CHAPTER 1

INTRODUCTION

1.1   Research Background

In early 2020, a crisis in almost all areas of the world influences many fields enormously. The case is the plague of Covid 19 (Zhang et al., 2020). The pandemic was started in late 2019. The spreading of Covid 19 is very significant, makes the government make a social distinction for a while. Thus, it will have effects on several fields. One of the areas that get that impact is the Educational area (McAleer, 2020). One of the solutions to solve the problem is by doing remote teaching. In remote teaching, the students can learn from their home. In this pandemic, the school should have a solution to make the learning process go well.

In this pandemic, one solution to make the learning process is still going well is e-learning. The e-learning model deals with the learning that uses technology (Low, 2017). E-learning is also a way that makes students easier for leaning without worried about the distance. It means that the application of e-learning has a significant role in the education field (Tuntirojanawong, 2013). According to Chitra & Raj (2018), e-learning is very important used in learning. It is because e-learning has many advantages (Abed, 2019). Kumar Basak et al. (2018) argue that E-learning

can make students easy to interact with others and access material. Students can share information and access learning materials at any time and repeatedly, it makes students can strengthen their comprehension Mousazadeh et al., (2016). Besides that, e-learning provides learners with opportunities to control their respective learning success, meaning that learners are given the freedom to determine when to start. In e-learning, the students can learn in any place, not only in the classroom.

One of the factors that make the application of e-learning unsuccessful in implementing is readiness (Demir Kaymak & Horzum, 2013). For measuring e-learning readiness, there are several factors used as follows: technology, innovation, people, and self-development. These factors are used to measure skill and attitude in using e-learning. It factors are from Aydin and Tasci's model. The readiness of e-learning included student's readiness and technology (Elsayed & Ali, 2010). In the implementation of e-learning, two crucial factors support students' readiness to apply e-learning run well, namely human resources and infrastructure. According to Keller (2020), Human resources consist of students and teachers. In this case, the teacher should have good knowledge in preparing learning materials in e-learning.

Besides, teachers must have skills in controlling the class. Students must have the ability to use computers to make the learning process using e-learning better. Another factor is infrastructure, e-learning infrastructure related to personal computers (PCs), the Internet, and multimedia equipment. Implementing e-learning in Indonesia, especially in senior high

school, is difficult. According to Sadikin & Hamidah (2020), a problem in infrastructure that makes e-learning in senior high school cannot be implemented well. It also one of the issues why e-learning in Indonesia cannot be implemented well. Indonesia ranks 52nd among 60 countries about the forwardness country using e-learning and always declines for the following years (Low, 2017). Even though e-learning in Indonesia has been applying for around ten years, the result is terrible (Richard, 2003). Although there is a lot of problem with e-learning, some schools still use e-learning applications (Dwi et al., 2020).

One of the applications in e-learning is google classroom. Google classroom is a kind of e-learning platform that is made by google in 2014. Google classroom is an application used in the learning process to make learning more effective (Shaharanee et al., 2016). The implementation of google classrooms in this era can make learning better because there are many features in it. The students can share and upload their works in it. (Shampa Iftakhar, 2016). The critical point for utilizing google classroom is that the students and teacher should have Gmail to share the information and do interaction in google classroom (Abdelrahman et al., 2017). It is also related to the purpose of google classroom (Shampa Iftakhar, 2016).

In the Buleleng regency, some schools used Google Classroom in the learning process. One of them is SMA Negeri 1 Seririt. It used google classroom application for learning in 2020. The researcher conducted observation in SMA Negeri 1 Seririt to gather the data. Based on the observation, the implementation of e-learning in the school already

implement for around seven months. Yet, based on the laws and regulation No. 20 Tahun 2020 and circular letter No. 15 Tahun 2020. The government asked every school should do remote teaching (Jamal, 2020). It means that all of the schools should have the technique to deliver the material. Therefore, SMA Negeri 1 Seririt uses e-learning entirely to make the learning still run. The use of Google Classroom is a way to implement e-learning. Based on that observation. The researcher obtained the Google Classroom implementation, which usually is used for delivering tasks and material. In Google Classroom, the teacher also usually gave video material for students.

Besides doing observation to gather the data, it is also conducted an informal interview with the 11th-grade students in SMA Negeri 1 Seririt about the implementation of google classroom in their school as part of the implementation of e-learning. The researcher chose 11th-grade students, because they have more knowladge to answer the question that related to this research. According to Norhasanah (2018), 11th-grade students can think critical, so they have good skill to give opinion can be trusted. Based on that theory the researcher chose 11th-grade students. In this research the researcher interviewed four students. The use of Google Classroom helped the students during remote teaching in this situation. It also appropriates with the benefit of using Google Classroom (Harjanto & Sumarni, 2019). Although the use of Google Classroom in SMA Negeri 1 Seririt will help the students, there are also problems in implementing it. It makes them think that using it is not suitable for learning. Students face so

many problems, such as knowledge of using the technology, because they did not know how to send assignments in Google Classroom and the facility to access it. The students' problems are related to their readiness (Elsayed & Ali, 2010). Based on the explanation above, the researcher is interested in investigating senior high schools' readiness toward the implementation of e-learning in remote teaching.

1.2   Research Questions

1. How is the 11th grade SMA Negeri 1 Seririt students' readiness toward the implementation of e-learning in remote teaching context?

2. What are the supporting factors of e-learning readiness implementation in SMA Negeri 1 Seririt in remote teaching context?

3. What are the limiting factors of e-learning readiness implementation in SMA Negeri 1 Seririt in remote teaching context?

1.3   General Objectives

1) Generally, this study analyzed SMA Negeri 1 Seririt students' e learning readiness in remote teaching context and the supporting and limiting factor of the implementation of e-learning in the remote teaching context.

2) Specific Objectives:

a) Investigating SMA Negeri 1 Seririt students' readiness toward the implementation of e-learning in remote teaching.

b) Describing the supporting and limiting factors of e-learning readiness implementation in SMA Negeri 1 Seririt in remote teaching

1.4   Research significance

1. Theoretical significance

    To investigate students' e-learning readiness in remote teaching in SMA Negeri 1 Seririt. This study aimed to give additional information related to senior high school students' readiness to implement e-learning in remote teaching. Furthermore, this study also aimed to know the supporting and limiting factors of e-learning readiness implementation in SMA Negeri 1 Seririt in remote teaching.

2. Practical significance

    a. For senior high school students**:** The result of this study can be a reference to improve students' e-learning readiness.

    b. For school**:** The result of this study can be a reference to improve facility and infrastructure in implementing e-learning.

1.5 Scope of the Study

This study focuses on senior high school students' e-learning readiness in a remote teaching context in SMA Negeri 1 Seririt by using Aydin and Tasci's Model and supporting and limiting factor in implementing e-learning.