

**ATTRIBUTES OF MEANINGFUL LEARNING IN ENGLISH TEACHING
AND LEARNING THROUGH ONLINE AT VOCATIONAL HIGH
SCHOOL**

**By
SYALIA URFIE ISLAMI**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2021/1442 H**

**ATTRIBUTES OF MEANINGFUL LEARNING IN ENGLISH TEACHING
AND LEARNING THROUGH ONLINE AT VOCATIONAL HIGH
SCHOOL**

AN UNDERGRADUATE THESIS

**Presented to
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by

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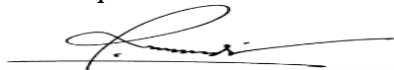
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STATEMENT OF AUTHENTICITY

STATEMENT OF AUTHENTICITY

I, the undersigned, Syalia Urfie Islami, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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ABSTRACT

Syalia Urfie Islami. 2021. Attributes of Meaningful Learning in English Teaching and Learning Through Online at Vocational High School. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Rusnadi, S.Pd, M.Pd.I, MA (II) Fajrianoor, S.Pd, M.Pd

Keywords: Meaningful Learning, Attributes of Meaningful Learning, Teaching and Learning

This research is focusing on attributes of meaningful learning inserted during online teaching and learning in Vocational High School 1 Kandangan. The teaching and learning here covers the use of textbook as a resource of learning and learning activities that held during online learning. The researcher is analyzing the attributes of meaningful learning reflected on English textbook 'Bahasa Inggris Kelas XI' published by Ministry of Education and Culture. Based on the limitedness of online learning of COVID-19 pandemic, the researcher also wants to know about the ways of teachers applied attributes of meaningful learning during online learning.

This study is descriptive qualitative research by doing document analysis to analyze the instructions provided in English textbook and determined the attributes of meaningful learning inserted. The English teachers also interviewed to find out their ways in applied its attributes of meaningful learning during online learning, and followed by online class observation for four weeks.

Throughout the analysis, the researcher found that all attributes of meaningful learning; Constructive Learning, Collaborative Learning, Authentic Learning, and Intentional learning are inserted in the English textbook used. With those attributes inserted, the teachers have modified by themselves the instructions on the textbook to be able used during online learning. The teachers was also involving students to do several activities apart from the textbook to make the online learning meaningful, these activities are developed by the teachers themselves assisted by web-applications and references that easily accessible for students. However, due to some problems, these activities of attributes of meaningful learning could not always be applied for every meeting of online learning. Teachers as the facilitator and mediator should be more prepared and have well consideration towards time management.

ABSTRAK

Syalia Urfie Islami. 2021. *Atribut-Atribut Pembelajaran Bermakna dalam Belajar dan Mengajar Bahasa Inggris di Sekolah Menengah Kejuruan*. Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Rusnadi, S.Pd, M.Pd.I, MA (II) Fajrianoor, S.Pd, M.Pd.

Kata kunci: Pembelajaran Bermakna, Atribut Pembelajaran Bermakna, Belajar dan Mengajar

Penelitian berfokus pada atribut pembelajaran bermakna yang dimasukkan selama belajar dan mengajar secara daring di Sekolah Menengah Kejuruan 1 Kandungan. Aktivitas belajar dan mengajar di sini mencakup penggunaan buku teks sebagai sumber belajar dan aktivitas belajar selama kelas daring. Peneliti menganalisa atribut pembelajaran bermakna yang direfleksikan dalam buku teks Bahasa Inggris Kelas XI terbitan Kementrian Pendidikan dan Kebudayaan. Dengan keterbatasan dalam pembelajaran daring akibat COVID-19, peneliti juga ingin mengetahui cara-cara guru dalam mengaplikasikan atribut pembelajaran bermakna selama kelas daring.

Studi ini menggunakan pendekatan deskriptif kualitatif dengan analisa dokumen untuk menganalisa instruksi-instruksi yang terdapat dalam buku teks Bahasa Inggris dan menentukan atribut pembelajaran bermakna yang disisipkan. Guru Bahasa Inggris juga diwawancarai untuk menjelaskan cara mereka menerapkan aktivitas-aktivitas yang mengandung atribut pembelajaran bermakna selama belajar dan mengajar di kelas daring akibat pandemic COVID-19. Peneliti juga melakukan pengamatan selama empat kali pertemuan untuk memantau langsung aktivitas belajar dan mengajar di kelas daring.

Berdasarkan analisa yang telah dilakukan, peneliti menemukan bahwa semua atribut pembelajaran bermakna, yaitu belajar konstruktif, belajar kolaboratif, belajar otentik, dan belajar intensional telah disisipkan melalui instruksi yang terdapat di dalam buku teks Bahasa Inggris yang digunakan. Dengan atribut-atribut tersebut, guru-guru telah memodifikasi dengan cara mereka sendiri instruksi-instruksi aktivitas belajar yang terdapat di dalam buku agar dapat digunakan selama pembelajaran daring. Guru-guru juga melibatkan siswa untuk melakukan aktivitas belajar di luar instruksi buku untuk membuat pembelajaran daring bermakna. Aktivitas-aktivitas ini dikembangkan sendiri oleh para guru dengan dibantu aplikasi-aplikasi digital dan referensi yang dapat diakses dengan mudah oleh siswa. Atas beberapa masalah, atribut-atribut pembelajaran bermakna ini tidak dapat selalu diterapkan selama pembelajaran daring. Guru sebagai pfasilitas dan mediator harus lebih bersiap dan memiliki pertimbangan yang matang terhadap manajemen waktu.

MOTTO

“I don’t want to run the world nor become an important person. I just want to do lots of things on my own.”

(Namtarn Chayanit – The Gifted)

DEDICATION

I dedicate this thesis with sincerity for:

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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