CHAPTER I

INTRODUCTION

This chapter contains the researchers explaining the reasons for research that are relevant to other studies and the importance of research. This chapter contains the research background, problem identification, research limitations, problem formulation, research objectives, and research significance.

1.1   Background of the Study

Covid-19 is a new type of disease that is currently becoming a trending topic in society. Covid-19 is a disease that can also affect anyone, from babies, children, to adults. Based on Brosnahan (2020), coronavirus can attack anyone because it interferes with the respiratory system and events take lives. It has spread to almost all countries including Indonesia to become a global pandemic According to Magomedov et al (2020), covid-19 has positive and negative impacts on people's lives. From this virus, people are more aware of their health by taking good care of their bodies, so that the environment becomes healthier. However, the presence of Covid-19 has made countries around the world lockdown intending to prevent the virus from spreading widely. Likewise in Indonesia, to reduce the spread of the virus, the government implements PSBB, and activities outside the home are limited until conditions improved.

The impact of this pandemic on the economy and education will disrupt in learning process, (Ojetunde 2020). The local government has decided to implement the online learning method from home. Almost all regions carry out online learning activities. Online learning has an impact because. The big impact of Covid-19 is on the world of education. This makes all students study

at home supervised by their parents. However, online learning has obstacles for teachers and students. They must understand the technology and the obstacles they face. Specifically, there are still many teachers who have not been able to make good use of technology, and there are still many students who are not evenly familiar with technology but do not yet have the tools to apply it, like the main tool, namely cell phones, which are currently important for them.

In addition, teachers who can usually see the situation and conditions of students directly are now increasingly having difficulties because of online learning. Now teachers will have more challenges because this is something new for them. According to Rosalina et al (2020), there are still many teachers who need adaptation to the online teaching process. Even though students are at home, teachers must always supervise and ensure that teaching and learning activities are carried out. This makes teachers required to be able to create learning media that utilizes online media (Rosalina et al., 2020). This shows that the teacher is an educator who plays an important role in education. The teacher is the first and foremost person as an educator in shaping the nation's generation. During this coronavirus pandemic, teachers have one of the most important roles in carrying out online learning. Online learning has an impact because Covid-19 has had a major impact on the world of education. This is a new thing for teachers and students in online learning. Teachers who usually see the situation and condition of students directly find it increasingly difficult. This is supported by Nurohmat (2010), who stated that teacher and student communication is very important, so changing their communication while online is very necessary.

From the that situation, it can imagine there are many challenges that teachers face in teaching. This statement is related to several empirical studies Gurung et al (2021), state that the challenges of online teaching teachers have several challenges during the Covid-19 pandemic. The results of his research show that most of the respondents find it difficult to teach in remote areas because of poor connectivity, there are no good facilities such as electricity and

computers which can be the main challenge in online teaching. In addition, the results of the study also show that the challenge lies in motivation, namely the difficulty of motivating students in online teaching. This is due to the limited opportunities for teacher-student interaction so that teachers find it difficult to know the conditions and problems of students. Furthermore, the results of the study also show challenges in seeing student progress in online learning, it is difficult for teachers to know student progress because of the large number of classes, so the rest is only checked through student attendance and periodic tests carried out. In addition, the challenge is also in the problem of electricity and internet connection, it can be proven that electricity is often interrupted so that students have low interest in learning. Then the next challenge is in the lack of technical knowledge and application of software, making it difficult for them to adapt learning methods. After the study also showed that the difficulty in monitoring student discipline was caused by the different behavior of each student.

Based on the background above, this study has similarities and differences in previous studies. The relevance is in the variables of challenges faced by teachers in online teaching and have different places. However, the difference between this research and previous research is that previous research examined the challenges faced by teachers when learning online, but in this study the researchers wanted to examine the challenges and how to overcome these challenges for teachers who teach at SMA Candimas Pancasari in online learning. There are also differences in methods and informants taken as samples. In the previous study, 430 teachers were used as the sample because the sample was taken by random sampling. Based in previous studies, the method used was quantitative research methods, but in this research,he researchers used a qualitative descriptive research design to describe the data collected from observations and interviews that were used to collect data for researchers at SMA Candimas Pancasari.

