CHAPTER I
INTRODUCTION

This chapter describes the introductory part, which specifies the background of the study, research questions, the study's purpose, the significance of the study, clarification of the key terms, and the paper's organization.

1.1   Background of the Study

The massive attack caused by the coronavirus pandemic (COVID-19) has raised issues and awareness in many areas, including health, education, and economics (Rasmitadila et al., 2020; World Health Organization, 2020; Fadhilah et al., 2021). A significant number of public accesses around the world were closed due to the preventive measure against the virus's spread. These involved schools and universities, worship places, shopping centers, and many workplaces and offices.

School closure, in particular, has caused global impacts on the learning system and environment (Dhawan, 2020; Esteban & Cruz, 2021). For instance, the Chinese Ministry of Education issued notices to all learning institutions in China to stop learning activities at school and provided home learning through the internet for students during the spread of the COVID-19 pandemic (Cheng, 2020). Similarly, the education system in India was challenged by the sudden shift from face-to-face to distance learning during the COVID-19 pandemic (Dhawan, 2020). Dhawan (2020) further mentioned that many learning institutions in India were previously reluctant toward the technology-based learning approach. However, these learning institutions had no option but to move to distance learning and adapt to the utilization of various distance learning technology during the COVID-19 pandemic.

The same distance learning system was applied in Indonesia due to a massive quarantine regulation to suppress the risk of getting infected by COVID-19 held on March 16th, 2020. Schools and universities were closed, and distance learning was employed to keep the formal classes going as regulated in the Indonesian Government Regulation No. 21 of 2020 (Anugrahana, 2020; Mailizar et al., 2020; The Audit Board of Indonesia, 2020; Rachmadtullah et al., 2020). The

Indonesian Ministry of Education and Culture also issued guidelines to conduct distance learning or named School from Home (SFH), which moves the learning process from school to home (Atmojo & Nugroho, 2020; Circular Letter from General Secretary of Indonesia Ministry of Education and Culture No.15 of 2020; Ganesha et al., 2021; Rasmitadila et al., 2020). In response to these guidelines, teachers had to adjust their teaching procedures to suit the new learning system and environment.

School from home is an umbrella term that refers to distance learning practices during the emergency of COVID-19 in Indonesia. The practices might involve both online and offline learning, including a home visit (Handayani, Hibana, & Surahman, 2021), watching educational TV programs (Gunawan, 2020; Handayani, Hibana, & Surahman, 2021; Hikmah et al., 2021), participating in webinars, utilizing learning management system and e-mail, etc. (Atmojo & Nugroho, 2020).

School from home typically involved offline and online media technology to support the student's learning. However, studies indicated online media and technology as the predominantly used learning media during the implementation of school from home in Indonesia (Cahyaningtyas & Jupriyanto, 2022; Huwaidi, Nandiyanto, & Muhammad, 2021; Rasmitadila et al., 2020). Hence, the term school from home is often used interchangeably with online learning (see Hodges et al., 2020; Wang et al., 2021).

Online learning as part of the school from home was implemented during an emergency and addressed to a broad audience consisting of all grade students from kindergarten to university (Mamun, Chandrina, & Griffiths, 2020). Previously, online learning had only been delivered mainly to adult learners in tertiary learning institutions in Indonesia (Hudha et al., 2018; Palupi & Raharjo, 2020). The characteristics of online learning meet the needs that are typically aimed at helping adult learners learn, like flexibility and self-regulation (Guan, Ho, & Ding, 2015; Hannay & Newvine, 2006).

Students should have high cognitive and self-regulation skills to participate in online learning (Kuama & Intharaksa, 2016). It led to concerns about the current implementation of online learning as part of the school from home for young

learners who are not as cognitively mature as adult learners (see Piaget, 1955). According to the study conducted by Tarigan (2021), young learners struggle in English learning classrooms during school from home. The nature of English language learning conducted face-to-face is vastly different from the online environment especially in young learners' classrooms (Alharbi, 2022). The sudden transition of the learning environment during school from home had caused challenges for teachers and younger students in adapting to new forms of English learning activities.

