

CHAPTER I

INTRODUCTION

A. Research Background

Starting in early 2020 until now, Indonesia and several countries are facing a pandemic, namely Covid-19. The COVID-19 outbreak has urged testing of distance education almost as never before (Sun et al., 2020) as cited in (Herliandry et al., 2020), for all elements of education, namely students, teachers, and parents. Several local governments have decided to implement a student dismissal policy and have started implementing online learning methods or through an online system.

Learning through the online system which has been carried out for a relatively long time is starting to be a negative effect on the psychosocial of students, so alternative solutions are needed to minimize this negative influence. Online learning has occurred almost all over the world during the COVID-19 pandemic (Goldschmidt & Msn, 2020) as cited (Herliandry et al., 2020). Internet-based education has an impact on traditional higher education institutions as the online component is upgraded to be integrated into the face-to-face program (FTF). The combined result of internet-based and traditional education is to take full advantage of the benefits of each platform (ie, online and face-to-face) to provide educational opportunities that can encourage student learning better than either platform alone. Courses and programs include both internet-based and traditional education components. This is referred to as hybrid, web-enhanced, mixed or mixed mode.

Hybrid learning is a learning method that combines or combines online learning with face-to-face learning. So in practice, there are times when students and educators meet face-to-face in class. There are times when doing distance learning. The innovation made by the teacher is implementing Hybrid Learning to maximize learning carried out during the Covid-19 pandemic. In Indonesia, the learning process in cyberspace is usually called online or in a network, while offline is outside the network, which means

using classical. The characteristic is that learning is carried out not only in classes as usual but in collaboration with the virtual world or better known as virtual classes. According to (Sulistiono, 2019) This merging of learning in the real world and the virtual world is what has come to be known as hybrid learning or blended learning.

In the National Education System Law No. 20 of 2003 Article 39 reaffirms that educators a professionals on duty planning and executing processes learning, assessing learning outcomes, providing guidance and training, and conducting research and service to the community, especially to educators at college (Sepriyanti, 2012). From the description above, the researcher concludes that the teacher is not just someone who provides subject matter in front of the class, not only sharing knowledge, but the main task is as a professional educator who can glorify human humanity by the rules of science education.

Things that English teachers need during hybrid learning are also widely discussed in several countries that use English as a second language, including in Indonesia. As in previous research used by the author is Implementation of Hybrid learning using the Edmodo application in qualitative research methods courses, (Sulistiono, 2019) this research discusses the application of Hybrid Learning using the Edmodo application, in this study a very important matter is related to the preparation of the semester learning plans for face-to-face strategies or offline lectures and proportional online lectures in using Edmodo applications during the hybrid learning period. Several similar studies also show that Innovation development strategy for hybrid learning-based English teaching and learning (Sutisna, 2020) this research discusses Learning in the form of Hybrid learning is one of several alternative efforts to improve the quality and the quantity of the lecture process. In a country that uses English as a second language, such as Thailand, The effectiveness and suitability of MOOCs hybrid learning: A case study of public schools in Thai rural area (Titie et al.,2016) This research proposes a new design of a hybrid MOOCs learning

model that is suitable and effective for rural students and by analyzing important features and identifying factors that affect students' abilities. From these results, the MOOCs hybrid learning model is effective for rural students.

The researcher will examine what teachers need during the hybrid learning period. Therefore, this research is very important to do because of the need for important steps for teachers if the planning is expected to be by the actual situation and to achieve learning objectives. No matter how important the needs of students during a pandemic situation, it would be better if the needs of teachers should also be considered because success in learning depends on a teacher. The needs in learning practices during the pre-pandemic and post-pandemic periods are very different, therefore it is necessary to analyze the needs of teachers. Needs analysis involves identifying needs, placing them in order of priority, selecting the most important, and ignoring the unimportant. It is important to recognize that needs analysis views needs as gaps in outcomes, not gaps in inputs or processes.

B. Research Question

This research aims to answer a seemingly simple question, as follows:
What do rural English teachers need in the shift to hybrid learning?

C. Research Purposes

In accordance with the research problem, this research analyzes English teachers at about:

1. The need for rural English teachers in hybrid learning practices.

D. Significance of Research

A good study should provide important benefits and impacts for the subject which is researched, environment, information, and further research. In this study, two significances obtain from the point of theory and practice.

1. Theoretical Significances

This research is expected to be a reference for other English teachers to improve what English teachers need in rural areas, especially in hybrid learning practices. At a very different time from the previous year, it is hoped that this research can be useful to meet what is needed by teachers in learning practices during the pandemic and can be a reference for analyzing teacher needs in the future.

