DINAMIKA *STUDENT ENGAGEMENT* DALAM KURSUS MATEMATIKA *ONLINE* PADA JENJANG SEKOLAH MENENGAH PERTAMA

TESIS

Diajukan untuk memenuhi sebagian syarat memperoleh gelar Magister Pendidikan dalam Bidang Psikologi Pendidikan

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Dengan ini saya menyatakan bahwa tesis dengan judul "Dinamika *Student Engagement* dalam Kursus Matematika *Online* pada Jenjang Sekolah Menengah Pertama"ini beserta seluruh isinya adalah benar-benar karya saya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis. Atas pernyataan ini, saya siap menerima resiko/sanksi apabila dikemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain sebagai prediktor keaslian karya saya ini.

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KATA PENGANTAR

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Tesis yang berjudul "Dinamika *Student Engagement* dalam Kursus Matematika *online* pada Jenjang Sekolah Menengah Pertama" ini diuraikan dalam laporan penelitian dengan struktur organisasi komponen tesis yang terdiri dari 5 bab. Bab I Pendahuluan, merupakan bab perkenalan, mendeskripsikan tentang latar belakang penelitian, pertanyaan penelitian, tujuan penelitian, dan manfaat penelitian. Bab II Kajian teori, merupakan penjelasan mengenai konteks topik atau permasalahan yang diangkat dalam penelitian. Pada bagian ini teori yang dipaparkan adalah *student engagement* dan teori pendukung. Bab III Metode penelitian, merupakan bagian yang mengarahkan pembaca untuk mengetahui alur penelitian, desain penelitian, partisipan, fokus, teknik pengumpulan, dan analisis, serta kredibilitas, hingga isu etik dalam penelitian. Bab IV Hasil dan pembahasan, merupakan bagian yang berisikan hasil temuan dari penelitian ini serta pembahasan menggunakan analisis berdasarkan teori pendukung. Bab V Simpulan dan rekomendasi, merupakan bagian yang terdiri dari simpulan tesis serta rekomendasi untuk penelitian selanjutnya.

Bandung, 4 Agustus 2023

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Bandung, 4 Agustus 2023
Penulis

ABSTRAK

Fenomena munculnya kursus *online* kian meningkat dalam beberapa tahun terakhir untuk mengatasi kesulitan belajar siswa dari rumah. Permintaan yang semakin tinggi dari siswa dan orang tua dalam mencari alternatif pembelajaran *online* terutama pada pelajaran matematika selama pandemi COVID-19. Keterlibatan siswa menjadi salah satu kunci keberhasilan dalam pembelajaran *online*. Penelitian ini bertujuan untuk mengeksplorasi dinamika *student engagement* siswa sekolah menengah pertama pada pembelajaran matematika secara *online*. Dengan menggunakan metode penelitian fenomenologi kualitatif, data penelitian dieksplorasi melalui wawancara mendalam semi terstruktur terhadap empat orang siswa yang mengikuti kursus *online* matematika. Hasil dari analisis data mendapati bahwa dinamika *student engagement* siswa dalam kursus matematika *online* terlihat pada proses sebelum, saat, dan sesudah pembelajaran berlangsung. Setelah itu diidentifikasi adanya faktor eksternal dan internal yang berperan. Faktor eksternal meliputi konteks sosial seperti *mentor engagement*, *teacher-student relationship*, dan *instructional design*. Serta, faktor internal yang berperan pada *student engagaement*, diantaranya adalah *self-regulated learning*, kecemasan matematika*, dan self-esteem.* Faktor-faktor tersebut dapat menjadi pendukung (keterlibatan) namun dapat juga menjadi penghambat (ketidakterlibatan) dalam penelitian ini.

Keywords: *Student engagement,* Sekolah Menengah Pertama, kursus matematika *online.*

ABSTRACT

The phenomenon of online courses has increased in recent years to overcome the difficulty of students learning from home. The demand from students and parents for online courses has increased, especially in mathematics courses during the COVID-19 pandemic. Student engagement is one of the keys to success in online learning. This study aims to explore the dynamics of junior high school student engagement in online mathematics course. The research method used qualitative phenomenology, data explored through semi-structured in-depth interviews with four students who took an online mathematics course. The results of the data analysis found that the dynamics of student engagement in online mathematics courses can be seen in the process before, during and after learning. After that, there were identified external and internal factors that played a role. External factors include social context such as mentor engagement, teacher-student relationship, and instructional design. Meanwhile, internal factors that play a role in student engagement include self-regulated learning, mathematics anxiety, and self-esteem. These factors can be both supports (engagement) and barrier (disengagement) in this research.

Keywords: *Student engagement, Junior High School, mathematics online course.*

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