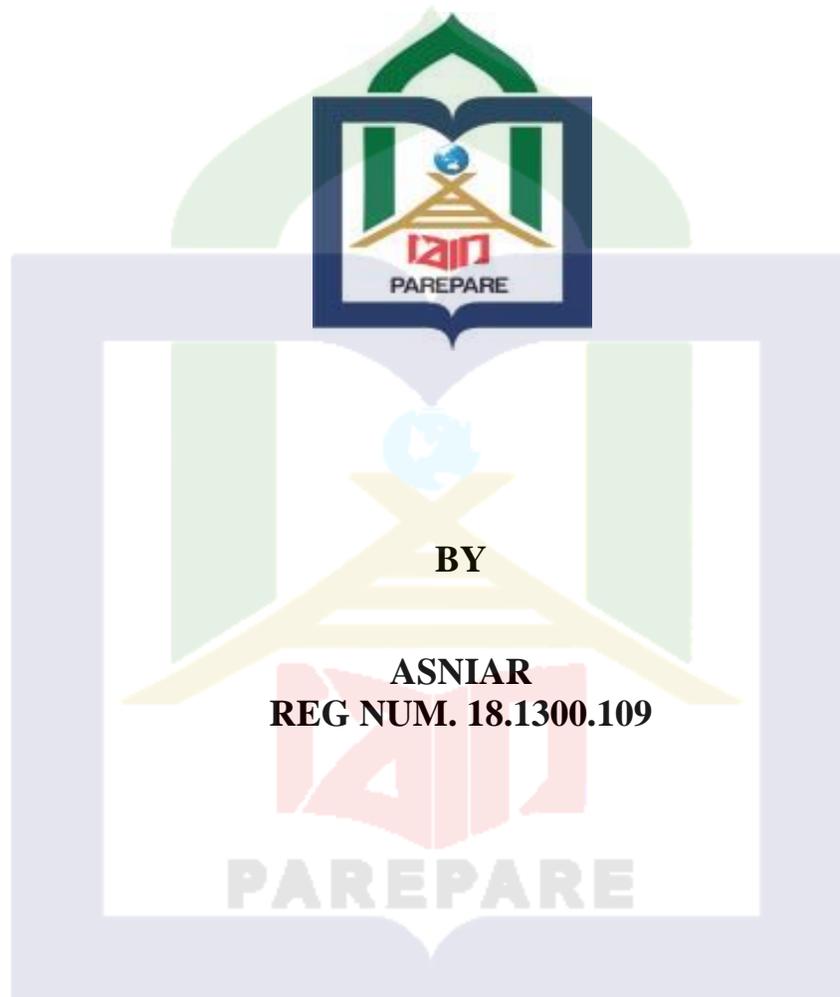


A THESIS
ANALYSIS OF THE TEACHER MULTITASKING IN
TEACHING ENGLISH AT SMKN 1 PINRANG



BY
ASNIAR
REG NUM. 18.1300.109

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

2023

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REG NUM. 18.1300.109

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Truly declare that this thesis is truly my work and if in the future it is proven that duplication, imitation, or plagiarism is applied to the entire thesis, except for writing as a form of reference or quotation by following the usual scientific writing, then I am willing to accept sanctions for my actions the.

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ABSTRACT

Asniar,2023.*Analysis of the Teacher Multitasking in Teaching English at SMKN 1 Pinrang.* (Supervised by Arqam and Mujahidah).

Teachers who do multitasking in teaching can have an impact or influence on the focus of teachers and students in the learning process. This study aims to find out whether multitasking carried out by teachers has an influence on teacher performance in teaching and also on students' understanding in understanding the material taught by teachers who do multitask in the learning process.

This type of research is descriptive research with a qualitative approach with data collection instruments using observation and interviews. The research sample consisted of 3 teachers in 3 different classes and 11 students from 3 classes taught by each teacher. The data analysis technique is using kualitatif descriptive analysis.

The results of the study show that: (1) The multitasking carried out by the teacher while teaching in the classroom can be categorized as having little impact on teacher performance in teaching. (2) There is an impact of teachers multitasking and students understanding the material explained by the teacher in learning English. In addition, it can be found that there are some disadvantages and advantages, one while the disadvantages are in multitasking in the learning process, namely when a teacher multitasks while teaching some teachers are less focused on discussing the material being taught which makes students not focus on receiving material while the advantage is that the teacher can streamline his time. in teaching so that the teacher can carry out other activities.

Keywords : *Multitasking, Teacher, and Teaching English*

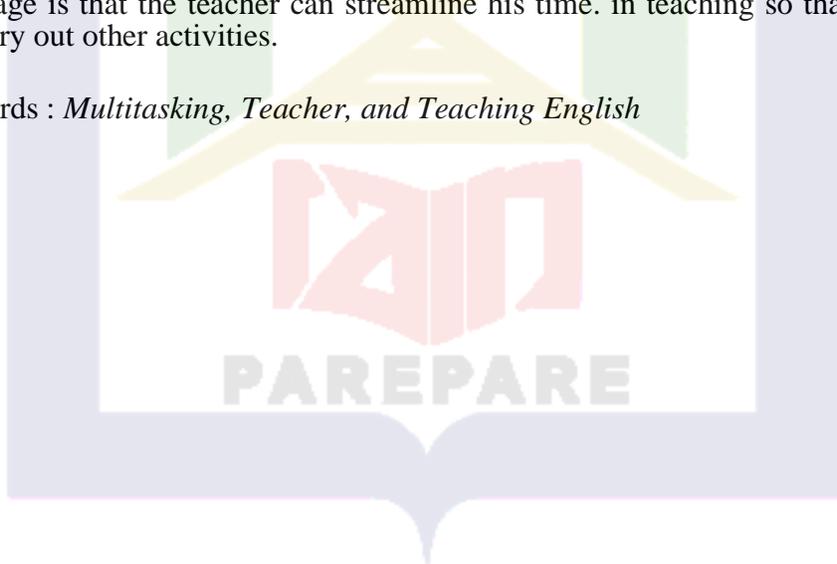


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CHAPTER I INTRODUCTION

A. Background

Education is one of the most important parts of life, because education is a major factor in developing human potential and resources.¹One element that has a responsibility in the education of educators (teachers). The teacher as an educator or teacher is a person who gives knowledge to children who occupy a respectable position in society,²this is because the teacher occupies the most central position and has an important role in the development of students, where educators have a role as a driver, mentor, and providing learning facilities for students to achieve learning objectives.

The ability of teachers varies, due to educational background and teaching experience. A teacher with a teacher education background will have different abilities when compared to someone with a non-teaching educational background. The ability of experienced teachers is certainly more qualified than the ability of teachers who are less experienced in education and teaching.³At this time teachers are trying to improve their ability to develop and also master various teaching materials and teaching materials, where this is because there are many educators or teachers who have the same educational background in the same institution. or teaching materials outside of their educational background.

¹Departemen Agama RI, Al-Qur'an dan Terjemahan, (Cet,XI; Jakarta Timur; CV Darus Sunna, 2011), h.544.

²Syarifuddin Nurdin, Guru Professional & Implementasi Kurikulum (Cet III; Jakarta: Quantum Teaching, 2005). h.14-15

³Syaiful Bahri Djamarah, Guru dan Anak Didik Dalam Interaksi Edukatif (Cet I; Jakarta: PT RINEKA CIPTA,2014).

Along with the development of the era, a teacher is required to be able to carry out multitasking activities. Multitasking itself is an activity carried out simultaneously or carrying out 2 or more activities simultaneously. The multitasking referred to in this study is the multitasking carried out by the English teacher when carrying out the learning process, where the teacher carries out the learning process but carries out other activities such as checking student assignments at the same time.

Each school has many teachers who teach according to their respective expertise, one of which is SMK Negeri 1 Pinrang which has 9 English teachers, it is undeniable that many English teachers do multitask while teaching. The country is in Pinrang Regency. SMKN 1 Pinrang has six majors, namely, Office Administration, Accounting, Multimedia, TITL, Clothing, and Marketing which secure the total number of students from 6 majors which is 1307 students. SMK 1 Pinrang has quite a lot of educators and teachers, especially English teachers, therefore the number of English teachers at SMK 1 Pinrang makes some teachers have to multitask in teaching.

There are several goals or programs of SMKN 1 Pinrang, namely instilling religious values in students through religious activities, professionally organizing education to produce graduates who are noble, religious, qualified, and ready to enter higher education levels and ready to enter the world of work, equip students with Field Work Practice activities and academic and non-academic activities both knowledge and skills to increase competitiveness to enter universities and the world of work for those who do not continue to tertiary institutions. Judging from the objectives of SMKN 1 Pinrang, English teachers often do multitasking when carrying out the learning process, especially in learning English. Where the English teacher

when carrying out the learning process also carries out other activities such as picking up the telephone, receiving guests who come to class, sending assignments in the WhatsApp group, and so on.

Based on some of the descriptions above, in which researchers have the desire to know the impact of multitasking. So the researcher is interested in conducting research entitled "ANALYSIS OF THE TEACHER MULTITASKING IN TEACHING ENGLISH AT SMKN 1 PINRANG.

B. Research Question

Based on the description above, the researchers put forward several problems as follows:

1. How is the impact of teaching multitasking on the teacher's performance in teaching English?
2. How is the impact of teacher multitasking on students' understanding of English ?

C. Significance of Research

The objectives of this research are as follows:

1. To find out the impact of teaching multitasking on teacher performance in teaching English.
2. This study aims to determine the impact of teachers who teach multitasking on students' understanding of English

D. Research Use

The uses of research related to the object of research analysis are:

1. Theoretical Uses

This research is expected to contribute to the development of science, increase the insight of researchers and readers, especially regarding the impact and influence of the ability of teachers who teach multitasking in different subjects on teachers and students. Hopefully this scientific work can be useful reading material to expand the reader's knowledge and as an additional scientific reference for future researchers.

2. Practical Use

The results of this scientific work are expected to be used by various parties who need it, including:

- a. for personal researchers, can be used as provisions that will be useful for their careers as educators.
- b. For the readers, it can be used as a reference for improvement and development as well as being the key to innovation to conduct further research.

