

INTERAKSI SISWA DAN GURU DALAM PEMBELAJARAN DARING  
SINKRON DI SEKOLAH MENENGAH KEJURUAN

TESIS

Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Magister  
Pendidikan Teknologi dan Kejuruan



oleh

Maulana Noor Fajri Al Hajar  
NIM 2002647

PROGRAM STUDI  
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Oleh  
Maulana Noor Fajri Al Hajar  
2002647

Sebuah Tesis yang Diajukan untuk Memenuhi Salah Satu Syarat  
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MAULANA NOOR FAJRI AL HAJAR  
INTERAKSI SISWA DAN GURU DALAM PEMBELAJARAN DARING  
SINKRON DI SEKOLAH MENENGAH KEJURUAN

disetujui dan disahkan oleh pembimbing:

Pembimbing



Prof. Dr. Ade Gafar Abdullah, M.Si  
NIP. 197211131999031001

Mengetahui,  
Ketua Program Studi Pendidikan Teknologi dan Kejuruan



Prof. Dr. Ade Gafar Abdullah, M.Si  
NIP. 197211131999031001

# Interaksi Siswa dan Guru dalam Pembelajaran Daring Sinkron di Sekolah Menengah Kejuruan

Maulana Noor Fajri Al Hajar  
2002647

## ABSTRAK

Interaksi siswa dan guru dalam pembelajaran daring sinkron dapat membantu membangun keterlibatan para siswa dalam belajar dan pembelajaran. Sayangnya, pemahaman terkait dengan interaksi siswa dan guru dalam pembelajaran daring sinkron berdasarkan perspektif guru kejuruan masih belum banyak diteliti. Para guru kejuruan pun menjelaskan bahwa pembelajaran daring sinkron adalah sesuatu hal yang baru dari dampak pandemi Covid 19. Sehingga, penelitian ini akan menyelidiki interaksi siswa dan guru dalam pembelajaran daring sinkron di sekolah menengah kejuruan berdasarkan perspektif guru dalam masa pandemi. Untuk menjawab pertanyaan tersebut, penelitian ini menggunakan *phenomenological study* dengan teknik pengumpulan data berupa wawancara semi terstruktur, dan mendalam kepada lima guru kejuruan pada program keahlian Agribisnis Pengolahan Hasil Pertanian. Kemudian, wawancara dilakukan secara satu per satu mulai dari bulan September sampai Oktober. Hasil penelitian menunjukkan bahwa para guru kejuruan menggunakan strategi menunjuk para siswa secara acak untuk membuat suasana interaksi yang aktif di kelas daring. Kemudian, memberi jeda sejenak sebelum melakukan interaksi dalam diskusi, dan memberi pertanyaan yang menyelidik. Kemudian, para guru kejuruan merasa sulit menjaga interaksi dengan para siswa yang mengalami kendala teknis. Misalnya, daya sinyal yang lemah. Hal tersebut membuat banyak para siswa menutup video kamera selama pembelajaran. Para guru kejuruan pun memberikan sikap bahwa itu salah satu bentuk tidak menghargai guru. Selain itu, para guru kejuruan memberikan sikap mengenai pembelajaran daring sinkron di luar pandemi untuk kegiatan belajar yang sifatnya menunjang pembelajaran. Akhirnya, penelitian ini pun menyarankan para guru kejuruan untuk menggunakan berbagai teknik dalam membangun keterlibatan dengan para siswa dalam pembelajaran daring sinkron.

Kata kunci: interaksi siswa-guru, pembelajaran daring sinkron, pandemi Covid 19, sekolah menengah kejuruan, perspektif guru

# Student-Teacher Interaction in Synchronous Online Learning at Vocational High School

Maulana Noor Fajri Al Hajar  
2002647

## ABSTRACT

Student-teacher interactions in synchronous online learning be able to help build student engagement in learning. Unfortunately, the understanding related to student and teacher interaction in synchronous online learning based on the perspective of vocational teachers has not been widely studied. Then, the vocational teachers also explained that synchronous online learning was something new, especially from the impact of the Covid 19 pandemic. This research investigates student-teacher interactions in synchronous online learning in vocational high schools based on the teacher's perspective during this pandemic. To answer this question, this study used a phenomenological study with in-depth, and semi-structured interviews to five vocational teachers in the Agribusiness Processing Agricultural Product program. The interviews were conducted individually from September to October. The results showed that vocational teachers used randomly pointing the students to create an atmosphere of active interaction in online classrooms. Then, pause for a moment before interacting in the discussion, and ask probing question. Then, vocational teachers difficult to maintain interaction with students who confront technical problems. For example, weak signal power. This makes many students close the video camera during synchronous online learning. The teachers also gave the attitude that it was a form of disrespect for teachers. In addition, vocational teachers provide attitudes regarding synchronous online learning outside the pandemic for learning activities outside of the course that are supportive of learning. Finally, this study also suggests vocational teachers to use various techniques to build engagement with students in synchronous online learning.

Keywords: student-teacher interaction, synchronous online learning, Covid 19 pandemic, vocational high school, teacher's perspective

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