

CHAPTER I

INTRODUCTION

A. Background of Study

Corona Virus Disease 2019 (COVID-19) has been declared by the World Health Organization (WHO) as a pandemic. This Virus was first discovered in Wuhan China in December 2019 and first entered and spread in Indonesia in March 2020. Indonesia has declared Corona Virus Disease 2019 (COVID-19) as a non-natural disaster in the form of a disease outbreak that must be taken care of so that there is no increase in cases.

The government officially issued Government Regulation No 21/2020, which regulates large-scale social affairs as the responsibility of COVID-19, to anticipate the widespread of this virus. Due to the increasing spread, the Ministry of Education and Culture then decided to postpone all school activities and switch to online learning or distance learning at home through Circular No. 4 of 2020. The Ministry of Religion, which oversees Madrasah, followed the call by issuing Circular No. B-606.1/OJ.II/PP.00/03/2020.

Focus on the education aspect, Covid-19 has affected teaching and learning activities in Indonesia. During this pandemic, we are forced to keep our distance or what is commonly known as social physical distance to reduce the spread of the Covid-19. To decrease the spread of the Covid-

19 among students, the Ministry of Education and Culture is responding to this with a policy of learning from home. through online learning and it is not recommended to do face-to-face learning. (Fajria, fatimah, susanti, & munfangati, 2021)

Efforts to control the spread of the COVID-19 virus have affected all sectors of society worldwide, including the education system that switch to online learning or distance learning at home. Despite already established digital learning platforms and the usually good technical equipment of students, it would be misleading to assume a general ability of the so-called “digital natives” to use technology in academic contexts. The same is true regarding the acceptance of technology, students are expected to do more than cope with a pandemic and the restrictions and uncertainties that follow it; they must also contend with digital learning. Students need (likely better) technical equipment, relevant skills and tools for using hard- and software, and for interacting virtually with their lecturers and peers. Students might perceive this exceptional situation as burdensome.

Allah swt. says in the Qur'an Surah Ar-Rum verse 8 which reads:

أَوَلَمْ يَتَفَكَّرُوا فِي أَنفُسِهِمْ^٤ مَا خَلَقَ اللَّهُ السَّمَوَاتِ وَالْأَرْضَ وَمَا بَيْنَهُمَا إِلَّا بِالْحَقِّ وَأَجَلٍ مُّسَمًّى^٥

وَإِنَّ كَثِيرًا مِّنَ النَّاسِ بِلِقَائِ رَبِّهِمْ لَكَافِرُونَ ﴿٨﴾

In the verse of the Qur'an above there is a lesson and a command for us about what is on earth and in the sky. Basically every creation and phenomenon that occurs is a lesson for us. In the Tafseer of Ibn Kathir mentions that (quote) the sentence *أَوَلَمْ يَتَفَكَّرُوا فِي أَنفُسِهِمْ* ("And why don't they explain about themselves?") which is meant by observing, contemplating, and Allah's creation, both in the upper world and in the lower world. as well as various kinds of beings of different kinds that exist between the two [above and below], so that they know that all are not made useless and in vain, but that all are made with a specific purpose, and have been given a certain time limit, namely the Day of Judgment. (Muhammad, 2004)

Therefore, the Covid-19 outbreak that has hit our earth is a guide or an intermediary so that we can become even better, especially in education. Isn't this Covid-19 able to find new experiences in teaching activities? We have developed our ability in teaching and learning with the Covid-19 outbreak the author can do this research.

In addition to technical equipment, students' previous experiences and common media usage behavior on their skills for the use of digital communication media might impact students' experience of and engagement in digital learning. The importance aspects of digital in equality with respect to the availability of technology and the skills needed for its effective use; as are, for example, spaces that offer an appropriate learning atmosphere.

Students seem to be a little less satisfied with online learning and slightly prefer face-to-face learning. For example, compared to face-to-face teaching, students enrolled in online learning show a significantly higher level of technology-related fear, anger, and helplessness. The limited social exchange that resulted from the COVID-19 pandemic may give negative emotions, as well. There is evidence that social isolation can trigger stress-related emotions and reduce. In fact, “Keep a pulse on students’ emotional health” is one of four challenges identified by the OECD to promote digital learning and online collaboration. Technology can be a tool, but it cannot replace face-to-face interaction. (Handel, Stephan, Zikuda, & Kopp, 2020, p. 3)

During COVID-19, online learning has changed the way is taught and learned. It from face-to-face in the classroom became a virtual meeting by using digital platforms. The use of digital platforms contributes significantly to education, including achieving online learning goals. Various digital platforms can also support online learning implementation. For example, virtual classes using services like Google Classroom, Edmodo, Zoom, etc. also instant messaging applications like WhatsApp. Online learning has helped our students learn in homes during the COVID-19 crisis and using applications such as Zoom, Teams, Google Classroom, and many others.

Students during the covid-19 pandemic must be able to follow and use online learning media used by teachers. Students must also be familiar with the use and various types of online learning media. Therefore, The Researcher Will Examine How Students Think About Students Readiness And Feelings In Learning During The Covid-19 Pandemic.

B. Research Questions

According to the explanation of the background of the study there are some questions which focus on the problem of this research:

1. What are students' perceptions in their digital readiness in learning during the COVID-19 pandemic?
2. What are students' emotional perception in learning during the COVID-19 pandemic?

C. Objectives of Study

Based on the research question above, the researcher create objective of the study:

1. To identify the students think about their digital readiness in learning During the COVID-19 pandemic.
2. To describe the students think about their emotional perception in learning during the COVID-19 pandemic.

D. Significance of Study

Theoretically, Adapting to E-learning, especially learning virtually, will not be easy for the students, as well as to the teacher. However, this pandemic situation makes them face it without many and enough preparations. The researcher assumes the digital readiness and emotional perception is one of problem of this situation. It is important to identify those difficulties so that the teachers, the school, and the expert will get to know the difficulties and make improvement so that the difficulties can be solved.

Practically, for the teacher and student expected the can use the digital learning and prepare the socio-emotional for teaching and learning in pandemic covid-19.

E. Definition of Key Terms

In order to avoid misunderstanding, the key term used in this study are defined as follows:

1. Digital readiness

Digital readiness is defined as inclination and willingness to switch to adopt digital technology and the readiness to create new innovative opportunities by using this technology in order to bring an individual, organization, industry and country to achieve their goals faster and with greater result. (Wasterman, Bonnet, & McAfee, 2014)

2. Emotional perception

Emotional perception is feeling that result in physical and psychological changes. Classically, there are six basic emotional states: anger, happiness, surprise, disgust, sadness, and fear Evolved to help us survive, they underpin our values and drive our behavior. In the physical world we grow up learning to perceive, understand, and express these emotions, from body language and facial expressions to our tone of voice and actions, and use this understanding to help us form connections and maintain relationships. (Lewis, Jones, & Barret, 2008)