Despite its challenges, implementing online learning as part of the school from home also opens up opportunities to innovate in education. For example, creating inclusive access and reducing family costs for education (Ferri, Grifoni, & Guzzo, 2020). School from home also resulted in the accelerated growth of the digital learning industry in Indonesia (The German-Indonesian Chamber of Commerce and Industry [AHK Indonesien], 2021), indicated by the rise of interest among the society in various education technology (EdTech) platforms (UNICEF Indonesia, 2021) like Rumah Belajar, Ruangguru, Zenius, Cakap, etc.

Online learning as part of the school from home has the opportunity to drive digital education forward, and it is predicted to continue growing after the pandemic ends (Fadhilah et al., 2021; UNICEF Indonesia, 2021; Wahyuningsih, 2020; Wieland., 2020). In parallel, the Department for Education in the UK appointed Ecorys UK to conduct a research project about the future opportunities for education technology in England. The study discovered that Education technology is becoming more prominent worldwide and is projected to grow by two and a half times from 2019 to 2025 (Vicentini et al., 2022).

Studies concerning the practice of school from home in Indonesia had been conducted by Rasmitadila et al. (2020) on primary teachers' perspectives on the implementation of school from home. The study found that technical issues, student management, student participation, and teachers' experience became the main challenges of school-from-home implementation. Hikmah et al. (2021) supported this study and further discovered difficulties in the preparation, implementation, and assessment of online learning as part of the school from home. Suputra, Nitiasih, & Paramarta (2020) also employed a study in a sixth-grade online English

classroom to find challenges faced by teachers during online learning. All these studies led to similar results; students' economic background was mentioned repeatedly as one of the prominent challenges that hinder the success of online learning implementation as part of the school from home.

Notwithstanding the conducted studies on school from home during the COVID-19 pandemic, its particular implementation for young learners remains under-researched (Zheng et al., 2021), especially in English classrooms. Very few studies were discovered on addressing the distance or online English learning strategies and procedures in young learners' classrooms in Indonesia. Reflecting on the current advancements of technology in Education and the demands on the development of English language learning in the 21$^\text{st}$ century (Hasman, 2004; Suherdi, 2012), studies on the implementation of distance or online English learning in young learners' classrooms are seen as necessary. It is also strengthened by the launch of the Merdeka curriculum that includes English as one of the learning subjects in primary schools; after being previously removed in the 2013 curriculum framework.

This study serves to investigate the implementation of school from home in English for young learners' classrooms. Furthermore, considering the intense role of teachers and parents in the learning process of young learners during school from home, this study also explored teachers' and parents' perspectives on the phenomenon.

School-from-home implementation in young learners' classrooms has affected the parents because young learners need continuous parental guidance and supervision during learning at home (Anggianita et al., 2020). Unfortunately, not all parents come with pedagogical knowledge in teaching English to young learners. Support and collaboration with the teachers are necessary to accomplish successful online English learning for young learners. Understanding online English learning through the eyes of young learners' parents and teachers might encourage future improvement in the design of online English programs for young learners.

1.2   Research Questions

This present study aims to examine the implementation of school from home in English for young learners' classrooms and explore teachers' and parents' perspectives. The research questions are stated as follows:

1. How do teachers implement school from home in English for young learners' classrooms?

2. How do teachers perceive the implementation of school from home in English for young learners' classrooms?

3. How do young learners' parents perceive the implementation of school from home in their children's English classrooms?

1.3   Purpose of the Study

1. To elaborate the implementation of school from home in English for young learners' classrooms.

2. To investigate teachers' perspectives on the implementation of school from home in English for young learners' classrooms.

3. To investigate parents' perspectives on the implementation of school from home in English for young learners' classrooms.

1.4   Significance of the study

This present study explored how the school from home is implemented in English for young learners' classrooms and sought perspectives from the teachers and students' parents. It provides a comprehensive description of an online learning strategy for teaching English to young learners and perspectives from the teachers and students' parents affected by the implementation of school from home. A descriptive qualitative approach through a case study was held to gain new information and perspectives on the phenomenon.

