and Getting Answer* dan strategi pembelajaran *Teacher Centered Learning* pada materi Teorema Pythagoras di kelas VIII SMP Negeri 1 Tigalingga T.A 2021/2022, dengan  $t_{hitung} = 4,00728$  dan  $t_{tabel} = 1,99897$  pada taraf nyata  $\alpha = 0,05$  dan  $dk = 62$ . Karena  $t_{hitung} > t_{tabel}$  yaitu  $4,00728 > 1,99897$  maka dapat disimpulkan  $H_0$  ditolak dan  $H_1$  diterima yang artinya bahwa terdapat perbedaan motivasi belajar matematika pada kelas yang diajar dengan strategi pembelajaran *Giving Question and Getting Answer* dan kelas yang diajar dengan strategi pembelajaran *Teacher Centered Learning*.

**Kata Kunci** : Motivasi Belajar Matematika Siswa, *Giving Question and Getting Answer*, *Teacher Centered Learning*

***THE DIFFERENCES OF STUDENTS' MATHEMATICS LEARNING MOTIVATION TEACHING USING THE TEACHER CENTERED LEARNING STRATEGY AND GIVING QUESTION AND GETTING ANSWER IN CLASS VIII SMP***

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**ABSTRACT**

This research, which was conducted at SMP Negeri 1 Tigalingga, aims to determine the differences in students' motivation to learn mathematics by using the Giving Question and Getting Answer learning strategy and the Teacher Centered Learning learning strategy in class VIII T.A 2021/2022. The population in this study were all eighth grade students of SMP Negeri 1 Tigalingga T.A 2021/2022 which consisted of 8 classes. Meanwhile, in this study, the sample consisted of two classes, namely class VIII-4 totaling 32 people who received the Giving Question and Getting Answer learning strategy as an experimental class and class VIII-5 totaling 32 people who received the Teacher Centered Learning learning strategy as a control class. The instrument used in this study was a questionnaire which consisted of 25 statements which were declared valid. Based on the results of research and hypothesis testing, with  $t_{statistic} = 4.00728$  and  $t_{table} = 1.99897$  at the real level  $\alpha = 0.05$  and  $dk = 62$ . Because  $t_{statistic} > t_{table}$  that is  $4.00728 > 1.99897$ , it can be concluded that it is rejected and accepted, which means that there are differences in the motivation to learn mathematics in classes taught with strategies Giving Question and Getting Answer learning and classes taught with Teacher Centered Learning learning strategies.

**Keywords: Students' Mathematics Learning Motivation, Giving Questions and Getting Answers, Teacher Centered Learning**

