

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

ABSTRAK

Permatasari, Indah, 2011. *Interaksi Guru dan Siswa dalam Pembelajaran Matematika Topik Kaidah Pencacahan dengan Menggunakan Buku Ajar di Kelas XI IPA SMA Kolese De Britto*. Skripsi. Program Studi Pendidikan Matematika, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.

Penelitian ini bertujuan untuk mendeskripsikan interaksi guru dan siswa dalam pembelajaran matematika menggunakan buku ajar "Matematika Kontekstual untuk SMA/MA Kelas XI Program Studi Ilmu Pengetahuan Alam" di Kelas XI IPA₃SMA Kolese De Britto.

Penelitian ini merupakan jenis penelitian deskriptif kualitatif. Data yang dikumpulkan bersifat kualitatif, yang berkaitan dengan pembelajaran di dalam kelas. Berdasarkan data tersebut peneliti mendeskripsikan interaksi guru dan siswa dalam pembelajaran matematika menggunakan buku ajar "Matematika Kontekstual untuk SMA/MA Kelas XI Program Studi Ilmu Pengetahuan Alam". Subjek penelitian ini adalah guru matematikadan siswa kelas XI IPA₃SMA Kolese De Britto. Penelitian dilaksanakan pada semester satu tahun ajaran 2011/2012 dengan topik kaidah pencacahan. Pembelajaran dilaksanakan dalam enam pertemuan. Data penelitian dikumpulkan dengan cara observasi langsung, observasi tidak langsung, dan kuesioner. Kegiatan analisis data dilakukan dengan mengolah data rekaman dan data kuesioner.

Hasil penelitian menunjukkan bahwa interaksi guru dan siswa yang terjadi pada pertemuan pertama sampai dengan pertemuan keenam adalah sebagai berikut: (1) adanya interaksi guru dan siswa saat membuka pelajaran, (2) adanya interaksi guru dan siswa saat membahas materi dan contoh soal: (a) interaksi tanya jawab guru dan siswa tentang materi dan contoh soal, (b) interaksi dengan berdiskusi tentang contoh soal baik yang diberikan guru maupun dari buku ajar, (c) interaksi guru meminta siswa membaca buku ajar, (3) adanya interaksi guru dan siswa saat membahas latihan soal: (a) interaksi guru meminta siswa mengerjakan latihan soal secara individu, (b) interaksi guru meminta siswa mengerjakan latihan soal dalam kelompok, (c) interaksi siswa bertanya pada guru saat guru berkeliling memeriksa pekerjaan siswa, (d) interaksi siswa bertanya pada guru dengan maju ke depan saat guru duduk di kursi guru, (e) interaksi tanya jawab guru dan siswa saat guru membantu siswa yang bertanya, (f) interaksi guru memberi teguran dan motivasi saat siswa tidak mengerjakan soal, (g) interaksi guru meminta siswa maju menuliskan jawaban di papan tulis kemudian menjelaskan, (h) interaksi tanya jawab guru dan siswa saat membahas soal yang sudah dijelaskan siswa, (4) adanya interaksi guru dan siswa saat menutup pelajaran.

Kata-kata kunci: Kaidah Pencacahan, Buku Ajar, Pembelajaran Matematika, Interaksi Guru dan Siswa.

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ABSTRACT

Permatasari, Indah, 2011. Interaction of Teacher and Students in the Mathematics Learning on Counting Rules Topic Using Textbook in XI Science Class Kolese De Britto Senior High School. Thesis. Mathematics Education Studies Program, Faculty of Teacher Training and Science Education, Sanata Dharma University, Yogyakarta.

This research aims to describe interaction of teacher and students in the mathematics learning on counting rules topic using "*Matematika Kontekstual untuk SMA/MA Kelas XI Program Studi Ilmu Pengetahuan Alam*" textbook in XI Science class Kolese de Britto senior high school.

This research belongs to qualitative descriptive research. The data gathered in the form of qualitative which are related to learning process in the classroom. Based on those data, the researcher described the interaction of teacher and students in mathematics learning using "*Matematika Kontekstual untuk SMA/MA Kelas XI Program Studi Ilmu Pengetahuan Alam*" textbook. The subject of this research are the Mathematics teacher and students in X1 Science 3 class kolese de Britto senior high school. The research was conducted at first semester 2011/2012 academic year with the counting rules topic. The learning process was conducted in six meetings. The data was gathered using direct observations, indirect observations, and questionnaire. The data was analysed based on recording data and questionnaire data.

The results of this research showed that the interaction of teacher and students in the first until sixth meetings are: (1) the interaction of teacher and students at the beginning of the classroom, (2) the interaction of teacher and students about the material and question example: (a) the asking-answering interaction between the teacher and the students about the material and question example, (b) the interaction of teacher and students about question example given by the teacher and textbook, (c) the teacher asking the students to read the textbook, (3) the interaction of teacher and students during the discussion in the classroom: (a) teacher asking the students to do the exercise individually, (b) the teacher asking the students to do the exercise in group, (c) the students asking the teacher during the teacher walking around to check students' works in the classroom, (d) the students asking by walking in front to the teacher while teacher sitting in front of the classroom, (e) the asking-answering interaction between the teacher and the students when the teacher helping the student who asking the question, (f) the teacher warning and motivating when the students did not do the exercise, (g) the teacher asking the students to write and explain the answer on the blackboard in front, (h) the asking-answering interaction between the teacher and the students while discussing the students' answers, (4) the interaction of teacher and students in the end of the classroom.

Keywords: Counting Rules, Textbook, Mathematics Learning, Interaction of Teacher and Students.