CHAPTER I

INTRODUCTION

This chapter presents background of the research, formulation of the research problem, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of The Research

Known by the World Health Organization as the coronavirus disease, Covid-19 first emerged in Wuhan, China in December 2019. Typical clinical symptoms of these patients include fever, dry cough, dyspnea (difficulty breathing), headache and pneumonia. (Zhou et al., 2020). The Covid-19 pandemic has the whole world on alert and even many countries are battling Covid-19 and the number of cases is increasing day by day. .As of 05:3 PM, May 23, 2022, 527,603,107 cases of Covid-19 have been reported in many countries and territories, resulting in 6,290,452 deaths and 11,811,627,599 doses of vaccination and 3,170,907 active cases or patients currently receiving treatment within those seven days (WHO, 2022). D June, 2022). The effects of the coronavirus disease 2019 (Covid-19) pandemic are also spreading in the education world. This is done to prevent the spread of Covid-19 transmission. Morever recently, On 26 November 2021, WHO designated the variant B.1.1.529 a variant of concern, named Omicron. All variants of COVID-19, including the Delta variant that is dominant worldwide can cause severe disease or death, in particular for the most vulnerable people, and thus prevention within the education sytem is always key too.

About half of the world's school population, 862 million children and adolescents starting at age 19, according to the United Nations Educational, Scientific and Cultural Organization (Viner, Russell, Croker, Packer, Ward, Stansfield, Mytton, Bonell & Booy, 2020). UNICEF, (2020) and OECD, (2020a) In order not to worry too much; prepare rich materials for primary, secondary and high schools in a virtual environment; advise students to read at home. Teachers, on the other hand, communicate with students first and honestly explain the course of the disease in a way that is appropriate for their healthy age.

In Indonesia, the educational world also feels its impact. Indonesian Ministry of Education and Culture answers with educational policies mentioned in the Circular Letter of Ministry of Education and Indonesia Number 4, 2020. One of the guidelines is that during the spread of coronavirus disease (Covid-19), teaching and learning in all levels of education will be done at home by online learning. This policy forces all of the teachers in Indonesia to make the transition of the way they teach from face to face learning to online learning.

The COVID-19 pandemic forced our Education teaching to move entirely from learn face to face (FTF) to remote instruction, this move created an unprecedented instructional environment for both teachers and students. Consequently, the established systems and practices of preparing new teachers in almost Indonesian schools closed down too. Student teachers did not go to the schools because buildings were locked shut. Lecturers and schoolteachers

worked from home. Teachers faced many challenges including learning to use new technologies in a short period, designing instructional materials that fit the new environment, providing interactive remote learning environment, and adopting new assessment techniques. Almost universities and schools in Indonesia provided professional training sessions to their faculty members to smooth the transition from FTF to remote instruction. The move was not easy for teachers, students, or school administration.

The employment of e- learning in Indonesia still has many challenges and these challenges are caused by various aspects. The implementation of highly successful and effective distance learning requires considerable attention and commitment on the part of school or faculty. Teachers are to design educationally effective, high quality programs, and maximize the ICT interaction potential in virtual learning environment. Another factor that could be considered as a challenge for the distance learning planners and implementers of policies is the role of unions. In regard to human resource issues, staff must be re-skilled since distance learning is a changing process with domino effect on various aspects of learning and teaching (Czerkawski,2016). This goal can be attained if instructors are subject to extensive training on how to utilize new technologies and adapt teaching methods to distance learning environment as well as monitor and assess students' progress (Markova et al., 2017). Soliman (2014) believe that learning in the pandemic era is basically web-based that relies mainly on the Internet.

Distance learning-related research covers issues about technology involved, educational methods and practices, pedagogical concerns and perspectives and attitudes of students and academic learners who realize relevant practices. Perumalla et al. conducted a case study about the effectiveness of online courses, in order to upgrade the learning environment through web technologies (Perumalla, Mak, Kee, & Maththews, 2011) focused their study on online courses design and point out issues that require redesign to make them more attractive and usable by remote learners. Distance learning on Covid Pandemic 19 has become a pervasive and growing phenomenon in al over the world include Indonesia, giving a tremendous boost to the use of information and communication technologies in tertiary institutions. However, the implementation of distance education by school highlighted issues relevant to the quality and effectiveness of online distance higher education compared to conventional educational patterns.

A previous study was conducted by Guoyuang, S. et.al. (2021) set up, involving 820 Chinese primary school teachers showed that classroom use of ICT directly depends on teachers' computer motivation and the supportive use of ICT. Teachers' constructivist beliefs, their attitudes towards computers in education and perceptions about the ICT-related school policy influence ICT integration in an indirect way.

Alswilem. (2019) in his study intended to quantify the perceptions of Saudi English teachers towards the use of technology in secondary classrooms reported several critical barriers to widespread use. These included a) the lack

of teacher training, b) the lack of infrastructure (labs and classrooms), and c) the lack of technology resources (computers).

Meanwhile, according on Sutiah, S., Slamet, S., Shafqat, A. & Supriyono, S., (2020) research applied to 750 active students of Faculty of Education and Teacher Training showed that students prefer face-to-face learning rather than distance learning. Students faced many difficulties during distance learning and worried for achieving learning outcomes.

In this study, there are similarities with research that carried out by Guoyuang, S. et.al. (2021) about Teachers' constructivist beliefs, their attitudes towards computers in education and perceptions, Alswilem that quantified the perceptions of Saudi English teachers towards the use of technology (2019) and Sutiah, S., Slamet, S., Shafqat, A. & Supriyono, S., (2020) students preference or difficulities towards distance learning during pandemic Covid-19.

