ABSTRAK

Sarwan: Kendala Guru Dalam Melaksanakan Pembelajaran Daring di Jurusan Teknik Kendaraan Ringan Sekolah Menengah Kejuran Negeri 5 Medan dan Sekolah Menengah Kejuruan Swasta Bandung 2 Tahun Ajaran 2020/2021. Skripsi. Fakultas Teknik Universitas Negeri Medan.

Penelitian ini bertujuan untuk mendeskripsikan keterampilan guru dalam menngunkan aplikasi *Zoom* untuk belajar daring di jurusan Teknik Kendaraan Ringan SMK Negeri 5 Medan dan SMK Swasta Bandung 2, mendeskripsikan kendala guru dibidang fasilitas computer, laptop, gadged, smartphone dan paket internet untuk belajar daring di Jurusan Teknik Kendaraan Ringan SMK Negeri 5 Medan dan SMK Swasta Bandung 2, mendeskripsikan kendala guru dalam mengelola pembelajaran daring di Jurusan Teknik Kendaraan Ringan SMK Negeri 5 Medan dan SMK Swasta Bandung 2, mendeskripsikan kendala guru dalam menilai hasil belajar secara daring di Jurusan Teknik Kendaraan Ringan SMK Negeri 5 Medan dan SMK Swasta Bandung 2 dimasa pandemi COVID-19.

Jenis penelitian yang digunakan adalah metode deskriptif. Adapun teknik pengumpulan data yang dilakukan dengan metode observasi, dan angket kuisioner. Sumber data dalam penelitian ini terdiri dari 30 orang responden yakni guru yang mengajar di jurusan teknik kendaraan ringan, dengan teknik sampling *purposive* yaitu teknik pengambilan sumber data dengan pertimbangan tertentu, dimana peneliti ingin mengetahuai bagaimana kendala guru dalam melaksanakan pembelajaran daring. Analisis data menggunakan teknik analisis deskriptif kualitatif, dengan langkah reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian yang diperoleh adalah: (1) Kendala guru di bidang keterampilan menggunakan aplikasi *Zoom*. Keseluruhan guru sudah mampu mennggunakan aplikasi *Zoom* untuk pembelajaran daring. (2) Kendala guru dibidang fasilitas komputer (laptop), *smartphone, gadged* dan paket internet, berdasarkan hasil penelitan sudah cukup baik. Beberapa kendala yang ditemui pada bagian kebutuhan paket internet yang tidak disediakan oleh pihak sekolah sehingga para guru sewaktu – waktu mengalami kehabisan paket internet untuk belajar daring, Secara umum dalam bidang fasilitas komputer (laptop), *smartphone, gadged* dan paket internet, cukup baik (tidak terkendala). Persentase kendala yang dialami oleh para guru yaitu sebesar 20%, (3) Kendala guru di bidang pengelolaan pembelajaran berdasarkan hasil penelitian, kendala yang dialami oleh para guru masuk ke dalam kategori terkendala dengan persantasi sebesar 83.21%, (4) Kendala guru di bidang penilaian pembelajaran berdasarkan hasil penelitian, kendala yang dialami oleh para guru masuk ke dalam kategori terkendala dengan persentasi sebanyak 73.7%.
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Kata Kunci **:** *Kendala, Guru, Pembelajaran, Daring, COVID-19.*

ABSTRACT

Sarwan: Teachers' Constraints in Implementing Online Learning in the Light Vehicle Engineering Department at Medan State 5 High School and Bandung 2 Private Vocational High School 2020/202. Thesis. Faculty of Engineering, Universitas Negeri Medan.

This study aims to describe the skills of teachers in using the Zoom application for the Light Vehicle Engineering major at SMK Negeri 5 Medan and SMK Swasta Bandung 2, to describe teachers in the field of computer facilities, laptops, gadgets, smartphones and internet packages to learn boldly in the Light Vehicle Engineering Department at SMK Negeri. 5 Medan and Bandung Private Vocational School 2, describe teacher obstacles in managing Light Vehicle Engineering learning at SMK Negeri 5 Medan and SMK Private Bandung 2, describe teacher constraints in assessing learning outcomes boldly. Light Vehicle Engineering Department at SMK Negeri 5 Medan and SMK Private Bandung 2 in the future COVID-19 pandemic.

This type of research is a descriptive method. The data collection techniques are carried out by observation methods, and questionnaires. The data source in this study consisted of 30 respondents, namely teachers who taught in the light vehicle engineering department, with purposive sampling technique, namely the technique of taking data sources with certain considerations, where the researcher wanted to find out how the constraints of the teacher in implementing online learning. Data analysis used descriptive qualitative analysis techniques, with data reduction steps, data presentation, and drawing conclusions.

The results obtained are: (1) Teachers' obstacles in the field of skills using the *Zoom* application. All teachers have been able to use the *Zoom* application for online learning. (2) Teachers' obstacles in the field of facilities for computers (laptops), smartphones, gadgets and internet packages, based on the research results are quite good. Some of the problems encountered were in the part of the need for internet packages that were not provided by the school so that teachers sometimes ran out of internet packages for online learning, in general in the field of computer facilities (laptops, smartphones, gadgets and internet packages). The percentage of obstacles experienced by teachers is 20%. (3) Teacher constraints in the field of learning management based on research results, the constraints experienced by teachers fall into the constrained category with a percentage of 83.21% (4) Teachers' constraints in the field of learning assessment based on research results, the obstacles experienced by teachers fall into the constrained category by percentage as much as 73.7%.

Keywords: *Teachers, Constraints, Online, Learning, COVID-19*