

ABSTRACT

Muhammad Syawal, 2026. The Impact of Implicit Bias on Teacher-Student Interaction in International School Classrooms at IOP Primary School Makassar. Under the thesis of the Department of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Nunung Anugrahwati and Muh. Arief Muhsin.

This study aimed to explore how implicit bias manifests in teacher–student interactions at IOP Primary School Makassar. This study employed a qualitative descriptive research design involving one teacher and four students selected through purposive sampling. Data were collected through classroom observations using an observation checklist and semi-structured interviews and were analyzed using Braun and Clarke’s thematic analysis. The findings showed no implicit bias related to race and ethnicity, language, or gender, as observation and interview data indicated that the teacher treated students equally. However, subtle manifestations were identified in three aspects: socioeconomic bias, behavioral bias, and classroom bias. Students experiencing family-related or emotional difficulties received greater emotional support, while those displaying active or disruptive behaviors received more frequent attention. Students with stronger previous performance and higher participation were also more likely to be selected to answer questions and take leadership roles. Although these patterns were intended to support learning and classroom management, they reflected subtle forms of implicit bias that emerged unintentionally through everyday teaching practices. The study concludes that implicit bias may operate through teachers’ responses to students’ circumstances, behavior, and previous performance. These findings highlight the importance of reflective teaching practices in promoting equitable teacher–student interactions in diverse classrooms.

Keywords: *implicit bias, teacher–student interaction, socioeconomic bias, behavioral bias, classroom bias.*