

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problem identification, research questions, purpose of the study, limitation of the study, significance of the study, and definition of key terms. A brief explanation can be seen below.

1.1 Background of the Study

Education is a process needed to get balance and perfection in individual and community development (Nurkholis, 2013). The emphasis of education compared to teaching lies within the formation of the awareness and personality of individuals and communities further the transfer of knowledge and expertise. With a method like this, a nation or state can pass on its religious values, culture, thoughts, and expertise to future generations so that it is truly ready to welcome the bright future of the nation and state. Education plays an important role in preparing human resources for life in the future.

The teacher gets an important position because the teacher is an actor in his efforts as a micro-educational organization; teachers must be able to carry out their duties properly so that expectations can be able to produce a human resource (students) which of course in terms of this is the ability to live in the global world. As learning managers, teachers are obliged to provide services to their students, especially in classroom learning activities. Without mastery of subject matter, methods, learning strategies, and assistance to students to achieve high achievement, teachers will not necessarily be able to achieve the maximum quality of educational services (Suhardan 2007).

According to Johnson (2006), teachers must be able to understand the 4 pillars of basic education. These four pillars, which are as the foundation of education in the global era, comprise: 1) Learn to see not only learning material but more importantly see how to understand and communicate it. 2) Learn to do, foster a spirit of creativity, productivity, resilience, master competencies professionally, and be ready to face changing situations. 3) Learn to be, the event of self-potential; and 4) Learn in living together, to understand harmonious life, both nationally and internationally by upholding spiritual values and diversity of traditions.

To implement the 4 pillars of education as the basic for learning in Indonesia, improvements are made through education policies. One of the policies that can be seen in *Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen* which aims to increase teacher power is because teachers need to have resources that can direct students to four basic lessons. The characteristics of the teacher needed are 1) Understanding the teaching profession as a true vocation (authenticity), 2) During the learning process looking for positive appreciation, so that students are able to do the prizes themselves, 3) The attitude of the teacher is not only sympathetic but also requires empathy, 4) Leaving as a teacher in the global era demands him to be a learner (lifelong learning) and not just an ambivalent profession. Thus full awareness of the work of teachers as a profession is a character that must be possessed by every teacher (Widayati, 2002: 29)

Regarding the framework for being able to adapt to global life, teachers are faced with a paradigm transformation of functions. According to Tilaar

(1999) there are three new functions that teachers carry in responding to their duties in this global era, namely: Teachers as agents of change, teachers as builders of tolerance and teacher as professional educators. In an era of rapid transformation, teachers can function effectively as agents of change. Teachers as builders of tolerance and mutual understanding, in this global era there is a need for mutual understanding and tolerance among human beings. This attitude is developed starting from a small scope, from family, school, and environment. It can be said that the teacher's role is very large in fostering a sense of mutual understanding among students, which in turn increases mutual understanding and tolerance at the national, regional, and international levels.

The teachers as professional educators, in the global era, the role of schools is increasingly being demanded to act as the center of the learning experience. It must be utilized optimally so that it requires teaching staff who master science and technology and master modern learning methodologies. Therefore, academics must be encouraged to improve their skills according to the demands of a dynamic society. In the future the teacher is faced with a demanding task, namely preparing quality and competitive students, therefore there needs to be a will and hard work so that teachers are able to adapt to the transformation process, and a paradigm shift that refers to the 4 pillars of education that are adapted to the current era of globalization.

According to Harmer (2001), teachers' roles square measure vital within the teaching and learning method. The importance of teachers' roles lies within the purpose that they ought to facilitate the students' progress in learning as stressed within the book that each one roles aim to facilitate the

students' progress in how or another. Teachers need to create a supportive environment to urge the students' attention and build the students engaged within the classroom. So as to create adjunct environments for the scholars, the teachers have to play varied roles in the classroom. Harmer also mentioned in his book there are 8 teacher roles that must be played in the classroom when teaching, namely the roles of Controller, Organizer, Assessor, Prompter, Participant, Resource, Tutor, and Observer.

