

Analisis Kesiapan Siswa Dalam Pembelajaran Daring di SMK Negeri 1 Seririt

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Abstrak

Penelitian ini bertujuan untuk menganalisis kesiapan siswa SMKN 1 Seririt dalam konteks pembelajaran Bahasa Inggris. Subjek dalam penelitian ini adalah 30 siswa kelas 11 di SMK Negeri 1 Seririt. Penelitian ini menggunakan desain penelitian mixed method dalam bentuk explanatory Sequential. Data di peroleh dengan menggunakan dua instrument yaitu angket kesiapan belajar online dan pedoman wawancara. Hasil dari test validity menunjukkan bahwa terdapat 16 pertanyaan yang valid dan 4 pertanyaan yang tidak valid. Reliability instrument dalam penelitian ini adalah 0.70. Data dianalisis secara kuantitatif dan kualitatif. Untuk respon angket, peneliti menggunakan model pengukuran kesiapan Aydin dan Tasci untuk memahami kesiapan e-learning siswa, sedangkan respon wawancara dianalisis menggunakan Model Analisis Interaktif. Hasil dari penelitian ini, kesiapan siswa dalam menerapkan e-learning di SMK N 1 Seririt memperoleh skor total = 3,76 yang menyatakan bahwa, siswa siap menerapkan e-learning namun masih perlu perbaikan pada beberapa faktor. Hasil wawancara menunjukkan bahwa faktor pendukung dalam penerapan e-learning adalah, ketersediaan media pembelajaran dan e-learning fleksible. Faktor penghambat adalah fasilitas dalam e-learning. Ada beberapa faktor yang perlu difokuskan seperti faktor teknologi, manusia, inovasi dan pengembangan diri. Penelitian ini bermanfaat untuk memahami kesiapan memahami kesiapan e-learning siswa dan penerapan e-learning dalam pembelajaran daring.

Kata kunci: EFL, E-learning, Kesiapan, Daring



STUDENTS' E-LEARNING READINESS IN REMOTE TEACHING CONTEXT

IN SMKN 1 SERIRIT

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ABSTRACT

This study aimed to analyze SMK N 1 Seririt students' e-learning readiness in the remote teaching context. The subject of this study was 30 students of 11th grade students in SMK Negeri 1 Seririt. The validity testing result showed that there are 16 questions that were valid, and four questions were not valid. The reliability of this research was 0.70. This study used a mixed-method research design in an explanatory sequential design. The data were obtained using two instruments, namely an online learning readiness questionnaire and an interview guide. For questionnaire responses, the researcher employed Aydin and Tasci's readiness measurement model to understand students' e-learning readiness. The interview responses were analyzed using Interactive Model Analysis. As a result, the readiness for implementing e-learning at SMK N 1 Seririt obtained a total score (Mo = 3.76), which means that they are ready to implement e-learning but still need few improvement on several factors. The interview result showed the supporting factor in implementing e-learning was the availability of media and the flexibility of e-learning, while the limiting factor were the facilities in e-learning. Several factors still need improvement namely, technology readiness, people readiness, innovation readiness, and self-development readiness. This research was rewarding to comprehend students' e-learning readiness and the implementation of e-learning in remote context.

Keywords: EFL, E-learning, readiness, Remote teaching,

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