

CHAPTER I

INTRODUCTION

A. Background of The Problem

The state of Indonesia is currently experiencing unfavorable conditions caused by the virus originating from Wuhan, China which is called Covid-19. The spread of this virus can be in public places or crowds, the United States Centers for Disease Control and Prevention (CDC) spreads the spread of this virus through physical contact such as shaking hands, orders to wash hands properly and properly according to steps and use a mask when leaving the house to prevent the spread of Corona Virus.

As a result of the Covid-19 pandemic, the government issued a new policy for the prevention of Covid-19, namely implementing community calls to carry out Physical Distancing or distance from other people as far as one meter and avoiding crowds and various meeting events that gave rise to associations (Covid-19, 2020)). In addition, the spread of the corona virus pandemic or COVID-19 has presented challenges for educational institutions in Indonesia. To anticipate the transmission of the virus, the government has issued policies such as social distancing, physical distancing, and assigning large-scale socials (PSBB). This condition requires people to stay at home, study, work,

and interview at home. As a result of this policy, the education sector, such as schools and colleges, has a face-to-face learning process. As a school, the learning process is carried out in a bold manner that can be carried out from each student's home. Since the beginning of 2020, all aspects of education have begun to change. Learning which is dominated by face-to-face (conventional) learning must change to distance learning at all levels of education. This is to prevent the transmission of Covid-19. Circular issued by the Minister of Education Number 3 of 2020 concerning Prevention of Covid-19 in the Education Unit and Number 36926 / MPK. A / HK / 2020 about Online Learning, it is hoped that educators can present a quality and fun learning process for students. Distance Education formal education once students and teachers are in separate locations, interactive telecommunication systems to connect and various resources needed in it.

Changes in teaching and learning patterns will certainly never be separated from the role of teachers (Thien et al., 2014; Zacharo et al., 2018), especially changes in online learning patterns. Teachers must be prepared for various learning conditions and student conditions, including the development of life in society. The role of teachers in implementing online learning must be creative and willing to innovate learning, teachers are required to provide contextual learning, fun, effective and efficient, a solution that needs to be designed and implemented by maximizing existing media such as online media. The teacher in the implementation of online learning also acts as a

facilitator and motivator, which has the task of providing guidance, direction, and can make children more interested in paying attention to the learning process.

The teacher is one of the human components in the teaching and learning process, which plays a role in efforts to form potential human resources in the field of development. Therefore, teachers who are one of the important elements in the field of education, teachers must play an active role and place their position as professionals, in accordance with the demands of an increasingly developing society. Professional teachers will be reflected in the implementation of service assignments which are marked by expertise in both material and method. Besides that, it is also shown through its responsibility in carrying out all its services. Professional teachers have personal, social, intellectual, moral and spiritual responsibilities. A person is said to be a professional, if he is attached to a high dedicative attitude towards his duties, and an attitude of commitment to the quality of the process and work results, as well as an attitude of consistent improvement, which is always trying to improve and update the models or how they work in accordance with the demands of his time which are based on awareness high that the task of educating is the task of preparing the next generation who will live in their day.

Professional teachers are needed in order to improve the quality of education. In accordance with RI Law no. 20 of 2003 concerning the National

Education System, the position of teacher as an educator is a professional position that requires teachers to continue to improve their professionalism, teachers are able to develop according to the times, master new knowledge and technology, and are able to meet community needs including the need for human resources quality. Teachers must also have a high responsibility for their work, both towards God Almighty, the nation and state as well as institutions and organizations (Hasanah, 2012).

E-learning is a part of distance education that specifically combines electronic technology and internet-based technology. The rapid development of technology allows teachers and students to use e-learning based learning systems. Public perceptions regarding e-learning, such as the learning process through computer media or learning activities are more dominated by reading and typing. Nichols defines E-learning as an access activity using internet technology aimed at education (Moore, Deane, Galyen, 2011). The use of the internet as a learning medium is a response to the development of information technology which has implications for a paradigm shift in the world of education today. Information technology has offered various conveniences in learning. Students can learn more freely and are not hindered by limited space and time. The internet has a big role in learning, namely as a reference for the latest science, a knowledge management tool, a network of experts in various sciences, a network between educational institutions, a center for developing

teaching materials, a vehicle for curriculum development, and a comparison of community competency standards (Sari, 2015).

