

Chapter One

Introduction

In this chapter the researcher provides the background of study, statement of problem, delimitation of the problem, research questions, objective of the research, and significance of research and organization of the chapter. An explanation of some of the things above will be in this chapter. Therefore, the researcher will explain in detail, starting from a brief history and general understanding and why this research should be done.

Background of the study

In December 2019, an infectious disease (Covid-19) was found in China, precisely in the city of Wuhan, China. This infectious disease first occurred and has spread in Wuhan and surrounding areas. Until early 2020, Covid-19 was first discovered in Indonesia on Monday 2 March 2020, this was conveyed by BBC news Indonesia. Since then, the coronavirus began to spread from one person to another and from one group to another, then the numbers were added to large numbers. uncontrolled community gatherings and friendships with each other.

Besides, ineffective prevention from the government and then a lack of awareness from the community itself has made the coronavirus bridge to spread very quickly. COVID-19 has negative impacts on daily life in the community and the government. COVID-19 has increased existent economic inequalities in

society. Since the Covid-19 pandemic, those who had previously had uncertain existence and jobs have grown increasingly concerned about their future.

In the field of education, the existence of an increasing pandemic has resulted in the teaching and learning process having to be carried out online until the deadline set by the Ministry of Education of the Republic of Indonesia. Online learning has been going on for the last few months, in the early weeks of students, parents and teachers feel different than usual. For teachers, they can arrange online learning media from home for their students and students can study leisurely at home. However, it turns out that parents get a little bit of hard work because of the learning process of their children from home, even though they can see firsthand the development of their children. According to Arwen et al (2020), Sunitha (2020), and Duocet (2020), the effect of learning at home is felt by parents who have additional responsibilities such as being a teacher at home, teaching assignments, and always supervising their children.

But over time, students also experience difficulties in understanding the material and doing the assignments given by the teacher. The reason is the possibility of teacher-student interactions only occurs around 20% during online teaching and learning activities and that is only in providing material and assignments. So, parents of students must support their children more to be able to solve these problems and take part in guiding their children in the process of learning activities online. In this case, there is something lacking in the learning mechanism from home, namely the lack of intense interaction in the teaching and learning process where the teacher explains material that is usually delivered in

offline classes, making it difficult for students to understand unclear and ineffective material provided by the teacher. This agrees with Tjandra, D. S. (2020), who believes that teachers might only supply class libraries, modules, textbooks, and supplementary literature, as well as internet access and several computers for students who do not bring laptops.

In the learning process at the Department of English Education Yogyakarta Private University, e-learning has also been implemented. Before the COVID-19 pandemic, universities had e-learning in every department that had been designed by teachers and e-learning management staff at private universities in Yogyakarta. During the Covid-19 pandemic, the teaching and learning process was carried out online so that learning was transferred to e-learning until the end of the online learning period from the Indonesian Minister of Education was revoked. In the learning process at Yogyakarta Private Universities, students are focused on accessing e-learning called MyKlass (<https://myklass-lang.umy.ac.id/>). MyKlass uses the Moodle platform where there are features that can be used in designing learning materials delivered in MyKlass. Before delivering the material in MyKlass, the teacher will make preparations for the asynchronous e-learning class. Therefore, this study will find out what things are prepared by the teacher before delivering online learning, especially asynchronous classes.

E-learning may be one of the effective teaching and learning methods during the current Covid-19 pandemic. The use of e-learning carried out by the teacher will renew student learning, learning motivation, and can even affect the achievement of grades in students later. Teachers' habituation to the novelty of

implementing the curriculum is a challenge, thus teaching should be a calling to the heart so that they should always innovate and generate effective learning while adapting to changing situations in Arthur's classroom (2006, pp. 1-2). Therefore, preparing e-learning classes according to student learning needs is very important. However, sometimes there are some obstacles experienced by students who do not understand and do not understand the material presented by the teacher so that the material conveyed by the teacher is less effective. This problem may occur due to the lack of suitability of the material presented by the teacher and does not make students interested in learning. This is in line with the belief (Brier, 2020) that in order to achieve an effective and efficient learning concept, students and teachers must have a reciprocal relationship to achieve a common goal, and it must also be adapted to the conditions of the school environment, facilities and infrastructure, and learning media needed to help students achieve all aspects of student development.

In this study, the researcher aimed to find out how teachers prepare asynchronous e-learning classes during the Covid-19 pandemic. So, the researcher can find out the things and stages that have been prepared by the teacher before teaching. Therefore, this study will collect some opinions on how teachers prepare asynchronous class e-learning during the Covid-19 pandemic. Then the data collected will be analyzed in depth by the researcher so that they can obtain answers to various problems in the preparation of e-learning. The target of this research is teachers at private universities in Yogyakarta who have prepared asynchronous e-learning classes during the Covid-19 pandemic. There will be

several things and obstacles that will be described in this research. The researcher hopes that this research can be a reference for teachers in preparing asynchronous e-learning classes.