The role of the teacher is essential in the condition of the world being hit by a pandemic. In early 2020, a fairly deadly virus stone-broke out; it had been a replacement sort of coronavirus. The origin of this virus came from Wuhan, China. It found at the top of December 2019. Until March 2020, it had been confirmed that there have been sixty five countries infected with this virus (WHO, 2020). Additionally there were 15 cases of medical personnel infected by one patient. One of these patients was suspected to be a "super spreader" case (Channel News Asia, 2020). Finally, it absolutely was confirmed that respiratory illness transmission may be transmitted from person to person.

Based on the data of World Health Organization the total global confirmed COVID-19 cases as of December 30, 2020 were 80,783,035 cases with 1,784,109 deaths in 221 affected countries, and 180 local transmission countries. Evidently, patients with Covid-19 confirmation in Indonesia originated from an accident in national capital where the patient came into contact with people from Japan who was living in Malaysia. After the meeting, the patient complained about the condition that characterizes Covid-19 (WHO, 2020).

The latest data provided by the Covid-19 officer unit on Sunday (28/02/2021), shows that the accumulative positive cases of the Corona virus in Indonesia were 155.765. The number of active cases is 11.7 percent of the total confirmed positive cases of Covid-19 which may be 1,334,634 people. In addition to active case patients, there were 1,142,703 patients who had been declared cured. Indonesia is still listed as the country with the highest positive cases also the highest deaths from the corona virus in Southeast Asia.

According to Unesco in Robert (2020) showed that in April, 1.6 billion students were dismissed from schools and universities due to measures to curb the spread of Covid-19. This figure is about 90% of the total student population in the world. Schools and universities are closed, students agree to study from home, and in this situation educational institutions are forced to provide distance education by relying on the internet, computers and Smartphone. Technology and digitization are taking over and becoming the main learning tools connecting teachers, students or parents.

The impact of Covid-19 has almost paralyzed all sectors of life. The government has instructed to make a work from home (WFH) which requires people to work remotely from their homes in order to interrupt the spreading of this coronavirus. The existence of the corona virus has had an enormous impact on the globe economy that is commencing to fade, however this impact is additionally being felt by the globe of education. The policy taken by several countries together with state by dissolving all instructional activities has created the government and connected agencies ought to give another instructional method for college kids and students.

The alternative was based on the *SE* from *Menteri Pendidikan dan Kebudayaan Nomor 4 pada Tahun 2020*, all processes that took place from school must be done remotely.

Remote teaching and learning is designed to serve large numbers of learners who grew up with diverse educational backgrounds, ages, and places of residence. Thus, distance learning to overcome distance limitations, place, time in carrying out the learning process. Therefore, distance learning has characteristics or characteristics that are different from face-to-face conventional education system. That characteristic is the physical separation between the activities of the teacher and the learner and there is no directing lesson, so there is process limitations face-to-face learning.

According to Ariesto (2008) the characteristics of remote learning are that there is an organization that regulates how self-regulating learning is, learning materials are conveyed through the media, and there is no direct contact in the teaching and learning process. To overcome the limitations of distance learning where there is no direct learning, learning is equipped with the use of media that allows interaction between teachers and students so as to enable the learning process to be more effective and efficient.

During this pandemic, students, teachers and parents have a role to play in carrying out educational activities. The activities divided into 4 quadrants, namely: parents, students, teachers and the society (Albertus, 2020). Quadrant 1 was about the parents. Some activities that the parents did during the pandemic were; 1) the communication was carried out intensively by parents and children, 2) parents interacted with teachers to clarify assignments, besides

that parents provided a value to children in the form of character education, mindset, and behavior.

Quadrant II was about students. The activities that the students did during pandemic were; 1) Students did independent learning, 2) Students tried hard to fulfill their duties and obligations even with the minimum assistance from the teacher, 3) Students were freer to create and imagine assignments, 4) Students were accustomed to managing time independently.

