

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

Corona Virus Disease or Covid-19 has become the biggest issue nowadays. It is no longer endemic or even epidemic because it is already pandemic since Covid-19 has infected many people all over the world. The spread of this virus is really quick and make almost many governments in many countries apply social distancing, physical distancing and stay at home policies. Therefore, since Corona Virus pandemic has infected many people in the world, it impacts many sectors including education.

Since the suggestion for social, physical distancing and stay at home policy are applied, Covid-19 has changed and influenced many aspects of this world including economic, cultural as well as educational sector (Demertzis, Sapir, Tagliapietra, & Wolff, 2020; “*Virus Corona: Sekolah, Universitas Meniadakan Kelas, Pemerintah Indonesia Belum Resmi Liburkan Sekolah,*” 2020). For educational sector itself, the existence of this pandemic brings many changes especially on how learning should be done. Besides, work from home (WFH) and study from home (SFH) regulation are also applied due to Covid-19 pandemic (Mu’ti, 2020; Makarim, 2020a; Na’im, 2020).

The question of how learning should be done during this Covid-19 pandemic comes up because this pandemic puts everything down such as school activities are not running in which face to face learning in classrooms are dismissed. The government has decided to prevent the spread of Covid-19 by making urgent

regulation instructing educational system to temporarily stop the school activities (Makarim, 2020b, 2020a). Moreover, National Examination which was usually conducted for high school students was also canceled. At first, National Examination would still be conducted with some limitations adjusted to recent pandemic (Abdul Mu'ti, 2020). However, since the patients suffering Covid-19 increase quickly and uncontrollably, the regulation is revised in which National Examination is cancelled and all activities regarding school learning activities are conducted from home prepared by the teacher (Makarim, 2020b).

As stated by Makarim (2020) related to study from home due to prevention to Covid-19, government suggests educational agents to conduct the learning through Learning Platforms known as Learning Management System (LMS) (Makarim, 2020b). It means that learning process is totally done at home through learning platform is also called as remote learning or online learning. There are many learning platforms supporting online learning in this remote learning context. Those are Moodle, Schoology, Edmodo, Blackboard, Quipper School, Google Classroom or even in WhatsApp and Facebook Ankit Sharma & Vatta, 2013; Cavus, Uzunboylu, & Ibrahim, 2006 ; Chaubey & Bhattacharya, 2015; Costa, Alvelos, & Teixeira, 2012b; Kulshrestha & Kant, 2013; Sejzi & Aris, 2013).

Believe it or not, even when the situation puts educational system into the corner, there is still small space or hole to slip in which becomes challenge for the teachers. It is about how to deal and adapt with recent situation where normal class condition is stopped for no end date. This situation is actually a challenge for teachers. To face the challenge, the chance itself is actually given by the 21<sup>st</sup> century learning as well as industrial revolution 4.0 which change many things especially

for the role of technology since it has developed so quick until the moment that technology can be partner for educational system (Afrilyasanti, Cahyono, & Astuti, 2017; Boholano, 2017; Faulkner & Latham, 2016; Jan, 2017; Norahmi, 2018). It can be said that indeed the situation becomes obstacles for normal class but actually force educational agents to change the way learning is done and conducted just like how 21<sup>st</sup> century learning holds at one important point which talks about the changing of learning process from teacher as the center to learner as the center of learning. In other words, it is no longer teacher lecturing but students as an active agent to search and explore for more information with guidance of their teacher as the ones facilitating the learning to reach the goal of learning and education (Boholano, 2017; Faulkner & Latham, 2016; Harden & Crosby, 2000; Jan, 2017; Makovec, 2018; Norahmi, 2018; Xhemajli, 2016). Therefore, no one should say being a teacher is easy or hard because it is all about how to deal with changes as challenges like the recent situation (Covid-19).

During recent situation, there is no choice for the schools in Indonesia to teach the students except through remote learning only (Makarim, 2020b). Fortunately, the development of technology nowadays is great which can support the learning process to be done maximally. There are many positive impacts given by the development of technology for education (Ahmadi, 2018; Bhattacharjee & Deb, 2016; Ghavifekr & Rosdy, 2016; Hernandez, 2017; Kaffash, Kargiban, Kargiban, & Ramezani, 2010; Kumar, Rose, & D'Silva, 2008; Lin, Chen, & Liu, 2017; Meenakshi, 2014; Pankaj S. Parsania, 2015; Parvin & Salam, 2018; Saeed, 2015; Sharma, Gandhar, Sharma, & Seema, 2011; Viorica-Torii & Carmen, 2013). The role of ICT in education starts becoming vital since there is a massive

development of technology recently. It is recognized that it supports both teacher and students. It is not only helpful for administration purpose only but also for teaching and learning process such as by integrating games and activities involving gadgets like computer and smartphone in which those are useful to attract students' attention and motivation to learn in school (Bhattacharjee & Deb, 2016; Ghavifekr & Rosdy, 2016; Kaffash et al., 2010; Pankaj S. Parsania, 2015). In addition, ICT also gives spaces for both teacher and learner to conduct learning anytime and anywhere since ICT development provides space for virtual learning or online learning (Lin et al., 2017; Meenakshi, 2014; Pankaj S. Parsania, 2015; Saeed, 2015). Thus, ICT is useful for education. However, it should be noted that it will be useful for those who can handle and follow ICT tools to put learning on another level.