Online learning brings changes in the education system, the material to be taught, the learning carried out and the obstacles faced by both teachers, students and education administrators. Online learning in addition to breaking the spread of Covid-19 is expected to be an alternative in overcoming the problem of independent learning that allows students to learn broader knowledge material in the internet world so as to lead to student creativity in knowing science and being able to implement Curriculum 2013 policies (Darmalaksana, Hambali, Masrur, & Muhlas, 2020) In these conditions all teachers or educators are required to replace learning using E-learning or through online media. Various platforms are used to conduct teaching so that it needs to be supported by good learning facilities and the use of information technology.

The implementation of the online learning process given to students is all the same, but learning outcomes can be different for each student. This is because of the factors that affect students in learning online. One of the factors is students' interest in learning. According to Muhibbin (2014) in the book *Educational Psychology with a New Approach* explains that interest is "a tendency and high excitement or a great desire for something". So interest is a relative mental tendency which is fixed to a person and is usually accompanied by a feeling of pleasure. The Covid-19 pandemic has caused a different learning process than usual. Students are used to learning in class,

but because there is this principle it results in students having to do online learning. This has an impact on student interest in learning.

Therefore, the success of children in implementing online learning depends very much on how a teacher is. Teachers must fulfill the aspects of the teacher as a model, planner, fortune-teller, leader, and guide or guide towards the learning center. The teacher plays a role in directing and facilitating learning so that the learning process runs adequately, not just providing information (Zein, 2016). How and whatever forms of learning strategies, models, and media are used, teachers who have professional competence are actually oriented to one main requirement, namely interesting learning so that it can foster student interest in learning.

Researchers want to find out how the competence of teacher professionalism in online learning is currently on the ups and whether it affects students' learning interests. Therefore, the researchers conducted a study entitled "The Effect of Professionalism Competence of English Teachers in Online Learning on Seventh grade Students' Learning Interest at SMP N 1 Sukoharjo Academic Year 2020/2021".

B. Research Question

Based on the above problems, the questions posed by researchers in this study are as follows:

1. How is the professionalism competence of English teachers in the online learning process at SMP N 1 Sukoharjo?
2. What is the effect of the professionalism competence of English teachers in the online learning process toward the learning interest of seventh grade students of SMP N 1 Sukoharjo?

C. Study Objectives

In connection with the above research questions, the purpose of this research aims to find out:

1. To find how is the professionalism competence of English teachers in the online learning process at SMP N 1 Sukoharjo.
2. To find how the effect of the professionalism competence of English teachers in the online learning process toward the learning interest of seventh grade students of SMP N 1 Sukoharjo.

D. Significant of the Study

The advantages that can be acquired from this research are:

- 1 For students

Researchers hope this research can be a good guide to clarify and develop scientific thinking horizons in the field of education, especially problems related to teacher professionalism towards student interest in learning, especially in English subjects.

- 2 For Teachers

This can be used as input and reference for teachers in the online or offline learning process, and understand how the quality of education and teacher attitudes in achieving a learning process that is competitive or in accordance with the desired goals.

3 For Researchers

The results of this study are expected to be the basis for consideration and the basis of information for further research

E. Scope of Study

1. Subject of the Research

The subjects of this study were seventh grade students and English teachers at SMP N 1 Sukoharjo.

2. Object of the Research

The object of research is the influence of the professional competence of teachers in online learning on student interest in learning.

3. Place of the Research

The research was conducted at SMP N 1 Sukoharjo, which is located on Jalan Wiyata, Sukoharjo II, Sukoharjo District, Pringsewu Regency, Lampung Province.

4. The time of the Research

The research was conducted in the even semester of academic year 2020/2021.