However, This study believe it is necessary to deeply reflect on the barriers on the use digital technologies in school, to make remote teacher's teaching a positive experience. It appears crucial to investigate barrier from prespective of the teachers. The difference this study from those previous studies will broaden the independent variabels those are : the learner, the teacher, the curriculum and the school to seek how the significance of each barrier to teacher's perception towards distance learninghip during Pandemic Covid-19. Also the object of reseach will be limited only in Elementary English

School teacher. Research will be conducted in the Tulung Agung City, East Java.

As for information, before entering the pandemic period, learning given by teachers in Tulung Agung City was entirely face to face and it could be said that the majority of teachers are not familiar with distance learning by technology adoption such zoom, wa, and so on. Research has interested to know how significant will the teachers in the city of Tulungagung during drastic change in the way distance learning and its relationship with teachers, students, curriculum and schools themselves.

Nowadays, most of the intermediate school teachers, junior high school, and senior high school at Tulung Agung, East Java find a new dilemma since the e-learning system is implemented during Corona Virus spreading. Unless most of the educators in Indonesia have adopted e-learning for over a few decades, in fact, in Tulung Agung, this learning system is rarely implemented previously, and it has fully implemented while the government announces to requires e-learning while lockdown. Since e-learning has been adopted over the institution, in particular educational institutions, a new dilemma is faced among the learners, educators, and parents. A takeover of the educators' role by parents is regarded as a substantial dilemma.

Researchers intended to potray Teachers' Perception on Distance E-learning Implementation Problems during the COVID-19 Pandemic: The Case of Tulung Agung, East Java). The study examines the relationship between each level of barriers as well as assesses differences in teachers' views on the

barriers according to their demographic backgrounds. The study also will explore the elementary teachers' perception on the barriers of e Learning. Futhermore, Researher want to examine the teacher's perception in minimizing each of the type of barrier. Findings of this research need to be understood in order to provide teacher with a more comprehensive educational experience and greater benefit from this pattern of education Therefore, this study adds valuable insight to our distance learning literatures and contribute necessary suggestions to develop e-learning practices. To achieve those purposes, This research attempt to give answers to some fundamental questions that would empower or discourage teachers to undertake a distance E-learning Barrie during the COVID-19 Pandemic.

The present study elaborates on issues regarding distance E-learning perception on English Teacher in Tulung Agung, West Java. The following research questions were taken into consideration

B. Research Problem

1. How are the elementary teachers' perception on the barrier of e-learning application during the COVID-19 pandemic?

2. Which barrier level cause the most problem for the teachers?

3. How do teachers in minimize the type of barrier of e-learning during the COVID-19 pandemic?

C. Objectives of the Research

1. To potray the teachers' perception on the barrier of e-learning application during the COVID-19 pandemic.

2. To examine which barrier level cause the most problem for the teachers.

3. To explore how the teachers in minimizing each of the type of barrier of e-learning during the COVID-19 pandemic?

D. Significance of the Research

The findings of this research can be contributive to these following parties:

1. For the learners

   Leaners can understand the potential barriers could occur during COVID-19 and how to mitigate or minimize it. In addition, they concern about the barriers and by being given feedback the students can overcome their problems during online learning practices.

2. For the teachers

   The positive and negative findings impact of technology integration in education inspire and help the teachers adjust their teaching media to address the needs of the learners according to the barrier identified. They can use this to make the learning process to be more interesting and movitating. So, the learning performance and students' achievement of English can improved.

3. For the readers

    The result of this study can give an inspiration for them in learning's barriers using online technology during Covid-19, and can be used as a reference to the need for an exlicit vision and strategy for technology use.

E. Scope and Limitation of the Study

In this reasearch, the methodology had some limitations. The approach used the survey method to obtain the results, at the exclusion of other methods such as observation, interviews, or focus groups with teachers, students, administrators or parents. Moreover, the survey concentrated only on forty Elementary high school teachers in Tulungagung.

This research was initially planned to cover a six-week period, but it actually took twelve weeks. This relatively short period of time put constraints on the researchers in terms of designing the questionnaire, administering it and processing responses. Therefore, the results of this work cannot be generalised, though they can provide a first-hand insight into the situation.

F. Definition of Key Terms

The researcher would like to study about " Elementary English Teachers' Perception Towards The Barrier on Distance E-learning Implementation during the COVID-19 Pandemic: The Case of Tulung Agung City, East Java". Therefore, to avoid misunderstanding of the terms used in this study they need to be defined as follows:

1. Elementary English Teachers' Perception

   Teacher perceptions are the responses of professional educators to what they experience in educating, teaching, leading, directing, tutoring, evaluating, and evaluating older children on educational paths that are influenced by their educators' beliefs and feelings. (Maba, W. 2017). The term "Perceptions of Elementary English Teachers" refers to how select English teachers are addressing every obstacle on the online learning platform during the Covid-19 pandemic.

2. The Barrier

   Schoepp (2005, p.2) describes a barrier as "any condition that makes it difficult to make progress or achieve a goal". In this study, Schoepp's (2005) definition of disorder was adjusted. The term "barriers" refers to educators' perceptions and educators' perceptions of each layer of barriers to minimizing e-learning adoption during the COVID-19 pandemic.

3. Distance E-learning

   "E-learning refers to the use of computer network technology,primarily over or through the internet, to deliver information and instructions to individuals" (Wang et al.,2010: 167). Dsitance learning platform is the platform mostly used by English teachers in order to help them in learning process such as WhatsApp, YouTube, Google Classroom, Schoology, Zoom, Google Meet, and other platforms.

4. Covid-19 Pandemic

According to World Health Organization (WHO) Covid-19 is an infectious disease caused by a newly discovered coronavirus. It resulted in a situation where teachers and students are undesirably asked to change their teaching system from the offline face-to-face session in the classroom into a digital/virtual teaching system using various online platforms or applications (Amin and Sundari, 2020).