

CHAPTER I

INTRODUCTION

A. Research Background

Since the World Health Organization (WHO) declared the existence of the Covid-19 pandemic around the beginning of 2020, all Ministries in Indonesia have restricted outside activities, including learning and teaching activities in schools, in order to respond. To combat the spread of the Covid-19 virus, the Ministry of Education and Culture implemented a policy of learning from home online and eliminating face-to-face teaching and learning, which is typically carried out in informal education units. However, as the spread of Covid-19 has slowed, the government plans to issue a new policy regarding face-to-face learning procedures in 2021. The government, through the Ministry of Education and Culture, has indicated that maximum face-to-face learning will begin at the start of the new academic year 2021-2022, while still monitoring the development of the situation and conditions for the transmission of the Covid-19 virus and implementing extremely stringent health protocols. The Covid-19 pandemic has provided us with an incredible opportunity to prepare for presenting computerized learning (Dhawan, 2020). The research identifies specific deficiencies, for example, a lack of web-based showing foundation, educators' limited openness to internet instructing, the data gap, a hostile environment for advancing at home, value, and scholastic excellence in advanced education.

The transition of face-to-face teaching and learning activities to online learning forces various parties to follow the existing flow as government policy, so that learning in the education unit can continue to run properly and can be done anytime and anywhere, of course with the benefit of advances in information and communication technology, in this case using various existing platforms, such as social media. Distance learning, which has been carried out online from the beginning of the Covid-19 pandemic to the present, is feared to harm students' psychosocial aspects, so there is a need for technical changes in learning methods that combine or combine online learning with face-to-face

learning. In practice, students and educators will occasionally meet face to face in class. During this pandemic, e-learning tools played a critical role in assisting schools and universities in facilitating student learning while universities and schools were closed (Subedi et al., 2020). While adjusting to the new changes, staff and student readiness must be assessed and supported as needed. Learners with a fixed mindset have a difficult time adapting and adjusting to new learning environments, whereas learners with a growth mindset adapt quickly. Distance learning is sometimes referred to as Hybrid Learning, which is a learning model that combines innovation and technological advancements via an online learning system with interaction and participation from traditional learning models.

Hybrid learning is a learning model that combines innovation and technological advances via an online learning system with traditional learning models' interaction and participation (Thorne, 2003). Several Hybrid Learning models that have emerged in recent years combine one or more of the following dimensions: First, learning takes place in a classroom setting, and learning activities include material delivery, discussions and presentations, exercises, and learning evaluations. Second, Synchronous Virtual Collaboration is a collaborative learning design in which students and education staff interact at the same time. Learning activities make use of applications like Google Classroom (GC) and Social Media. Third, Asynchronous Virtual Collaboration is a type of learning design that involves interaction between teachers and students. The implementation occurs at a different time with the learning activities' facilities, namely online discussion boards or discussion forums and email. Fourth, the Asynchronous Self Pace learning model is a learning model in which students work at different and independent times, the material is provided in the form of books or modules, and practice questions or learning evaluations are completed online.

The importance of this study is that this research analyzes the difficulties and problems at the same time finds out the challenges faced by English teachers in the 21st century. Thus, the discovery of learning models

such as hybrid learning to measure how appropriate this model is to be used during the Covid-19 pandemic. Hybrid learning is a real opportunity to create learning experiences that can provide the right learning at the right time and in the right place for each individual, not only at school. It can be truly universal, traversing phenomena occurring in today's world and uniting groups of learners across different time zones. In this context, hybrid learning could be one of the most significant developments in the 21st century. Especially, for English teachers who teach at SMAN 1 Pemangkat. At first glance, it is clear that teachers face challenges in a variety of areas, including how to assessing students in virtual classrooms, where to effectively achieve learning objectives, what solutions are available to help teachers prepare ICT-based textbooks, etc. Teachers face challenges during online learning because of feature learning, network services and equipment, learning governance, evaluation, and monitoring (Rigianti, 2020).