Quadrant III was about the teachers. The teachers did some activities during the pandemic; those activities were 1) Teachers could confirm student progress via social media, 2) the teacher provided material that was important as a provision for students 3) teachers tried hard to adapt to technology that has been underestimated 4) the teacher played the brain to build an atmosphere of maximum attachment to students, 5) the teacher developed himself, 6) teachers were active and looking for learning resources, 7) Teachers were increasingly open-minded to the convenience of technology.

Quadrant IV was about society. The activities did by the society were; 1) Society provided a learning platform in the current abnormal situation, 2) the industrial community simultaneously provided flexibility for anyone without cost, 3) Free opened quality educational content, and 4) The technology platform was also wide open.

Technology was the sole bridge that would connect the teachers and students in learning while not having to meet. In direct learning activities, learning media was within the kind of folks, close objects, the surroundings, associated something which will be utilized by the teacher as a theater for

delivering lesson material. This may diverge once learning was dispensed online. All media or tools that the teacher will gift in real terms are converted into visual media because of the restricted distance.

Online learning could be a new means of teaching and learning that utilizes electronic devices, particularly the web in delivering learning. On-line learning utterly depends on net network access. Based on study conducted by Imania (2019) On-line learning was a type of delivering standard learning that is about forth during a digital format via the web. On-line learning was thought-about to be the sole medium for delivering material between academics and students throughout a pestilence emergency.

Based on the study conducted by Prawiyogi et al., (2020) there are several obstacles found when remote learning. They were when the electricity went out when accessing the program online learning. 2) Poor internet network. 3) Commitment of parents and students who uncertain. 4) Children who were slow to learn. 5) Children who were inconsistent with study schedule.

Lischer et al., (2021) found that the academics gave the Power Point presentation to the educational platform while not setting them properly to make the students understand, and it could not help the students. Besides that, the teacher also uploadws material to the learning platform in an unstructured way so that students negatively appraised the teacher. Rochman et al., (2020) found that some students experienced difficulty in distance learning, the problem was they did not have cell phones, so the ability to operate the phone

was not smooth, and not get used to it so that it became an obstacle in carry out distance learning.

According to the previous study, that conducted by Herliandry (2020) explored learning in an online way throughout the Covid-19. The analysis found that on-line learning was a good solution to activating the classrooms even if the schools are closed. Ayustina (2018) who investigated the teachers' role played in the classrooms when teaching English found that there are some roles that the teachers played when teaching English at one of public junior high school in Singaraja. A study conducted by Lidya (2015) who studies the role of English teachers while teaching within the classroom reported teachers have fine roles when teaching in the classroom.

Based on some of the previous research reviews above, it is clear that this issue is important to research. Some things that have been found in previous research are the roles of teachers in teaching. In this study, the role and strategies of the teachers when teaching during this pandemic would be investigated.

Based on the preliminary observation several problems were also found and faced in by the teachers in SMP Nasional Denpasar. The teachers of SMP Nasional Denpasar were accustomed to do direct learning, and teaching conventionally. Due to the emergency situation in which they have to conduct the teaching and learning process through online platforms has raised the issues of unpreparedness and challenges to demonstrate creativity and innovation in teaching based on the e-learning platform.

Changes that occurred quickly and suddenly due to the outbreak of Covid-19 have forced the teachers at the SMP Nasional Denpasar to be technology literate. Learning and teaching in the condition of the Covid-19 pandemic was different, due to the previous habit of the English teacher in SMP Nasional Denpasar in teaching was always direct learning in the class, and since the virus spread, teachers had to teach online/distance learning.

