

CHAPTER I

INTRODUCTION

1.1 Background of Research

Challenges teachers in Pandemic is how to teach students from home since corona/covid-19 (Sars-2) exists all activity restricted. Every country in the world has been affected by the corona virus. Effect of covid-19 is so massive. Indonesia is one of those affected by the corona virus. ‘‘The Government of the Republic of Indonesia has taken strenuous efforts to handle corona virus, including to prevent the virus from entering Indonesia’’ (Embassy of the Republic of Indonesia in Rome, February 2020). Education is affected by the corona virus, the effect is we can’t face to face when learning. ‘‘World Health Organization suggest a safe physical distance of at least one meter from other surrounding people/physical distancing (Dewi Susana, 2020). Now that corona has made educating disciples harder because of the effect of the corona virus. But within the pandemic, technology has contributed significantly to teaching students from home.

Pandemic has changed our habits, Physical separation was accompanied by social separation, which prohibited citizens from congregating near colleges, offices, wet markets, malls, public transportation, religious and wedding ceremonies, among other locations (Dewi Susana, 2020). All kinds of activities that require face to face is restricted. The government has limited activities that society does.

(Rolff, 1995) said that the rapid and widespread transition from offline to online learning and teaching posed a massive challenge for all stakeholders in school development, referred to as a conscious and systematic transformation performed by stakeholders, but particularly for teachers. In the 2021 pandemic change direction of human behavior and from the rapid advancement of technology there are many changes.

More than 130 countries have temporarily closed their educational facilities to avoid the spread of SARS-CoV-2 (hereafter coronavirus) due to the outbreak of SARS-CoV-2 (hereafter coronavirus). Many schools have continued to use distance learning methods to provide students with online learning opportunities. As a result of the coronavirus pandemic, all Chinese schools and universities stopped teaching face-to-face in early February 2020 and began using internet platforms to provide online learning. This occurred earlier in the United States than in other nations (Dong, Cao, & Li, 2020).

On the other hand like Germany in recent years, schools in Germany have been unable to integrate Information and Communication Technology (ICT) into teaching, learning, and organizational development in a systematic and widespread manner (Jan Delcker & Dirk Ifenthaler, 2021). (Fraillon et al.,2020) also said that In schools, ICT support technological infrastructure is less developed than the European average (Fraillon et al, 2020).

The internet is one of those technologies which plays a role as a tool to make it easier to communicate in the pandemic period. As (Joao Batista, 1990) said that Any systematically built materials or technologies to help, complement, or replace the educator are referred to as technology in this context. Technology has made progress in the 21st century.

In Indonesia has been enforced online learning. School administrators, students, parents, and instructors must all transition to digital or online learning systems, often known as e-learning (Aderholt, 2020; Karp & McGowan, 2020; UNESCO, 2020a).

Technology in the 21st century has helped us in making communication easier from a distance. These advances have brought a change in human civilization. In the world of education, technology has a role to facilitate teaching or learning. Several scholars have looked at the effect of technology on education in a variety of settings and contexts. The majority of these researchers came to the same conclusion about the importance of using technology in education and how

it aids in the development of teaching methods and students' awareness (Frigaard, 2002; Schofield & Davidson, 2003; Miner, 2004; Timucin, 2006).

1.2 Rational of Research

In this century education is getting more advanced with technology, educators are required to know and operate technology. Due to the various advances in Information technology over the last decade, teacher education programs must provide 21st-century teachers with the skills, experience, and information needed to successfully incorporate technology into their classrooms (Alayyar, Fisser, & Voogt, 2012; Jamieson-Proctor, Finger, & Albion, 2010; Koehler, Mishra, & Yahya, 2007; Mishra & Koogt, 2006).

Since English language teaching (ELT) is one of the subject areas in that ICT plays a critical role, ELT teachers must enter classrooms with the information and skills needed to prepare and achieve superior lessons that support curriculum goals in the twenty-first century. This indicates that language teachers who decide to use and incorporate technology into their classrooms must be knowledgeable not only about the material and pedagogy but also about the technology's potential. As a result, the Technological Pedagogical Content Awareness (TPACK) model (Mishra & Koehler, 2006) was developed to define an integrated conceptual structure for the knowledge base that teachers must possess to effectively teach with technology in classroom settings.

With the Internet, social media, apps, artificial intelligence, algorithms, big data as well as some of its more efficient branches, machine learning is something that has become completely irrevocable. In this day and age, the Internet discovers almost everything, delivers almost everything, and at the same time it bureaucratizes life; it also informs, sanctions gives meaning, and direction, it is justified as the best option, it gives us values and ways of appreciation or rejection, and above all the belief that we are free (Alberto Constante, 2021). Free is when every human in the world can receive education for free. In the pandemic

period every student and teacher acquire an internet quota from the government to learn from home. (Md Shah et al, 2020) that explains Payment of the National Higher Education Fund (PTPTN) loan has been deferred until 30 September 2020 free internet from all telecommunication companies for all Malaysian people from 1 April 2020 until the end of MCO RM 200 defines one-time funding for higher education students.

1.3 Urgently of Research

In the pandemic period teachers and students do learning from home by using the quota. Learning from home using several application as Zoom, Whatsapp, Google Classroom and similar applications that can be used for learning. Pandemic period particularly at the same time in the 21st century makes us dependent on technology more and more, despite its numerous advantages yet it still has flaws as if the teacher is blind to the student's psychological state and more detailed observations of student learning due to learning from home. Nicholas Carr has said that Despite all that has been published about the internet, little attention has been paid to how it has reprogrammed us. The web's intellectual ethics are also a mystery. (Carr, 2020). Using technology to offer automated versions of item-based paper-and-pencil assessments, on the other hand, misses out on the full potential of information and communication technologies to innovate by allowing for more detailed observations of student learning (Jody Clarke-Midura and Chris Dede, 2010).

Challenge of using technology internet in pandemic for teaching one such example maximizing technology's usefulness so that a desirable class for students can be created one fundamental argument underpinning this drive is that when teachers engage in applying technology in their teaching, it will benefit students' learning. Research suggests that realization of the full potential of technology in education depends on how teachers use the technology'' (Cabanatan, 2003), ''and

on the skills and attitudes they have regarding the effectiveness of technology integration into the curriculum” (Bitner & Bitner, 2002).

1.4 Problem Formulation and Research Purpose

“Therefore, it is important to understand technology use and influential factors in technology uptake from the perspectives of teachers to facilitate the process of technology integration. So far, most of the research conducted in this area has focused on which technological tools have been adopted by teachers, their beliefs about technology use, and the factors contributing to this” (e.g. Yang & Huang, 2008). this study has 1 main question or 1 research question that is:

- 1.) What are the challenges in teaching using technology internet during a pandemic?

This study intends to see how the role of technology internet for learning. In the 21st century, many fields use technology including the field of education. technology has a role in making it easier teaching and learning. however, they all have their lack and advantages, in this case, the researcher tried to see a perspective of view of the teachers about how the role of technology and its challenges to teaching. This research focuses on seeing how the teacher works to adapt and use technology in teaching. Besides, the aim of professional development is seen as helping teachers make meaning of technology integration in teaching to regulate its influence on education (Barzaq, 2007). The purpose of this research is to challenges and the role of technology in teaching. the perspective of the teachers the answers will be collected and will be used as data to be researched, described, and concluded. This research is expected to be able to provide benefits for teaching staff who want to teach. The technological challenge in teaching is how a teacher adapts to the advancements that exist in the 21st century, then how can teachers see the progress that is in the world of technology can make teaching easier.