**ABSTRAK**

**Aswar Anas, 2014**. *Pengaruh Persepsi Siswa tentang Peran Guru, Gaya belajar dan Gaya Berpikir terhadap Hasil Belajar Matematika Siswa Kelas VII SMP Negeri di Kabupaten Soppeng.* (dibimbing oleh Arief Tiro dan Suwardi Annas).

Penelitian ini bertujuan untuk: (1) Mengetahui deskripsi persepsi siswa tentang peran guru, gaya belajar, gaya berpikir dan hasil belajar matematika siswa; (2) Mengetahui dan menjelaskan seberapa besar pengaruh persepsi siswa tentang peran guru terhadap hasil belajar matematika siswa; (3) Mengetahui seberapa besar pengaruh gaya belajar terhadap hasil belajar matematika siswa; (4) Mengetahui seberapa besar pengaruh gaya berpikir terhadap hasil belajar matematika siswa; (5) Mengetahui seberapa besar pengaruh interaksi antara persepsi siswa tentang peran guru dan gaya belajar terhadap hasil belajar matematika siswa; (6) mengetahui seberapa besar pengaruh interaksi antara persepsi siswa tentang peran guru dan gaya berpikir terhadap hasil belajar matematika siswa; (7) Mengetahui seberapa besar pengaruh interaksi antara gaya belajar dan gaya berpikir terhadap hasil belajar matematika siswa; (8) Mengetahui seberapa besar pengaruh interaksi antara persepsi siswa tentang peran guru, gaya belajar, dan gaya berpikir terhadap hasil belajar matematika siswa . Penelitian ini merupakan penelitian *ex-post facto* yang bersifat kausalitas. Populasi dalam penelitian ini adalah siswa Kelas VII SMP Negeri di Kabupaten Soppeng tahun pelajaran 2013/2014. Data dikumpulkan melalui 371 sampel yang terpilih dengan teknik *disproporsionate stratified random sampling*. Data dianalisis dengan statistik deskriptif dan analisis regresi campuran.

Hasil Penelitian menunjukkan bahwa: (1) Rata-rata siswa Kelas VII SMP Negeri di Kabupaten Soppeng memiliki: persepsi siswa tentang peran guru dengan kategori tinggi, gaya belajar siswa cenderung visual, gaya berpikir siswa cenderung acak abstrak dan hasil belajar matematika berada pada kategori sedang; (2) persepsi siswa tentang peran guru berpengaruh positif terhadap hasil belajar matematika; (3) Tidak ada pengaruh gaya belajar terhadap hasil belajar matematika siswa; (4) Tidak ada pengaruh gaya berpikir terhadap hasil belajar matematika siswa; (5) Tidak ada interaksi antara persepsi siswa tentang peran guru dan gaya belajar siswa yang mempengaruhi hasil belajar matematika siswa; (6) Ada interaksi antara persepsi siswa tentang peran guru dan gaya berpikir yang mempengaruhi hasil belajar matematika siswa; (7) Ada interaksi antara gaya belajar dan gaya berpikir yang mempengaruhi hasil belajar matematika siswa; (8) Ada interaksi antara persepsi siswa tentang peran guru, gaya belajar dan gaya berpikir yang mempengaruhi hasil belajar matematika siswa. EKAFITRIA BAHAR.2012. *Analysis of Students’ Understang on the Concept of Limit Function in One Point (A Case Study on Students of Mathematics Department at FMIPA UNM)*. (Supervised by Abdul Rahman and I

**ABSTRACT**

Aswar Anas, 2014 *The influence of Students Perception on the Teachers’ Role, Learning styles and Thinking Styles toward the mathematics Learning Outcome of Class VII Students at Public Junior High Schools in Soppeng District* . (Supervised by Arief Tiro and Suwardi Annas).

This research aimed to: (1) the description of students perception on the teachers’ role, learning styles, thinking styles and the students' mathematics learning outcome; (2) Determine and explain how much influence of students perception on the teachers’ role toward the students' mathematics learning outcome; (3) Knowing how much influence the learning styles toward the students' mathematics learning outcome; (4) Knowing how much influence the thinking style toward the students' mathematics learning outcome; (5) Knowing how much influence the interactions between students 'perceptions of the role of the teacher and the learning styles toward the students' mathematics learning outcome; (6) determine how much influence the interactions between students perception on the teachers’ role and the thinking styles toward students learning result of mathematics subject; (7) Knowing how much influence the interaction between learning style and thinking style toward the students' mathematics learning outcome; (8) Knowing how much influence the interactions between students 'perceptions of the role of the teacher, learning styles, and thinking styles toward the students' mathematics learning outcome. This ressearch was a causality ex-post research. The population in this research was class VII students at SMPN (Public Junior High Schools) in Soppeng district academic year of 2013/2014. The data of this research was collected through 371 samples which were chosen by using *disproportionate stratified random sampling* tecnique. The data of this research was analyzed by descriptive statistic and mix regression analysis.

The results of this research showed that: (1) the average of class VII students at SMPN in Soppeng had: students 'perceptions of the role of the teacher in high category, learning style tended to be visual, thinking style tended be abstract, and the mathematics learning outcome was in moderate category; (2) students perception on the teachers’ role gave postiveinfluence toward the mathematics learning outcome; (3) there was no influence of learning style toward the students’ mathematics learning outcome; (4) there was no influence of thinking style toward the students’ mathematics learning outcome; (5) there was no interaction between students perception on the teachers’ role and learning style which influenced the students’ mathematics learning outcome; (6) there was interaction between students perception on the teachers’ role and thinking style which influenced the students’ mathematics learning outcome; (7) there was interaction between learning style and thinking style which influenced the students’ mathematics learning outcome; (8) there was interaction between students perception on the teachers’ role, learning style, and thinking style which influenced the students’ mathematics learning outcome.