CHAPTER II

LITERATURE REVIEW

A. Some Previous Research Finding

There may be a lot of research related to teachers' multitasking abilities in teaching, there are several studies that are relevant to this title. Based on previous research conducted by Goran Brante in 2008 in his journal entitled "Multitasking and Synchronous Work: Complexities in Teacher Work". The field findings show that there are differences in how teachers illustrate multitasking activities, where it is explained that two tasks can be carried out simultaneously, but the important thing is not whether various aspects of a teacher's work are carried out simultaneously or not, what matters is experience, feelings, and real associations. teachers about the situation and working conditions and some statements cannot be ignored which regard the teacher's work as complex and intense which can cause teacher burnout. Another result of this study is the difference between multitasking and synchronous work, where if the teacher is faced with a situation where multitasking and synchronous work simultaneously influences their situation, thinking, and awareness, it is considered a complex and intense situation, it states that in fact, teachers perform single activities or single tasks which they experience as multitasking.backgro.⁴

Tasya Yowanda Harahap in her 2022 journal entitled "The Relationship Between Self-Efficacy and Work Stress in SLB Teachers in Medan City". This paper describes the fact that the work stress experienced by some Smart Aurica School and Medan Autistic State SLB teachers has various work stress besides interacting with

⁴ Brante,Goran,*Multitasking and Synchronous Work:Complexities in Teacher Work* (Sweden:Kristiantad University,2008),h.430-436.

students in the classroom they also have to deal with varied student behavior, and the teacher also often performs other tasks. which are not related to the delivery of learning material to students, for example tidying up student desks which are very messy because the class's students have not been able to tidy up their desks, sharpening student pencils because students cannot do it yet, and so on. These additional tasks make the teacher have to multitask in the classroom so that the teacher's concentration becomes divided during the learning process. The condition of multitasking and the teacher's divided focus has the potential to cause stress on the teacher because the brain and physical load multiplies, where the teacher does not only do one task or focus on one task only.⁵

MeitaSantiBudiani,OlieviaPrabandiniMulyana, Ni
WayanSukmawatiPuspitadewi in her 2020 journal entitled "The Role of Self Confidence and Multitasking Ability to Readiness to Change in Students". The results of this study state that there is a correlation between the variables of self-confidence and multitasking ability with readiness to change in research subjects. The three variables have a significant and positive relationship. This means that if self-confidence and multitasking ability is high, it will be followed by high readiness to change. Conversely, low self-confidence and multitasking ability will also be associated with low readiness to change. Confidence has a high enough role in predicting the readiness to change variable, while multitasking ability only

⁵Harahap,Tasya Yowanda,*Hubungan AntaraSelf EfficacyDengan Stres Kerja Pada GuruSLB di Kota Medan*(Disertasi Dokter,Universitas Medan Area,2022).

contributes minimally in predicting changes in the readiness to change variable (readiness to face change).⁶

So, according to previous studies of all the dimensions studied, of course there are similar things that are almost the same as the research that has been carried out, but previous research has discussed about teachers who teach subjects that are not in accordance with their educational background and multitasking is done at the same time on productivity. The difference between the previous research and the one that will be studied is the multitasking done by the teacher in teaching two different subjects at different times at SMKN 1 Pinrang.

B. Some Partient Ideas

1. Teacher

The teacher is a human profession in the context of teaching and learning. This profession also plays a role in shaping human beings who are superior and have potential in nation building. Because of this, the teacher can be said to be the most important element in the field of education where the teacher must play an active role in positioning himself as a professional, in accordance with the demands of a growing society. In a special sense, it can be said that in each teacher lies the responsibility to deliver students to a certain maturity or maturity. In this case, not only as a teacher who transfers knowledge, but also as an educator who transfers values as well as a mentor who provides direction and demands students learn.

⁶Meita Santi Budiani, Olievia Prabandini Mulyana, Ni Wayan Sukmawati Puspitadewi, Kepercayaan Diri dan Kemampuan Multitasking Terhadap Readiness to Change pada Mahasiswa (*Jurnal Psikologi Teori dan Terapan*, 2020),h.158

In a simple sense the teacher is a person who provides knowledge to students. Whereas in the view of the community itself, teachers are people who carry out education in certain places and not necessarily in formal educational institutions, but are usually also carried out in mosques, prayer rooms, homes, and other places.⁷

User Usman in the book *Teachers Are Real Managers in Schools* argues that teachers are positions or professions that require special skills, this work cannot be done by just anyone without the expertise as a teacher. Becoming a teacher requires special requirements, especially being a professional teacher who must master the intricacies of education and teaching with various other sciences that need to be fostered and developed through a certain period of education.

NA Ametabun and Djamarah in the book *Teachers Are Real Managers In schools*, teachers are all people who are responsible for the education of students, both individually and classically, both in school and outside school.

In the book *Teachers Are Real Managers at Schools*, Wursanto states that a teacher in an educational institution is a functional position. This position is a position in terms of functions that are not visible in the organizational structure.⁸

Teachers are educators who become figures, and role models for students and their environment. Because of that, teachers must have certain personal quality standards so that teachers have responsibility, independence, discipline, and authority in carrying out all tasks in their profession. Teachers who have responsibility must

⁷Nasrum, *Pantaskah Guru Disalahkan?* (Yogyakarta: JENIUS PUBLISHER,2010).

⁸Heriyansyah, *Guru Adalah Manajer Sesungguhnya di Sekolah (Islamic Management: Jurnal Manajemen Pendidikan Islam, 2018).*

know and understand values, moral and social norms, and try to act and behave in accordance with these values and norms.

Having a profession as a teacher must be able to make decisions independently, especially in various matters relating to learning, student competence, character formation and act in a timely manner and the target is mainly related to learning problems and students, not waiting for orders from superiors or heads

In implementing the 2013 curriculum, the teacher is likened to a journey based on his knowledge and experience who has responsibility for the smooth journey. The term journey itself does not only involve physical but also involves deeper and more complex mental, emotional, social, creative, moral, and spiritual aspects. The teacher as a mentor must clearly formulate goals, determine the path to be taken, set travel times, use travel instructions, and assess the smoothness of the trip according to the needs and abilities of the students. This is done based on good cooperation with students and taking responsibility for what has been planned and implemented.

The illustration above can be concluded that as a travel guide, teachers need high competence to carry out the following four things:

- a. First, the teacher must plan goals and identify the competencies to be achieved. In this case, the teacher's task is to determine what students already have in relation to the background and abilities of students and the competencies needed to be learned by students in achieving goals. Teachers need to see and understand all aspects of the journey to formulate goals.

- b. Second, a teacher must see student involvement in the learning process and the most important thing is that students carry out learning activities not only physically but also psychologically. In other words, students must be given guidance to gain experience and form competencies that will lead students to achieve their goals. In all cases, students must learn in order to have experience and competence that can lead to learning activities.
- c. Third, the teacher must give meaning to every learning activity. This is the most difficult but important activity, because a teacher must give life and meaning to every learning activity. It could be that a learning activity is well planned, carried out thoroughly and in detail, but less lively, less meaningful, less relevant, less imaginative, and less challenging to curiosity.
- d. Fourth, the teacher must carry out the assessment. This is done so that the teacher can answer the following questions: how are the students in learning? How do students form competencies? How do students achieve goals? if it works, why, and if it doesn't work why? what can be done in the future so that learning becomes a better journey? Are students involved in assessing progress and success, so that they can direct themselves?. All of these questions are an assessment activity that must be carried out by the teacher on learning activities, where the results of these activities are very useful, especially to improve the quality of learning.⁹

Teachers play a very important role in helping the development of students to realize their life goals optimally. The teacher's role in learning, namely:

⁹ Mulyasa, *Guru Dalam Implementasi Kurikulum 2013* (Bandung: PT REMAJA ROSDAKARYA, 2017), h.54-58.

- a. The teacher as a teacher, the teacher helps students who are developing to learn something they do not know, form competence, and understand the standard material being studied.
- b. The teacher as a guide, the teacher can be likened to a travel guide who based on his knowledge and experience is responsible for the smooth running of the journey.
- c. The teacher as a trainer, the education and learning process requires skill training, both intellectual and motor, so that it demands the teacher to act as a coach.
- d. The teacher as an advisor, the teacher is an advisor to students, even to parents, although they do not have special training as advisors and in some cases cannot hope to advise people.¹⁰

From some of the definitions above, it can be concluded that the teacher is a person who has attended a certain period of education and has fulfilled the requirements as a teacher who is then given the responsibility to carry out learning activities or it can be said that the teacher is a person who provides knowledge to students, both in class and outside the classroom.

2. Teaching multitasking

Being a multitasking teacher is not just being able to do many things at one time or teaching various subjects. But to be a multitasking teacher, one must be able to master the material well, have the knowledge, and have the right way of teaching.

¹⁰ Mulyasa, *Menjadi Guru Profesional: Menciptakan Pembelajaran Kreatif dan Menyenangkan* (Cet.I; PT Remaja Rosdakarya, 2008), h.35-43.

It aims to have a positive impact on students where students are active and can adjust to the new information they get.

There are several other tasks of multitasking teachers, namely explaining, supervising the implementation of discipline at school, creating a conducive atmosphere in the classroom, providing motivation to students, helping with problems faced by students, and being responsible for something related to school. However, some teachers who are multitasking also have to carry out their duties as coaches or extracurricular responsibilities.¹¹

Someone who is used to doing several things or work at one time is usually called a person who has multitasking abilities. This ability can be formed due to culture or the existence of habits in everyday life. People who do two or more tasks are usually related to each other so that their thoughts are not too divided. The ability to multitask has many benefits for people who can do it because multitasking can save time so that the work done can be completed on time in one job. However, this ability also has drawbacks such as being prone to errors because by multitasking one must have a high level of focus and more thoroughness.

Teachers who can do several things at one time in learning activities are teachers who have multitasking abilities such as when the teacher is teaching but the teacher also does other tasks such as making accountability reports, correcting student assignments, or taking care of other problems in one time. However, teachers also have obstacles or difficulties in multitasking, as sometimes teachers feel they are not focused on doing several jobs simultaneously and other obstacles are students who

¹¹ Najamuddin Muhammad, *Multitasking Teachers* (Yogyakarta: Araska, 2019), hlm. 39-40

cannot calm down or even argue and don't want to be silent. In addition to hindering the learning process in the classroom, it can also disrupt the concentration of the teacher who is holding several jobs simultaneously.

In the journal TSAC-based Effective Learning Training for Elementary School Teachers in Central Java, Benbunan-Fich suggests that there are two main principles in multitasking, namely tasks and time. Thus multitasking can be interpreted as tasks that are done at the same time. Multitasking is also defined as several tasks or jobs done by someone because they are considered more efficient than just focusing on one task at a time.

The multitasking ability itself has a separate effect on individuals because it requires someone to share time, break concentration and divert attention between the tasks being done. A teacher must have multitasking skills because many competencies must be mastered by a teacher and the future of generations to come depends on how competent the teacher is.¹²

Another definition of multitasking is an action that is formed at the same time as other actions but at the same time.¹³ This means that there is more than one action performed at the same time. In the context of the teaching profession, multitasking can include handling situations and thinking about work-related matters. The act of multitasking certainly has the main reason, namely to reduce time pressure, where

¹² Utomo, Arief Cahyo, dkk, Pelatihan Pembelajaran Efektif berbasis TSAC bagu Guru Sekolah Dasar di Jawa Tengah (Penamas: *Jurnal Pengabdian Masyarakat*, 2021). h. 18-31.

¹³ Stoneman, P. *The sociology and efficacy of multitasking*. Chimera Working Paper, Nr 2007-05 Available from: <http://www.essex.ac.uk/chimera/content/pubs/wps/CPW-2007-05-Soc-Eff-Multitask-Final-pdf> Accessed 15.54.2022

people state that they have more time for leisure activities and spend less time on basic tasks.¹⁴

The fact is, even though most people think that multitasking can save time, multitasking can cause time loss. This is due to the direct alternation between different actions and the adjustments of thought that become necessary when alternating.¹⁵

There are two ways of multitasking namely when a teacher controls the class and at the same time talks to a student, this is the original form of multitasking. Whereas non-genuine multitasking is when actions or activities are carried out sequentially, taking turns or in other actions.¹⁶

The act of multitasking itself can be categorized into several ways, the first is multitasking which is defined as two actions, and the second is defined as actions and thoughts about what to do, meaning that someone is doing a job and at the same time thinking about another job.¹⁷

From some of the definitions above, it can be concluded that multitasking is 2 or more jobs that are done simultaneously at the same time or doing several tasks at one time.

