

## **Chapter One**

### **Introduction**

This chapter presents the background of the study, statement of the problem, limitation of the problem, research question, research objective, and significance of the study. First, in the background of the study, the researcher explains the reasons why this research needs to be done. Second, statement of the problem, in this part the researcher explains problems that arise regarding the research topic in general. Third, the limitation of the problem, explains problems that have been specified. Fourth, is the research question, in which the researcher determines the problem to be researched. Next, the research objective presents the aim of this research. Next, the significance of the study, in this part the researcher hopes that this research can be useful for others. And the last one is organization of the chapter.

#### **Background of the study**

In 2019, a new virus appears in the world, called COVID-19. The virus, which is said to have originated from Wuhan (China), has infected almost the entire world. This virus is dangerous and deadly, but some people think that the symptoms of this virus are common influenza because this virus has some similarities with common influenza diseases such as flu and cough symptoms. According to Syafrizal (2022), the total cases of COVID-19 in the world reaches 570 million people in which 6,38 million people are dead. Indonesia also cannot

avoid the spread of the COVID-19. According to Waryensi et al. (2022) the cases in Indonesia reached 1,3 million people where 35.000 people are declared dead.

Due to the significant spread of the COVID-19 virus, various sectors are impacted including the education sector where teaching and learning activities must be replaced from traditional learning to online learning. According to Bustomi (2020), the Ministry of Education in Indonesia instructs that a teaching and learning process must be implemented through media electronics to reduce the spread of COVID-19. In addition, according to Damayanti (2020), the Ministry of Education and Culture stated through a circular number 36962 / MPK. A / HK / 2020 that instructs all institutions, heads of higher service institutions, heads of provincial education offices, heads of district, and head of the technical implementation unit of the Ministry of Education and Culture of the Republic of Indonesia to postpone activities that involve a lot of people and replacing them with teleconferences or other online activities.

In addition, online learning is implemented since face-to-face learning is not allowed to reduce the spread of COVID 19. Online learning is the process of teaching and learning that requires the internet. The students can access the material from online learning anytime and anywhere. Online learning is distance learning that is supported by technology and the internet (Suharyanto & Mailangkay, 2016). Online learning is a process of effective learning that combines material digitally (Karwati, 2014). Thus, online learning is a combination between learning and technology.

In the implementation of online learning, there are two modes of online learning, namely synchronous learning, and asynchronous learning. According to Fahmi (2020), there are two categories of online learning, those are synchronous and asynchronous. Synchronous learning is direct online learning that is usually scheduled where students can interact with educators directly such as asking questions and answers by using applications like Zoom, Google meets, and Teams. According to Suranto (2019), in a synchronous meeting, learning is usually facilitated by the instructor, in real-time, and on schedule. According to Narayana (2016), synchronous learning is when the instructor and the students can communicate directly by using technology at the same time. Asynchronous learning is indirect learning where the instructor does not interact directly with the online students, but students are usually faced with material that has been prepared by the instructor in various media such as e-learning, and WhatsApp, where students can access materials flexibly anywhere and anytime. According to Darmawan (2018), asynchronous learning is independent learning where students can access material that has been provided by educators anywhere and anytime without having to communicate directly. According to Basri et al., (2021), asynchronous learning is indirect learning when students can access material that has been provided by educators at different times. Based on the experience of the researcher, the type of learning applied at the researcher's university is a combination of synchronous and asynchronous online learning type where direct and indirect learning is combined, this is because there are some synchronous meetings using Teams in one semester where the lecturer do online meeting with

the students, and there are several indirect meetings where the instructors have collected material in several applications such as e-learning and WhatsApp, so that students can access and learn it without having to do face-to-face in online.

Students' engagement in the teaching and learning process is very important because the teaching and learning process will run well when each aspect such as student and teacher can involve themselves in the learning process. If only the teacher is active in the teaching and learning process, it will be a teacher-centered learning. If those things happen continuously, the situation in the classroom will be hard, and the learning process is focused only on the teacher or teacher-centered learning (Delwita, 2018).

Students' engagement is not only important in traditional classes but also important in online learning especially in the COVID-19 pandemic. To engage students in online learning, the instructor should know the students' engagement level and the factors that contribute to students' engagement in online learning. In this research, there are four engagements to determine the level of students' engagement in online learning, namely skills engagement, emotional engagement, participation/interaction engagement, and performance engagement (Oraif & Elyas, 2021). In addition, some factors that influence students' engagement in online learning; those are Instructor characteristics, students' characteristics, course content, course design, learner's environment, and technology/administrative support (Deka, 2021).

