

CHAPTER I INTRODUCTION

A. Research Background

Education is the right of every child of the nation as stated in the Preamble the 1945 Constitution of the Republic Indonesia in the fourth paragraph to protect the entire nation and all the people of Indonesia's homeland and to promote public welfare, educate the nation's life, and participate in carrying out world order. Based on freedom, lasting peace and social justice. In addition, it is also stated in Article 31 Paragraph 1 of the 1945 Constitution of the Republic of Indonesia, that "every citizen has the right to education".¹ Education is all areas of life, in choosing and fostering a good life in accordance with human dignity. Education is the way to create a learning atmosphere and learning process for students to actively develop their potential.²

Learning is a basic thing that every student does which aims to expand knowledge. In a learning process, there is a process of acquiring knowledges, improving skills, character educations, and attitudes. Learning is often interpreted as a process to help students study diligently with the right learning strategies. A good strategy is a strategy that can foster enthusiasm for learning for students. In this case the teacher should master the learning material presented that will be able to master the conditions of the class and students.³ At the beginning of 2020, the learning process in Indonesia began to be disrupted due to the spread of the corona virus or covid-19.

¹ Irinna Aulia Nafrin and Hudaidah, "Perkembangan Pendidikan Indonesia di Masa Pandemi Covid-19," *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 2, 2021, 457.

² *Informasi Pendidikan*, "Pentingnya Pendidikan Bagi Kehidupan," *ruangguruku*, June 17, 2021, accessed on November 01, 2021, <https://ruangguruku.com/pentingnya-pendidikan-bagi-kehidupan/>.

³ Dian Indah Suciati, "Penerapan Pembelajaran Blended Learning Pada Masa Pandemi Covid-19 di MI Ma'arif Mayak Ponorogo Tahun Pelajaran 2020/2021," (Thesis, IAIN Ponorogo, 2021), 2-3.

The spread of the coronavirus disease or Covid-19 has presented it's own challenges for educational institutions in Indonesia. To anticipate the transmission of the virus, the government issued policies such as social distancing, physical distancing, to large-scale social restrictions (PSBB). This condition requires people to study, work, and worship at home. As a result, the education sector such as schools and universities stopped the face-to-face learning process. Then, the learning process is carried out online from each student's home.⁴

In accordance with the Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning implementation of education policies in the emergency period of the spread of the coronavirus disease (Covid-19) recommends carrying out the learning process from home through online learning. Readiness on the part of service providers and students is a demand for the implementation of online learning. The implementation of online learning requires supporting devices such as computers or laptops, gadgets, and other tools as intermediaries which of course must be connected to an internet connection.⁵

By implementing learning from home boldly, teachers learn to be more innovative in compiling learning steps. This change in teaching methods certainly makes teachers and students adapt from face to face learning in class to online learning.⁶ Several previous studies stated that online learning learning outcomes were better than face to face learning,⁷ while other studies stated that learning outcomes using face to face

⁴ R. Tosepu et al., *Correlation between Weather and Covid 19 Pandemic in Jakarta, Indonesia,*” *Sci. Total Environ.*, Vol. 725, 2020, 138436.

⁵ Bagata D.T.R., Umamah A., Fikri, D. (2020). *EFL University Students' Perception of The Use of Online Learning Platform in The Covid 19 Pandemic*. *Jurnal penelitian Pendidikan dan Pembelajaran*. Vol. 15, No. 34.

⁶ Mastuti, Rini, dkk. *Teaching From Home : Dari Belajar Merdeka Menuju Merdeka Belajar* (Jakarta: Yayasan Kita Menulis, 2020), 20.

⁷ Radita, Nira, dkk. 2018, *Eksperimentasi Pembelajaran Matematika Diskrit Moda Daring Pada Program Studi Teknik Informatika*, 343-351.

learning were better than those using online learning.⁸ Technically, in online learning, supporting devices such as gadgets and internet connections must be available for both teachers and students.⁹ With the help of these supporting devices, it can make it easier for teachers to prepare learning media and arrange learning steps that will be applied.

Learning media is available online very diverse and constantly evolving. The existence of these media is very helpful for teachers in the learning process in the classroom without being preoccupied with the activities of making the media itself. Teachers can take advantage of teaching video applications that display the teacher's face so that it is more effective in delivering information to students than just narrating information. Utilization of the messaging feature (messageboard) can also be used as a means of discussion. Teachers can also use learning media as a means of evaluating the assessment at the end of the lesson. One form of media available is an online quiz making application. There are many quiz applications that provide convenience and efficiency for teachers, especially to get information on student work results quickly as attributes related to problem solving. As stated by Subiyantoro dan Sri Mulyani, that the existence of quizzes makes students able to know their own level of understanding and the interactivity of the quizzes presented makes students more focused.¹⁰ Some of the information technologies that can be used as online or online learning media include using e-learning.