Statement of the problem

Preparing asynchronous e-learning classes is a challenge for teachers during the Covid-19 pandemic. Because before the pandemic, e-learning was not done every day. This may be a problem for some teachers. Because previously not all teachers actively used e-learning in delivering material. Therefore, how do teachers at private universities in Yogyakarta prepare for asynchronous e-learning classes and what are the obstacles they encounter when they have to prepare online lessons every day. This is a challenge and a demand for a teacher to optimize existing technology so that it can provide innovative material. Because the development of the material to be presented in e-learning is entirely the responsibility of a teacher in teaching. Therefore, it is important to know the preparation and the obstacles of teachers in preparing asynchronous e-learning classes. This study collects opinions from several teachers who have prepared asynchronous e-learning classes during the Covid-19 pandemic. The teacher's opinion will answer how teachers prepare asynchronous e-learning classes and the obstacles they encounter when preparing asynchronous e-learning classes. So that the purpose of this research can be achieved.

Delimitation of the problem

In this study, the researcher focused on how teachers prepare asynchronous e-learning classes during the COVID-19 pandemic. Preparing an asynchronous e-learning class is a process stage carried out by teachers in compiling and preparing activities to be given to students before teaching in asynchronous e-learning classes. In preparing the material, the teacher is free to make learning formats and include learning resources from any source, so that the material provided in e-learning becomes interesting and easy for students to understand. So that it can convey the goals and learning needs that students must know. Then, there will be obstacles in preparing asynchronous e-learning classes in this study. So, the obstacles in preparing asynchronous e-learning classes will be examined, based on the opinions of teachers who have prepared to learn in asynchronous e-learning classes during the COVID-19 pandemic. The participants in this study were teachers who taught at private universities in Yogyakarta. Research on asynchronous e-learning class preparation is expected to be a further reference for those who want to research other perspectives and goals.

Research Question

The researcher has proposed the research questions for this research. There will be two research questions as research guidelines. The questions are:

1. How do the teacher prepare asynchronous e-learning classes during the covid-19 pandemic?

2. What are the teachers' obstacles in preparing asynchronous e-learning classes during the COVID-19 pandemic?

Objective of the research

Based on the research question above, the objective of the research can be:

1. To ascertain how the teacher prepare asynchronous e-learning classes during covid-19 pandemic!
2. To ascertain the obstacles faced by the teacher in preparing asynchronous e-learning classes during the COVID-19 pandemic!

Significance of the study

The teachers. Teachers are leaders as well as instructors in preparing e-learning classes. From this research, teachers can get some information about how teachers prepare asynchronous e-learning classes during the covid-19 pandemic. Then, teachers can find out some things they have to prepare before teaching in e-learning. This information can be evaluated and corrected by teachers who will teach in online learning, so that they can prepare and teach better in the future.

Future researchers. This research is expected to be a reference for further research. Further research could be related to the preparation of asynchronous e-learning classes during the covid-19 pandemic. By knowing the information contained in this study, other researchers can know more about how teachers prepare asynchronous e-learning classes during the COVID-19 pandemic and the obstacles that teachers encounter in preparing them. Thus, the information

obtained by researchers related to their future research can be useful and play an important role in completing their research in the future.

Organization of the chapters

The research consists of five chapters. Chapter one introduces the research background, problem statement, research questions, research objectives, and the significance of the research and organization of the chapter.

Chapter two is a literature review. There is a definition of e-learning, and synchronous and asynchronous based on experts. This chapter describes teacher preparation for asynchronous e-learning classes and the obstacles to preparing them during the COVID-19 pandemic.

Chapter three is methodology. This chapter describes how the research will be conducted by the researcher. This chapter discusses the method, which uses a qualitative design. Then, this research was conducted at a private university in Yogyakarta which consisted of 6 participants, namely teachers, and data collection techniques and trustworthiness according to experts. In this chapter, the researcher also explains how to analyze the data.

Chapter four contains findings and discussion. This chapter presents the results of data analysis. Two main points are described in this chapter, namely how teachers prepare asynchronous e-learning classes and the obstacles that teachers encounter when preparing e-learning asynchronous classes during the covid-19 pandemic.

Chapter five consists of conclusions and recommendations. This chapter describes general answers to research questions and recommendations from the researcher. Recommendations are given to teachers and other researchers.