2. The Practical Significance

This research generally aims to find out Practical Significance By compiling this research, the researcher expects this research could provide worthy contributions for the researcher, English teachers, and other researchers.

a. For researchers

By doing this research, it is hoped that the authors will gain experience and knowledge about what English teachers in rural areas need in hybrid learning practices.

b. For English Teachers

This research aims to analyze the needs of English teachers in rural areas on hybrid learning practices. Therefore English teachers will have any point of view and will have what they need in hybrid learning practices. Researchers also hope that whatever results are shown later, can bring benefits for improvements in this case the demands of teachers, learning facilities, curriculum, and others.

c. To Other Researchers

Researchers hope this research can help other researchers to explore more ideas, expand variables and help others in making progress in online and offline learning practices.

E. Scope of Research

To clarify the term of this research, the researcher was describe the scope of the research. There are two main scopes of research, they are research variable and terminology.

1. Research Variable

A variable is pretty much anything that can be codified and has more than a single value (e.g., income, gender, age, height, attitudes about school, score on a measure of depression, etc.). In this research, the researchers used to choose Non-experimental research. Non-experimental research falls into three broad categories: single-variable research, correlational and quasi-experimental research, and qualitative research. First, research can be non-experimental because it focuses on a single variable rather than a statistical relationship between two variables. Although there is no widely shared term for this kind of research, it calls Single Variable Research.

The researcher focused on using a single variable with a case study and a qualitative approach to analyze what English teachers in rural areas need in hybrid learning practices. Especially the English teacher at SMAN 01 Bunut Hulu,SMPN 02 Bunut Hulu,MTS Hidayatul Mustaqim Bunut Hulu. The research subject is the English teacher. Researchers was interview and rewrite the results in the form of a script with a case study method. H. Hadari Nawawi (2015) states that it can be interpreted as a producer of problem-solving that is investigated by describing/illustrating the condition of the subject/object of research (a person, institution, community, and others).

2. Research Terminology

The following definitions are provided to ensure the uniformity and understanding of these terms throughout the research:

a. Shifting to hybrid learning.

According to both, hybrid learning is a combination of e-learning based learning methods (electronic learning) with face-to-face

learning methods or conventional methods. Lynn, et al (2014) & Bains (2010). Schools must prepare for all possibilities in this hybrid learning so that teaching and learning activities can still be carried out while still paying attention to health protocols.

b. What do rural English teachers need?

In the context of education, Sunandar (2016) states that needs are conditions that require the fulfillment of something to organize the educational process well, such as the availability of teachers, learning facilities, curriculum, and so on. In this study, the analysis of teacher needs was examined during the COVID-19 pandemic, where school regulations may differ in response to government education regulations.

In times of a pandemic like this, schools and the government find it quite difficult. Teachers and students are also greatly affected by the current pandemic. Time goes on and every teaching and learning activity must continue to run according to current conditions. With various regulations from the government, not a few schools and even teachers face obstacles or challenges in implementing this hybrid learning. There are so many new things that are faced so many things are needed to support the achievement of effective learning. In this research, researchers focus on the needs of English teachers in rural areas, which can be in the form of teaching staff, learning facilities, curriculum, and so on.

F. Research Methodology

1. Research Design

A research design is simply the framework or plan for a study that is used as a guide in collecting and analyzing the data. It is a blueprint that is followed in completing a study. Research design is the blueprint for the collection measurement and analysis of data. it is a map that is usually developed to guide the research (Jabbar, 2017).

Sugiyono (2015) States that the research method is a process of activity in the form of data collection, analysis, and providing interpretation related to the research objectives. So it can be concluded that the research method is the process of collecting data, analyzing, and presenting the results after being examined.

This research used qualitative research with the type of research case study. Case studies emphasize more on a single case unit and focus more on one particular object that is studied as a case (Ary, 2014). a case study should always make clear which information is a factual description and which is an inference or the opinion of the researcher. The strengths of case studies are providing detailed (rich qualitative) information and Providing insight.

2. Subject of Research

In this research, the research subjects involved three schools in Semangut Village, Kapuas Hulu Regency. To streamline the data in terms of time and cost, this research will only involve participants consisting of English teachers.

Participants consist of 3 people in each school, namely 3 English teachers who was involved in this study. In this research, the research choose three schools to be studied, namely SMAN 01 bunut Hulu, SMPN 02 bunut Hulu, MTS Hidayatul mustaqim bunut Hulu.

Table 1.1 School Selected.

No	Schools	Location	Learning Facilities	Classification
				Classrooms, Didactic Materials, Toilets, Sports Infrastructure, School Libraries, Laboratories, Internet Connection.
1	School U1	Kapuas Hulu(Rural)	Well-adequate	Yes
2	School U2	Kapuas Hulu(Rural)	Well-adequate	Yes
3	School U3	Kapuas Hulu(Rural)	Well-adequate	Yes

Source: (Ndjebakal Souck & Nji, 2017)

The subjects selected in this study are :

Table 1.2 Subjects Selected.