¹⁴ Brante.G, "Multitasking and synchronous work: Complexities in teacher work" (Teaching and Teacher Education, 2009). h.430-436

¹⁵ Rubinstein, J. S., Meyer, D. E., & Evans, J. E, Executive control of cognitive processes in task switching (Journal of Experimental Psychology–Human Perception and Performance, 2001).h. 763–797

¹⁶ Brante.G, "Multitasking and synchronous work: Complexities in teacher work" (Teaching and Teacher Education, 2009).h.431

¹⁷ Brante G, *Multitasking and synchronous work: Complexities in teacher work* (Teaching and teacher education, 2009).h.432

C. Conceptual Framework

The title of the proposal is "Analysis of Multitasking Teachers' Teaching Ability in Different Subjects at SMKN 1 Pinrang". The title contains words that need to be limited in meaning so that the discussion in this proposal is more focused and more specific. In addition, the conceptual review has limitations on the meaning associated with the title, to avoid misunderstandings in understanding the meaning of the title "*Analysis of the Teacher Multitasking in Teaching English at SMKN 1 Pinrang*". Therefore, below will be described about the discussion of the meaning of the title.

1. Teaching multitasking

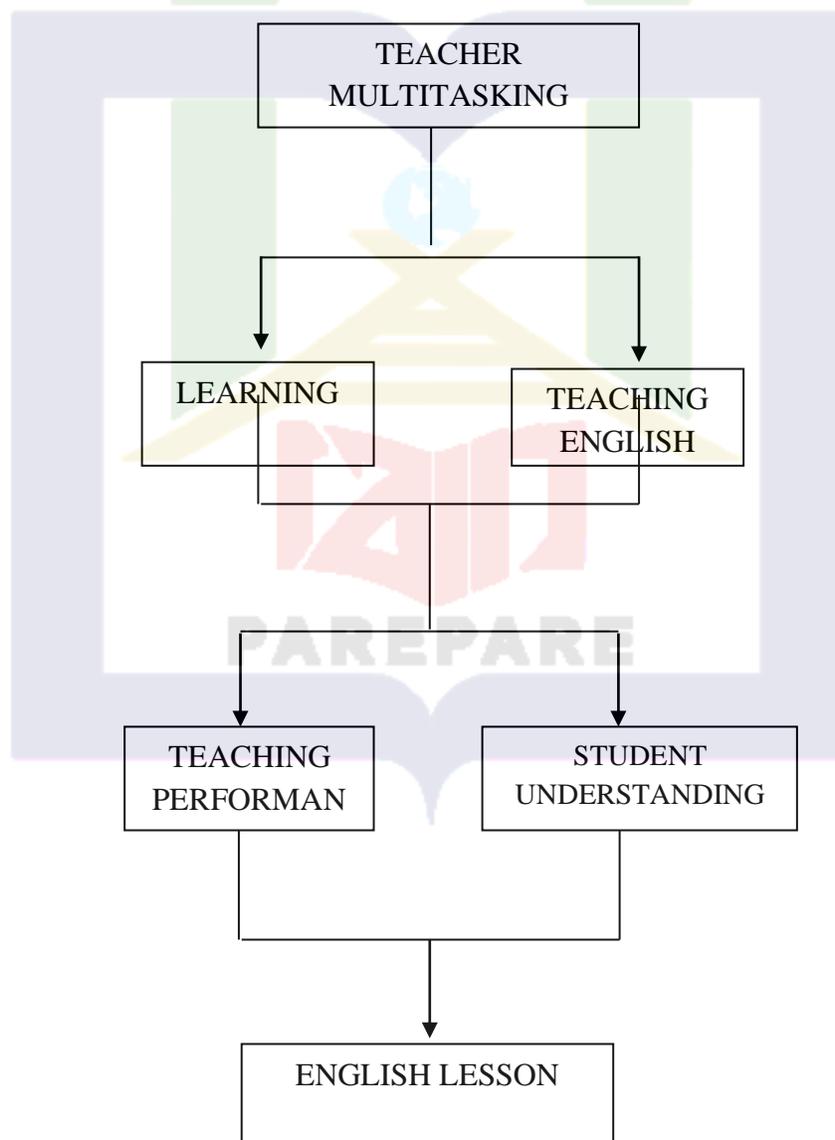
Teaching multitasking is another activity carried out by teachers when teaching or teachers doing other activities while teaching in the classroom at the same time, but teaching multitasking is what the researchers mean in the title "*Analysis of Teachers' Multitasking Ability to Teach in Different Subjects at SMKN 1 Pinrang*" is a teacher who multitasks in teaching, multitasking referred to in the title is a teacher who teaches two different subjects at different times or a teacher who has an English educational background who teaches English subjects and also teaches other subjects besides English.

2. Teacher

The teacher is a person who has attended a certain period of education and has fulfilled the requirements as a teacher who is then given the responsibility to carry out learning activities or it can be said that the teacher is a person who provides knowledge to students, both in the classroom and outside the classroom.

D. Thinking Framework

By the title discussed by the researcher about "*Analysis of Teacher Multitasking Ability in Different Subjects at SMKN 1 Pinrang*" and based on the objectives to be achieved by researchers in the research to be carried out, the framework used by researchers in discussing this problem can be described as follows:



Gambar 2.1 Kerangka Pikir

CHAPTER III

RESEARCH METHOD

A. Research Design

The research method used in this study is a descriptive method with a qualitative approach. Descriptive research aims to describe what is currently going on in the effort to describe, record, analyze and interpret the conditions that are currently happening or exist. In other words, descriptive research aims to obtain information about the current situation and see the relationship between the variables studied. This variable does not test and use hypotheses but only describes the information as it is in accordance with the variables studied.¹⁸

This qualitative research that produces descriptive is very suitable for the object to be studied because it aims to determine the impact and influence caused by teachers who have an English educational background and do multitask in teaching subjects that are not in accordance with their educational background.

B. Research Location and Time

The location of the research to be carried out is located at SMKN 1 Pinrang. The determination of the location was based on the consideration that this location has teachers with an English educational background who perform multitasking in teaching two different subjects at different times. As for the implementation of this research, to obtain accurate and clear data, it was carried out for approximately 1 month (as needed).

¹⁸Mardalis, *Metode Penelitian Suatu Pendekatan Proposal* (Jakarta: Bumi Aksara, 2002), h.26.

C. Subject of the Research

The research subjects used by researchers as informants are English teachers who multitask while teaching at SMKN 1 Pinrang which are 3 teachers and there are 3 classes taught by the multitasking teacher which amounts to 3 classes, where researchers take 3-5 students as informants.

In this study, the researcher used a purposive sampling technique. This sampling technique is an indirect sampling technique. In this study, the researcher chose informants based on the knowledge and experience of the informants in accordance with what the researchers wanted to know and needed.¹⁹

D. Data Types and Sources

Sources of data in the research to be carried out are in the form of direct observation or observation, interviews, documentation, and documents that are considered necessary and so on. In addition, this research data also comes from informants who are considered to know the most in detail and clearly about the focus of the research.

1. Primary Data

Primary data is data obtained or collected directly from data sources (original sources), without intermediaries or obtained directly from teachers at SMKN 1 Pinrang and so on, students also become primary data.

2. Secondary Data

¹⁹ Ma Dolores C Tongco, *Purposive sampling sebagai alat pemilihan informan, Etnobotani Penelitian dan aplikasi* 5, 2007

Secondary data is complementary data or supporting primary data. Secondary data is obtained from data that is already available and has a relationship with the problem to be studied.²⁰ The participants in the secondary data are the school principals. Secondary data is generally also in the form of evidence, records or reports arranged in archives (documentary data).

E. Instrument of the Research

Instruments Instrument is a mechanism for measuring phenomena that will be used to collect and record information in research, decision making, and understanding.²¹

1. Observation

Observation can be interpreted as direct observation and systematic recording of the events to be studied.²² Observation is also a process of extracting data which is carried out directly by the researcher himself without any intermediary by making detailed observations of humans as objects and the environment around them.

Through this research, researchers will make direct observations in the field of the object to be studied to see how the influence and impact caused by teachers who do multitasking in teaching English language skills to their students and to see the impact on the teacher's performance in teaching. . For this reason, through the activities that will be carried out, the researcher acts as an observer who will

²⁰ Joko Subagyo, *Metode Penelitian Dalam Teori dan Praktek* (Jakarta: Rineka Cipta,2004),h.63.

²¹JokoSubagyo,*Metode Penelitian Dalam Teori dan Praktek*, h.63.

²² Sugiyono,*Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R&D* (Cet.XXIII; Bandung: Alfabeta, 2016), h.317.

observe the learning activities carried out by teachers and students at SMKN 1 Pinrang to obtain information about the impact caused by teachers who do multitasking in teaching.

2. Interview

Interviews are seen as a data collection technique by submitting oral questions and answers which are carried out systematically to achieve research objectives. This method was carried out by researchers to obtain data regarding the impact caused by the existence of teaching multitasking carried out by teachers in teaching both students and teachers who do multitasking. Researchers used data collection techniques through interviews to get accurate information from informants about problems related to the research. The instrument used refers to interview guidelines, therefore, the researcher prepared several question points to gather the information that could support the success of this study. In this study, several informants were needed to gather information from students and teachers at SMKN 1 Pinrang.

3. Documentation

Documentation is a way of obtaining data by studying and recording books and archives in research locations, where documentation techniques are used to strengthen the data and results of this research.²³In the research that will be carried out, the researcher will collect data by covering the learning process that is in the SMKN 1 Pinrang environment and recording the question and answer

²³ Joko Subagyo, *Metode Penelitian Dalam Teori dan Praktek* (Jakarta: Rineka Cipta, 2004), h.63-64.

process with several informants, noting all forms and processes of learning activities that support the research process. The data that will be obtained from this data collection technique is in the form of photos of observations in class during the learning process, photos when conducting interviews with teachers, photos when conducting interviews with students, and other documentation.

F. Technique of Data Analysis

Data analysis is the systematic process of searching for and organizing interview transcriptions, field notes, and other materials that you have collected to increase your own understanding of these materials to enable you to present what you have found to others. The analysis involves working with data, organizing and breaking it down into manageable units, summarizing them, searching for patterns, discovering what is important and what needs to be learned, and making decisions about what you will tell others.²⁴ This data analysis was carried out interactively and continued until it was completed with the data obtained during the research, both during observations, interviews, and documentation obtained.

The first process, reducing data means summarizing, choosing the main things, focusing on the important things, and looking for themes and patterns. The second process, data presentation in qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, and the like. The third process, drawing conclusions, conclusions in qualitative research are new findings that have never existed before. Findings are in the form

²⁴ Emzir, *Metode Penelitian Kualitatif Analisis Data* (Jakarta: PT. Grafindo Persada, 2011),h.85-86.

of a description or description of an object whose previous findings were not clear.²⁵

1. Data reduction

In this stage, the researcher will analyze the data through data reduction, where the researcher will summarize, select the main things, focus on the important things, and look for patterns. Thus, the reduced data will provide a clearer picture and make it easier for researchers to conduct further data collection.²⁶

2. Data display

After being reduced, the next step is to display the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, and the like. However, what is often used to present data in qualitative research is narrative text.²⁷

3. Conclusion

Basically, the temporary conclusion that can be drawn by the researcher is the effect of multitasking actions taken by the teacher on the teacher's performance in teaching and the effect of these actions on students' English skills. However, temporary conclusions can change if researchers get new data in the field which ultimately comes to a conclusion that has a strong foundation.

