

## **CHAPTER I INTRODUCTION**

This chapter includes five components as an introduction: Background of the Study, Research Question, Purpose of the Study, Limitation of the Study, and Significances of the Study.

### **A. Background of the Study**

Because of COVID-19, the school has resulted being closed all across the world. Globally, over 1.2 billion students between elementary to university levels are off school (Rahman, et al. 2019). It was uncertain if face-to-face instruction would be able to continue due to the unpredictability of COVID-19, thus educational systems had to find a strategy to keep students engaged in their studies. Online learning may at the time offered a temporary fix because on-campus learning was about to end permanently.

But in a new normal era vaccines do offer a ray of hope as they help our body build important immune responses that would continue to protect against new variants (Powell, 2021). It has been reported that immunity can limit the breakout and spread of infection in the population. While one has to remain hopeful, it must be noted that extreme caution and scenario planning activities need to be undertaken to provide optimal learning experiences to students (Powell, 2021). Thus combining the face-to-face method of teaching with online learning options, hybrid or blended learning is one such option to deliver interesting learning experiences to students.

Hybrid learning spaces can be defined as learning spaces that blur the boundary between physical and virtual environments where online learners and offline learners and instructors still can interact with each other and the course content can be delivered synchronously and asynchronously by using digital tools, mimicking real-time communication (Akkoyunlu & Soylu, 2008) Hybrid or mixed learning is designed to navigate the complex and implicated components of the changing pedagogical paradigms in all of these digital transitions.

According to (Hediansah & Surjono, 2020) it is explained that teacher learning management is an important part to achieve the effectiveness of learning processes and outcomes.

Although hybrid is a solution that can be offered for now, but in every learning model there will always be challenges. Therefore, in this study, the author wants to reveal what challenges are obtained during hybrid learning, especially the challenges felt by students.

### **B. Research Question**

It is known from the research's background that the general research question is what the senior high school students' challenges in learning via hybrid mode. The details research questions are as followed:

1. What are the challenges of studying online for senior high school students?
2. What are the challenges of studying offline for senior high school students?

### **C. Purpose of the Study**

The study aims to know what challenges are found in hybrid learning in senior high school. As a researcher, I will conduct this research to learn about the challenges that exist in hybrid learning. By comprehending the challenges, I can

1. Help the students understand what challenges they face in conducting hybrid learning.
2. Help teachers make evaluations of teaching methods that make students more interested in learning.
3. Helping schools facilitate what challenges students in learning.

### **D. Scope and Limitation of the Study**

The scope is learning post-pandemic in the Hybrid classroom and I only focus on the challenges of senior high school students in Surabaya. The students are in the third year now because they have experienced 2 years online and now they are in offline classroom. Thus, I invited 1 students from Christian based schools, 2 students from Islamic based schools, 2 students from public schools, and 2

students from private schools. I do not consider the gender because the researcher not compare the voice of male and female students.

The limitations of this research I made based on the blueprint that was made, the contents of the blueprint discussed the indicators and sub-indicators used to compile the interview guide. The indicators and sub-indicators are access to technology, technology media and learning activities. There are the sub indicator of blueprint

### 1. ACCES TECHNOLOGY

- 1.1 Ability to use app
- 1.2 Ability to install apps
- 1.3 The ability to solve problems / errors in the application
- 1.4 What technology media do you have
- 1.5 The ability to access the internet, and obstacles in internet connection

### 2. TECHNOLOGY MEDIA

- 1.1 Technology Media that use
- 1.2 Material that use

### 3. LEARNING ACTIVITIES

- 1.1 Opening activities
- 1.2 The different between online learning and face-to-face
- 1.3 Ability to understanding the material
- 1.4 Ability to understanding the material in E-Learning Application
- 1.5 The submitted of the assignment
- 1.6 Challenges of learning English

The requirements for students: have an English score of at least 75, get into grade 3 of a high school, as well as be communicative to obtain primary information for this research. The researcher have a good relationship with teachers in Parlaungan Senior High School ,The researcher also know the students member in Petra senior high school Surabaya , The researcher am an alumnus student in Intensif Taruna Pembangunan Surabaya Senior High School , The researcher also know one of the teachers in 1 Krian senior high school. So The researcher sent my research permission to each school to invited the students.During the in-depth interview, The researcher asked their challenges and handicaps when they learning online and offline.

### **E. Significance of the Study**

This study is designed to educate readers in a useful way so they can comprehend the challenges of the hybrid classroom. The following significant contributions are suggested:

1. The results of this study are expected to be useful for researchers for further study material.
2. This study's findings will contribute to a better understanding of the difficulties of hybrid learning.
3. The results of this study are expected to be useful for pre service teachers to anticipate the hybrid learning by preparing both online and offline teaching materials and methods.
4. The results of this study are expected to be useful for teachers to implement good teaching method in the future related to hybrid classroom teaching, especially for teachers in schools that I take data from.
5. This study's findings will contribute to being a reflection for the school and the school can facilitate things that are difficult for students in learning. In order to improve the quality of learning for the school.

### **F. Definition of the Key Terms**

#### **1.Hybrid learning**

Hybrid courses are courses where a portion of the learning activities have been moved online and time traditionally spent in the classroom is reduced but not eliminated.

## 2. Online learning

Online classes are courses that are delivered completely on the Internet.

## 3. Offline learning

Classical conditioning or face-to-face attending is one of the unconscious learning methods and the most straightforward way in which humans can learn.

## 4. learning Challenge

During the process of learning, students may experience a variety of cognitive, motivational, or affective challenges that affect their learning.

## 5. Online Challenges

Encountered by students during online learning, as well as barriers to influencing how students learn during distance learning.

## 6. Offline learning challenges

Challenges encountered by students during face-to-face learning, as well as obstacles influencing how students learn during face-to-face learning.