In the direct lesson in school the teacher delivered the material directly in the class, explained in detail the material from beginning to the ending, and can directly monitor the level of student understanding of the material presented. If students did not understand, sometimes the teachers allowed them asking questions, but during this online learning the teacher has difficulty in the process of monitoring student learning progress. So that when teaching online the teachers got the problems in playing the teacher's role because the teachers should be adapted to the new learning situation.

Thus, through this research, it could be seen the important role of teachers, teacher challenges and the teachers' strategies remote teaching when online learning to support students in achieving learning goals and creating interesting student to the activities. Based on the outline and previous research before, researcher was fascinated interested in analyzing the roles, challenges and strategies of teachers in remote teaching during the Covid-19 period in SMP Nasional Denpasar. The importance of this research for the public is that it can provide more references for future researchers and can learn new things that can be applied in the future. Even though Covid-19 has passed, online learning can support face-to-face learning in the future.

1.2 Problem Identification

There were some problems that identified at the teachers in SMP Nasional Denpasar related to teaching using e-learning platform as follows. First, the teachers were accustomed to teach conventional techniques in the classroom during direct lessons, so that when teaching online the teachers got the problems in adapting their role to the new teaching situation. Second, the teachers were accustomed to teaching conventionally, so when teaching online the teachers find it difficult to increase creativity and innovation in teaching based on the e-learning platform. The third, lack of quality of response and independence of students to absorb the understanding of learning without face to face in achieving the desired results.

1.3 Research Questions

Based on the background of study and the problem identification, the research questions formulated as follows.

1. How are the teachers' roles in teaching English using e-learning platform when remote teaching in SMP Nasional Denpasar?
2. What challenges do the teachers face when playing the role in teaching English using an e-learning platform when remote teaching in SMP Nasional Denpasar?
3. What are the strategies in playing the role when teaching English using e-learning platform when remote teaching in SMP Nasional Denpasar?

1.4 Purpose of the Study

This study aims to answer the questions that are stated as follows:

1. Analyze the teachers' roles in teaching English using e-learning platform when remote teaching in SMP Nasional Denpasar
2. Analyze the challenges that the teachers face when playing the role in teaching English using an e-learning platform when remote teaching in SMP Nasional Denpasar.
3. Analyze the teachers' strategies in playing the role in teaching English using e-learning platform when remote teaching in SMP Nasional Denpasar.

1.5 Limitation of the Study

This study was conducted in Denpasar. It covered an analysis of finding out the teachers' role in teaching English using e-platform. Moreover, this study was also conducted in analyzing the teachers' strategies in teaching English using e-learning platform. This present study was restricted to investigate:

1. The roles of 2 English teachers in teaching English using e-learning platform when remote teaching in SMP Nasional Denpasar.
2. The challenges that the two English teachers face when teaching using e-platform when remote teaching in SMP Nasional Denpasar.
3. The two English teachers' strategies in teaching English using e-learning platform when remote teaching in SMP Nasional Denpasar.

1.6 Significances of the Study

This study is expected to give contributions to the richness of knowledge related to Teachers' Role in teaching English using e-learning platforms. The following are the details of theoretical and practical significances.

1.6.1 Theoretical Significance

Hopefully the results of this study can provide input and positive contributions for teaching and learning using e-learning platform and can give some advantages as the sources for further study.

1.6.2 Practical Significance

The result of this study is intended to give advantages to:

1. Significance for The Teacher

The benefits that this study carries for teachers are providing the English teacher a deeper understanding on the roles of teacher used in conducting a teaching and learning through e-learning platform.

2. Significance for The Students

Due to the focus of this study was on the teachers' role in online learning, hopefully it gives considerable advantages for the students. The findings of this research hopefully will strengthen and motivate the students to take lessons through e-learning platform well in order to achieve high quality achievements in the teaching-learning process.

3. Specific Significance for the School investigated (SMP Nasional Denpasar)

This study is considered beneficial for schools in the context of educational development. This can provide information about learning English through online learning through e-learning platforms. This research can be used as a guide in online learning activities that are suitable for improving the quality of education in certain situations.