CHAPTER II

LITERATURE REVIEW

To support the background of the study and answer the research question, this chapter reviews related literature to the topic as well as the previous studies.

A. Review of Related Theory

Literature review consist of the theories and explanation for the research. It consists of perception, teacher's perception, online learning, and obstacles in the e-learning.

1. Perception

Etymologically, perception comes from Latin *perceptio* or *percipere*, which means to accept or take. According to Rahmat (2009) perception is the experience of objects, events obtained by inferring information and interpreting messages. According to Slameto (2010) perception is a process that involves the entry of messages or information into the human brain, through human perception continuously indicating a relationship with the environment. So it can be concluded that Perception is a process that is preceded by a sensing process, which is the process of receiving a stimulus by an individual through sensory organs or also called a sensory process. However, this process does not just stop, but the stimulus is continued and the next process is a perceptual process. Therefore the perceptual

process cannot be separated from the sensing process which is a begining to the perceptual process.

Perception is a set of mental actions that organize sensory impulses into meaningful patterns. Perception is the basis of learning, thinking, and acting, and discoveries about these processes are often put into practical use. An understanding of perception can also help someone think more critically about their experiences (Wade & Tavris, 2007). Perception is an integrated process from the individual to the stimulus it receives. Thus it can be argued that perception is a process of organizing, interpreting the stimulus received by an organism or individual so that it is something meaningful and is an integrated activity within the individual (Walgito, 2003).

Perception *(perception)* in the narrow sense is sight, how do people see something; whereas in a broad sense it is a view or understanding, namely how someone views or interprets something. Perception is a process in which a person organizes and interprets his sensory impressions in an attempt to give something specific meaning to his environment (Siagian, 2004). Perception occurs because every human being has the senses to absorb objects and events around him. Perception can affect how to think, work and behave in a person. Perception can occur by eliminating all the factors that prevent that perception.

2. **Teachers' Perception**

The teacher is a person who is trusted in his words and imitated by his actions. Therefore, being a teacher means maintaining dignity, image, exemplary, integrity and abilities (Azizah, 2014). In a simple sense a teacher is a person who imparts knowledge to their students. The teacher is an architectural figure who can shape the soul and character of their students. The teacher has the power to shape and build the personality of students to become someone who is useful for religion, the country and the na on. Teachers prepare capable humans, who can be expected to build themselves and build the na on and the State (Djamarah, 2001). From this definition, it can be concluded that the teacher's perception is the direct sensing of a person (who is a teacher or an instructor) through a complex process of accepting and interpreting an object using sense organs.

Educators have many tasks, both those related to the service and outside the service in the form of service. Educators are professions or jobs that require special skills as teachers, this type of work cannot be done by just anyone outside the field of education even though in reality it is still done by education. Tasks include educating teachers as the profession, teaching and training. Educating means passing on and developing the values of life. Teaching means continuing and developing science and technology. Meanwhile, training means developing skills in students (Usman, 1995). The main mission of educators is to prepare students as individuals who are responsible and independent. The process of intelligence must depart from the philosophical view of educators that students are individuals who have several abilities and skills. In Islamic education, educators have a very

important meaning and role. This is because he has the responsibility and determines the direction of education. Therefore, Islam really appreciates and respects people who are knowledgeable and work as teachers or educators (Rahman, 2012). The task of educators is to guide students and create conducive situations for education. Educators have an important role in the teaching and learning process which requires at least three basic qualifications, namely, mastering the material, enthusiasm, and *loving* in teaching and educating (Olaleye, 2012).

The teacher's duties are not only limited to official duties, but also include non-official duties. Educators are professionals who are tasked with planning and implementing the learning process, assessing the learning outcomes, conducting guidance and training, and conducting research and community service, especially for educators in tertiary institutions.

