

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

Education is an important aspect of life. It is a learning process to gain in-depth knowledge or skills that are used in everyday life. It can also mean the formative effect of human experience on the way of act, thinks, and feels. Generally, there are two kinds of learning systems in the education field. The first learning system is educators lead the learners. The second learning system is independent or self-taught learning. There are two kinds of education setting namely formal and informal settings. In general, formal education is divided into several levels such as kindergarten, primary school, secondary school, high school, and university.

Formal education is a standard education for people in a country. Whitman et al. (2015) state that formal education in Indonesia starts from kindergarten which is a level for children at the age of 5-6 years old. After finishing kindergarten, children in Indonesia continue their studies in elementary school at the age of 7-12 years old. When they are at the age of 13-15 years old, they continue their studies to junior high school. They enter high school when they are about 16-18 years old.

The formal education in Indonesia usually starts in the morning and finish in the afternoon. All the learning activities are held in the school's area, both inside and outside the classroom. During break time, students play along with their friends and have a meal in the canteen. However, Indonesia was officially invaded by the Covid-19 virus on March 2<sup>nd</sup> 2020. The Indonesian government made a policy that

instructs people to stay away from crowds. The policy impacted many systems; one of them is the education system.

Generally, the Covid-19 virus impacted many countries including Indonesia. Recognizing the impact of the Covid-19 virus, the Indonesian government made the Government Issue related to a physical distancing policy to reduce the risk of the Covid-19 virus transmission. This government policy causes schools to require all students who previously studied face-to-face at school replaced by online distance learning. Online learning from home certainly has its challenges compared to face-to-face learning at school. Implementing the learning process at home needs the support of online learning facilities, such as the learning tools and the learning media. Therefore, learning activities can run well which can make students are easier to understand the learning material. This means learning media is important to be considered during learning at home. According to Indriana (2011), learning media is a communication tool used in the learning process which is needed to convey messages from educators to learners. Habibah et al. (2020) mention Google Classroom, YouTube, WhatsApp Group (WAG), Edmodo, Zoom, and Google Meet are several platforms used in distance learning in Indonesia. However, WAG and Google Meet are most frequently used. Distance learning has an impact on all school participants, especially teachers.

Teachers are one of the important elements in the context of formal learning. A teacher is a person who guides students to acquire certain knowledge or skills. According to Ratminingsih (2019), teachers must be able to be role models for students in the field of education. Teachers have an important role to teach students character so they can have good morals and attitudes. According to Harmer (1991)

, there are seven criteria to be a good teacher, namely personality, adaptability, teacher role, good relations, teacher duties, teacher skills, and teacher knowledge. The Covid-19 pandemic has certainly affected the way teachers teach students. On March 30<sup>th</sup> 2021, the Indonesian government made a policy related to learning in pandemic situations which is fully explained in government policy namely Kemendikbud Nomor 440-717 Tahun 2021. The concern is the implementation of education in the emergency period of coronavirus disease (Covid-19). The policy contains regulations related to learning process which has to be continued from home both for the students and the teachers to avoid the spread of Covid-19. This had to be done because health is very important during the pandemic. The existence of a distance learning policy makes teachers more creative in teaching because traditional learning in schools is very different from online distance learning. Teachers must be able to teach effectively even in the Covid-19 pandemic situation which forces teachers to change from face-to-face learning at school to online distance learning. Distance learning is a new for most teachers in Indonesia so they have to adapt during the instructional process and the technical process. Instructional adaptation showed how teachers adapt to a flexible learning environment in the pandemic situation. Technical adaptation showed what things that were adapted in the flexible learning environment during the pandemic situation.

Due to dynamic changing situations of the process, teachers should adapt to distance learning to deliver the learning material well. One of the adaptations is in form of lesson plan adaptation. A lesson plan is a handbook for teachers in teaching. The lesson plan adaptation affects the delivery of the learning material from

traditional learning to online learning. Teachers who previously made lesson plans for traditional learning in schools have to switch the lesson plans to suit the learning methods using online media. According to Santaria (2020), the preparation of teachers in conducting online learning because of the impact of the Covid-19 pandemic is not optimal because they have to change the lesson plan that was previously intended for face-to-face learning to adapt to online learning. Some of the teachers still lack fluency in information technology. In addition, students also have some problems regarding online learning. According to Anugrahana (2020), there are some challenges in online learning namely, lack of online learning facilities, such as cellphones or laptops and weak internet connections. Therefore, students cannot follow the learning process effectively. This is supported by Arkorful and Abaidoo (2015) who state that the general perception of the online learning weakness contains probably less efficient learning methods, trouble in detecting cheating, the deficiency of personal interaction, and less fluency in operating e-learning. Since there are disadvantages of distance learning, the government decided to allow face-to-face learning.