Some previous studies find similar findings related to students' engagement in online learning. Oraif and Elyas (2021) conducted a study on students' engagement in online learning during COVID-19. This study aims to find out the level of students' engagement in online learning courses. The results show that the students have a high level of engagement among EFL Saudi learners. In another study, Karlot et al. (2021) conducted a study about gender differences in digital learning during COVID19: competence beliefs, intrinsic value, learning engagement, and perceived teacher. The result showed that female students have a higher score on learning engagement compared to male students in online learning. The last study was conducted by Deka (2021), the study was about factors influencing students' Engagement in Online Learning during the COVID-19 pandemic period in India. The participants in this study were undergraduate and postgraduate students in online education. The result showed that student characteristics, instructor characteristics, course design, course content, and learners' environment are the factors that most influence students' engagement in online learning.

### **Statement of the problem**

Although students' engagement in online learning is very important based on the researcher's observation when following online learning for one year during the COVID-19 pandemic, only a few students involve themselves in online learning. This is seen when the researcher's lecturer does a synchronous meeting in an application such as WhatsApp, or Microsoft Teams, there are some students

who only show themselves for a while in the meeting but after that, they do not pay attention to the online learning even though their mobile phone or PC is still connected with the online meeting. This happens because the students can turn off the audio and turn off the camera, thus making the lecturer did not know what the students do during the meeting.

Besides, the students who do not engage in online learning can be seen when the lecturer asked them some questions such as in WhatsApp group by text, only some students respond to that question even though the lecturer has mentioned their name in the meeting. According to Ikram et al (2021), the students lack engagement in online learning during the COVID-19 pandemic, this can be seen during the learning process, such as students are busy with their own activities and do not focus on the lecturer, and students submit their assignments late.

### **Delimitation of the problem**

Based on the problems that the researcher mentioned in the statement of the problem, the researcher focuses to research students' engagement in online learning during the COVID-19 pandemic. In this topic, first, the researcher focuses to research the level of engagement among ELED students in online learning during the COVID-19 pandemic. Second, the researcher focuses to find out the factors influencing ELED students' engagement in online learning during the COVID-19 pandemic.

### **Research Questions**

In line with the problem, the researcher aims to find out:

1. What is the ELED students' batch 2019 engagement levels in online learning during the COVID-19 Pandemic?
2. What are the highest and the lowest among six factors influencing ELED students' engagement 2019 in online learning during the COVID-19 Pandemic?

### **Research Objectives**

The aims of this study are:

1. To identify the engagement level of ELED students' batches 2019 in online learning during the COVID-19 Pandemic.
2. To know the highest and the lowest among six influencing factors of ELED students 'engagement 2019 in online learning during the COVID-19 Pandemic.

### **Significances of the study**

The finding of this study hopefully will give benefits and useful for teachers, students, institutions, and other researchers. Besides that, I hope this research will be a consideration for others.

### ***To Teacher***

From this study, the researcher hopes that the teacher can use it as a reference for them to know the level and factors of students' engagement in online

learning so that they can improve their teaching and learning in an online learning environment.

### ***To Students***

From this study, the researcher hopes that the students will use this information to add their knowledge about students' engagement and they can increase their engagement in online learning.

### ***To Institution***

From this study, the researcher hopes it can help the institution that implements online learning to develop their online learning to be more engaging for the instructor and the learners.

### ***To other Researchers***

From this study, the researcher hopes that this research can be one of the references and source of information about students' engagement and can help the other researcher who does research in the same area.

## **Organization of the Chapter**

This chapters of this research are organized as follows. The first chapters is about introduction. This part explained about background of the study, statement of the problems, limitation of the problem, research questions, research objective, significance of the study, and organization of the study.



The second chapter is about literature review. This chapter explained about some theories that related to students' engagement in online learning. This part covers COVID-19 pandemic, definition of online learning, types of online learning, level of students' engagement, and factors influencing students' engagement.

The Third chapter is about methodology. This chapter explained the way the researcher conducted the data. Then, this chapter present the research design, research setting, population, sample, data collection technique, validity, reliability, and data analysis.

The fourth chapter is about finding and discussion. This chapter presented the finding of both research question. The first finding was about the students' engagement level in online learning during the COVID-19 pandemic. The second finding was about the highest and the lowest influencing factors among six categories of students' engagement in online learning during the COVID-19 pandemic. Moreover, this part explained about the discussion of each finding.

The last chapter is about conclusion and recommendation. In this chapter, the researcher made a summary about this research. Moreover, this chapter gave recommendation to teacher, student, and other researchers.