**ABSTRAK**

RAHMAWATI, 2013. *Pola Interaksi Siswa Berdasarkan Gaya Kognitif dalam Pembelajaran Matematika Model Kooperatif Tipe Think Pair Square (Studi pada Siswa Kelas VIII SMP Negeri 2 Maros)*. (Dibimbing oleh Ketua Suradi Tahmir dan Anggota Awi Dassa)

Jenis penelitian ini adalah penelitian deskriptif yang bertujuan untuk: (1) Mendeskripsikan pola interaksi antar siswa yang bergaya kognitif *Field Independent* dalam pembelajaran matematika model kooperatif tipe *Think Pair Square*, (2) mendeskripsikan pola interaksi antar siswa yang bergaya kognitif *Field Dependent* dalam pembelajaran matematika model kooperatif tipe *TPSq*, (3) mendeskripsikan pola interaksi antara siswa yang bergaya kognitif FI dengan siswa FD dalam pembelajaran matematika model kooperatif tipe *TPSq*, dan (4) mendeskripsikan kemampuan kognitif siswa berdasarkan gaya kognitif selama pembelajaran matematika model kooperatif tipe *TPSq*.

Penelitian ini dilakukan pada kelas VIII–E SMP Negeri 2 Maros tahun pelajaran 2012/2013. Subjek penelitian sebanyak 8 siswa yang terdiri atas 4 siswa dengan gaya kognitif FI dan 4 siswa bergaya kognitif FD, dengan kemampuan akademik tinggi dan rendah. Instrumen dalam penelitian ini adalah (1) GEFT, (2) LOAS-BIP, (3) RPP, dan (4) LKS.

Hasil penelitian menunjukkan bahwa (1) Pola interaksi antar siswa yang bergaya kognitif FI berkemampuan akademik tinggi (MA & MS) dengan siswa berkemampuan akademik rendah (MZ & MI), yaitu memberi bantuan tanpa penjelasan, (2) Pola interaksi antar siswa yang bergaya kognitif FD berkemampuan akademik tinggi (MD & MY) dengan siswa berkemampuan rendah (AW & MF), dalam pembelajaran matematika model kooperatif tipe *TPSq* adalah memberi bantuan, baik disertai penjelasan maupun tanpa penjelasan, (3) Pola interaksi antara siswa FI berkemampuan akademik tinggi (MA & MY) dan siswa FD berkemampuan akademik tinggi (MD & MS), yaitu berdiskusi atau bernegosiasi, Pola interaksi antara siswa FI dan FD berkemampuan akademik rendah, MZ & AW, adalah berdiskusi atau bernegosiasi dan memberi bantuan tanpa penjelasan, Pola interaksi antara siswa FI berkemampuan akademik tinggi (MA & MS) dengan siswa FD berkemampuan akademik rendah (AW & MF), yaitu memberi bantuan tanpa penjelasan dan diskusi atau negosiasi, Pola interaksi antara siswa FD berkemampuan akademik tinggi (MD) dengan siswa FI berkemampuan akademik rendah (MZ), adalah memberi bantuan tanpa penjelasan, dan (4) Siswa FI kelas VIII-E SMP Negeri 2 Maros rata-rata memiliki kemampuan kognitif yang lebih baik dibandingkan siswa FD dalam pembelajaran matematika.

**ABSTRACT**

RAHMAWATI, 2013. *Interaction Pattern Of Students Based on Cognitive Style in Mathematics Learning Using Cooperative Model Type Think Pair Square (Study on Students Grade VIII SMP Negeri 2 Maros)*. (supervised by Suradi Tahmir as the head of the supervisor and Awi Dassa as the co-supervisor)

The kinds of this study was descriptive due, aimed for (1) describing the interaction pattern among Field Independent students cognitive style in mathematics learning using cooperative model, type Think Pair Square (TPSq), (2) describing the interaction pattern among students having Field Dependent cognitive style in mathematics learning using cooperative model, type TPSq, (3) describing the interaction pattern between students with FI cognitive style and students with FD cognitive style in mathematics learning using cooperative model, type TPSq and (4) describing the ability of students based on their cognitive style during mathematics learning using cooperative model, type TPSq.

The present research was conducted at class VIII-E SMP Negeri 2 Maros, academic year 2012/2013. The subject of the research was as many as 8 students consisting of 4 students with FI cognitive style and 4 students with FD cognitive style, of which high ability students and low ability students are represented in both groups. The instrument used were (1) GEFT, (2) Observation sheet of students’ activities related to personal interaction (LOAS-BIP), (3) lesson plan, and (4) students’ worksheet.

The research suggests several things i.e. (1) the kind of the interaction between high achievement FI students (MA & MS) and low achievement FI students (MZ & MI) in mathematics learning using cooperative model, type TPSq, is giving help without detail explanation, (2) the kind of the interaction between high achievement students with FD cognitive style (MD & MY) and low achievement students with the same cognitive style (AW & MF) in mathematics learning using cooperative model, type TPSq is giving answer either with explanation or without explanation, (3) the kind of the interaction between high achievement FI students (MA & MY) and high achievement FD students (MD & MS) is discussing or negotiating. The kind of the interaction between low achievement FI students and low achievement FD students, MZ & AW are negotiating and giving answer without explanation. The kind of the interaction between high achievement FI students (MA & MS) and low achievement FD students (AW & MF), is giving answer without explanation and discussion/negotiation. The kind of the interaction between high achievement FD students (MD) and low achievement FI students (MZ) is giving answer without explanation, and (4) FI students grade VIII-E SMP Negeri 2 Maros in average have better cognitive ability compared than FD students in mathematics learning.