E-learning is an innovation that can be utilized in the learning process, not only in the delivery of learning materials, but also changes in the abilities of various student competencies. E-learning is a learning system that allows the delivery of teaching materials to students using the internet or

⁸ Al-Qahtani, A. A., & Higgins, S. E. 2013. *Effects of Traditional, Blended and E-Learning on Students Achievement in Higher Education* Journal of Computer Assisted Learning, Vol. 29, No. 3, 220-234.

⁹ Suimanihuruk, Lidia, dkk, *E-Learning : Implementasi, Strategi dan Inovasinya* (Jakarta: Yayasan Kita Menulis, 2019), 51.

¹⁰ Subiyantoro, S dan Sri Mulyani, *Kegunaan Multimedia Interaktif dalam Pembelajaran Bahasa Inggris* (Jakarta: Yayasan Kita Menulis, 2017), 16.

other computer network media that can be accessed anytime and anywhere. During this covid-19 pandemic, e-learning is used by all levels of education, from kindergarten, elementary, junior high school, senior high school, and college with the hope that the learning process can take place well.

E-learning has two types, it is synchronous and asynchronous. Synchronous is a learning process that occurs at the same time between teachers and students. This allows direct interaction between students and teachers online. Teachers and students are required to access the internet simultaneously. While asynchronous is a learning process where students can access learning materials anywhere and anytime. Students can carry out learning and complete it at any time according to a predetermined schedule.¹¹

The online learning method applied during the Covid-19 pandemic apart from e-learning is blended learning. The blended learning method is an effort that can be done to reduce mass gathering activities in the same time and place in the context of physical distancing. Blended learning is a combination of various learning both online and offline. Blended learning learning or training combines face to face learning with the help of information and communication technology which has advantages, among others, students can interact directly with the content of learning, can discuss groups and exchange opinions, and can interact with friends.

There are various compositions in the implementation of blended learning, some use a 50:50 percentage, meaning 50% online and 50% face to face. There are also those who use a percentage of 70:30, meaning that it is 70% online and 30% face to face. Determination of the percentage is dependent on the level of mastery of the expected skills, whether or not the availability of tools and equipment needed and the level of initial mastery of the students. The principle of blended learning lies in communication between teachers and students through a

¹¹ Ni Komang Suni Astini, "Pemanfaatan Teknologi Informasi dalam Pembelajaran Tingkat Sekolah Dasar pada Masa Pandemi Covid-19," *Jurnal Lampuhyang* 11, no. 2, 2020, 15-17.

combination of online and offline or face to face.¹² Blended learning aims to improve students' understanding of learning materials as indicated by increasing subject scores, providing opportunities for teachers and students to learn independently, rewarding, and developing, as well as increasing scheduling flexibility for students, by combining the best aspects of face-to-face and learning on line.¹³

In increasing the role and activity of students as well as the running of the online learning process so that learning objectives can be achieved which are influenced by student perceptions. The most important indicator that is closely related to the online learning process so that its implementation can run more optimally, thoroughly and completely, it is student perceptions. Perception is a process that begins with the sensing process, it is the process of receiving a stimulus through the senses or called a sensory process. The stimulus process that occurs will bring up a person's perception.

Individual perceptions is the perception of each other against the same object will produce different perceptions or assumptions. Likewise, students' perceptions of learning English are very diverse, because the perceptions that arise are based on the experiences and feelings of each student. Perceptions generated from students will be used as evaluation material for an online learning process in English.¹⁴

In Indonesia is faced with the pandemic which requires all activities to be temporarily suspended, including the education sector. I wanna know more about development and understanding of students toward the english learning. Where the learning is carried out online and offline during pandemic. Blended learning method was suitable for the pandemic in 2021. Since the beginning of July 2021, the government has

¹² Nunung Nurhadi, "Blended Learning dan Aplikasinya di Era New Normal Pandemi Covid-19," *Jurnal Agriekstensi* 19, no. 2, 2020, 123.

¹³ Ni'matul Khoiroh, Munoto, and Lilik Anifah, "Pengaruh Model Pembelajaran Blended Learning dan Motivasi Belajar Terhadap Hasil Belajar Siswa," *Jurnal Penelitian Ilmu Pendidikan* 10, no. 2, 2017, 99.

¹⁴ Putri Zuliyanti, Sukirwan, and Yuyu Yuhana, "Persepsi Siswa SMA Terhadap Pembelajaran Daring pada Mata Pelajaran Matematika di Masa Pandemi Covid-19," *Jurnal Cendekia: Jurnal Pendidikan Matematika* 05, no. 02, 2021, 1464.

implemented the eradication of community activities (PPKM) to minimize the spread of the Covid-19 virus, which is soaring high in a number of areas in Java and Bali. Some activities are restricted by this PPKM. There are numerous levels of PPKM. At levels 1,2, and 3, the government has permitted face to face activities, and at level 4, the government has permitted numerous activities, such as selling in markets or malls, and eating on-site activities, all while adhering to the health protocol requirements.¹⁵

