

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

The Coronavirus or known as Covid-19 has become a global pandemic since 2019. The massive spread of Coronavirus forces social distancing policy to minimize the space of the virus. According to UNESCO (2020), schools are closed in many countries due to a public health emergency. Until the first of April 2020, UNESCO recorded at least 1.5 billion school-age children who could not attend school due to the impact of Covid-19 in 188 countries, including 60 million of them in Indonesia (UNESCO, 2020; Rahayu & Wirza, 2020). This policy forces all teachers in Indonesia to make the transition in the way they teach from face-to-face to online learning. So teachers should be able to adjust strategies to improve the learning process inside or outside of the classroom by using technology as the solution to help students learning in online.

This is such a challenge for the digital transformation of the education world in conducting the learning process. The existence of information and communication technology provides an opportunity to improve the quality of teaching and learning, namely with open access to find wide learning resources for students. This is the factor of a new learning orientation called student-centered learning. One of the implementations of student-centered learning itself is the existence of blended learning which is a form of learning blended between face-to-face learning and online learning.

Blended learning is an ideal learning concept in unusual conditions. Blended learning allows learning media to be accessed from anywhere and anytime. It can be via cell phones (Arrosagaray et al., 2019; Mulyanto et al., 2020; Purba, 2021). Furthermore, one of the learning models that can be applied when carrying out student-centered learning based on blended learning is the flipped classroom.

At first glance, the flipped classroom may seem to be an educational methodology that is incompatible with virtual teaching during social distancing as, at the very least, it requires semi-presential learning; however, if one considers the possibility of face-to-face teaching through synchronous communication tools that allow immediate communication between university professors and students, this educational methodology is an effective alternative to distance learning (Yang, 2020). Also according to (Jensen et al, 2015; Erdemir & Ekşi-Yangın, 2019), the main purpose of flipping a classroom is to deliver the content of the course by pre-recorded videos or other online tools and using the class time more effectively for implementing constructivist and hands-on activities (the problem solving, critical thinking, pair work, group work, etc.) and increasing interaction in the classroom between learners and instructor. Meanwhile, in flipped classroom implementation students' class time focuses on discussion, engaging with classroom activities, and feedback, outside the class the students have a responsibility for their learning, they form their knowledge via instructional videos and additional material (Yavuz et al., 2019). Then, Collado-Valero et al., (2021) identified significantly different improvements in the use of online digital

resources under flipped classrooms, especially those related to video and audio resources providing more opportunities for students to share their learning experiences through online learning. However, teachers had to harness the best of flipped teaching and adapt it to a completely virtual context.

To facilitate the implementation of student-centered learning activities, teachers can take advantage of various LMS available, one of which is Google Classroom developed by Google and intended for the world of education. It is a free app for teachers and students which makes it suitable for developing countries, where learners can access it without feeling overwhelmed. It can serve as a learning management system in schools, colleges, and higher education institutes. Teachers can effectively utilize classroom time by using Google Classroom on a flipped class implementation that helps the students to achieve higher-order thinking skills, so students show excellent progress both outside and in the classroom (Supiandi et al., 2019). Google Classroom has created an online learning environment as an easy and secure social network, so teachers can share content, create assignments for courses, then contact students to upload them before the due date. Therefore, the notion that Google Classroom integrates into instruction is perfect for flipped class models. (Smith & Boscak, 2021; Campillo-Ferrer & Miralles-Martinez, 2021) examined the standard of flipped classroom pedagogy, in which students were provided with self-learning educational resources, e.g., pre-class videos or case studies, together with interactive online lectures in which learning topics were revisited and discussed. They noted both the student's satisfaction with the approach invested by the flexible and engaging

material used and their subsequent confidence in the skills developed during the course. In parallel, (Monzonis et al., 2020; Campillo-Ferrer & Miralles-Martinez, 2021) examined the perceptions of pedagogy students who followed a flipped methodology during the COVID-19 crisis and found that most of them had improved their digital skills and increased their motivation thanks to this methodology.

The conclusion is the implementation of flipped classroom method provides a positive vibe to student learning behavior and teacher understanding of Google Classroom usage as educational technology in learning online during pandemic the Covid-19. Giovannella et al., (2020) conducted a study on the Italian school system to capture how the teachers perceive and experience online education two months after the beginning of the Covid-19 pandemic. It was found that teachers had a positive perception of using technology. The professional development of teachers in digital skills is needed to prepare for future teaching activities.

The context of this study is on teachers' environment. Their experience helps them to understand the material while participating in flipped classrooms in online learning during the pandemic. For senior high school teachers in Jambi, Indonesia, online learning is still a new system for teaching. Teachers' perceptions of online learning are crucial to facilitating an effective online learning environment. Therefore, this study aims to investigate the teachers' perceptions regarding flipped classroom method of using Google Classroom during the Covid-19 pandemic.

## **1.2 Formulation of the Problem**

To focus the study the following research questions are formulated:

1. How do the teachers perceive flipped classroom method using Google Classroom?
  - 1.1 What are the obstacles according to the teacher's perception of the flipped classroom method using Google Classroom?
  - 1.2 What are the merits according to the teacher's perception of the flipped classroom method using Google Classroom?
  - 1.3 How did the teacher implement flipped classroom approaches in Google Classroom?

## **1.3 Limitations of the Study**

There has been a lot of research on the implementation of the flipped classroom, but specifically using Google Classroom needs to be investigated further since the social distancing policy in the pandemic period was enacted. Therefore, this study was limited in knowing the teacher's perceptions of flipped learning by using Google Classroom during the Covid-19 pandemic and implementing the flipped classroom approach in Google Classroom.

The focus method of this study used qualitative descriptive. Then, the data instruments used are semi-structured interviews and documents. While the analysis technique used thematic analysis.

This study is limited to one school setting for easy sampling, but the same research can produce different results in other schools. Also, the number of

participants in this study is small. The researcher only take two participants from eleventh and twelfth-grade English teachers at one of the Senior High schools in Kota Jambi who had experienced the flipped classroom method by using Google Classroom during the Covid-19 pandemic. However, as a pilot study with a little sample size, this investigation can still give some indication of the teachers' perceptions in the flipped classroom by using Google Classroom and evaluate how the implementation of Google Classroom and flipped classroom might contribute to their teaching practice in the future, also establish some foundations on which further research can be conducted.

#### **1.4 Purpose of the Study**

This study aims to provide insight into the Flipped Classroom method as a learning model by focusing on the teachers' perceptions and also to describe activities carried out by the teacher in implementing the flipped classroom approach to Google Classroom as a web-based learning tool during online learning.

#### **1.5 Significance of the Study**

Theoretically, this study is expected to contribute to adding references for the teacher who wants to implement the flipped classroom for teaching English and using e-learning as a learning media in first high education. Thus, the implementation of flipped classrooms will affect students in receiving the lesson.

Practically, the results of the study can be a reference to other teachers who have the same interest in researching the use of Google Classroom in flipped learning.

The previous study shows consistency based on observations, surveys, and analysis of student perceptions that blended learning design in the online application is not only useful as an active and independent learning tool but also achieves good results in understanding learning.

## **1.6 Definition of Key Terms**

- a. *The flipped classroom* is known as a student-centered approach that involves blended learning in classroom activities and allows students to watch videos at their preferred time outside of class, then create explanations or summaries of activities in the class.
- b. *Google Classroom* is a free application for educational technology that allows teachers to share materials, accept assignments from students, make collaborate between students, and give feedback and grades to students.
- c. *Perception* is a process by which individuals organize and interpret their sensory impressions to give meaning to their environment and conscious experience.