

Chapter One

Introduction

This chapter explains the background of this research, identify problems to identify problems, create several questions related to this research, delimitation of the research explains the limitations of the study, objective of the research which is based on the research question, significance of the research explains who the research is for. This research was created and its benefits are for those who read this research and the last one is the organization of the research which is related to techniques for implementing and reporting research results.

Background of the Research

The development of technology in education is growing all the time. This technological development then makes education more advanced indirectly. The progress of education in the use of technology can be seen during the Covid-19 pandemic that occurred a few years ago. With the pandemic, learning is centred using technology or in it's understanding is e-learning. According to Dimyati as cited in Legesang et. al (2021), online learning also known as e-learning is a method of employing technology to facilitate the process of distance teaching and learning. E-learning signifies that learning is accessed through the internet without time and space constraints. According to Balaji et al., (2016), using e-learning can increase learning efficiency and interaction since it allows students the chance to interact with teachers, peers, and more learning resources. Thus, students' creativity in learning increases because the use of technological media teaches students to be able to learn a much wider range of knowledge on the internet.

The Covid-19 pandemic then gradually declined. The decline in the Covid-19 Pandemic has led to a decrease in e-learning activities, which originally focused only on online and then shifted to learning with blended learning methods. According to Abdullah (2018), blended learning is a solution method to the weaknesses of online learning because it combines online and offline learning. Blended learning can use several learning applications or LMS (Learning Management System). According to Wicaksono and Rachmadyanti (2016), LMS is software created specifically for education and training programs. There are various types of LMS, one of which is Google Classroom. The teacher provides a variety of activities that students complete in blended learning, such as uploading learning questions on Google Classroom. The LMS application can facilitate teachers who apply blended learning. According to Leny Dhianti (2021), Teachers can upload learning media such as learning videos, learning e-books, and material deepening questions so that all learning processes can be facilitated on the LMS.

During the pandemic, blended learning was implemented as a learning method at one of the Islamic Private Universities in Yogyakarta. Teachers are asked to carry out learning activities using the blended learning method when learning is starting to be possible to be carried out offline but still carry out learning activities online to reduce face-to-face interactions between teachers and students. Teachers try to meet students' learning needs by creating two different learning materials. can be delivered online or offline using LMS to help with their teaching activities. However, when the pandemic was over, blended learning was not completely eliminated. There are several teachers who still use the blended learning method when they are in an urgent situation and it is not possible to carry out learning offline. Every lecturer has problems found in implementing blended learning. One

of them is that the teacher must create two learning materials that can be presented in synchronous and asynchronous form.

There are several reasons why this research was conducted. First, technology is one of the main factors why blended learning can be applied as a learning method at an English Language Education Department of an Islamic Private University in Yogyakarta even though the pandemic has ended. The blended learning method is still often used by lecturers today if there is pressure to allow learning to be transferred to blended learning.

Research related to blended learning which has been implemented in one high school in the EFL class. For example a study by Imma (2019), focus on teachers' perceptions of the use of blended learning in one high school. This research explains teachers who stated that students liked blended learning because they were more active, interested and focused. Mastery of technology is the basis for teachers' success in delivering material to students. If the teacher does not master technology well then the teacher have difficulty and the teacher's creativity not increase in applying the material.

The second research is from study by Martina et al., (2021), focus on teachers' perceptions regarding blended learning, namely according to teachers' perceptions, blended learning has a positive side for students. Students become much more creative and innovative because students are much better at operating online learning media such as implementing several learning platforms such as Ruangguru and Brainly. Teachers at the school also revealed that if the internet

connection is unstable, students have difficulty understanding the material, especially when they are in a meeting and the sound is intermittent and the visualization of the images presented is not clear.

There are several reasons why this research was conducted. Firstly, technology is one of the main factors why blended learning can be implemented in learning methods. From the two related studies that have been read, several obstacles have been found in implementing blended learning, for example in the first related study, teachers experienced difficulties in using technology in using e-learning, so one effort to minimize this is to use blended learning. Apart from that, in the second related study it was found that students experienced an increase in academic abilities after blended learning was implemented. (Zebua & Harefa, 2022), the blended learning model combines in-person instruction with online instruction that leverages deep technology, it is a learning approach that keeps students from becoming disinterested. Blended learning is flexible because students can find a way of learning that they feel comfortable with and they tend to be more confident when studying because they do not need to meet their friends who are considered to be much superior to them.

Second, blended learning is a learning method that can help EFL teachers in learning. Blended learning was very often implemented during the Covid-19 pandemic last year at an English Language Education Department of an Islamic Private University in Yogyakarta. Even though the use of blended learning is not as frequent as before, blended learning is still occasionally used when an obstacle occurs that requires learning to be changed to blended learning. A pandemic or other disaster can strike at any time, so blended learning is considered an alternative place

to use as a learning method during critical situations. Based on the background above, researcher are interested in conducting research regarding teachers' perceptions of the use of blended learning at an English Language Education Department of an Islamic Private University in Yogyakarta.