²⁵ Rita Andri Ani, Skripsi :*Evaluasi Pembelajaran Online Matematika Siswa Kelas 5 SD Negeri 5 metro Pusat* (Lampung: IAIN Metro Lampung, 2020), h.24.

²⁶Elisnawati, Skripsi: *Evaluasi Penyelenggaraan E-Learnig Dalam Pembelajaran di SMA IT Ar-Raihan Bandar Lampung*, (lampung: Universitas Islam Negeri Raden Intan Lampung, 2019), h.58.

²⁷ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R&D* (Bandung: Alfabeta, 2010), h.149.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents findings and a discussion of research on the impact of multitasking conducted by teachers on student understanding and teacher performance in teaching English at SMKN 1 Pinrang.

A. Findings

SMKN 1 Pinrang is one of the schools in Pinrang Regency. The SMK is located on Jl. Langnga Tasokkoe, Salo, Kec. Watang Sawitto, Kab. Pinrang. SMKN 1 Pinrang has 6 majors namely Accounting, Office, Clothing, Marketing, Multimedia, and electricity. This school has quite complete facilities such as laboratories available for each department, fields, toilets, parking, mini markets, counseling rooms, school cooperative rooms, classrooms for each department, teacher's room, principal's room, deputy room school principal, curriculum room, administration, sports equipment room, hall and mosque which is quite spacious. While the facilities in the laboratory such as computers and sewing machines are adjusted based on the majors in the school. SMK 1 has 2 basketball and tennis courts which are also used for ceremonial courts, and various sports equipment such as volleyball, basketball, baseball, and other sports equipment.

The human resources at SMKN 1 Pinrang consist of security guards, receptionists, administrative officers, canteen staff, school principals, deputy principals, counseling teachers, English teachers, Religion teachers, and other subject teachers. Initially, SMKN Pinrang had 9 English teachers, but several teachers have switched to teaching other subjects such as being teachers for

entrepreneurship courses and counseling teachers so the number of English teachers at school is only 6 teachers who teach English.

The results of the research are the answers to the formulation of the problems that have been formulated in the first chapter. This chapter will explain the results of the process of recording and data reduction. This chapter will describe the results of what the researchers saw, heard, and thought during the observations and interviews. Based on the results of interviews conducted by researchers with English teachers and students learning English, multitasking influences students' understanding of learning English and also has an influence on teacher performance in teaching.

Based on the research that I have done at SMKN 1 Pinrang regarding the impact of multitasking on teacher performance and student understanding in learning English, therefore the results of the research are described as follows:

1. The Impact of Multitasking on Teacher Performance

a. Data generated from observations in the classroom

The results of observations related to observing learning activities from the beginning to the end of learning in the research process, and how teachers do multitask during the learning process. In learning activities, the researcher observes how the teacher multitasks while teaching and how the impact of multitasking is carried out by the teacher on performance in teaching. From the results of observations regarding the impact of multitasking on teacher performance in teaching English, the researchers

found that multitasking carried out by the teacher during the learning process did not impact teacher performance in teaching English.

b. Data generated from interviews with teachers

Based on the results of interviews conducted by researchers with English teachers at SMKN 1 Pinrang, multitasking by English teachers influences teacher performance when teaching. As is known that the average teacher has multitasking abilities when teaching. The teachers interviewed at SMKN 1 Pinrang totaled 3 English teachers. Each teacher teaches in a different class, namely Mr. Satriyady teaches class XII Clothing 2, Mr. Bakhtiat teaches class XII OTKP 2, and Mr. Jamal teaches class XI Accounting 3.

In learning English, the three teachers do multitask when teaching or explaining material to effective students. From the results of the interviews I conducted with the 3 English teachers, the impact of multitasking on teacher performance according to Mr. Satriyady, the teacher who is in charge of Class XII Clothing 2, said *“Multitasking ini sebenarnya memiliki pengaruh terhadap proses pembelajaran dan mengenai baik atau tidaknya multitasking ini dilakukan itu tergantung dari kegiatannya ,jika untuk mengefesienkan waktu saya kira multitasking ini baik dilakukan,tapi kalau waktu yang digunakan untuk mencapai tujuan pembelajaran cukup banyak saya kira tidak perlu untuk melakukan multitasking”* according to Mr. Bakhtiar said *“pengaruhnya sendiri terhadap performa dalam mengajar itu lebih meningkatkan kepercayaan diri dan saya dapat melatih kemampuan saya dalam*

mengajar” whereas according to Mr. Jamal said “Kalau untuk pengaruhnya terhadap performance saya sebagai guru itu tidak ada ,tapi kita kembalikan kepada guru masing-masing karena mengajar sambil mengamati siswa itu ada yang berpengaruh terhadap performance guru ada juga yang tidak berpengaruh terhadap performance mereka dalam mengajar. Kalau untuk baik atau tidaknya melakukan multitasking dalam mengajar sebenarnya tidak baik dilakukan ,karena kita seharusnya focus dalam menjelaskan materi pembelajaran,namun ada beberapa siswa yang bermain handphone,makan pada saat proses pembelajaran dan melakukan kegiatan lainnya yang membuat siswa tidak focus sehingga mengharuskan kita mengamati tingkah laku siswa saat proses pembelajaran”.

From the results of interviews regarding the effect of multitasking on teacher performance in teaching English, the researchers found that multitasking carried out by teachers while teaching influenced teacher performance in the learning process in terms of teacher focus in teaching English, but the impact of multitasking carried out depended on teacher and multitasking did. As for the multitasking carried out by the respondents, namely, the teacher explaining the material while paying attention to students who did not pay attention to the material explained by the teacher, explaining the material while sending assignments in class groups, explaining learning material while checking student assignments, and teaching while picking up the phone and other activities.

2. The Impact of Multitasking on Student Understanding

a. Data generated from observations in the classroom

As for the results of observations made by researchers in the classroom, namely observing learning activities in class, and how students follow learning when the teacher is multitasking in class. In the learning process, the researcher observed the impact of multitasking carried out by the teacher during the learning process on students' understanding of receiving the material taught by the teacher. From the results of observations, researchers found that teachers who do multitask during the learning process influence student understanding. The student's understanding is affected by the student's lack of focus on the material explained by the teacher when the teacher is multitasking that is not related to the material explained by the teacher or is not related to learning activities.

b. Data generated from interviews with students

Based on the results of the interviews that the researchers conducted with students at SMKN 1 Pinrang, the multitasking carried out by the English teacher during the lesson influenced students' understanding of the English material explained by the teacher. The students I interviewed at SMKN 1 Pinrang totaled 11 students, 3 students from class XII Clothing 2, 5 students from class XII OTKP 2, and 3 students from class XI Accounting 3. In learning English, things that have an important impact on students from multitasking what is done by the teacher during the learning process is the focus of students which ultimately affects students' understanding in understanding the material explained by the teacher.

From the results of the interviews I conducted in class XII Clothing 2, the influence experienced by students according to Fitriani "*Sebenarnya tergantung dari kita sebagai siswa kadang focus terkadang juga tidak focus karena ada beberapa guru yang melakukan multitasking namun keluar dari materi pembelajaran yang membuat kita tidak focus dalam memahami materi. Hal tersebut juga berpengaruh terhadap pemahaman saya karena dengan guru melakukan multitasking seperti menjelaskan materi sambil mengoreksi kesalahan tugas yang dikerjakan maka siswa akan paham dengan materi yang dijelaskan*". meanwhile according to Zahra Mutia "*Ketika guru melakukan multitasking di kelas hal tersebut tidak berpengaruh terhadap kefokusannya saya dalam belajar dan saya tetap paham dengan materi yang dijelaskan oleh guru*" according to Sri Devy "*Tidak berpengaruh terhadap kefokusannya saya dalam belajar dan ketika guru mengawasi siswanya sambil menjelaskan materi saya lebih focus dalam memahami materi pembelajaran*".

Based on the results of interviews with XII Clothing 2 students regarding the impact of multitasking carried out by the teacher on students' understanding of learning English, the researcher found that the multitasking carried out by Mr. Satriyady had a good influence on students' understanding of the English material explained by the teacher.

In class XII OTKP 2 according to students Rifda Faida said "*Kalau masalah pengaruh jelas memiliki pengaruh jika guru mengangkat telfon dengan suara yang besar atau ribut tentunya dapat mengalihkan perhatian siswa namun hal itu tidak terlalu berpengaruh terhadap kefokusannya dan pemahaman saya dalam memahami materi pembelajaran*" according to

Rizal” *Hal itu berpengaruh, karena jika gurunya melakukan kegiatan yang lain siswa juga tidak focus dalam belajar dan hal tersebut juga sangat berpengaruh terhadap pemahaman saya dalam memahami materi pembelajaran”* and according to student Fadilah *“Sangat berpengaruh karena membuat kefokusannya dalam belajar juga terganggu jadi otomatis kita juga tidak paham terhadap materi pembelajaran”*.

Based on the results of the interviews that the researchers conducted in class XII OTKP 2 regarding the impact of multitasking carried out by the teacher on students' understanding of learning English the researcher found that the multitasking carried out by the teacher had several influences on students, namely student focus in learning and students' understanding in understanding the material explained by the teacher.

In class XI Accounting 3 according to student Angga *“Kalau untuk saya sendiri hal itu memiliki pengaruh terhadap pemahaman saya, karena jika guru tidak melakukan multitasking saat mengajar kita juga akan lebih focus dalam memahami materi pembelajaran, namun jika guru melakukan multitasking yang tidak berhubungan dengan pembelajaran itu membuat kita tidak terlalu paham dengan apa yang dijelaskan”* while according to student Helti *“Kalau untuk pemahaman saya sendiri itu tergantung dari cara guru menjelaskan materi jika guru menjelaskan dengan cara yang mudah dipahami siswa tentunya siswa juga mudah paham terhadap materi pembelajaran. Tetapi jika gurunya menjelaskan dengan baik namun juga melakukan kegiatan lain tentunya siswa itu juga tidak terlalu paham terhadap pembelajaran yang dijelaskan oleh guru”* and according to Siti's

students “*Multitasking yang dilakukan oleh guru dalam kelas memiliki pengaruh terhadap pemahaman saya dalam memahami materi karena gurunya melakukan multitasking dalam mengajar itu membuat saya tidak paham terhadap materi yang dijelaskan guru. Jadi ketika kita diberikan tugas oleh guru tentunya kita hanya asal mengerjakan tugas karena kita tidak paham terhadap materi pembelajaran*”.

From the results of interviews with students from class XI Accounting 3 regarding the impact of multitasking carried out by the teacher on students' understanding of learning English, the researcher found that multitasking carried out by the teacher while teaching had a negative influence on students' understanding in learning English because the teacher they do multitasking that is not related to the material being taught and is also not related to the learning process.

Based on the results of the research that the researchers have done in the field from several informants, answers have been obtained regarding the opinions of the informants, the impact of multitasking carried out by the teacher in teaching on teaching performance, and its effect on students' understanding in learning English. From the answers obtained from English teachers who do multitask while teaching, we can see that multitasking during the learning process influences teacher performance while teaching but the impact of multitasking does not interfere with the concentration or focus of the teacher in teaching because the teacher considers that multitasking skills need to be carried out by the teacher when teaching.

