

CHAPTER I

INTRODUCTION

In the first chapter, the researcher will explain four sections. The first is about the research background. It explains how the researcher is interested in the topic. The second one is a research question. It contains two main research questions. The third section is the aims of research. It contains the purpose of research. In addition, the last section is about the urgency of the research topic.

A. BACKGROUND

The COVID-19 situation has changed various things, including policies in the education sector. According to Samudera (2020) the government's policy in the field of education is closing schools. This is to reduce student mobility, suppress the spread of the COVID-19 virus. The school from home program is implemented from elementary to university level. There are many challenges, especially on the problem of interaction during the learning process. There is an impact to the method in the learning process.

Teachers and students have to meet virtually due to a shift from offline learning to online learning. Rahiem (2020) stated that the Government had to issue an emergency policy that required the learning process was done online. The method is a new thing in Indonesia because it was never implemented online learning for all Indonesian students. So, there are many challenges for all of them to run the online learning process.

It allows teachers and students to interact in different spaces and times. According to Putra (2020), the industrial revolution supports the implementation of online learning, because online learning can eliminate distance and time with the help of online-based digital platforms. The platforms used for teaching include ZOOM, Google Meet, Microsoft Teams, Google Classroom. Such circumstances make teachers innovative, creative and adaptation to carry out the learning process.

The school should provide secure learning process during a pandemic situation, to make sure if the students and teacher avoided by the COVID-19 virus. The changes of the online learning method has positive impact on education in the future. Moreover, most teachers will be technology literate and are expected to provide a new variety to better Indonesian education. S. Suwartono & Aniuranti (2018) stated that the technology developed in the digital era helps teachers do their job better. For instance, teachers used blackboard and chalk to explain the material in the old time. The current situation, the teacher has using PowerPoint to explain the material, which is more effective and efficient. Even though technology advancement has positive influences, problems may also arise.

The condition of education in Indonesia has not been distributed equally, especially the facilities of schools in rural areas. There is a quality disparity between schools in big cities and rural areas. Implementing policies in rural areas in Indonesia, especially rural areas, has not yet implemented educational policies optimally. According to (Azwar et al., 2015),

curriculum policy in the City is often equated with education in the rural areas, without consider the condition of education in the area itself. Many different backgrounds in terms of poor infrastructure makes students study in an uncomfortable classroom. Preparation of a curriculum that is not based on the needs of education in the rural areas, so that students are less able to follow the material. This reality should make the Government aware that it is necessary to improve the quality of education equally for all of Indonesia. Aina et al., (2021) stated that the synergy between several parties such as security, governance and society must always be maintained to support the quality of education in rural areas.

The schools are closed, and the learning process changed into online learning. This online learning policy is implemented without proper preparation, so it seemed disorganized and unstructured. For example; the 1st grade student who started their school life with online learning, they do not have the motivation and do not know their responsibility to do their homework, usually their mother did it. As a result, all parties (schools, teachers and students) must immediately adapt to the current conditions. Readiness is the key to successful online learning during a pandemic. According to Rafsanjani et al., (2021), carrying out online classes will affect the performance and satisfaction of online learning. However, implementing online learning is not easy. There are many obstacles for the teacher as an educator.

According to Patabang & Murniarti (2021), the professional teacher should conduct the online learning properly to reach the study objectives. The pandemic situation could not be excuse for teacher to ignore their responsibility to work, including about the implementation of online learning methods. Then, the research would see the English teacher's perspective about facing the challenges during the online teaching and learning in one of the junior high school in Banyumas.

B. RESEARCH QUESTION

- a. What are the teacher's challenges during online teaching and learning?
- b. How do the teacher's solve the challenges in online teaching and learning?

C. THE AIMS OF RESEARCH

This research aims to:

- a. Describe the teacher's challenges during online teaching and learning
- b. Describe the teacher's solving the challenges in online teaching and learning

D. SIGNIFICANCE OF THE RESEARCH

This study aims to be used as an overview of how English teachers deal with pandemic situations in the learning process. The main goal is for new teachers who do not experience online learning. Challenges and solutions will make new teachers have better preparation to face online learning. So, teachers can provide optimal online learning for the students with their knowledge related to the solution given in this study.