Indeed, Covid-19 brings many changes in educational field especially on the role of ICT which is frequently used to support learning recently. However, even without this pandemic, teaching agents actually should slowly adjust the way learning is done since 21<sup>st</sup> century learning and industrial revolution 4.0 bold important point on the use of ICT for learning besides the 4Cs (Communication, Collaboration, Creativity and Critical thinking). Moreover, teachers should realize the difference in characteristics of students from year to year because it will never be the same. The existence of technology in education or EdTech gives more options for teachers to vary their teaching and learning strategies in order to be able to deal with today's generation. Thus, there are many strategies, learning material as well as learning tools that can be used to make an effective teaching and learning to meet recent students' expectation. The digital revolution brings the transformation to some particular fields including sociology, culture, technology,

economy, and education (Çevikbaş & Argün, 2017). All field has transformed in this time as a result of industrial revolution. Education is one of some aspects that changes in which the students is no longer the same as the previous generation, the method of teaching must also be varied to meet their expectation as well as to maintain their motivation and engagement in learning to achieve the demand of education nowadays (Çevikbaş & Argün, 2017). It is found that low motivation is one of among other factors that makes learning English difficult, especially in writing (Fareed & Bilal, 2016). Then, to reach the expectation, the role of teacher in class becomes more challenging since the teacher need to catch up with technology which becomes one aspect that students like in this era (Kumar et al., 2008).

In the academic year 2019/2020, the students are no longer Generation Y, but they are already Generation Z (Çevikbaş & Argün, 2017; Arnold-Gaza, 2014; Afrilyasanti et al., 2017). This Generation is also referred as Generation I, Digital Natives, Post Millennial and Generation Z in which they were born and come to this life with technology already by their side (Santosa, 2017). The one that distinguishes them from the previous generation is they have close relation with electronic things and digital world such as internet, web, smart phone and laptop. Thus, it can be labelled that technology is their identity (Csobanka, 2016; Singh & Dangmei, 2016). In relation to education, Tari (2011) in Csobanka (2016) argues that education and all things related to education have new roles in which motivation, effective teaching method should be well organized. In addition, the new role of teacher is also important to support the new generation. Hence, today's learning process should be adjusted to suit the need of students nowadays.



Since the government has suggested learning to be done via online or distance learning by utilizing LMS, school is still running even without direct face-to-face meeting between participants. Remote learning is an online learning or also can be called as distance learning in which the learning happens without staying and discussing material at the same space (Ali, Ramay, & Shahzad, 2011; Alperin et al., 2017; Owens, Hardcastle, & Richardson, 2009; Rahman, Karim, & Byramjee, 2015; Simonson, Schlosser, & Orellana, 2011). The advancement of technology gives chances for education to change the way learning is done or gives options for how education can be processed through a system which is now called as Learning Management System. The implementation of online or remote learning changes the cover of learning where traditionally learning is done by face to face interaction between participants in four walls (Klocoková & Munk, 2011; Pant, 2014; Sadeghi, 2019; Traxler, 2018). However, even though this new cover of learning is interesting to be implemented, there must be issues for this online distance learning (Basahel & Basahel, 2018;; Fojtík, 2018; Pant, 2014; Pozdnyakova & Pozdnyakov, 2017; Rashid & Rashid, 2012; Sadeghi, 2019; Traxler, 2018). According to Sadeghi (2019). There are some disadvantages of remote learning such as lack of interaction between participants especially between student and teacher, issues on required technology skills and items like stable internet connection which is vital for online learning, lack of fast response when the students are confused with certain topic and it needs extra concentration and motivation because if the students are uncommon to distance learning where they like to postpone and cannot focussed on deadline, it might be big problems for them.

However, distance learning also gives good result and advantages. According to Owens et al., (2009), distance learning is great idea but there are some aspects which need to be focused on such as motivation, time management and technical things. There is no issues related to the use of technology since the participants are common to technology but if there is one who is not familiar with tools for distance learning, it may cause less confident for joining remote learning. In some cases, internet connection must be issues for anyone. On the other side, online learning gives free space and time to access the material in which it is good since the learning is flexible. Remote learning also saves significant amount of money (Rahman et al., 2015; Sadeghi, 2019; Traxler, 2018).