The allowance of face-to-face learning is regulated in Kemendikbud Nomor 03/KB/2021 which is enforced on March 30<sup>th</sup> 2021. The regulation stated that face-to-face learning is allowed but must be covered by the use of Covid-19 health protocol. Of course, not all students are allowed to go to school for face-to-face learning because it will accelerate the spread of the Covid-19 virus. Schools can use hybrid and flexible learning methods. According to Miller et al. (2021), hybrid and flexible learning is a method that mixes face-to-face learning and online learning in

one course. Hybrid Flexible learning can reduce the spread of the Covid-19 virus and teachers still can teach the students even in a pandemic situation.

## 1.2 Problem Identification

The problem of this research rises since the teachers in SMPN 1 Blahbatuh have to adapt to a flexible learning environment. This problem is essential to be identified since the teachers have to change the face-to-face learning environment that is different from the flexible learning environment. Before the Covid-19 pandemic, the learning process was delivered with face-to-face learning. However, in the Covid-19 pandemic situation, the teachers have to adapt to a Hybrid Flexible learning environment. In addition, it is important to understand the teacher's adaptation and it can be a reference for the future learning process.

Furthermore, there is limited previous studies related to this topic in the English teaching context, especially in Bali and Indonesia. Moreover, it is important to understand the way teachers adapt to the Flexible Learning Environment. Those are the reasons why it is important to identify English teachers' adaptation to the flexible Learning environment in SMPN 1 Blahbatuh.

### 1.3 Limitation of the Problem

This research is limited to the teachers in SMPN 1 Blahbatuh who teach English subjects in the EFL context. The focus of this research is to identify English teachers' adaptation to the flexible learning environment in SMPN 1 Blahbatuh.

### 1.4 Research Questions

Based on the problem identification, there are three formulated research questions, they are:

1. How do English teachers adapt to a flexible learning environment in SMPN 1 Blahbatuh?
2. What are the challenges in the adaptation to a flexible learning environment in SMPN 1 Blahbatuh?
3. What are the solutions done by English teachers of SMPN 1 Blahbatuh in the adaptation to a flexible learning environment?

### 1.5 Research Objective

Related to the research questions, there are three objectives of this research, they are:

1. To investigate English teachers' adaptation to a flexible learning environment in SMPN 1 Blahbatuh
2. To investigate the challenges in the adaptation to a flexible learning environment in SMPN 1 Blahbatuh

3. To investigate the solutions done by English teachers of SMPN 1 Blahbatuh in the adaptation to a flexible learning environment

## 1.6 Research Significance

This research is expected to give contributions of both theoretical and practical significance to society, English teachers, and other researchers.

### 1.6.1 Theoretical Significance

The theoretical significance which is expected from this research is to give a contribution to knowledge development related to English teachers' adaptation to a flexible learning environment.

### 1.6.2 Practical Significance

This research is expected to bring practical significance to society, English teachers, and other researchers.

#### 1.6.2.1 For Society

By conducting this research, it is expected that society can gain knowledge from this research in terms of English teachers' adaptation to a flexible learning environment.

#### 1.6.2.2 For Junior High School English Teachers

This research is also expected to help junior high school English teachers adapt to a flexible learning environment

#### 1.6.2.3 For Other Researchers

This research is also expected to be able to be a reference for other researchers who want to conduct a similar study related to English teachers' adaptation to a flexible learning environment.

### 1.7 Research Scope

The design of this research was a descriptive qualitative research design. This research was conducted in SMPN 1 Blahbatuh. This research was conducted to investigate English teachers' adaptation to a flexible learning environment, challenges in the adaptation to a flexible learning environment, and the solutions done in adaptation to a flexible learning environment