While the answers obtained from the 3 classes were taught by the English teacher who became an informant for each class, 3-5 students were taken to become informants, so from the students' answers we can see that the multitasking carried out by the teacher when teaching impacts students' understanding in learn English because if the teacher who teaches does multitasking that is not related to learning material such as picking up the phone and reprimanding students in a loud voice then the focus of students will be diverted which makes students not understand the material taught by the teacher but if the multitasking is related with the learning process, this does not interfere with the learning process and also the focus of students in understanding the material taught by the English teacher. Multitasking carried out by the teacher while teaching is also very influential on students' understanding in understanding the material explained because it is the teacher who is explaining and the students also focus on paying attention to the material explained by the teacher but the teacher is doing multitasking that is not related to learning, so students also distracted by the activities carried out by the teacher that is what makes students not understand the material explained by the teacher.

B. Discussion

After presenting the data in the form of information obtained at SMKN 1 Pinrang through observation, interviews, and documentation. Researchers need to analyze the data from the formulation of the problem. Here's the explanation:

1. The impact of multitasking carried out by the teacher on teacher performance

Based on interviews and observations conducted by researchers with 3 English teachers about the effect of multitasking on their performance in teaching, multitasking is an aspect that is carried out that influences focus when teaching but it depends on the teacher and the multitasking that is done if multitasking is done it is still related to learning then this aspect does not impact teacher performance in teaching but if the multitasking carried out is not related to learning activities then the multitasking influences teacher performance when teaching. One of the English teachers also said that multitasking is good if the time used in teaching is quite short but if the teaching time is long enough then multitasking should not be used. when teaching impacts their performance while teaching, the impact of multitasking is such as the teacher loses focus when explaining material in class. Multitasking carried out by the English teacher is explaining the material then admonishing and supervising students who do not pay attention to the teacher who is explaining, teaching and also picking up telephone calls, and explaining the material while looking at other students' assignments.

The results of an interview with one of the English teachers who teaches in class XII OTKP 2 argue that the multitasking carried out can improve and hone the teacher's abilities in teaching and increase self-confidence in teaching. In the observations that the researchers made at SMKN 1 Pinrang, the researchers observed the learning process from the beginning to the end of the lesson, in the early part of the lesson the researchers saw that the teacher had not multitasking, but in the middle of

learning the teacher began to do multitasking which is still related to learning such as sending assignments and also material in WhatsApp group while explaining the purpose of the task, and at the end of the lesson the teacher is still doing multitasking in the form of admonishing and directing students to focus on the assignment given by the teacher in class XII Clothing. While the results of observations of researchers in class XII OTKP 2, researchers found that At the beginning of learning the teacher still focuses on the material being taught, and in the middle part of the lesson the teacher begins to multitask such as admonishing students who are not focused on learning and also sometimes the teacher explains something that is not related to the material being taught. In class XI Accounting 3 the researcher saw that when the teacher started teaching, previously the teacher paid attention to all students first and then invited students to talk about students' readiness to learn after the teacher felt that all students were ready to learn the teacher opened the lesson, the same as the results of previous observations in At the beginning of learning the teacher has not done multitasking, but when the teacher sees that some students are not focused on participating in the learning process, the teacher will reprimand these students, but there are several multitasking carried out by the teacher outside of the material being taught, such as picking up the phone while teaching and also inviting students joking that makes the teacher not focus in explaining the material which makes the learning process not go well.

As with the previous theory in chapter two, as follows, the multitasking action carried out certainly has the main reason, namely to

reduce time pressure, where people state that they have more time for leisure activities and spend less time on basic tasks, although most people think that multitasking can save time, actually multitasking can cause time loss.

2. The impact of multitasking carried out by the teacher on students' understanding of learning English.

From the results of observations that researchers did in class XII clothing 2, the multitasking carried out by the teacher while teaching has an influence on the learning process and also student understanding. From what researchers observed when the teacher multitasked while teaching, most students did not pay attention to what was explained by the teacher which made students not understand the material, but when the multitasking carried out by the teacher was related to the material being taught, students understood more about what was explained by the teacher.

Multitasking carried out by the teacher in class XII clothing 2 makes students more active in the learning process, multitasking carried out by the teacher in class XII clothing 2 is sending assignments using the WhatsApp application while explaining the material being taught and also explaining the material while admonishing and paying attention to students who do not pay attention to the material described and check the assignments given to students. While the results of interviews conducted by researchers with students of class XII clothing 2 namely multitasking carried out by the teacher influence students' understanding in learning English, because the multitasking that the teacher does makes students pay attention to the material

and makes students more focused in learning, besides that students understand more when the teacher explains and also checks student assignments, so students understand more and know mistakes in student assignments. Students in class XII fashion 2 understand English material explained more quickly when the teacher multitasks while teaching.

From the results of observations and interviews in class XII OTKP 2, the researchers saw that multitasking carried out by the teacher while teaching influenced students' understanding of learning, this was because students did not focus when the teacher multitasked while teaching, when the teacher multitasked in several classes students also carry out other activities such as telling stories with other students, but some students also still focus on following the lesson and also understand the material taught by the teacher. Meanwhile, from the results of interviews with class XII OTKP 2 students, namely, students do not understand the material being taught when the teacher multitasks outside of learning, this is because the focus of students is disturbed when the teacher is doing multitasking which causes students not to understand the material being taught by the teacher. Multitasking carried out by the teacher in class XII OTKP 2, namely teaching while calling, is what makes students not focus on learning so students also do other activities, another multitasking carried out by the teacher is inviting students to joke outside of the material but occasionally the teacher also multitasking related to the material being taught.

As with the previous theory, multitasking is formed due to culture or habits in everyday life. People who do two or more tasks are usually related to

each other so that their thoughts are not too divided. The ability to multitask has many benefits for people who can do it because multitasking can save time so that the work done can be completed on time in one job. However, this ability also has drawbacks such as being prone to errors because by multitasking one must have a high level of focus and more thoroughness.



CHAPTER V

CLOSING

A. Conclusions

Based on the results of research regarding the Analysis of the Teachers Multitasking in Teaching English At SMKN I Pinrang, the researcher can conclude as follows:

1. The impact of multitasking carried out by teachers when teaching on teacher performance in teaching.

Multitasking carried out by the teacher while teaching in the classroom can be categorized as not having too much influence on teacher performance in teaching even though the English learning process carried out in classes that apply multitasking in learning has similarities in explaining the material, monitoring behavior and reprimanding students for not paying attention to the teacher which explains the material in the classroom and the teacher's habit of receiving telephones in the middle of learning. The application of multitasking by teachers is not significantly effect the students focus if the teacher during doing the multitasking related to the teaching and learning process.

2. The impact of multitasking by the teacher on students' understanding of English material.

The impact of multitasking on student understanding and teacher performance in teaching greatly influences students who participate in the

learning process in class, especially on student focus in understanding the material taught by the teacher so that students do not understand the material being taught or explained by the teacher, but when multitasking what is done by the teacher is still related to the learning process, so it does not affect student focus. So that it is necessary to focus on the teacher in teaching when implementing multitasking in teaching so that in the future it can create quality students and have a high level of focus in learning.

B. Suggestion

Based on the results of the research above, the following suggestions from researchers are:

The multitasking carried out by the teacher while teaching greatly influences the focus and understanding of students in learning so that the authors suggest that English teachers be wiser in multitasking outside of the learning process so that students' focus is not distracted from the material being taught by the teacher.

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APPENDIX I
INTERVIEW GUIDELINES

INTERVIEW GUIDELINES
(PANDUAN WAWANCARA)

The Questions will be Interview :

Teacher Interview

1. Apa pendapat anda tentang melakukan multitasking dalam mengajar ?
Apakah sulit untuk dilakukan ? jelaskan alasannya
(What do you think about multitasking in teaching? Is it difficult to do? Explain the reason)
2. Apakah ada kendala saat anda melakukan multitasking tersebut selama proses pembelajaran ?
(Are there any problems when you multitask during the learning process?)
3. Bagaimana anda mengatasi kendala-kendala yang ditemui saat melakukan multitasking dalam proses pembelajaran ?
(How do you overcome the obstacles encountered when multitasking during the learning process?)
4. Apakah melakukan multitasking memiliki pengaruh terhadap proses pembelajaran?
(Whetheder doing multitasking has an influence on the learning process?)
5. Bagaimana cara anda agar tetap focus dalam mengajar saat melakukan

multitasking dalam proses pembelajaran ?

(How do you stay focused on teaching when multitasking in the learning process?)

Student Interview

1. Bagaimana pendapat anda mengenai guru yang melakukan multitasking saat mengajar?

(What do you think about teachers who multitask when teaching?)

2. Menurut anda apakah guru yang melakukan multitasking memiliki pengaruh terhadap proses pembelajaran di kelas?

(In your opinion, do teachers who multitask influence the learning process in the classroom?)

3. Apakah dengan adanya multitasking saat proses pembelajaran berpengaruh terhadap kefokusannya dalam belajar?

(Does multitasking during the learning process affect your focus on learning?)

4. Apakah adanya multitasking guru memiliki pengaruh terhadap pemahaman anda dalam belajar?

(Does the teacher's multitasking influence your understanding of learning?)

APPENDIX 2
INTERVIEW TRANSCRIPT

a. Teacher interview in SMKN 1 Pinrang

a. Bapak Satryady S..S.Pd

Researces	Apa pendapat anda tentang melakukan multitasking dalam mengajar ? Apakah sulit untuk dilakukan ? jelaskan alasannya
Teacher	Pendapat saya tentang multitasking itu tergantung dari kesiapan dari kita sebagai guru dan tergantung dari multitasking yang kita lakukan ,jika multitasking itu sama jenisnya atau tidak berbeda jauh saya kira tidak sulit untuk dilakukan
Researces	Apakah ada kendala saat anda melakukan multitasking tersebut selama proses pembelajaran ? dan bagaimana anda mengatasi kendala-kendala yang ditemui saat melakukan multitasking dalam proses pembelajaran ?
Teacher	Adapun Kendal-kendala saat melakukan multitasking ini ada pada kehilangan konsentrasi,karena terkadang kita sebagai guru melakukan 2 kegiatan atau lebih biasanya sering kehilangan konsentrasi dan untuk mengatasi hal tersebut hal pertama yang kita lakukan yaitu harus mempersiapkan diri terlebih dahulu,umpunya kita akan melakukan 2 kegiatan atau 2 tugas

	<p>dalam proses pembelajaran kita harus memahami kegiatan yang akan dilakukan agar tidak ada kurangnya saat melakukan multitasking tersebut,selanjutnya kita sebaiknya juga menggunakan teknologi agar lebih memudahkan proses pembelajaran</p>
Researches	<p>Apakah melakukan multitasking memiliki pengaruh terhadap proses pembelajaran ?</p>
Teacher	<p>Multitasking ini sebenarnya memiliki pengaruh terhadap proses pembelajaran dan mengenai baik atau tidaknya multitasking ini dilakukan itu tergantung dari kegiatannya ,jika untuk mengefesienkan waktu saya kira multitasking ini baik dilakukan,tapi kalau waktu yang digunakan untuk mencapai tujuan pembelajaran cukup banyak saya kira tidak perlu untuk melakukan multitasking.</p>
Researches	<p>Bagaimana cara anda agar tetap focus dalam mengajar saat melakukan multitasking dalam proses pembelajaran ?</p>
Teacher	<p>Melakukan multitasking saat proses pembelajaran memiliki pengaruh terhadap kefokusannya guru namun hal itu tergantung dari multitasking yang dilakukan dalam kelas saat proses pembelajaran dan juga tergantung dari waktu untuk mencapai</p>