No	School	Total Teachers	Location	Classification (The thing that teachers need most during the hybrid learning period)
1.	SMAN 01 Bunut Hulu	1	Semangut Utara(Rural)	Yes
2.	SMPN 02 Bunut Hulu	1	Nanga Semangut (Rural)	Yes
3	MTS Hidayatul Mustaqim Bunut Hulu	1	Semangut utara(Rural)	Yes

3. Technique and Tool of Data Collection

a. Technique of Data Collection

The process of data collection involves more than simply gathering information. Sugiyono (2017) States that the Data collection technique is the most important step in research because the main purpose of research is getting the data. Tanpa knows the collection technique data, then researchers was not get data that meets data standards set. Therefore, researchers only took the technique of Interview, and documentation techniques.

1) Interview

In qualitative interviews, the research conducted face-to-face interviews with teachers and interviews. This interview involved a small number of structured and generally open-ended questions and was intended to elicit views and opinions from the teacher regarding the research questions above. An interview is one in which the investigator follows a rigid procedure and seeks answers to a series of structured questions through a personal interview.

In this study, the researcher used interpersonal communication because communication would be carried out between the researcher and three English teachers in SMA Negeri 01 bunut hulu, SMP Negeri 02 bunut hulu, MTS Hidayatul mustaqim bunut hulu. face-to-face. so the right direct communication is direct communication Interpersonal Communication. type of direct communication that the researcher used is an interview.

2) Documentation

During the process of research, the investigator may collect qualitative documents. These may be public documents (e.g., newspaper, minutes of meetings, official reports) or private documents (e.g., personal journals and diaries, letters, emails). Some of the photograph and file documentation used as documents in this research. A method used to obtain data and information in the form of books, archives, documents, written numbers, and images in the form of reports and information that can support research. (Sugiyono 2015)

Documentation is a data collection technique that is not directly aimed at the research subject but through documents. A document is a written record whose content is a written statement prepared by a person or institution to test an event and is useful for data sources, evidence of natural information, which is difficult to obtain, difficult to find, and opens up opportunities to further expand. Knowledge of something being investigated (Mahmud 2011 and Sadarmayanti 2002).

This technique is usually used to collect data in the form of secondary data (data that other people have collected). Procedurally, this technique is very practical, because it uses inanimate objects, if there is an error or lack of clarity, the original data can be seen again. In qualitative research, this technique is very useful as the main data collection tool, because the proof of the hypothesis is done logically

and rationally through opinions, theories, or laws that are accepted by the truth, both those who reject or support the hypothesis.

b. Tools of Data Collecting

The data obtained were collected through data collection tools that were relevant and made it possible to answer existing problems. In this study use the Interview Guidance to communicate directly with the English teacher to obtain the information needed for the research. For documentation itself, it is necessary to collect research evidence in the form of photos and learning artifacts used by the English teacher.

G. The Technique of Data Analysis

The process of data collection involves more than simply gathering information. Sugiyono (2017) States that the Data collection technique is the most important step in research because the main purpose of research is getting the data. Tanpa knows the collection technique data, then researchers will not get data that meets data standards set. Therefore, researchers only took the technique of Interview, and documentation techniques. based on the explanation above, the researcher analyzed the data throught the following procedure :

1. Data reduction : The researcher began the data reduction throught editing and segmenting data from interview checklist. Any unimportant information were reduced so the data can be sharpened . the next step was coding or classifying the data based on each aspect. then researcher converged data from interview checklist as the step forward to data display.
2. Data display: In this stage the researcher organized and assembled the data in form of discussion , and photos to strengthen the data.
3. Conclusion drawing of verification : The researcher drew the review of the findings and gave final conclusions. the verification was carried out throught a throughly excursion to interview transcript . this stage was conducted by the researcher to verify conclusion towards the other stages of data analysis

H. Procedure of Research

There are some procedures to be followed during the research, to find out the data to answer the research problems. The procedures are:

1. Planning

In the planning stage, the researcher prepares a research design consisting of a plan, and a background containing this research, which formulates the research questions and objectives. Then build a theoretical foundation, prepare target participants, then make data collection instruments . The latter takes care of access to a license to carry out research.

2. Data Collection Process

In this section the researcher uses the interview guide to interview the English teacher.

3. Data Processing

In this section, the researcher used:

a. Analysis

Data analysis in this study is a process of systematically searching and arranging data obtained from interviews by organizing data into categories, describing them into units, synthesizing, arranging them into patterns, choosing which ones are important which will be able to learn, and then draw conclusions so that they can be easily understood by oneself and others.

b. Interpretation

Meanwhile, data interpretation is data that refers to the development of ideas on the findings and then related to theoretical studies (existing theories) to produce new concepts or substantive theories to enrich the treasury of science.

4. Data Reporting

At this stage, the researcher reports the data that has been obtained during the study. This data was determine what results were obtained during the study.

