

CHAPTER I

INTRODUCTION

1.1 Research Background

The Covid-19 pandemic encourages most schools to implement remote teaching until the pandemic ends (Richardson, 2019). Remote teaching is a temporary teaching shift in instructional to alternative delivery modes because of a crisis. Remote teaching is not a new method in the education system. According to Schubert (2006), remote teaching has been used in the United States since 1892, when the University of Chicago launched its first distance learning program for higher education. In Indonesia, remote teaching has been regulated in Law 20 of 2003 concerning the national education system.

According to Anderson (2018), there are three elements in implementing remote teaching. Firstly, stimulate students with content. For example, gives video, reading content from the website. Secondly, provides student interactions. For example, online discussion activity on Schoology. Thirdly, assessment elements. Remote teaching is combined with asynchronous computer-mediated communication, but remote teaching can be applied by Learning Management System (LMS). For example, Schoology and 99% of institutions provides Learning Management System (LMS) to support technologies (Stanley, 2020). Remote teaching offers an online course for students comprehensively through technology. It is related to the circular letter 15 Tahun 2020, about learning from home (Jamal et al., 2020). According to Pusparini et al. (2018), the teacher integrates information and

communication (ICT) in each course. By taking the role of the technology, the technology can promote one of the strategies is called E-learning.

E-learning is the most advanced method to support remote teaching (Stanley, 2020). According to Elango (2018), in the ICT- based learning model, the use of e-learning can make students independent in learning with various appropriate approaches; Therefore, students can lead and organize themselves in learning. According to Sujarwo et al. (2020), e-learning can make learning more effectively, because the students can interact with teachers, friends. Students can communicate with the teacher at any time, namely by E-mail. According to Keller (2020), students feel their achievement level is good, because e-learning makes them open-minded. As an impact, students more be confident in participating discussions online than direct discussions in class (Yuwono, 2018). Therefore, e-learning can give positive for student in e-learning process.

According to Arkorful and Abaidoo (2015), directorate vocational school development's general policies in 2011 aim to reach at least 70% of a vocational school implementing technologies. Based on the preliminary research, the school in Buleleng regency, especially SMK Negeri 1 Seririt, uses a Schoology to support e-learning. Schoology application as e-learning support for remote teaching strategies. Schoology consists of Learning Management Systems (LMS) features to support e-learning such as, assignment, quiz, discussion, and assessment. Schoology is one of the e-learning platforms that make students and teachers interact practically and the access of material is anywhere and anytime (Schalager, 2016).

According to data from the United Nations Educational Scientific and Cultural Organization as cited in Rosalina (2020), there are at least 290.5 million students worldwide; whose learning activities have been disrupted. According to Kemendikbud, as cited in Mulyani (2020), there are three types of schools. The first group is the school that is accustomed to using e-learning. Therefore, a student not difficult to access e-learning applications. The second's group is the school that conducts semi-online learning. For example, teachers send students' assignments through WhatsApp, and students also send their assignments through WhatsApp. The third group is the school that does not support technologies in learning. Based on preliminary research, SMKN 1 Seririt belongs to the second group, asking the student to send their assignment on Schoology only, before the government issues a circular letter. Although this school already know Schoology, but the students felt difficult using Schoology when they have unstable network status, the lack of hardware facilitates, and they still confuse to use it. Therefore, the use of Schoology as e-learning to support remote teaching is still progresses.

E-learning cannot be applied in the school environment, and the success of educational goals depends on students' learning process. One of the factors that can influence the instructional methodology is readiness (Richardson, 2019). E-learning readiness is the readiness level to participate in a global network. The factor of e-learning readiness is a benchmark to measure e-learning readiness. Several factors can be used as benchmarks for e-learning readiness, namely technological factors, innovation factors, human factors, and self-development factors (Aydin & Tasci, 2005). These factors analyze

the skills and attitudes of users and managers. The e-learning model is not limited, because it can use before and after implementing e-learning (David, 2004).

According to Keller (2020), the factors that support the readiness of students in using e-learning are infrastructure and human resourced. The adequate of infrastructure is very useful in implementing e-learning. Besides that, human resourced factors are needed to support e-learning, namely teacher and student. The roles of a teacher are the teacher must be able to develop knowledge and skills, facilitate learning, understand e-learning and the things needed in education (Yuwono & Sujono, 2018). According to Lestari (2020), students should have ability to use e-learning, facility, ability to manage time, and ability to adopt innovation. But, based on research by Stanley (2020), students' readiness in implementing e-learning still lacks of LMS training. Moreover, internet connection is still problem for students. These research results are related to the problem of SMK Negeri 1 Seririt in implementing e-learning, such as unstable network status that makes student difficult to access Schoology application, the limited knowledge to use Schoology or there is no LMS training, and the lack of facilities such as gadget. This study will find out about students' e-learning readiness to participate e-learning class in remote teaching contexts by responding to these problems and the supporting and limiting factors of e-learning readiness to participate e-learning class in remote teaching contexts.

1.2 Research Question

1. How is the 11th grade of SMKN 1 Seririt students' e-learning readiness to participate in the e-learning class in the remote teaching context?

2. What are the supporting and limiting factors of e-learning readiness to participate in the e-learning class in the remote teaching context?

1.3 Research Objectives

1. General Objective

In general, this study analyzes students' e-learning readiness to the participate e-learning class in the remote teaching context and the supporting and limiting factors of e-learning readiness to participate e-learning class in the remote teaching context.

2. Specific Objectives

Specifically, this study aims at:

- a) Investigating students' e-learning readiness to participate e-learning class in the remote teaching context.
- b) Describing the supporting and limiting factors of e-learning readiness to participate e-learning class in SMKN 1 Seririt in the remote teaching context.

1.4 Research Significance

1) Theoretical significance

Theoretically, the result of the study to contribute students' e-learning readiness to participate e-learning class in a remote teaching context in SMK 1 Seririt and the supporting and limiting factors of the students' e-learning readiness to participate e-learning in a remote teaching context in SMK 1 Seririt.

2) Practical Significance

- a) Students: The results of the study are used to improve students' e-learning readiness to participate e-learning class.
- b) School: The result of the study can be references to improve facilitates and infrastructure to participate e-learning class.
- c) Teacher: The study results would be useful for teachers to be more creative in teaching using ICT media.

1.5 Scope of Study

The study's scope focused on investigating the students' e-learning readiness to participate e-learning class in remote teaching context for the 11th grade of vocational school. The model uses to measure students' e-learning readiness was developed by Aydin and Tasci's model.