	<p>tujuan dalam belajar apabila waktunya singkat maka multitasking itu baik dilakukan dalam proses pembelajaran namun apabila waktu untuk mencapai tujuan pembelajaran cukup banyak maka sebaiknya multitasking tidak dilakukan</p>
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b. Bapak Bahtiar.S.Pd.MM

Researces	<p>Apa pendapat anda tentang melakukan multitasking dalam mengajar ? Apakah sulit untuk dilakukan ? jelaskan alasannya</p>
Teacher	<p>Melakukan multitasking dalam proses pembelajaran tidak sulit dilakukan tergantung pengaturan atau manajemen kita saja, karena mekanisme ini berfokus ke pribadi kita sendiri tentang bagaimana cara kita menyesuaikan kegiatan yang kita lakukan.</p>
Researces	<p>Apakah ada kendala saat anda melakukan multitasking tersebut selama proses pembelajaran? Dan bagaimana anda mengatasi kendala-kendala yang ditemui saat melakukan multitasking dalam proses pembelajaran?</p>
Teacher	<p>Kendala yang dihadapi saat melakukan multitasking seperti tidak adanya kesiapan diri yang membuat kurangnya kefokuskan saat melakukan multitasking saat proses pembelajaran. Sehingga untuk menangani hal tersebut biasanya saya melakukan persiapan diri dan persiapan materi sebelum</p>

	<p>mengajar sehingga saya lebih percaya diri saat mengajar yang membuat kefokusannya dalam mengajar itu lebih cepat dikembalikan.</p>
Researces	<p>Apakah melakukan multitasking memiliki pengaruh terhadap proses pembelajaran ?</p>
Teacher	<p>Sedangkan untuk pengaruhnya sendiri terhadap performa dalam mengajar itu lebih meningkatkan kepercayaan diri dan saya dapat melatih kemampuan saya dalam mengajar.</p>
Researces	<p>Bagaimana cara anda agar tetap focus dalam mengajar saat melakukan multitasking dalam proses pembelajaran ?</p>
Teacher	<p>Multitasking yang dilakukan saat proses pembelajaran tidak sulit dilakukan asalkan dapat mengatur dan bisa focus terhadap kegiatan yang dilakukan dan multitasking yang dilakukan juga memiliki pengaruh terhadap kefokusannya guru saat mengajar namun multitasking yang dilakukan juga dapat meningkatkan kepercayaan diri pada guru dalam mengajar. Cara saya agar tetap focus dalam mengajar itu melakukan persiapan diri dan mengatur situasi dalam kelas agar siswa tetap focus dalam memperhatikan materi.</p>

c. Bapak Jamaluddin ,S,Pd.M.Pd

Researches	Apa pendapat anda tentang melakukan multitasking dalam mengajar ? Apakah sulit untuk dilakukan ? jelaskan alasannya
Teacher	Jadi kalau guru tidak memperhatikan apa yang dilakukan oleh siswa saat belajar guru tidak akan bisa mengatasi kegiatan-kegiatan siswa yang diluar dari pembelajaran tetapi kalau guru yang mampu mengatasi dua hal yaitu mengajar dan mengawasi dan menangani siswa maka guru akan dapat melakukan multitasking itu dengan baik,karena siswa-siswa dalam kelas terkadang banyak melakukan hal-hal yang lain saat proses pembelajaran seperti ada yang main sosial media,ada yang bercerita dan juga tidak memperhatikan pembelajara,sehingga kita sebagai guru itu harus jeli memperhatikan siswa yang tidak memperhatikan pembelajaran dalam kelas,jadi jika guru tidak mengajar sambil memperhatikan siswa atau multitasking pasti guru tidak dapat mengatasi hal-hal seperti itu tetapi jika melakukan multitasking tersebut maka-hal-hal seperti itu bisa teratasi.
Researches	Apakah ada kendala saat anda melakukan multitasking tersebut selama proses pembelajaran ?dan bagaimana anda mengatasi kendala-kendala yang ditemui saat melakukan multitasking

	dalam proses pembelajaran ?
Teacher	Untuk kendalanya sendiri dalam melakukan multitasking tersebut ,saya rasa tidak ada kendala karena saya sudah terbiasa melakukan multitasking tersebut
Researches	Apakah melakukan multitasking memiliki pengaruh terhadap proses pembelajaran ?
Teacher	Sedangkan Kalau untuk pengaruhnya terhadap performance saya sebagai guru itu tidak ada ,tapi kita kembalikan kepada guru masing-masing karena mengajar sambil mengamati siswa itu ada yang berpengaruh terhadap performance guru ada juga yang tidak berpengaruh terhadap performance mereka dalam mengajar. Kalau untuk baik atau tidaknya melakukan multitasking dalam mengajar sebenarnya tidak baik dilakukan ,karena kita seharusnya focus dalam menjelaskan materi pembelajaran,namun ada beberapa siswa yang bermain handphone,makan pada saat proses pembelajaran dan melakukan kegiatan lainnya yang membuat siswa tidak focus sehingga mengharuskan kita mengamati tingkah laku siswa saat proses pembelajaran.
Researches	Bagaimana cara anda agar tetap focus dalam mengajar saat

	melakukan multitasking dalam proses pembelajaran ?
Teacher	Adapun cara saya mengatasi hal-hal seperti itu yang pertama kita sampaikan kepada siswa apakah siswa sudah siap belajar ,hal itu saya lakukan agar siswa memiliki persiapan terlebih dahulu sebelum memulai pembelajaran,kemudian berikan kesempatan kepada siswa untuk menyelesaikan kegiatan yang sedang dilakukannya sebelum belajar.

b. Students interview in SMKN 1 Pinrang

a. Fitriani XII Busana 2

Researces	Bagaimana pendapat anda mengenai guru yang melakukan multitasking saat mengajar?
Student	Guru yang melakukan multitasking saat mngajar adalah suatu hal yang baik bagi guru sendiri ataupun siswa yang diajar karena dapat memberikan dampak yang baik untuk membangun pengembangan diri siswa.
Researces	Menurut anda apakah guru yang melakukan multitasking memiliki pengaruh terhadap proses pembelajaran di kelas?
Student	Guru yang melakukan multitasking menurut saya berpengaruh

	terhadap kefokusn siswa dalam belajar karena guru yang mengajar sambil memperhatikan siswa dapat membuat siswa lebih focus belajar.
Researces	Apakah dengan adanya multitasking saat proses pembelajaran berpengaruh terhadap kefokusn kalian dalam belajar? Dan Apakah adanya multitasking guru memiliki pengaruh terhadap pemahaman anda dalam belajar?
Student	Sebenarnya tergantung dari kita sebagai siswa kadang focus terkadang juga tidak focus karena ada beberapa guru yang melakukan multitasking namun keluar dari materi pembelajaran yang membuat kita tidak focus dalam memahami materi. Hal tersebut juga berpengaruh terhadap pemahaman saya karena dengan guru melakukan multitasking seperti menjelaskan materi sambil mengoreksi kesalahan tugas yang dikerjakan maka siswa akan paham dengan materi yang dijelaskan.

b. Zahra Mutia XII Busana 2

Researces	Bagaimana pendapat anda mengenai guru yang melakukan multitasking saat mengajar?
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Student	pendapat saya hal tersebut bagus karena dapat menjalankan tugasnya dalam mengajar karena sambil mengajar guru juga memperhatikan langsung kesalahn-kesalahan terhadap tugas yang diberikan oleh guru.
Researces	Menurut anda apakah guru yang melakukan multitasking memiliki pengaruh terhadap proses pembelajaran di kelas?
Student	Saya kira multitasking tersebut tidak memiliki pengaruh terhadap proses pembelajaran.
Researces	Apakah dengan adanya multitasking saat proses pembelajaran berpengaruh terhadap kefokusn kalian dalam belajar? Dan Apakah adanya multitasking guru memiliki pengaruh terhadap pemahaman anda dalam belajar?
Student	Ketika guru melakukan multitasking di kelas hal tersebut tidak berpengaruh terhadap kefokusn saya dalam belajar dan saya tetap paham dengan materi yang dijelaskan oleh guru.

c. Sri Devy XII Busana 2

Researces	Bagaimana pendapat anda mengenai guru yang melakukan multitasking saat mengajar?
Student	Menurut saya multitasking itu penting dilakukan oleh guru saat

	mengajar,karena dengan guru menjelaskan sambil mengawasi siswa di dalam kelas membuat siswa memperhatikan materi yang dijelaskan guru
Researces	Menurut anda apakah guru yang melakukan multitasking memiliki pengaruh terhadap proses pembelajaran di kelas?
Student	Berpengaruh karena dengan adanya multitasking tersebut membuat siswa lebih focus dalam memperhatikan materi pembelajaran yang sedang dijelaskan oleh guru.
Researces	Apakah dengan adanya multitasking saat proses pembelajaran berpengaruh terhadap kefokusn kalian dalam belajar? Dan Apakah adanya multitasking guru memiliki pengaruh terhadap pemahaman anda dalam belajar?
Student	Tidak berpengaruh terhadap kefokusn saya dalam belajar dan ketika guru mengawasi siswanya sambil menjelaskan materi saya lebih focus dalam memahami materi pembelajaran.

d. Rifda Faida XII OTKP 2

Researces	Bagaimana pendapat anda mengenai guru yang melakukan multitasking saat mengajar?
Student	Guru yang melakukan multitasking sebenarnya tidak masalah

	<p>asalkan tidak mengganggu proses pembelajaran seperti memeriksa tugas yang lain atau sekedar mengangkat telfon sebentar</p>
Researces	<ul style="list-style-type: none"> ➤ Menurut anda apakah guru yang melakukan multitasking memiliki pengaruh terhadap proses pembelajaran di kelas? ➤ Apakah dengan adanya multitasking saat proses pembelajaran berpengaruh terhadap kefokusn kalian dalam belajar? ➤ Apakah adanya multitasking guru memiliki pengaruh terhadap pemahaman anda dalam belajar?
Student	<p>Kalau masalah pengaruh jelas memiliki pengaruh jika guru mengangkat telfon dengan suara yang besar atau rebut tentunya dapat mengalihkan perhatian siswa namun hal itu tidak terlalu berpengaruh terhadap kefokusn dan pemahaman saya dalam memahami materi pembelajaran</p>

e. Rizal XII OTKP 2

Researches	Bagaimana pendapat anda mengenai guru yang melakukan multitasking saat mengajar?
Student	Menurut saya guru yang melakukan multitasking dalam mengajar itu kurang baik karena guru yang seperti itu dapat mengalihkan perhatian siswa.
Researches	<ul style="list-style-type: none"> ➤ Menurut anda apakah guru yang melakukan multitasking memiliki pengaruh terhadap proses pembelajaran di kelas? ➤ Apakah dengan adanya multitasking saat proses pembelajaran berpengaruh terhadap kefokuskan kalian dalam belajar? ➤ Apakah adanya multitasking guru memiliki pengaruh terhadap pemahaman anda dalam belajar?
Student	Hal itu berpengaruh,karena jika gurunya melakukan kegiatan yang lain siswa juga tidak focus dalam belajar dan hal tersebut juga sangat berpengaruh terhadap pemahaman saya dalam memahami materi pembelajaran.