The blended learning phenomenon, which is the reason why blended learning needs to be paid close attention, started with the Covid pandemic that occurred in 2020. The Covid pandemic then caused e-learning to be used in almost all schools. However, as the Covid pandemic develops, blended learning has become the right method because it can combine two learning methods, namely face-to-face and online. In this research which focused on teachers' perceptions about blended learning at an English Language Education Department of an Islamic Private University in Yogyakarta, researcher discovered the phenomenon that until now blended learning is still used at certain times by lecturers. Even though the pandemic has ended, blended learning can be used at any time if the situation is urgent and is the right learning method for the future. Through face-to-face, learning space and time creates interaction between teachers and students and bonds with each other at an English Language Education Department of an Islamic Private University in Yogyakarta.

Second, blended learning is a learning method that can help teachers or students in learning. Blended learning was very often implemented during the Covid-19 pandemic. Even though the use of blended learning is not as frequent as before. Based on the above points in the background, the researcher is interested in conducts research in the teachers' perception on the use of blended learning at an

English Language Education Department of an Islamic Private University in Yogyakarta.

Identifications of the Problems

The learning process at the English Language Education Department at the Yogyakarta Islamic Private University currently uses the face-to-face method. During the Covid-19 pandemic in 2021-2022, blended learning was implemented in all courses to reduce the intensity of offline learning. However, blended learning is still used if a sudden situation occurs that requires the implementation of blended learning. The platform used for blended learning in the English Language Education Department at Yogyakarta Islamic Private University uses MsTeams as a learning and e-learning meeting media such as LMS to upload student assignments that be submitted to lecturers.

There are several challenges that researchers analyzed by interviewing participants in the blended learning method learning process at the English Language Education Department at the Yogyakarta Islamic Private University. First, teachers experience difficulties in understanding the material to students because learning is carried out online. Second, coping with new technology and learning platforms because as a teacher you must continue to follow technological developments so as not to be left behind and be smarter than students. Third is the challenge of motivating student learning because most students feel that blended learning is more relaxed learning so it seems to them that it is taken for granted which then affects student learning motivation. Fourth, is monitoring students well, otherwise students will miss out on a lot of their assignments which will result in bad grades and the last is not being able to control the use of AI in student assignments because students trust AI's abilities more than their

cognitive abilities while AI is very shallow and can have a negative impact on students' understanding and learning abilities.

Therefore, you need to realize that blended learning is a slightly more complicated learning method because it has to combine online and offline simultaneously. Teachers certainly want to teach comfortably and not be burdened by blended learning. Teachers also want blended learning not to make students feel lazy about studying because they don't learn face to face with teachers at school. This research can help teachers solve any problems they experience while using the blended learning method.

Delimitation of the Research

This study includes a broad and detailed explanation so that to formulate this research, the researcher delimits it to only using the teacher's perception of blended learning in post-pandemic era in the English Language Education Department at Yogyakarta Islamic Private University especially with what challenges the teacher feels while using the blended learning system. This study presents the perceptions of teachers with blended learning in post-pandemic era in the English Language Education Department at Yogyakarta Islamic Private University.

Research Question

Based on the problems above, it can be concluded that the research questions asked in this study are:

1. What are the challenges for teachers in implementing blended learning in the English Language Education Department at Yogyakarta Islamic Private University in post-pandemic era?
2. What are teachers' strategies for overcoming their challenges about blended

learning in the English Language Education Department at Yogyakarta Islamic Private University in post-pandemic era?

The Objective of the Research

This study has objectives that are in line with research questions above namely:

1. To find out the teachers' perception on the challenging in implementing the use of blended learning in post-pandemic era.
2. To find the right strategies in solving challenges related to blended learning in post-pandemic era.

The Significance of the Research

This research was conducted to provide benefits for several parties, namely:

Teachers. The benefit of this research for teachers is to help solve problems about blended learning that are often felt by teachers so that in these problems, teachers are aware of the strategies and can use the teacher to find solutions and teachers can be comfortable in teaching.

Students. The benefit of this research for students is to provide learning opportunities with various childrens learning characteristics used in blended learning. The right strategy for implementing blended learning in student learning so that through blended learning, the learning continues to run well.

Researcher. The benefits obtained by researcher are knowing the problems that exist in the field and helping teachers and the results of their research can be used as a reference for readers in making further journals then another benefit is as a proposal as a completion of the English Education Language Research coursework.

Organization of the Research

This research consists of five parts, namely in the first chapter it is explained about background, research identification, problem boundaries, research questions, research objectives, and research significance. The second chapter contains a literature review which contains the definition of blended learning itself and the application of theories that are in accordance with the problems raised in this study. The third part is about the methodology, namely what methods are used by researcher in analysing the data. This chapter contains methods, instruments, participants, settings, and data collection techniques.

The fourth chapter is discovery and discussion. This chapter contains the results of data processing regarding teachers' perceptions of blended learning in the post-pandemic era. The fifth chapter is conclusions and recommendations. In this chapter the researcher provides a brief overview of the research that has been carried out and then provides suggestions and input to teachers regarding their perceptions of blended learning in the post-pandemic era. The conclusion concludes the important information of this research while the recommendations were aimed at the teachers, students and other researcher.