CHAPTER I

INTRODUCTION

This chapter presents the foundation and general outline of the study which consists of the background of the study, the research questions, aim of the study, scope of the study, the significance of the study, the clarification of terms, and the organization of the paper.

1.1 Background of the study

Since the very first case of novel coronavirus or Covid-19 was detected in December 2019 (WHO, 2020) the nations began to do the health protocol in the form of lockdown. Lockdown since then had become the strategy to flatten the curve and control the transmission of Covid-19 (Sintema, 2020). Lockdown has caused people to change their daily habits from outdoor activities to indoor activities, from shopping, working, to learning. Covid-19 has caused the shift of learning activity from in the classroom or offline to online in the online video conference apps and now it has shifted to blended learning. During Covid-19 period, face-to-face (F2F) learning mostly has been replaced by blended learning (BL) in most schools or academic institutions (Mali & Lim, 2021).

During this pandemic era, we do not have many choices but to do online learning or blended learning. Blended learning provides collaboration and communication via social networking among students and teachers, it makes the use of course materials easier (Wai & Seng, 2015). On the other hand, students and teachers will use several technological devices during online session in blended learning. In education, because technology have been widely adopted, benefits and popularity; the use of technology into instruction creates several online components that are found unease to students, teachers, and educational institutions (Rasheed et al., 2019). The shift from full face-to-face learning to blended learning can make several problems during the learning process. During the online setting, the whole process of online learning is dependent on technological devices that help maintain the learning process, but students and teachers with bad internet connection will

most likely have limited access during the online learning process (Soykan & Adedoyin, 2020). Furthermore, during the online session of blended learning, students really need to understand how to operate technological devices. the lack of literacy regarding the utilization of technology in terms of learning might be the drawback of blended learning instructions (Brown, 2016). In terms of academic performance, students who are exposed to blended learning are likely to have a better academic achievement in terms of scoring than students who are not exposed to blended learning (Ceylan & Kesici, 2017)

During blended learning, some students might find difficulties in doing it. Thus, they someone who can give support to help them. Since they stay at home all the time, parents can be the solution of support for students (Lawrence & Fakuede, 2021). Parents' involvement in students' schooling appears to have implication in terms of students' educational decision and involvement in learning. Communication and involvement of parents about school related topic seems to motivate students' academic behaviours (Mo & Singh, 2015). A study done by Jeynes (2016) showed that the relation between parental involvement and the outcome of students' learning were greater for academic outcomes than behavioural outcomes. It indicates that parental involvement can really affect students' academic outcome if they are given properly. It even has greater effect than behavioural outcome because parents can give educational support everyday as they live together. This moment can be used to enhance students' academic outcomes.

There were several studies that examined the perception of teacher in terms of parental involvement and blended learning. A study done by Aslan (2016) regarding Primary School Teachers' Perception on Parental Involvement revealed that teachers had varies perception to the parental involvement, the teachers explained their concerning views of their relationship with parents as being negative and their issues regarding the attitudes of parents in conducting conducive parent-teacher dialogue. A study done by Alfahadi et al (2020) regarding EFL Secondary School Teachers' Views on Blended Learning revealed that the teachers believe that the use of blended learning will make the learning environment interesting so

the students will be more interested in learning English and will eventually support them to enhance their language skills (listening, speaking, reading, and writing). This could be related to the accessibility and flexibility that are offered by the utilization of blended learning. The teachers were also very optimistic regarding the way blended learning helps them in enhancing their teaching performance. Teachers will have enough communicative activities with the students that are resulting in them having more time to interact with them. Study regarding teachers' perception of parents' involvement during online learning is limited. Hence, the researcher will try to conduct this study to investigate teachers' perception on the involvement of parents during online learning.

1.2 Research question

The current study will be conducted to answer the following questions:

1. What expectations do teachers have on parents to help the students' learning process during blended learning?

2. What are the parents' attitudes toward the involvement of parents during blended learning?

3. What are vice principal attitudes toward the involvement of parents during blended learning?

1.3 Aim of the study

To identify the teachers, parents and vice head master's expectation on the involvement of parents during blended learning.

1.4 Scope of the study

This study focuses on exploring the teachers' expectation toward the participation of parents in the process of students' learning during blended learning. This present study will be carried out with senior high school teachers and the research will be conducted by the researchers during PPL.

1.5 Significance of the study

1. **For teachers.** The result of the study will provide general perceptions on the involvement of parents during blended learning which will be helpful for teachers to set their expectations regarding this matter.

2. **For parents.** The result of the study will be expected to be an insightful information for the parents to make them understand their roles in guiding students and teachers' perceptions to them during blended learning.

3. **For next researchers.** The result of this study can be used as a reference for further research. The information in the data can be implemented in the future studies.

1.6 Clarification of the key terms

The definition of key terms in this research will be explained as follows:

1. Blended learning in this study refers to a condition of learning with a combination of the use of the internet through online learning and face-to-face learning through offline learning.

2. Parents' involvement in this study refers to the act of parents participating or involving in certain activities.

3. Covid-19 in this study refers to the global pandemic condition due to virus called coronavirus.