The rate of instances of covid-19 spread in Central Java, particularly in the Kudus Regency, has dropped and has been classified as PPKM level 2 now. Consequently, learning activities can be carried out face to face in compliance with the Ministers of Home Affairs and Education and Culture's directives. Face to face learning 50% and online learning 50%. Teacher must be able to apply more engaging learning methods in these situations, one of which is blended learning. Hartopo, the Regent of Kudus, has begun to plan face to face learning for Kudus schools. In face to face learning, it is also important to strike a balance between student vaccines and seating arrangements that are 1.5 meters apart.¹⁶

Internet-based learning is now being widely used in schools, because in addition to being comfortable to use, it is also to keep a distance from crowds which are feared to endanger health at this time. The blended learning method is very appropriate to use in learning in the midst of the covid-19 pandemic. Even in other circumstances, the blended learning method is effective because it combines face to face and online learning. In addition, the blended learning method changes the way of learning from conventional learning that emphasizes face to face to digital-based learning by utilizing technology

¹⁵ Naufalia, Paryati, and Hasniah, "Komunikasi Edukasi Warga Dalam Upaya Mempertahankan Hidup Normal Pada Masa Pandemi Covid-19," Proceedings UIN Sunan Gunung Djati Bandung 1, no. 71, 2017, 64.

¹⁶ Nusantara, "PPKM di Kudus Turun Jadi Level 2, Pemkab Persiapkan PTM Terbatas," *Media Indonesia*, August, 2021, <https://mediaindonesia.com/nusantara/427884/ppkm-di-kudus-turun-jadi-level-2-pemkab-persiapkan-ptm-terbatas>

and information. There are many digital-based learning media developments that make it easier for students to learn independently so as to produce online learning or offline learning.¹⁷

Based on the study research that on MU had some problems with blended learning especially in English. MU stands for Miftahul Ulum which located in Kudus. The low mastery of English by Indonesian students is reflected in the low learning achievement of Indonesian students in English, including students at MU. Therefore, there needs to be an effort from the teacher to be able to improve the quality and enthusiasm of students' in English learning. MU students tend to be bored and less enthusiastic in participating in learning English, especially during the pandemic. So, to arouse students enthusiasm in learning English, they must use an easy and certainly not boring way, one of which is studying with WhatsApp groups and using other social media.¹⁸

They use of WhatsApp groups are to support blended learning communication during era. Using the WhatsApp app in learning, it feels like the learning process is easier to do and it also provides convenience and good benefits for the achievement of both students and teachers.¹⁹

Based on the description above, researchers are interested in conducting research related to e-learning and blended learning with the title **Students Perceptions Toward Blended English Learning During Pandemic at A Private Islamic Senior High School in Kudus.**

¹⁷ Walib Abdullah, "Model Blended Learning Dalam Meningkatkan Efektifitas Pembelajaran," *Fikrotuna: Jurnal Pendidikan dan Manajemen Islam* 7, no. 1, 2018, 858.

¹⁸ AA, interview by researcher, 15 July, 2021, 9.17 a.m, in MU, transcript.

¹⁹ Pusvyta, Luthfah, Ahsanti, and Rida, "Persepsi Mahasiswa Terhadap Model Pembelajaran Blended Learning Dengan Aplikasi WhatsApp Group Pada Mahasiswa Insud Lamongan," *Mudir* 2, no. 1, 2020, 21.

B. Research Focus and Scope

Based on the above background, the discussion is limited as follows:

1. This study only discusses students' perceptions of face to face and online English learning during the covid-19 pandemic.
2. This study only analyzes student learning during the pandemic at MU.

C. Research Questions

After getting the identification and limitation of the problem, the problem then formulated as follows:

1. How are the students' perceptions towards face to face English learning during covid-19 pandemic?
2. How are the students' perceptions towards online English learning during covid-19 pandemic?

D. Research Objectives

The aim of this research are:

1. To analyze the students' perceptions towards face to face learning during covid-19 pandemic
2. To analyze the students' perceptions towards online English learning during covid-19 pandemic

E. Research Significances

1. Theoretically

Expected to add references, knowledge and information relating to the application of face to face and online Learning at MU.

2. Practically

The result of this study are expected to increase knowledge and experiences regarding the implementation of face to face and online learning method in school during the covid-19 pandemic for researcher, teacher, students' and parents. In addition, the result of this study are expected to provide an overview of schools and teacher as consideration for choosing a learning model which is effective during the covid-19 pandemic and provides an insight into the design,

implementation and assessment of learning with models innovative and creative learning.

F. Organization of Thesis

The researcher divides this research paper in order to make it easier to understand. This research consists of five chapters.

Chapter I is introduction. This chapter deals with background of the study, statement of the problem, objective of the study, scope of the study, significance of the study, and thesis organization.

Chapter II is review of related literature. This chapter consists of previous researches, theoretical description, and theoretical framework.

Chapter III deals with Research Method. In this chapter, the researcher presents type of the research, unit of analysis, source of the data, technique of data collection, and technique of data analysis.

Chapter IV is research finding and discussion. In this chapter, the researcher presents the research finding, and discussion.

Chapter V is conclusion and suggestion. The researcher draws the conclusion and proposes the suggestion from the result of the research.

Appendix

Bibliography

Curriculum Vitae