CHAPTER 1

INTRODUCTION

1.1 Introduction

The COVID-19 pandemic has affected all aspects of life. To break the chain of transmission of the corona virus, the Indonesian government imposes restrictions that are closely related to physical activities carried out by the community. Currently, the Indonesian Ministry of Education and Culture has not allowed local governments to open schools, for areas whose zones are classified other than the yellow zone. and green. In order to fulfill the rights of students to obtain educational services during the emergency spread of Covid-19, the learning process is carried out online.

Online Learning is a teaching and learning process that utilizes the internet and digital media in delivering the material. Online learning or online learning is carried out during the pandemic to reduce physical contact that occurs in face-to-face learning which is expected to avoid the possibility of the spread of the corona virus becoming more widespread. Referring to the Circular Letter of the Ministry of Education and Culture (Kemdikbud) of the Republic of Indonesia Number 4 of 2020 concerning implementation of education policies in the emergency period of the spread of Covid-19, then learning in the odd semester of 2020/2021 at all levels of Indonesian education is applied online learning.

With more than 25% of the total number of students in higher education receiving instruction online and ever increasing online student numbers projected (Allen & Seaman, 2010), educators continue to identify factors that may enhance meaningful online learning. To facilitate positive outcomes, instructors must move beyond content oriented online delivery and create a supportive learning environment that is sensitive to student needs (Herbert, 2007. Mandemnach, 2009).One of the reasons why student

involvement in schools should be a concern is because engagement is an important factor in the success of students' learning and academic processes in schools (Wang & Holcombe, 2010; Fredricks, Filsecker & Lawson, 2003).

1.2 Background of The Research

In online learning, it is certainly an initiative carried out by the government as a form of policy carried out so as not to be exposed to the COVID-19 virus which is being hit by the world, this has resulted in all activities being carried out in their respective homes (Joyner et al., 2014).

As time goes by, students are trying to adjust to the COVID-19 pandemic, which has been going on for the last 2 years. This student involvement can be interpreted that something that shows the active role of a student in learning is one of the reasons why student involvement in learning must be a concern because involvement is an important factor in the success of the student's learning and academic process (Simbolon, 2014).

Therefore, the authors are interested in conducting research on what factors influence student involvement in online classes with various factors that affect students during. especially students who are studying at the university. Based on the description above, the authors raised the topic "Factors affecting student engagement in online class", to identify important factors that can influence students in implementing online classes.

1.3 Problem Statement

The determination of the status of a pandemic by the World Health Organization (WHO) in mid-March 2020 brought changes in the life of the Indonesian people, not least in the aspect of education. The Indonesian government urges all educational institutions to implement online learning or through online (Makdori, 2020). Learning through online is considered the most appropriate solution for the world of education at

this time. In fact, this online learning system is recommended to continue in the new academic year 2020/2021 if the spread of Coronavirus Diseases 2019 (COVID 19) is still high (Santoso, 2020)

Factors influencing student involvement in online classes is one of the interesting topics to be researched. In Indonesia before the COVID-19 pandemic, only a few educational institutions implemented online learning methods or blended learning. Little by little, more schools, universities, and ministries of education started to implement it.

When the pandemic hit, everyone had to switch from offline to online classes. In fact, according to (UNESCO 2020), 191 countries in the world (98% of the global student population) are turning to online lessons. Some of the popular sites used are Google Classrooms, Zoom and Microsoft Teams. The Covid-19 pandemic that has occurred has affected all aspects of life. To break the chain of transmission of the corona virus, the Indonesian government imposes restrictions that are closely related to physical activities carried out by the community.

When the pandemic is over, most people will return to on-site lessons, but there is still a percentage who will continue to help with classes from their homes. It will also open the eyes of many, and even skeptics will be open to applying it in their learning. By examining the factors that influence student engagement in online classes, it is important to observe because it is very important to analyze and review this as input for educational evaluation, which is expected to be used as a reference and important concern in improving the quality of education, especially in Jember State Polytechnic Indonesia.

1.4 Research Objectives

The general objective of this research is to find out and understand what are the factors that influence the involvement of Indonesian students in online classes. Furthermore, the specific research objectives of this study are as follows:

1. To study the relationship between learner interaction and student engagement in online classes
2. To study the relationship between instructor presence and student engagement in online classes
3. To study the relationship between learning assessments and student engagement in online classes
4. To study the relationship between analytical skills and student engagement in online class
5. To study the relationship between interpersonal skills and student engagement in online class

1.5 Research Question

Research questions are basically the exact and correct queries which help the study to provide the most accurate answers through out the course of investigation. Originally, these research questions supposed to act as the main point of inquiry for the study and work as the direction for the author to channel his effort into the investigation. At this point of process, research questions also serve as the guide for the investigation which can establish the methodology and hypothesis and directing all stages of inquiry, analysis, and report preparation. With the help of research questions, the author will be able to gather useful information for further investigation

1. Does learner interaction affect student engagement in online classes?
2. Does instructor presence affect student engagement in online classes?
3. Does learning assessments affect student engagement in online classes?
4. Does analytical skills affect student engagement in online classes?
5. Does interpersonal skills affect student engagement in online classes?

