CHAPTER I
INTRODUCTION

This chapter presents an introduction to the current study. It provides the goal of the topic taking into consideration the background of the study, statement of the problem, research question, and purposes of the study. It also includes significance of the study, definition of terms, and organization of the paper.

1.1 Background of the Study

Education in Indonesia is experiencing a sudden and massive change responding to an international pandemic of virus 2019-nCov or generally known as Covid-19, the virus discovered from one territory in China. As the virus causes high numbers of patients with respiratory illness per one day (*Kementerian Kesehatan Indonesia*, 2020) and is confirmed as an international pandemic (WHO, 2020), in particular as a national pandemic in Indonesia, the Indonesian government decided to announce a temporary alternative educational program for physical distance following a new rule for facing the virus started in the second week on March 2020. The new rule led to a new way of habit including an activity done in a distance. In education, it is in a form of distance learning, a learning environment held with different times and/or places and with a use of a variety of instructional materials forms (Moore, Dickson-Deane, & Galyen, 2011).

For educational purpose, the new rule changed the activity of learning. The activity was called *Belajar Dari Rumah* (*BDR*) program or Study-from-Home. The learning model is a model of studying from home shaping the concept of distance learning model with its particular characteristics based on its goal situated with the need of learning at the time – focusing on strengthening literacy and numeracy competencies and emphasizing on family bonding with the learning materials centered in Indonesian national television channel, *TVRI* (Kemdikbud, 2020). The learning model is supported with a systematic plan for every level of education

including junior high schools. It should be followed by the teachers, the students, and the parents/guardians. The teachers are required to keep maintaining the learning environment by cooperating with the parents/guardians as the students' direct guide in their home.

The concept of the *BDR* activity is actually not new in Indonesia. The distance learning concept in Indonesia has been applied since 1950s (Yaumi, 2007). It became very popular when *Universitas Terbuka* (Indonesian Open University) offered a form of learning with a distant instructional setting for all courses directed to higher education for high school graduates who could not continue their studies due to economic or geographical barriers (Pannen, 2005).

Then, as the technology experienced a fast improvement, the concept of distance learning was frequently used by other institutions as informed by Kemenristekdikti (2019) including *Universitas Terbuka*, Bina Nusantara University, Poltekkes Kaltim, Poltekkes NTT, London School of Public Relations, Universitas Pelita Harapan, and Politeknik Elektronika Surabaya. In the online learning mode, which is a newer form of distance learning (Benson, 2002), distance learning are commonly conducted by many big institutions e.g. UGM, UI, and UPI and by scholars creating an online-course program e.g. Wenglish, Edinmelb and IELC. This proves that this concept can be applied in the Indonesian context.

Furthermore, distance learning is suitable in the current situation where face-to-face classroom activities are mostly for an emergency reason. Distance learning offers a variety of communication delivery model of learning materials involving the technology (Yaumi, 2007). With the newest technology innovation, providing online learning platforms for educational purpose that is relatively easier. The teachers have a broad opportunity developing their method of teaching in a distance mode. For instance, there is a Zoom platform that provides a virtual room that can be set as the learning classroom. There are also social media (e.g. YouTube) used for the learning material in audio visual form and WhatsApp (WA) for the class discussion room. Thus, this learning mode can be applied in this moment where the

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teachers have to assure that they maintain their health during the pandemic while ensuring that the students can have a good quality of learning as usual, even in a distance.

This phenomenon attracts attention of many education practitioners and researchers to conduct studies on online learning during pandemic. Studies on the implementation of distance learning were arranged in the last two years. Several studies evaluated study-from-home activity by using CIPP evaluation model, and showed the result in four facets namely context, input, process, and product. In the context aspect, there were the obstacles found when implementing the activity, such as incomplete tools of learning (Riyanda, Herlina, & Wicaksono, 2020; Sahusilawane, 2022) poor internet connection (Riyanda, Herlina, & Wicaksono, 2020; Yudiawan; 2020), difficulty faced by the students' parents in purchasing the internet quota (Yudiawan, 2020; Sahusilawane, 2022; Rahmiwati, 2022). In the input aspect, it was found that several teachers were lack of digital skills (Sahusilawane, 2022; Rahmiwati, 2022), inadequate facilities and infrastructure (Sahusilawane, 2022). In the process aspect, the issues revealed during the teaching and learning process are lack of parental guidance knowledge, lack of parental assistance, limited time of online learning meeting, difficulty in understanding the online learning explanation (Sahusilawane, 2022), less coordination between teachers and students' parents/guardians (Rahmiwati, 2022), and difficulty faced by the teacher in selecting platform affected by the students' condition (Rahmiwati, 2022). In the product aspect, none of the study reported the issue regarding this category.

Previous studies showed various problems that were risen up by the implementation of study-from-home activity in different area in Indonesia. Previous studies were not limited to the issues found during the activity, but also to the implementation as a whole. The data from the previous studies supported the literature in enriching the implementation concept of study-from-home program conducted in primary schools and high schools level. It indeed brings out the

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question of why this current study was still conducted to evaluate study-from-home program.