f. Fhadilah XII OTKP 2

Researches	Bagaimana pendapat anda mengenai guru yang melakukan multitasking saat mengajar?
Student	Kalau saya sendiri guru seperti itu membuat saya kurang focus dalam belajar, karena ketika guru memberikan penjelasan materi kepada siswa kadang saya sudah paham tetapi guru yang mengajar melakukan kegiatan yang lain seperti mengangkat telfon maka otomatis proses pembelajaran terjeda yang membuat saya kurang focus dalam melanjutkan pembelajaran.
Researches	<ul style="list-style-type: none"> ➤ Menurut anda apakah guru yang melakukan multitasking memiliki pengaruh terhadap proses pembelajaran di kelas? ➤ Apakah dengan adanya multitasking saat proses pembelajaran berpengaruh terhadap kefokusannya dalam belajar? ➤ Apakah adanya multitasking guru memiliki pengaruh terhadap pemahaman anda dalam belajar?
Student	Sangat berpengaruh karena membuat kefokusannya dalam

	belajar juga terganggu jadi otomatis kita juga tidak paham terhadap materi pembelajaran.
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g. Witra XII OTKP 2

Researches	Bagaimana pendapat anda mengenai guru yang melakukan multitasking saat mengajar?
Student	Guru yang melakukan multitasking membuat saya risih dalam belajar karena saya merasa selalu di awasi ketika belajar, karena ketika guru mengajar sambil mengawasi siswa saya merasa gugup dalam belajar
Researches	<ul style="list-style-type: none"> ➤ Menurut anda apakah guru yang melakukan multitasking memiliki pengaruh terhadap proses pembelajaran di kelas? ➤ Apakah dengan adanya multitasking saat proses pembelajaran berpengaruh terhadap kefokusn kalian dalam belajar? ➤ Apakah adanya multitasking guru memiliki pengaruh terhadap pemahaman anda dalam belajar?
Student	Iya memiliki pengaruh terhadap proses pembelajaran, karena

	<p>ketika guru sementara menjelaskan dan kemudian menerima telfon hal itu yang membuat kita tidak terlalu focus dalam belajar atau kefokusannya itu juga teralihkan. Multitasking yang dilakukan oleh guru saat mengajar seperti menjelaskan materi kemudian menegur siswa yang ribut membuat saya kaget dan gugup dalam belajar yang membuat saya tidak focus untuk mengikuti pembelajaran kembali namun hal itu tidak terlalu berpengaruh terhadap saya dalam memahami materi yang dijelaskan oleh guru</p>
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h. Angreani XII OTKP 2

Researches	<p>Bagaimana pendapat anda mengenai guru yang melakukan multitasking saat mengajar?</p>
Student	<p>Guru yang melakukan multitasking dalam mengajar membuat saya tidak focus dalam mengikuti pembelajaran</p>
Researches	<ul style="list-style-type: none"> ➤ Menurut anda apakah guru yang melakukan multitasking memiliki pengaruh terhadap proses pembelajaran di kelas? ➤ Apakah dengan adanya multitasking saat proses pembelajaran berpengaruh terhadap kefokusannya?

	<p>dalam belajar?</p> <p>➤ Apakah adanya multitasking guru memiliki pengaruh terhadap pemahaman anda dalam belajar?</p>
Student	<p>Iya berpengaruh , karena guru yang melakukan multitasking terkadang siswa itu sudah tidak mau memperhatikan materi yang dijelaskan oleh guru. Multitasking yang dilakukan guru tersebut sangat berpengaruh terhadap kefokusannya dalam belajar yang tentunya membuat saya juga tidak memahami materi pembelajaran.</p>

i. Angga XI Akuntansi 3

Researches	<p>Bagaimana pendapat anda mengenai guru yang melakukan multitasking saat mengajar?</p>
Student	<p>Menurut saya seorang guru yang melakukan multitasking saat mengajar itu saya rasa mengganggu dan akan meribah perhatian siswa yang tadinya fokus pada materi menjadi tidak fokus</p>
Researches	<p>Menurut anda apakah guru yang melakukan multitasking memiliki pengaruh terhadap proses pembelajaran di kelas? Dan Apakah dengan adanya multitasking saat proses pembelajaran</p>

	berpengaruh terhadap kefokusannya dalam belajar?
Student	Pastinya multitasking tersebut memiliki pengaruh terhadap proses pembelajaran, karena pada saat proses pembelajaran berlangsung dan juga guru juga melakukan multitasking tentunya akan mengganggu konsentrasi siswa dalam belajar serta juga berpengaruh terhadap kefokusannya saat sedang memperhatikan materi karena pastinya jika kita sedang fokus memperhatikan materi yang dijelaskan oleh guru kemudian guru tersebut menegur siswa yang tidak fokus belajar pastinya kefokusannya juga teralihkan.
Researches	Apakah adanya multitasking guru memiliki pengaruh terhadap pemahaman anda dalam belajar?
Student	Kalau untuk saya sendiri hal itu memiliki pengaruh terhadap pemahaman saya, karena jika guru tidak melakukan multitasking saat mengajar kita juga akan lebih fokus dalam memahami materi pembelajaran, namun jika guru melakukan multitasking yang tidak berhubungan dengan pembelajaran itu membuat kita tidak terlalu paham dengan apa yang dijelaskan.

j. Helti XI Akuntansi 3

Researches	Bagaimana pendapat anda mengenai guru yang melakukan multitasking saat mengajar?
Student	Guru yang melakukan multitasking menurut saya itu kurang efektif,karena jika guru sementara menjelaskan namun melakukan kegiatan yang lain itu membuat siswa kurang paham terhadap penjelasan materi yang diberikan oleh guru terutama apabila kita tidak paham terhadap materi pembelajaran sedangkan guru juga melakukan kegiatan yang lain maka kita sebagai siswa semakin tidak paham terhadap apa yang dijelaskan oleh guru ,terkadang hal itu juga membuat kita sebagai siswa susah untuk focus dalam belajar dan malas untuk memperhatikan materi.
Researches	Menurut anda apakah guru yang melakukan multitasking memiliki pengaruh terhadap proses pembelajaran di kelas? Dan Apakah dengan adanya multitasking saat proses pembelajaran berpengaruh terhadap kefokusian kalian dalam belajar?
Student	Iya berpengaruh ,karena cara menyampaikan materi pembelajaran kurang jelas namun gurunya juga melakukan multitasking yang tidak berhubungan dengan pembelajaean

	yang membuat kita itu tidak terlalu memperhatikan materi pembelajaran dan itu juga berpengaruh terhadap kefokusannya dalam belajar .
Researches	Apakah adanya multitasking guru memiliki pengaruh terhadap pemahaman anda dalam belajar?
Student	Kalau untuk pemahaman saya sendiri itu tergantung dari cara guru menjelaskan materi jika guru menjelaskan dengan cara yang mudah dipahami siswa tentunya siswa juga mudah paham terhadap materi pembelajaran. Tetapi jika gurunya menjelaskan dengan baik namun juga melakukan kegiatan lain tentunya siswa itu juga tidak terlalu paham terhadap pembelajaran yang dijelaskan oleh guru.

k. Siti XI Akuntansi 3

Researches	Bagaimana pendapat anda mengenai guru yang melakukan multitasking saat mengajar?
Student	Menurut saya guru yang melakukan multitasking saat mengajar itu mengganggu pembelajaran, karena terkadang kita itu lupa terhadap materi yang dijelaskan sebelumnya yang membuat siswa itu tidak fokus ;agi untuk melanjutkan pembelajaran.

Researches	Menurut anda apakah guru yang melakukan multitasking memiliki pengaruh terhadap proses pembelajaran di kelas? Dan Apakah dengan adanya multitasking saat proses pembelajaran berpengaruh terhadap kefokusn kalian dalam belajar?
Student	Tentunya berpengaruh apalagi ketika guru sedang menjelaskan dan kemudian menerima telfon di tengah-tengah pembelajaran atau sementara pembelajaran berlangsung ada yang memanggil guru dari luar kelas tanpa permisi yang membuat kita kehilangan focus dalam belajar. Tentunya multitasking seperti itu juga berpengaruh terhadap kefokusn saya dalam memahami materi ,karena kita sudah focus dalam belajar namun gurunya melakukan kegiatan yang lain tentunya siswa juga susah untuk focus lagi dalam belajar dan tidak mood lagi dalam belajar
Researches	Apakah adanya multitasking guru memiliki pengaruh terhadap pemahaman anda dalam belajar?
Student	Multitasking yang dilakukan oleh guru dalam kelas memiliki pengaruh terhadap pemahaman saya dala memahami mateti karena gurunya melakukan multitasking dalam mengajar itu membuat saya tidak paham terhadap materi yang dijelaskan

	<p>guru. Jadi ketika kita diberikan tugas oleh guru tentunya kita hanya asal mengerjakan tugas karena tidak kita tidak paham terhadap materi pembelajaran.</p>
--	--



APPENDIX 3

OBSERVATION GUIDELINES

LEMBAR OBSERVASI PENGARUH MULTITASKING TERHADAP
PERFORMANCE GURU DAN PEMAHAMAN SISWA

Hari/Tanggal :

Nama Guru :

No	Aspek yang diamati	Dilakukan		Skor		
		Ya	Tidak			
1.	Pendahuluan					
	a. Guru membuka pelajaran dengan berdo'a					
	b. Guru mengecek kehadiran siswa					
	c. Guru menyampaikan tujuan pembelajaran					
2.	Kegiatan inti					
	a. Guru menguasai materi yang disampaikan					
	b. Guru menggunakan media pembelajaran yang bervariasi					
	c. Guru mengoptimalkan interaksi antara siswa dengan guru					
	d. Guru membimbing siswa dalam kegiatan diskusi					
	e. Guru menciptakan suasana pembelajaran yang					

	<p>mengaktifkan siswa</p> <p>f. Guru memberikan kesempatan kepada siswa untuk bertanya tentang materi pelajaran yang belum dipahami</p>						
3.	<p>Penutup</p> <p>a. Guru memberikan evaluasi hasil belajar</p> <p>b. Guru memberi tugas</p> <p>c. Guru mengakhiri pembelajaran</p>						

Keterangan :

1 : Tidak baik

2 : Cukup baik

3 : Baik

4 : Sangat baik

Observer,

ASNIAR

Reg. Num. 18.1300.109

OBSERVATION GUIDELINES

LEMBAR OBSERVASI PENGARUH MULTITASKING TERHADAP PERFORMANCE GURU DAN PEMAHAMAN SISWA

Hari/Tanggal :

Nama Guru :

No	Aspek yang diamati	Dilakukan		Skor			
		Ya	Tidak				
1.	<p>Pendahuluan</p> <p>a. Guru membuka pelajaran dengan berdo'a</p> <p>b. Guru mengecek kehadiran siswa</p> <p>c. Guru menyampaikan tujuan pembelajaran</p>						
2.	<p>Kegiatan inti</p> <p>a. Guru menguasai materi yang disampaikan</p> <p>b. Guru menggunakan media pembelajaran yang bervariasi</p> <p>c. Guru mengoptimalkan interaksi antara siswa dengan guru</p> <p>d. Guru membimbing siswa dalam kegiatan diskusi</p> <p>e. Guru menciptakan suasana pembelajaran yang mengaktifkan siswa</p>						

	f. Guru memberikan kesempatan kepada siswa untuk bertanya tentang materi pelajaran yang belum dipahami						
3.	<p>Penutup</p> <p>a. Guru memberikan evaluasi hasil belajar</p> <p>b. Guru memberi tugas</p> <p>c. Guru mengakhiri pembelajaran</p>						