1.6 Significance of the research

In that way, this research seems to be a useful tool for future researchers in the field of education to understand better the factors that influence student engagement in online classes, especially during the covid 19 pandemic. This research will focus on learner interaction, instructor presence, learning assesments, analytical skills and interpersonal skills on student engagement in online classes. This research is to find out which factors influence student engagement in online classes.

1.7 Scope of the research

The conceptual model of this study is mainly focused on the dominant factors that influence student engagement in online classes. In addition, the scope of this research is aimed at students at the Jember Indonesia State Polytechnic. This research is designed to be carried out in the city of Jember, Indonesia because it is my university. Jember State Polytechnic is the 5th best polytechnic in Indonesia.

1.8 Limitation of the research

The sample in this study were students of the State Polytechnic of Jember, Indonesia. While conducting this particular research, there are some limitations in this study that need to be improvised in future. Most students refused to answer questionnaires and they don't really put any effort in answering them even though it took not less than 10 minutes, even though they did not have to fill up any questionnaires in great detail. Many students neglect to share or even try to find out what factors influence student engagement in online classes. Because this research is a study of factors affecting student engagement in online classes. the author faces several difficulties and obstacles such as lack of information and references from the country of origin as well as in Asia for reference in order to expand research is a little deeper and broader. Not only that, the author also realizes that there are still many participants who answered the questionnaire with confusion and they had doubts about self. In addition, many students do not really

understand and understand these questions although it has been stated clearly and professionally. Another limitation of this study is to distribute the surveys themselves as authors generally cannot access every chat group to administer a survey and ask participants to answer it.

1.9 Definition of key terms

The following key terms are utilized in the previous studies research and it has been defined as below:

1) *Student Engagement*

Student engagement has been defined as "students' willingness, need, desire, and compulsion to participate in, and be successful in, the learning process" (Bomia, Beluzo, Demeester, Elander, Johnson, & Sheldon, 1997, p. 294). Course delivery in online classes requires pedagogical strategies that will create as many learning and engagement opportunities as possible. Looking beyond cognitive skills learned or mastered, engagement focuses on individuals' dispositions or attitudes about classroom experiences and life-long learning (Mandernach, Donnelli-Sallee, & Dailey-Hebert, 2011). Student engagement has also been described as the level of interest demonstrated by students, how they interact with others in the course, and their motivation to learn about the topics (Briggs, 2015).

2) *Learner Interaction*

Further, instructors can make connections with students by providing constructive feedback that affirms how they are performing well and details ways to improve (Muirhead, 2004). By providing students with choices or some flexibility, students have a more personalized learning experience (Collis, 1998). In summary, "teachers need the expertise to develop a class structure that stimulates social interaction and affirms rigorous academic standards while fostering independent learning skills" (Muirhead, 2004, p. 50).

3) Instructor Presence

Establishing instructor presence in online courses can be achieved by the way in which the course is designed, organized, facilitated, and taught through a variety of methods that promote positive interaction between the instructor and students (Jaggars et al., 2013; Karmin, O'Sullivan, Deterding, Younger, & Wade, 2006).

4) Learning Assesment

In the development of education and problem-based learning, alignment between learning activities and assessment is important to achieve the desired learning outcomes (Wang et al., 2016b). Students' perceptions of learning benefits are linked to core course objectives and related to assessments. The application of the case method improves students' ability to synthesize complex analytical exam questions related to real-world problems related to business topics (Bonney, 2015).

5) Analytical Skills

Dori and Herscovitz (1998) asserted the students have the ability to improve synthesize complex analytical questions related to the real-world issues. Case method for problem-based learning provides a platform to integrate real-world experiences into classroom setting and provides mechanism to engage students in an authentic learning process (Samson, 2015).

6) Interpersonal Skills

According to Bonney (2015), case method is more effective than classroom discussions and textbook reading in enhancing written and oral communication skills. Past literature (i.e.Flynn and Klein, 2001; Tomey, 2003) have highlighted that student perceptions of learning increased through group discussion activities related to case study tasks, and this subsequently improved student engagement.

1.10   Structure of the Proposal

This research proposal contains three chapters which are introduction, literature review, and research methodology. The summaries of each chapter are stated as below:

Chapter 1 Introduction

The first chapter of this research proposal represent an overview of research and it cover 8 segments which are background of research, problem statement, research objectives and questions, significance of the research, scope of the research, limitations of the research, definition of key terms, and structure of the proposal.

Chapter 2: Literature review

All related literature reviews from previous studies are comprehensively discussed in this chapter. An overview of the factors influencing student engagement in online classes and the relevant theoretical concepts and explanations are also discussed. In short, the discussion of the dependent variable, independent variable, supporting theory establishes the relationship between the variables which results in the development of hypotheses and the research framework.

Chapter 3: Research methodology

This section presents the research methodology consisting of research design, population and sampling, variable measurement, data collection instruments and methods, and data analysis.

Chapter 4: Data Analysis

This section shows the research conclusions and the researcher expected contributions of the study.

Chapter 5: discussion and conclusion, this chapter contains a discussion to find conclusion in this study.

1.11   Chapter conclusion

This chapter provides an explanation of the topics raised in the background of the research and the formulation of the problem that leads to the research objectives and the development of questions and know the purpose of the research in the future.