This study was conducted to provide an insight about the implementation of study-from-home activity in EFL teaching and learning. This research was conducted in one junior high school in Sengkang, a town in one regency called Wajo in South Sulawesi, Indonesia. This study aimed to describe the actual situation of study-from-home activity done in one junior high school. The school was chosen based on the researcher's perspective that the evaluation data from the school could be taken as one reference to other schools in rural areas in Wajo regency because it was located in the capital city, a center area of Wajo regency. Moreover, many students from rural areas in Wajo regency were studying in the school. Thus, the school can be taken as one example of the distance learning model done by junior high school students.

As the study specifically spotted how study-from-home activity was run in EFL learning using Context, Input, Process and Product model of evaluation, the results of the study was directed to provide an information for improving teaching English in Indonesian rural area, particularly in Wajo regency, with distance learning concept. It is as quoted by Peacock (2009) from the statement of Rea-Dickins and Germaine (1998) that program evaluation can contribute to program improvement. Then, it hopefully can be the trigger for stakeholders to consider particular conditions for the next policy of applying a distance learning model in a junior high school.

1.2 Statement of the Problem

BDR activity is a learning model introduced by the Indonesian government as a result of the pandemic of Covid-19. The concept offers a distance learning model followed by all educational institutions in Indonesian areas affected by the virus. Although the distance model has only been implemented by several educational institutions and informal course programs, the *BDR* activity was decided to be

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applied in a national level. As it was implemented nationally, this learning model was followed by almost all government and private educational institutions in any level in cities, towns, and in rural areas of Indonesia in a quick moment. Thus, the learning model was evaluated to explore its implementation in EFL teaching and learning.

1.3 Research Question

Based on the previous explanation, the study is conducted to evaluate the implementation of *BDR* activity in EFL teaching. Then, it is directed to answer the question framing this study – How is the implementation of the study-from-home program at one junior high school through Context, Input, Process, and Product model of evaluation?

1.4 Purpose of the Study

The study is expected to provide an insight of the actual situation of the implementation of *BDR* activity in the context of Indonesian rural area and the implementation of distance learning model in terms of its general concept – teaching with distance model – applied by the teachers and the students of a junior high school. The Context, Input, Process, and Product (*CIPP*) model of evaluation adapted from Stufflebeam (2003) was used to evaluate the learning model implementation. Then, it is for a suggestion of the learning model continuation in the normal situation with several considerations based on the need of teachers and students of junior high school, especially in the target area in this study.

1.5 Significance of the Study

The study is expected to contribute in the development and improvement of several aspects such as the theoretical aspect, the practical aspect, and the policy-making aspect. Theoretically, the study is expected to fill the gap from the previous literature about the distance learning, especially to spot the distance learning model

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applied in EFL formal teaching and learning in one junior high school in a rural area with special characteristic framed in study-from-home. Practically, the study offers an insight about the distance learning model with special characteristic framed in study-from-home applied in one junior high school to the teacher who want to apply the model in the areas with similar situations and conditions. In terms of its policy aspect, the study is expected to propose valuable information to the stakeholders about the program continuation and improvements.

1.6 Operational Definition of Terms

In order to avoid misinterpretation, the definition of some important terms used in the study are given as follows:

First, study-from-home activity or known as *Belajar Dari Rumah* in Indonesia is the activity of teaching and learning that is conducted with the distance learning model. This study-from-home activity includes two models called Daring and *Luring*. According to online dictionary of *Kamus Besar Bahasa Indonesia, Daring* is an acronym of *Dalam Jaringan* which is a term for online mode, while *Luring* which is an acronym of *Luar Jaringan* means disconnected from computer network or known as offline learning.

In this study, study-from-home activity is seen as the activity of learning with distance learning model during pandemic Covid-19 that offers two learning modes which are *Daring* and *Luring*. *Daring* is the learning model with the internet connection. Whereas, *Luring* is the learning model without internet connection. Both terms are addressed as *Online* and *Offline* mode in the following chapters.

Second, *CIPP* is an acronym for Context, Input, Process and Product which are the aspects proposed by Stufflebeam in 1960s and being updated in 1983 taken as indicators in judging the quality of the study-from-home activity.

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1.7 Organization of the Paper

The paper of this research study consists of five chapters. The chapters are covered into several aspects such as Introduction, Literature Review, Methodology, Findings and Discussion, Conclusion and Recommendation. It is organized as follows:

Chapter 1 - Introduction highlights the background of the study that presents the interest of conducting this research. It consists of aspects covering why this research is important. All information regarding that of 'why this research is important' is provided through the background, statement of the problem, research questions, purposes, significances, definition of terms, and the organization of the paper.

Chapter 2 – Literature Review explains the theoretical foundation and the previous research studies related to the focus of this study.

Chapter 3 – Research Methodology provides detail description of how the study is conducted, collected and analyzed.

Chapter 4 – Findings and Discussion covers the analysis of the collected data and the discussion of the research result.

Chapter 5 – Conclusion contains the conclusion of the researcher based on the analysis in chapter four regarding this study.

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