Based on previous research related to the title of this study, the challenges of English teachers in the practice of Hybrid Learning in the 21st century by several researchers. First, research from Makhin (2021) with the title "Hybrid Learning: Learning Models During a Pandemic At SD Negeri Bungurasih Waru Sidoarjo. This research was descriptive qualitative research to describe Hybrid Learning implemented at SD Negeri Bungurasih Waru Sidoarjo and the problems experienced and their solutions. Second, research from Diana (2021) entitled "Challenges of English Teachers in the Teaching and Learning Process during Pandemic in Pidie". This study aims to determine the challenges faced by English teachers in the teaching and learning process during the pandemic. This research is expected to be a reference for teachers, the government, and all in the world of education to try to improve the quality of all aspects of the teaching and learning process during the pandemic. Third, research from Manggoa (2020) entitled "Teaching Challenges During the Covid-19 Pandemic". This study was carried out to identify and discover the teaching challenges that each teacher and lecturer faces when teaching in the midst of the Covid-19 disease. This is significant research because the spread

of Covid-19 has resulted in the significant shift in teaching and learning process.

Based on the previous research above, all of them equally discussed the challenges of a teacher in online or offline learning. What distinguishes this research from previous studies is that this research will focus on describing the challenges of English teachers in hybrid learning practices in the 21st century. In this study, the participants will be English teachers at SMAN 1 Pemangkat.

From the explanation above, the researcher undertook to describe the challenges English teachers face at SMAN 1 Pemangkat and find out the teacher's opinions on this research program. This research is expected to be useful as an evaluation material and a tool to improve researches that will be implemented in the future.

B. Research Question

Based on the background explanation above, the researcher concludes that the research problem of this study is “What are the challenges of English teachers at SMAN 1 Pemangkat in the practice of Hybrid learning in the 21st century?”.

C. Research Purpose

To describe the challenges faced by English teachers at SMAN 1 Pemangkat in the practice of Hybrid learning in the 21st century.

D. Significance of The Research

Hopefully, this research is very useful and gives goodness contribution to everyone related to English education. There are some expectations to be achieved from this study:

1. Theoretical Significance

This research is expected to add references and insight into learning strategies for teachers when facing situations such as Hybrid learning.

2. Practical Significance

By doing this research, the researcher hopes that this research can positively impact schools, English teachers, and researchers.

a. To School

The researcher hopes after this research head better understand the problems faced by English teachers in the practice of Hybrid Learning in the 21st Century.

b. To English Teacher

The researcher hopes that English teachers can understand more about the problems of Hybrid Learning in the 21st century after this study.

c. To Researcher

The researcher hopes that this research can be useful for future research related to the challenges faced by English teachers in the practice of Hybrid learning in the 21st century and becomes useful reference material.

E. Scope of The Research

1. Research Variable

A Research variable is an attribute trait or value of people, objects, organizations, or activities that have a variety of specified by the researcher to be studied and then conclusions are drawn (Sugiyono, 2016:68). Variables in research consist of independent variables (independent variables) and dependent (bound variables). The researcher can find and understand the problem. Variable types include quantitative (or continuous) and qualitative (or categorical). That seems to be, the variable must be operable in order for you to perform, or it becomes 4 operational." Variables in the model, active and aspect variables, consistent, distinct, and categorical data, confounding variables, and control variables are examples of variables and there own effects in a study. This is a variable definition (Kaur, SP, 2013).This research used a single variable, namely the challenges of English teachers in the practice of hybrid learning in the 21st century.

2. Research Terminology

a. Challenges as An English Teacher

The challenges of English teachers in the teaching and learning process during the pandemic Covid 19, can be concluded; First, Online

learning that was carried out during the pandemic experienced many obstacles and became a challenge for English teachers. Second, Some of the obstacles include difficulty evaluating student work at home and difficulties in making teaching materials appropriate to a situation during the pandemic. (Diana, 2021)

b. Hybrid Learning

Hybrid Learning is a product that combines or unifies two methods, namely offline and online during the teaching and learning process at the same time or schedule. According to Krause (in Bath and John, 2010) Blended or Hybrid learning is realized in a teaching and learning environment where there is effective integration. Different modes of delivery, teaching models, and learning styles as a result of a strategic and systematic approach to the use of technology combined with the best features of face-to-face interaction.