

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Covid-19 outbreak was initially discovered in Wuhan, China, in December 2019. People were warned to be cautious in countries all around the world. Hand washing, mask wearing, physical distance, and avoiding mass meetings and gatherings are all examples of public service tactics. As a required strategy to flatten the curve and minimize disease transmission, lockdown and stay-at-home methods have been implemented. According to Sintema (2020), the global outbreak of the COVID-19 pandemic has spread throughout the world that impacted all of the countries and regions. This includes many sectors, especially in educational sector.

According to Dhawan (2020), this affected the teaching and learning process during this school year and even the future. Face-to-face instruction has been discontinued in several schools, and universities. There is sudden change that creates new educational and assessment method. Furthermore, the COVID-19 pandemic has led to the implementation of digital learning era. However, after the case of COVID-19 slightly decreased, the educational sector begin to implement face-to-face learning and online learning as well which called blended learning.

Blended learning is a combination of face-to-face classroom instruction and e-learning, or the use of internet-based technologies like chat

rooms, discussion groups, podcasts, and self-assessment tools complement traditional classroom instruction (Allan, 2007). According to Allen and Seaman (2013), blended learning combines online and face-to-face delivery methods. Most of the material was provided in the online platform in order to encouraged online interaction. Than the face-to-face section is used to deepen material.

Teachers and students must be prepared to implement blended learning. However, the readiness of students for blended learning has not been thoroughly investigated. As a result, Tang and Chaw (2013) state that students' readiness to learn is a prerequisite for this approach's successful adoption. In general, learning readiness refers to students' willingness to participate in learning activities. Thus, the successful learning process could be achieved if the students were prepared as they participate actively in the implementation of blended learning.

The preparation of students can aid them in making better adjustments in challenging situations. As their readiness could help them to comprehend the issue and come up with a solution. The readiness of students to learn is linked to their learning outcomes. Students who are more prepared to perform study assignments have better learning results, while students who are not prepared to do study assignments have difficulty learning or feeling irritated (Winarso, 2016).

According to Sun et al. (2008), teachers and students should use technology, communication, and information technology, such as the internet,

as a source of useful learning media. Moreover, technology takes a crucial part in assisting students in learning actively and independently rather than relying just on the teacher for information (Gebre et al., 2014). In fact, technology contribute to the improvement of education when it is used efficiently and responsibly. Face-to-face learning models play a crucial part in how the instructor or teacher may relate physically and emotionally to students, despite the rising use of technology in educational institutions.

This study focuses on students' readiness for blended learning, which is an attempt to combine and focus on both online and offline method that has become the most popular learning paradigm.

#### **B. Reason for Choosing the Topic**

During the COVID-19 pandemic, one of the alternative strategies that used is blended learning. There were numerous studies on teachers' readiness in blended learning. However, research on students' readiness in blended learning is still uncommon.

#### **C. Research Questions**

1. How is students' readiness in blended learning?

#### **D. Purpose of the Research**

The purpose of this study is to find out students' readiness in blended learning.

## **E. Significant of Study**

### **1. For Teacher**

The researcher expects that this study will assist teachers in determining what needs to be done in blended learning environments. Moreover, with the implementation of blended learning, teachers are expected to be able to handle and use technology in a more educative and productive way.

### **2. For Students**

This research is expected to be useful for the students in a blended learning context. By knowing students' readiness, it is hoped that their learning outcomes can be better.

### **3. For Research**

The researcher hopes that the existing theory can help other researchers in analyzing similar research on student readiness in blended learning.