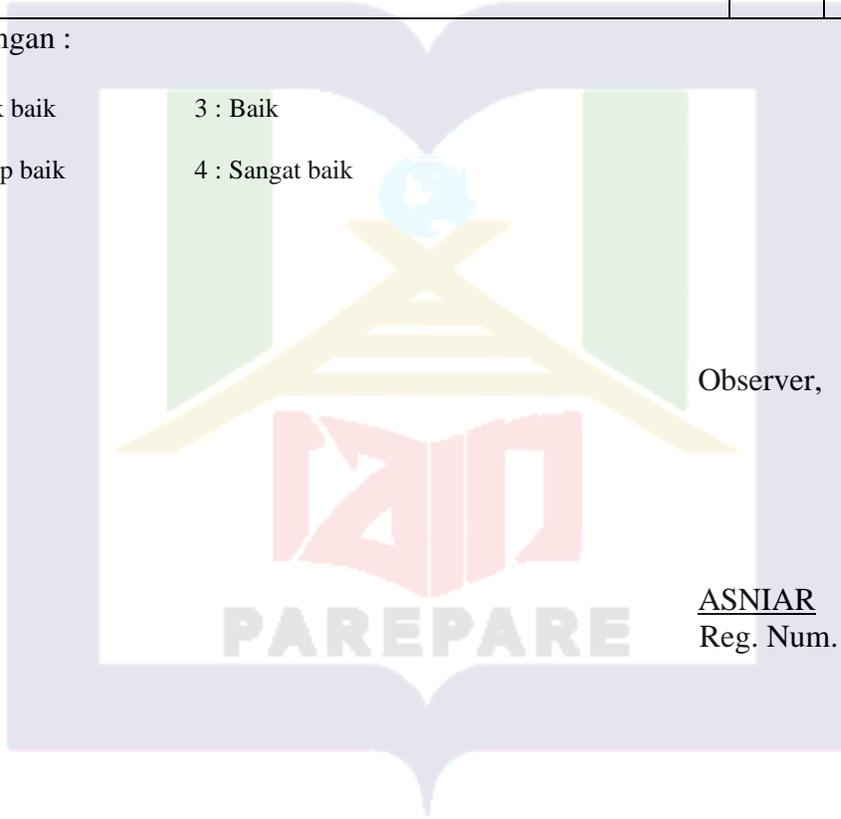
Keterangan :

1 : Tidak baik

2 : Cukup baik

3 : Baik

4 : Sangat baik



Observer,

ASNIAR

Reg. Num. 18.1300.109

OBSERVATION GUIDELINES

LEMBAR OBSERVASI PENGARUH MULTITASKING TERHADAP PERFORMANCE GURU DAN PEMAHAMAN SISWA

Hari/Tanggal :

Nama Guru :

No	Aspek yang diamati	Dilakukan		Skor			
		Ya	Tidak				
1.	<p>Pendahuluan</p> <p>a. Guru membuka pelajaran dengan berdo'a</p> <p>b. Guru mengecek kehadiran siswa</p> <p>c. Guru menyampaikan tujuan pembelajaran</p>						
2.	<p>Kegiatan inti</p> <p>a. Guru menguasai materi yang disampaikan</p> <p>b. Guru menggunakan media pembelajaran yang bervariasi</p> <p>c. Guru mengoptimalkan interaksi antara siswa dengan guru</p> <p>d. Guru membimbing siswa dalam kegiatan diskusi</p> <p>e. Guru menciptakan suasana pembelajaran yang mengaktifkan siswa</p>						

	f. Guru memberikan kesempatan kepada siswa untuk bertanya tentang materi pelajaran yang belum dipahami						
3.	<p>Penutup</p> <p>a. Guru memberikan evaluasi hasil belajar</p> <p>b. Guru memberi tugas</p> <p>c. Guru mengakhiri pembelajaran</p>						

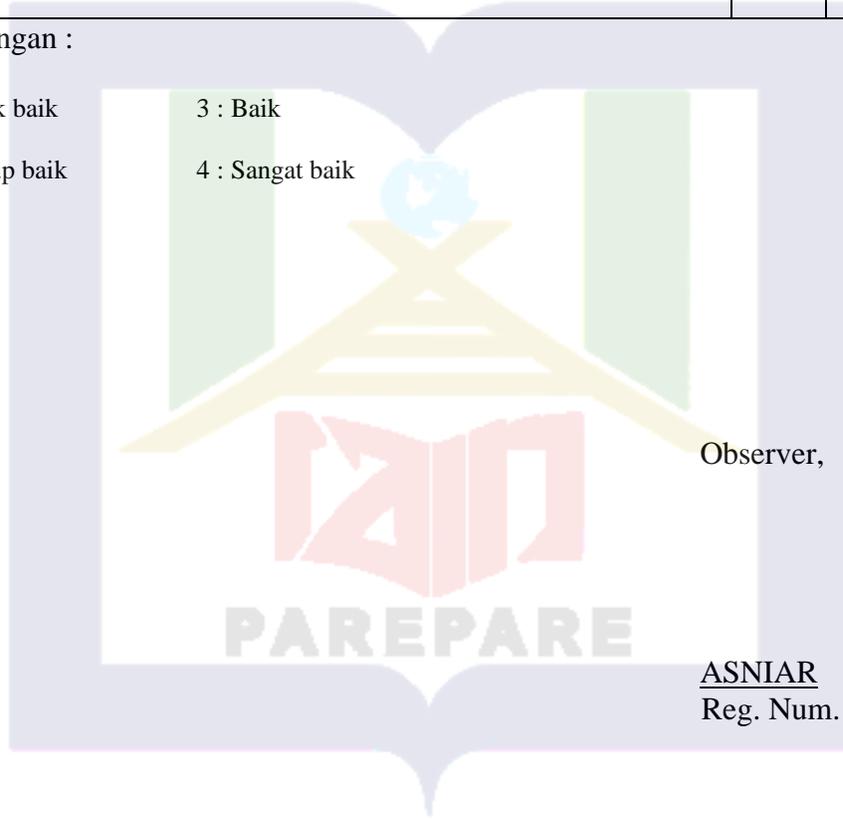
Keterangan :

1 : Tidak baik

2 : Cukup baik

3 : Baik

4 : Sangat baik



Observer,

ASNIAR

Reg. Num. 18.1300.109

APPENDIX 4

DOCUMENTATIONS



Interview with teacher 1



Interview with teacher 2



Interview with teacher 3



Interview with informan XII Busana 2



Interview with informan XII OTKP 2



Interview with informan XI Akuntansi 3



Documentation with XII OTKP 2

APPENDIX 5

Consultant Degree


**KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 1329 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBIYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang penetapan pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**

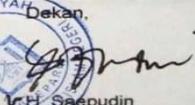
Kesatu : Menunjuk saudara; 1. Dr. Arqam, M.Pd.
2. Mujahidah, M.Pd.
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Asniar
NIM : 18.1300.109
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Analysis Of The Multitasking Teaching Ability Of Teachers In Different Subjects At SMKN 1 Pinrang

Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 27 Mei 2021

Dekan,

V.H. Saepudin



CS | Dibuat dengan CamScanner

APPENDIX 6

Recommendation Letter from IAIN Parepare

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ 0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.158/In.39/FTAR.01/PP.00.9/01/2023 12 Januari 2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,-
Makassar

Assalamu Alaikum Wr. Wb.
Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Asniar
Tempat/Tgl. Lahir : Alitta, 3 Maret 1999
NIM : 18.1300.109
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Alitta, Kec. Mattirobulu, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul "**Analysis Of The Teacher Multitasking In Teaching English At SMKN 1 Pinrang**". Pelaksanaan penelitian ini direncanakan pada bulan Januari sampai bulan Februari Tahun 2023.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.
Wassalamu Alaikum Wr. Wb.


Wakil Dekan I,
Bahtiar, M.A.

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

APPENDIX 6

Recommendation Letter from Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan


PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	: 13736/S.01/PTSP/2023	Kepada Yth.	Kepala Dinas Pendidikan Prov. Sulsel
Lampiran	: -		
Perihal	: <u>Izin penelitian</u>		

di-
Tempat

Berdasarkan surat Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor : B-158/IN.39/FTAR.01/PP.00.9/01/2023 tanggal 12 Januari 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	: ASNIAR
Nomor Pokok	: 18.1300.109
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Amal Bakti No. 8 Soreang, Kota Parepare

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" ANALYSIS OF THE TEACHER MULTITASKING IN TEACHING ENGLISH AT SMKN 1 PINRANG "

Yang akan dilaksanakan dari : Tgl. **23 Januari s/d 23 Februari 2023**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 18 Januari 2023

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN



Ir. H. SULKAF S LATIEF, M.M.
Pangkat : PEMBINA UTAMA MADYA
Nip : 19630424 198903 1 010

Tembusan Yth
1. Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare;
2. *Pertinggal.*

APPENDIX 7

Letter Of Reseach Completing From SMKN 1 Pinrang



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMK NEGERI 1 PINRANG**

Alamat : Jalan LangngaTassokkoe Telp.(0421)3911728,Fax.(0421)3911728
Email: esmkn1pinrang@gmail.com ; Web: <http://smkn1pinrang.sch.id>

**SURAT KETERANGAN
Nomor : 421.5/065.3-UPT SMK.1/PRG/DISDIK**

Yang bertanda tangan di bawah Kepala UPT SMK Negeri 1 Pinrang, menerangkan bahwa :

N a m a	: ASNIAR
NIM	: 18.1300.109
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/ Lembaga	: Mahasiswa S1 IAIN Parepare

benar yang tersebut namanya di atas telah melaksanakan penelitian di UPT SMK Negeri 1 Pinrang sejak tgl 24 Januari s/d 09 Februari 2023 dalam rangka Penyusunan Skripsi dengan Judul **"ANALYSIS OF THE TEACHER MULTITASKING IN TEACHING ENGLISH SMK NEGERI 1 PINRANG"**

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Pinrang, 09 Februari 2023



DIS. W. ASIDANG, M.Pd

Pangkat : Pembina Tk. 1

NIP. 19660302 199103 1 014

CURRICULUM VITAE



ASNIAR the name of the writer of this thesis. The writer was born from parents Muh Nur.S and Haliana as the first child of two siblings. The writer was born in Alitta Village, Mattiro Bulu District, Pinrang District, on March 3th1999. The writer took his education starting from SDN 191 Alitta Village graduating in 2012, continuing to SMPN 3 Alitta Village graduating in 2015 and SMKN 1 Pinrang graduating in 2018, and IAIN Parepare, until finally being able to study at the Tarbiyah Faculty majoring in the English Language. The author took his education starting from SDN 191 Alitta Village graduating in 2012, continuing to SMPN 3 Alitta Village graduating in 2015 and SMKN 1 Pinrang graduating in 2018, and IAIN Parepare, until finally being able to study at the Tarbiyah Faculty majoring in the English Language.

With persistence, and high motivation to keep learning and trying. The author has completed the work on the final task of this thesis. We hope that by writing this thesis, we can make a positive contribution to the world of education. Finally, the writer expresses her deepest gratitude for the completion of his thesis entitled "Analysis of the Teacher Multitasking In Teaching English at SMKN 1 Pinrang".