The use of online learning during this Covid-19 pandemic is good idea especially since it supports 21<sup>st</sup> century learning and industrial revolution 4.0 which suggests to use ICT-based learning to suit students' characteristics. Nevertheless, the problem now refers to teacher's competence and readiness toward ICT whether the teacher is skillful and ready enough to utilize and implement ICT for remote learning during this pandemic. Some researchers have conducted researches on difficulties or issues faced by teacher in using ICT in all over the world. The results show that indeed, teachers find it difficult to deal with technology whether it is caused by lack of training, competence or influenced by their attitude toward ICT in which the teachers are reluctant to adapt themselves with development of ICT because they feel ICT slows down their effectiveness for designing learning materials (Ghavifekr, Kunjappan, & Ramasamy, 2016; Habibu, Abdullah-Al-Mamun, & Clement, 2012; Suryani, 2010). The teachers also think that they do not have enough time to learn about ICT; the time is limited. In addition, remote

learning is still new for all participants (students, teachers and parents) because the normal learning is always done in a face-to-face way at school. There might be some issues since now the teacher should prepare materials, task and activities for online class which is totally different from the environment, the students should adapt to online learning which is internet and gadget are important points in remote learning. In addition, their parents must feel something new in this online learning whether it is relevant for their children because it is urgent recently due to Covid-19 or it might also be bad issues since their child need an extra internet and their child tends to stay in the room for all day long and do not have time for helping them at home. In conclusion, the recent condition forms a new way of learning which may give impact to all participants. Therefore, their perceptions are important to be observed especially about online learning in remote learning context nowadays.

Based on some considerations above especially related to online learning during Remote Learning Context and the role of ICT as well as their issues during this Covid-19 pandemic, research on those topics seems good since it is happening nowadays. Therefore, this research will identify teacher's cognition towards online learning during remote learning context (related to ICT as well) and the implementation of remote learning during this Covid-19 pandemic. Those topics (cognition and implementation of online learning) are planned to be investigated in order to know the consistency of teacher's cognition in online learning as well as the implementation of it. Advantages and disadvantages during the implementation were also analyzed especially from the viewpoint of students, teachers and parents since students are now at home and education is done at home.



## **1.2 Problem Identification**

The world today is in urgent condition where Covid-19 breaks everything down and give changes to many aspects of this life. Education is no longer conducted inside four walls since learning is done through online meeting to prevent the spread of Covid-19 in Indonesia. Thus, the role of ICT is even more important now since everything is done via online meeting and learning. Online learning regulation is applied until no end date which means teachers should be ready and competent in utilizing ICT to maximize remote learning. However, the questions come up whether the teacher's side as well as supporting details are competent enough to face recent condition and students' characteristics which is now called as Gen Z. Preparations, competence of teacher, materials, technological support like internet connection and whether learning runs smoothly are some issues if the topics are about online learning. In addition, advantages and disadvantages of implementing online learning during this pandemic needs to be analyzed since this kind of learning is still new for the participants.

## **1.3 Limitation of the Study**

The study is limited to Gen Z students (Second Grade) in in Junior high school since there is limited time and place in conducting the study.

## **1.4 Statement of Problem**

Based on the problem identified and limitation of the study mentioned previously, there are three research questions identified in recent study. There are stated as follow:

1. How is teacher's cognition towards online learning in remote learning context at SMP Negeri 5 Mengwi?
2. How is the implementation of online learning in remote learning context at SMP Negeri 5 Mengwi?
3. How consistent is the teacher's cognition and implementation of online learning in remote learning context at SMP Negeri 5 Mengwi??
4. What is teacher's perception toward online learning during remote learning context at SMP Negeri 5 Mengwi?
5. What is students' perception toward online learning during remote learning context at SMP Negeri 5 Mengwi?
6. What is parents' perception toward online learning during remote learning context at SMP Negeri 5 Mengwi?

### **1.5 Purposes of the Study**

In relation to the statement of problems, problem identified and limitation of the study mentioned previously, the purposes of the study are written below:

1. The study identifies teacher's cognition towards online learning in remote learning context at SMP Negeri 5 Mengwi.
2. The study identifies the implementation of online learning in remote learning context at SMP Negeri 5 Mengwi.
3. The study identifies the consistency of teacher's cognition and implementation of online learning in remote learning context at SMP Negeri 5 Mengwi.
4. The study identifies teacher's perception toward online learning during remote learning context at SMP Negeri 5 Mengwi.

5. The study identifies students' perception toward online learning during remote learning context at SMP Negeri 5 Mengwi.
6. The study identifies parents' perception toward online learning during remote learning context at SMP Negeri 5 Mengwi.

### **1.6 Significance of the Study**

This study is beneficial for both teacher and student in which the teacher can use the result of the research as the source of information to deal with online learning. Therefore, it can help to deal with recent generation even after the pandemic is over because recent generation has unique characteristics.

Besides, the study will also be beneficial for students especially when they have any suggestions for the teacher in designing remote learning in the future. By having suggestions, it also contributes to educational field. This research can be beneficial for parents because the voice given will be used to make online learning better in the future by having some adjustments based on their perception. In addition, this study is also beneficial for other researchers as reference related to online learning in remote learning context.

