

## ABSTRAK

**Monteiro Soares, Izaura, 101414068, 2014. Interaksi Belajar Mengajar Matematika di Kelas dalam Kaitannya dengan Gender pada Siswa Kelas VIII SMP Kanisius Gayam Yogyakarta Tahun Pelajaran 2014/2015. Skripsi. Program Studi Pendidikan Matematika, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.**

Penelitian ini merupakan penelitian kualitatif yang bertujuan untuk mengetahui bagaimana interaksi belajar mengajar matematika di kelas dalam kaitannya dengan gender, yang juga didukung oleh pendekatan kuantitatif. Subjek penelitian adalah siswa kelas VIII A dan guru matematika di SMP Kanisius Gayam Yogyakarta. Untuk memperoleh data penelitian, peneliti mengadakan 5 kali pengamatan pada tanggal 30 Agustus, 4, 6, 10 dan 11 September 2014. Pengumpulan data diperoleh dengan cara merekam kegiatan pembelajaran serta instrumen penelitian yang terdiri dari lembar pengamatan mengenai interaksi guru dengan siswa, siswa dengan guru, siswa dengan siswa serta interaksi siswa saat diskusi kelompok. Selanjutnya data yang diperoleh ditranskrip dan dianalisis dengan metode deskriptif kualitatif yaitu dengan menyimpulkan secara kualitatif seluruh hasil pengamatan.

Hasil penelitian menunjukkan bahwa Interaksi guru dengan siswa terjadi dengan sangat efektif berkat komunikasi yang dibangun oleh guru dengan cara memberi salam, memberitahu segala sesuatu yang berkaitan dengan pembelajaran, memberi penjelasan mengenai materi melalui contoh soal/latihan, menyuruh siswa untuk melakukan sesuatu yang berkaitan dengan pembelajaran, memberikan pertanyaan yang sifatnya memicu keaktifan siswa, memberi motivasi dan dukungan serta menegur siswa yang tidak serius dalam proses pembelajaran. Interaksi siswa dengan guru terjadi ketika siswa memberi salam, menyampaikan pendapat mengenai penyelesaian suatu masalah matematika serta bertanya sesuatu yang belum dipahami. Interaksi siswa dengan siswa terlihat ketika antara siswa saling memberikan salam dengan cara berjabat tangan, membahas soal secara bersama-sama, bertanya kepada siswa lain jika mengalami kesulitan dalam pembelajaran, memberikan bantuan dengan cara menjelaskan apa yang menjadi kesulitan siswa lain. Interaksi siswa saat diskusi kelompok terlihat ketika setiap anggota kelompok menyampaikan pendapat guna menyelesaikan masalah matematika, bertanya jika mengalami kesulitan serta membantu teman dalam sekelompok yang mengalami kesulitan. Dari keseluruhan interaksi yang terjadi pada proses pembelajaran menunjukkan bahwa 84.21% dari jumlah siswa laki-laki dan 93.33% dari jumlah siswa perempuan terlibat secara aktif. Oleh karena itu, pada penelitian mengenai interaksi belajar mengajar di kelas tidak tampak kaitannya dengan gender.

**Kata kunci :** Interaksi belajar mengajar, interaksi guru dengan siswa, interaksi siswa dengan guru, interaksi siswa dengan siswa, interaksi siswa saat diskusi kelompok, gender.

ABSTRACT

**Monteiro Soares, Izaura, 101414068, 2014. Interaction in Mathematics Teaching and Learning in the Classroom Related to Gender for Students of Grade VIII SMP Kanisius Gayam Yogyakarta Academic Year 2014/2015. Undergraduate Thesis. Mathematics Education Study Program, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta.**

This qualitative study aimed to determine how the interaction of mathematics teaching and learning in the classroom in terms of gender, which was also supported by quantitative approach. The subjects were students of grade VIII A and the Math teacher in Junior High School Kanisius Gayam Yogyakarta. To obtain the data, the researcher held 5 times observations. They were conducted on 30 August, 4 Sept, 6 Sept, 10 Sept and 11 September 2014. The data were obtained by recording the learning activities as well as using the research instruments consisting of sheets of observations concerning the teacher to students interaction, students to teacher interaction, students to students interaction, and students interaction during the group discussion. Furthermore, the data obtained were transcribed and analyzed using qualitative descriptive method which were used to make conclusions from the entire observations.

The results showed that the interaction that occurred among the teachers and students were very effective. It was because the teacher was able to build a proper communication atmosphere by greeting, telling everything to do with learning, giving a description of the material through example problems / exercises, asking the students to do things related to learning, asking questions that triggered activity of students, providing motivation and support. It also worked on the situation when some students were not serious and focus in the learning process. Student to teacher interaction occurred when students salute, express their opinions on Math problem solving and ask for what they had not understood. Students to students interaction was seen when the students greeted one another and shaking hands, discussing matters, asking for other's help when they face difficulty in learning, and providing assistance or peer assistance as well. Student interaction during the group discussion was seen when each member of the group be able to contribute in solving math problems, ask one another for help when they face difficulties and help one another as well in the group. From the whole interactions that occurred in the learning process showed that 84.21% of male students were actively involved, so were the 93.33% of female students. Therefore, the research on teaching and learning interactions in the classroom did not seem to have anything to do with gender.

**Keywords:** Interaction in teaching and learning mathematics, teacher to student interaction, student to teacher interaction, student to student interaction, student interaction during the group discussion, and gender.