## Chapter One

## Introduction

This chapter presents the introduction of this study. The researcher discusses several important points that will be explained in this chapter. This chapter discusses the background of the research, statement of the problem, limitation of the problem. Afterward, the researcher explains the three sub-chapters such as the research questions, research objectives and significance of the study. At the end of this chapter, the researcher describes the organization of this research.

### Background of the Study

Learning in the curriculum 13 (K-13) becomes online in March 2020. Santoso and Santosa (2020) stated that on a decree from the Minister of Education and Culture of Indonesia through a press release dated March 24, 2020, with circular letter number four 2020 concerning the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency Period. Some children learn from home and some continue to attend school directly. Hill et al. (2020) stated that at the beginning of the learning pandemic, there were teaching and learning activities at home, and some were still being carried out as usual. However, after the higher case of Covid-19, the teaching start at home, and all activities are carried out online. Susilawati and Supriyatno (2020) argue that in response to the emergency, the government issued directives thought higher education officials and instructed

higher education activities online. With this decision, all learning activities are carried out at home.

Nevertheless, not long after this online learning also reaped many pros and cons. There are several teachers and parents who agree with this online learning. In addition, there are shortcomings in the online learning. There are some perceived shortcomings of running this online learning, including most students complaining about the network, teachers who teach rarely come and only giving assignments to students, the teaching and learning process seems boring, and teachers could not assess students' understanding during online lectures due to a lack of timely response (Mukhtar, 2020). As a result of ineffective online learning, an undeveloped education system makes these students unproductive in their activities.

Therefore, these problems require new innovations in the learning system. Winanti et al. stated that an innovative learning system is essential for education in the new normal era (as cited in Resmiaty, Chaeruman, & Kusumawardani, 2021). There are various learning systems, for example, the implementation of blended learning with a system of 50% online and 50% offline. Blended learning and flipped classrooms are created by combining face-to-face lectures with technology; this learning environment can help students learn more effectively (Dhawan, 2020). In the new normal era, double-shifting learning is also applied. Sagyndykova (2013) found that double-shift or double-session schooling is a schooling system in which multiple classes of students, a few in the mornings and some in the afternoons, use the same building and follow the same academic program.

After that, the government implemented face-to-face learning. Wakhidah et al. (2021) stated that several local governments had allowed face-to-face learning in schools, especially in green zone areas. Face-to-face learning is offline learning where school students enter 100% while still complying with health protocols. The education system is less effective in learning in schools due to the pandemic that has not ended and makes teachers as educators confused. To remain professional in providing learning in schools, educators and government employees have started to make agreements by conducting 100% offline learning at schools but on the condition that they carry out vaccinations and comply with health protocols. However, the transition from an online to an offline system impacts the education system in Indonesia, including in the Belitung Islands.

In Belitung, most teachers began to support this activity, so that it was carried out on its effectiveness in teaching during offline learning. Teachers feel that face-to-face or offline learning is one way to revive the education system in Indonesia. The Indonesian education system previously experienced a decline where many teachers felt that online learning was boring and many learning materials could not be understood well by students. After going through various changes in the education system, there has been a change in both the teaching pattern and the school system, which has begun to rise, with great expectations for learning effectiveness.

The school continues to prioritize the safety of its students, as for the efforts they make by preparing all school hygiene equipment and other health equipment. This offline school has pros and cons, but the government continues striving for the

best education in Indonesia. Thus, this study aims to find out the teachers' challenges in implementing offline schools after pandemic in post-pandemic and the teachers' strategies in overcoming the challenges.

From the problems of this study, the researcher found a previous study from Herlina et al. (2021) entitled "Perception of Early Childhood Teachers on Implementation of Face-To-Face Learning." The research findings by Herlina et al. found that teachers strongly support the holding of face-to-face learning because learning from home is considered less effective. However, this study has similarities and differences that can be used as a reference for the researcher in making this study.

**Identification of the Problem**

Based on the preliminary interview of the researcher in several schools that implement offline schools, the researcher found that the role of the teacher is very important for the sustainability of offline teaching. However, the researcher finds that teachers feel more flexible in delivering material because teachers can directly monitor the development and implementation of learning in schools. Teachers also feel that when they teach through offline, the material conveyed by the teacher can be delivered directly and observed.

However, the researcher also observed the challenges teachers experienced based on the researcher's observations, namely the anxiety of teachers having to teach in this new normal era because of the lack of equipment provided by the health department in remote areas. In addition, the challenges experienced by teachers

during offline schools are teaching adjustments in which children who previously studied from home must study face-to-face or offline at school. This causes many children who rarely come to class and feel bored when they have to study in class directly. Moreover, the next challenge is the anxiety of parents to permit their children to learn face to face. This situation makes teachers have to be extra to give confidence to students' parents.

**Delimitation of the Problems**

In order to make this discussion more focused, the researcher limits the problem. In addition, researcher want to know what the teachers' challenges are in implementing offline schools in post-pandemic. Researcher also find out what the teacher's strategies are in overcoming challenges and what strategies are used to overcome each of these challenges.

**Research Questions**

To conduct this research, there are two research questions. The research questions state as follows:

1. What are the school teachers' challenges in implementing offline teaching in post-pandemic?

2. What are the school teachers' strategies in overcoming the challenges in implementing offline teaching in post-pandemic?

**Research Objectives**

Based on the research question, there are two research objectives. The aims of this research are:

1. To find out the teachers' challenges in implementing offline teaching in post-pandemic.
2. To find out the teachers' strategies in overcoming the challenges in implementing offline teaching in post-pandemic.

**Significance of the Research**

Based on the objectives listed above, the benefits that can be provided are as follows:

*For Teachers*

The findings of this study reveal information on the factors teachers should consider before starting their teaching. By understanding the challenges, teachers may encounter when handling classroom instruction. After that, teachers understand how to overcome the challenges that they face when teaching. Hence, teachers will be more aware to prepare for teaching in the classroom. This can be a guide for teachers in developing classroom teaching at this offline school.

*For Future Researchers*

The results of this study are expected to be a useful reference for further researchers. The future researchers can use these research findings as a

theoretical explanation of other studies on the same problem. This research can encourage other researchers to conduct research on teachers' perceptions of post-pandemic offline learning in Belitung Island and strategies to overcome the challenges.

**Organization of the Chapter**

In the section, the researcher describe the organization of writing in each chapter. There are five chaper in this thesis which are describeb below.

**Chapter one.** The first chapter is an introduction that explains the background of the study, identification of the problem, delimitation of the problem, research question, research objective, significance of the research, and organization of the chapter.

**Chapter two**. The second is a literature review. The researcher focuses on several components that discuss the challenges of teaching teachers after the pandemic and the strategies used to overcome these challenges.

**Chapter three.** The third chapter contains an explanation of the method that will be carried out in this study which will discuss the design of this study. The participants of the research, the place of research, the research procedure, and the data analysis.

**Chapter Four**. The fourth chapter contain an explanation of the results and discussion of the research, namely the challenges of teachers in teaching post-pandemic and strategies for overcoming these challenges.

**Chapter Five.** The fifth chapter contains the conclusions and recommendations from the research results such as the findings have been obtained after conducting the research process.