Before March 2020, online learning has not been widely implemented in Indonesia. It was an exclusive opportunity provided for most adult learners. This is the first time for Indonesia's education system to implement nation-scale school from home which only allows little to no opportunity for teachers and students to have a direct physical interaction. This study is conducted to provide a detailed description of online learning in English for young learners' classrooms and insights into the challenges and opportunities as perceived by the teachers and

students' parents. Parents might learn possible strategies to support their children during online learning, for example, through enhancing collaboration with the teachers and other parents and fostering the utilization of online learning technology at home. English language teachers, curriculum designers, software developers, and school participant might also benefit from this study to design a better online learning program for primary students.

1.5   Scope of the Study

This study discusses how online learning can be implemented in English for young learners' classrooms. Furthermore, this study sought insights from the teachers and students' parents, who are significantly affected by the school from home regulations. Data were gathered through online classroom observation and interviews with five English teachers and six students' parents.

1.6 Clarification of the Key Terms

1.6.1   Distance Learning

In terms of meaning, distance learning has a broad definition. Distance learning emphasizes the utilization of digital devices as media to deliver learning instructions. Therefore, it enables teachers and students to be at different places or times while conducting teaching and learning activities (Casey, 2008; Holmberg, 1988; International Association for K-12 Online Learning [iNACOL], 2011; Kentnor, 2015).

1.6.2   School from Home (SFH)

School from Home or Belajar dari Rumah is a term established by the Indonesian Ministry of Education and Culture to describe emergency distance learning during the COVID-19 pandemic (Rasmitadila et al., 2021). School from home is regulated to prevent the spread of COVID-19 by implementing full-distance teaching and learning activities.

1.6.3   Learning Management System

Learning Management System is known as LMS; it is a web-based system where teachers can gather all the learning materials in one place and make them accessible to students. Moreover, LMS has broader functions than just storing and sharing. LMS allows teachers to create learning materials, enroll students in the desired courses, and monitor and assess students' performance.

1.6.4 Synchronous Online Learning

Synchronous learning is an online learning method where students are engaged with the learning materials simultaneously with their peers and teachers. Teachers and students can create real-time interaction during synchronous online learning.

1.6.5 Asynchronous Online Learning

In contrast to synchronous online learning, asynchronous online learning emphasizes students' self-paced learning, where students are engaged with materials on their own time and schedules. Immediate interactions among students and teachers do not exist in asynchronous learning.

1.6.6 Young Learners

Young learners are categorized according to age groups and varied in theories. Pinter (2006) categorized young learners as students from the age of five until fourteen years old. In different studies, young learners are described as students from five to ten years old (Scoot & Ytreberg, 1995). This study followed the age group of young learners categorized by McKay (2006), students of five until twelve years old.

1.6.7 Perspectives

Perspective is originated from a Latin word means science of optics (Hughes, 2015). Within the context of this study, perspective is included as one of the perception dimensions. It specifies how things look from one's point of view (Deonna, 2006).

1.7 Thesis Organization

This paper was organized into five chapters. The chapters were divided into topics that elaborate on the given issues.

The first chapter was the introduction. This chapter introduced the present study. It included the background, research questions, purpose, significance, and scope of the study, clarification of the key terms, and thesis organization.

The second chapter is the literature review. This chapter provides the literature related to distance learning, young learners, perspectives theories, and previous studies conducted on emergency distance learning in primary schools during the COVID-19 pandemic.

The third chapter is the research methodology. It is related to the methodological aspects of this study consisting of research design, research site and participants, instrumentation, data collection technique, and data analysis.

The fourth chapter is the findings and discussion. This chapter reports the findings related to the implementation of school from home in English for young learners' classrooms, teachers' perspectives, and parents' perspectives. Moreover, the discussion of the findings and theories that have been written were also described.

The fifth chapter is the conclusion. This chapter summarizes this study from the background, literature review, methodology, findings, and discussion. Suggestions for conducting further research are described in this chapter.

1.8   Concluding Remark

This chapter has presented the introduction of this study. This section elaborates on the background, research questions, purpose, significance, and scope of the study, clarification of the key terms, and organization of the paper. In the next chapter, the literature relevant to this research is discussed.