In this study the researchers used observation and interview methods with the aim of obtaining detailed information and data about the challenges

faced by teachers in online learning at SMA Candimas Pancasari, and how to overcome these challenges so that the data can be trusted and used. The population in this study were teachers at SMA Candimas Pancasari where the sample was determined by a purposive sampling technique, with the sample using two English teachers teaching grades 10 and 11 as research subjects who applied online learning at SMA Candimas Pancasari. The subjects selected as samples really focus on the problems that the researchers raise so that they can provide detailed and maximum information, here do not focus on English but on the challenges of teachers in online learning. The two teachers were able to represent the problem. From previous research, it can be seen that this research focuses on the challenges of online learning in general with various challenges and strategies. However, this is different from this study which focuses on the challenges of online learning at SMA Candimas Pancasari which is in a transition period from face-to-face learning to online learning due to the Covid pandemic. -19 where not all teachers at SMA Candimas Pancasari can master online learning.

Several researchers have examined the challenges of teachers in online learning during the COVID-19 pandemic. In learning during this pandemic, teachers play an important role, so teachers must know the various challenges during online learning and solutions to overcome these challenges. Based on preliminary observations made at SMA Candimas Pancasari by asking one of the teachers, and this teacher taught English. She explained that the participation, response, and quality of student learning decreased. This is a new thing for them because of the change in learning from face-to-face to online learning. In an online learning situation, it certainly requires an internet network, especially SMA Candimas Pancasari, which is located in a geographical area to be considered for carrying out online learning. This indicates that teachers experience various challenges in online teaching. However, based on observations made in this online learning situation, it can be seen that the teachers at SMA Candimas Pancasari are very enthusiastic in implementing online learning,. This can be proven from the many teachers who

come to school to prepare teaching materials for online learning even though learning can be done from home.

In addition, communication between teachers is well established and they works together to share media and material models in online learning so that online learning can be conducted. This makes the challenges faced by teachers at SMA Candimas Pancasari during online learning, and the strategy in overcoming these challenges are interesting to study because it can be useful for the world of education and also for other schools that implement online learning, so it is important to be able to know the challenges that exist as well as how to overcome these challenges. From the preliminary observations made, researchers are interested in describing the challenges faced during online learning at Candimas Pancasari High School and also some solutions or strategies for overcoming the challenges that arise during its implementation.

1.2 Identification of The Problem

Online learning and teaching activities are a new experience for teachers and students. Online learning has been widely applied since the Covid-19 pandemic. This is a government policy to carry out online learning with the aim of reducing their interaction and preventing the Covid-19 virus from endangering their health so that teachers and students carry out the learning process from home. With this online learning, teachers need to adapt to the online teaching and learning process, and teachers must always supervise and ensure teaching and learning activities, (Rosalina et al., 2020). In addition, according to (Nurohmat, 2010) with online learning communication is limited, even though this is very important for teachers and students, so changes in communication are needed. Teachers who usually see students' situations and conditions directly find it more difficult. There are also teachers who still do not understand technology or online media in learning, so that it becomes one of the obstacles to implementing online learning (Stanciu et al 2020). From

preliminary observations made at SMA Candimas Pancasari, it appears that this school applies online learning even though it is located in a geographical area and also finds problems that can cause the response and quality of student learning to decline, but the teachers still look enthusiastic about facing the challenges they face. In this study, it is important to know the challenges faced by teachers in online learning so that later they can find out the challenges that exist during online learning and strategies to overcome these challenges during online learning.

1.3   Limitation of the Study

The limitation of this research is obtaining or seeking data from the teacher. Researchers can interact directly to get data from teachers to come to school equipped with health facilities (APD) in conducting interviews and observations in learning carried out online due to the Covid-19 pandemic. Researchers can still interact with teachers but with limited time and place in interviews.

1.4   Statement of the Problem

1.   What are the challenges faced by teachers in conducting online learning in SMA Candimas Pancasari?
2.   How do the teachers overcome the challenges?

1.5   Objectives of the Study

Based on the research questions above, the research objectives of the researcher can be defined as follows:

1. To find out the challenges faced by teachers in conducting online learning at SMA Candimas Pancasari.
2. To describe how teachers overcome challenges in conducting online learning at SMA Candimas Pancasari.

1.6   Research Significance

Research can be useful to know the results of research and can be significant theoretically and practically.

1.6.1   Theoretical Significant

In investigating the challenges of teachers in online learning, it is hoped that they can provide information about the challenges that teachers face in online learning and also the strategies used by teachers to overcome these challenges. Therefore, this research will provide information to educational institutions, schools, and teachers who implement online learning and can also be a reference for other researchers when conducting research.

1.6.2   Practical Significance

a. Educational institutions

For educational institutions, the results of this study are expected to be useful in considering a better online learning system.

b. Teacher

For teachers, the results of this study are expected to be useful for all teachers who teach online so that teachers can find out the challenges during online learning and improve their methods in online learning and also prepare for better learning.

c. Other researchers

For other researchers, the results of this study are expected to be useful and can be used as a reference in conducting research, especially in related research fields.