

ABSTRAK

Utami, Reonita Margi. 2023. Analisis Kemampuan Konsentrasi Siswa Pada Proses Belajar Matematika Dalam Ranah Afektif Ditinjau Dari Perbedaan Gender. Skripsi. Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Maritim Raja Ali Haji. Pembimbing I : Assist. Prof. Mariyanti Elvi, S.Pd., M.Pd. Pembimbing II: Assist. Prof. Nurul Hilda Syani Putri, S. Pd., M.Si.

Kata Kunci : Proses Belajar Matematika, Konsentrasi Afektif, Perbedaan Gender

Penelitian ini dilatar belakangi kurangnya kemampuan siswa dalam menanggapi ketika proses pembelajaran. Pendidik menyamakan proses belajar antara peserta didik laki-laki dan perempuan. Penelitian ini bertujuan untuk menganalisis kemampuan konsentrasi siswa pada proses belajar matematika dalam ranah afektif ditinjau dari perbedaan gender. Metode penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Penelitian dilakukan pada bulan Mei 2023 di SMA Negeri 1 Bintan Timur. Peneliti merupakan instrumen utama dan didukung oleh lembar angket, pedoman observasi dan pedoman wawancara. Enam peserta didik diambil sebagai subjek penelitian pada kriteria kemampuan konsentrasi pada proses belajar matematika dalam ranah afektif tinggi, sedang, rendah. Teknik pengumpulan data adalah lembar angket, observasi, dan wawancara mendalam. Teknik analisis data secara umum terdiri dari reduksi data, penyajian data, dan penarikan kesimpulan. Teknik analisis data secara khusus adalah analisis kemampuan konsentrasi pada proses belajar matematika dalam ranah afektif ditinjau dari perbedaan gender melalui rubrik penskoran. Berdasarkan hasil penelitian, peserta didik laki-laki dengan kriteria tinggi mampu memenuhi keseluruhan aspek kemampuan afektif penerimaan, tanggapan, penghargaan dan organisasi begitu pula pada subjek perempuan. Subjek laki-laki dengan kriteria sedang mampu menguasai aspek penerimaan, penghargaan dan organisasi sedangkan subjek perempuan menguasai aspek tanggapan, penghargaan dan organisasi. Pada subjek laki-laki kriteria rendah hanya mampu memenuhi aspek penerimaan, dan penghargaan sama halnya pada subjek perempuan. Temuan penelitian ini adalah peserta didik laki-laki lebih unggul dalam aspek penerimaan, subjek laki-laki mampu mengingat dengan baik materi yang telah berlalu. Sedangkan subjek perempuan unggul dalam aspek tanggapan, subjek mampu interaktif dalam tanya jawab. Akan tetapi subjek perempuan sering lupa terhadap pembelajaran yang telah dijelaskan.

ABSTRACT

Utami, Reonita Margi. 2023. Analysis of Students' Concentration Ability in the Learning Process of Mathematics in the Affective Domain in View of Gender Differences. Thesis. Mathematics Education Study Program, Faculty of Teacher Training and Education. King Ali Hajj Maritime University. Advisor I :Assist. Prof. Mariyanti Elvi, S.Pd., M.Pd. Advisor II: Assist. Prof. Nurul Hilda Syani Putri, S. Pd., M.Sc.

Keywords: Mathematics Learning Process, Affective Concentration, Gender Differences

This research is motivated by the lack of students' ability to respond during the learning process. Educators equate the learning process between male and female students. This study aims to analyze students' concentration abilities in the process of learning mathematics in the affective domain in terms of gender differences. This research method uses a qualitative approach with a descriptive research type. The research was conducted in May 2023 at SMA Negeri 1 Bintan Timur. The researcher is the main instrument and is supported by questionnaires, observation guidelines and interview guidelines. Six students were taken as research subjects on the criteria for the ability to concentrate on the process of learning mathematics in the high, medium, low affective domain. Data collection techniques are questionnaires, observation, and in-depth interviews. Data analysis techniques generally consist of data reduction, data presentation, and drawing conclusions. The data analysis technique in particular is an analysis of the ability to concentrate on the process of learning mathematics in the affective domain in terms of gender differences through a scoring rubric. Based on the results of the study, male students with high criteria were able to fulfill all aspects of the affective abilities of acceptance, response, appreciation and organization as well as female subjects. Male subjects with moderate criteria were able to master aspects of acceptance, appreciation and organization while female subjects mastered aspects of response, appreciation and organization. In the male subject, the low criterion is only able to fulfill aspects of acceptance and appreciation, the same is true for female subjects. The findings of this study are male students are superior in the aspect of acceptance, male subjects are able to remember well the material that has been passed. While the female subject excels in the response aspect, the subject is able to be interactive in debriefing. However, female subjects often forget the lessons that have been explained.