From the above formula on, there are three main tasks of educators, namely (1) Carrying out learning, (2)Conducting research, (3)Carrying out community service (Chaeruddin, 2014) . Professional teachers, namely teachers who know about themselves, are individuals who are called to accompany students to learn. Teachers are required to continually find out how students should learn (Kunandar, 2011). The National Education System Law No.20 of 2003 states that: The position of teacher as an educator is a professional position. Furthermore, it is said that teachers are professionals who are tasked with planning and carrying out the learning process through learning outcomes, conducting guidance and training, and

conducting research and community service, especially for educators in higher education (Republic of Indonesia, 2007).

3. **Online Learning**

According to Carliner (2004), online learning is access to learning experiences via some technology. Meanwhile, Anderson (2008) defines online learning as a subset of distance education that has always been concerned with providing access to an educational experience that is, at least, more flexible in me and space than campus-based education. It can be concluded that online learning is a teaching and learning process that utilizes the internet and digital media in delivering material. Online learning has advantages and disadvantages.

The advantages of online learning are Furthermore, Anderson (2008) mentions some advantages of online learning for instructors: tutoring can be done anytime, anywhere, online materials can be updated, and learners can see the changes immediately; when learners can access materials on the internet, it is easier for instructors to direct them to appropriate information based on their needs, online learning systems can be used to determine learners' needs and to assign suitable materials for learners to select from, to achieve their learning goals .

According to Almosa (2002), there are some disadvantages of teaching online: the learners become lack of interaction or relation, less effective than the traditional method of learning because the offer of explanations, subject scheduling information so that it can be harmful that should have been able to do other activties

but it becomes delayed. In addition, because online learning uses applications or requires the internet, the quota can run out quickly. Then, the smartphone or laptop battery capacity used by each student is different so that if the battery runs out, students will automatically be excluded from the online learning. In addition, with online learning the teacher cannot directly monitor students while learning is taking place, so the teacher does not know what are the obstacles for students in receiving learning. In addition, online learning can make children unfocused during learning. There are many things that can make children become unfocused, such as pets, music and toys. Therefore, the teacher must be able to create an atmosphere and interesting learning media even though teaching and learning activties are carried out from home.

4. **Obstacles in the E-learning**

According to Susiana (2017), obstacles are problems in learning that are faced to achieving the maximum goal. These problems consist of various aspects which become problems in learning. Online learning problems are unsolved problems in the learning process. Meanwhile, online learning is learning that is carried out using the internet as a place to transmit the knowledge of a teacher to students. This form of learning can be done any me and anywhere without being bound.

In the learning process from home, teachers are required to master technology. The rapid advancement of technology is a challenge for teachers. By

being a person who is always updated on technological developments, so that they can receive information more quickly, and don't miss out on other information. However, in this case not all of the teachers had applied electronic learning to their teaching process and learning process. Electronic learning becomes a new thing for the teachers who do not know it before. Although the implementation of e-learning has begun, in reality, it is tough to be implemented by the teachers. The teachers will find the obstacle in implementing it. Akhdar (2006) explained that obstacle is any physical or nonphysical obstacle that prevents the use of a computer in teaching. In achieving the purpose, the obstacle should settle first. It is needed to introduce e-learning to some teachers. Some teachers will confuse how to apply it. Some teachers will find the obstacle to apply electronic learning to the process of teaching and learning.

B. **Previous Study**

The researcher does not deny that this research is not the first one to discuss such problem. In fact, there have been many previous researches on this topic such as "Teachers' Perception toward the Obstacles of E-Learning Classes" (Windiarti, 2019), "Teachers' Perceptions of the Shift from the Classroom to Online Teaching" (Todd, 2020), "Teachers' Perception of Online Learning during Pandemic Covid-19" (Rahayu, 2020), and "Teacher Perception in Teaching English for SMP in Klaten Regency During Covid-19 Outbreak" (Astuti, 2021). A number of researches studied teachers' perception with online learning as the main issue to

discuss. However, this research is different because it has its own issues, theory and methodology.

The first research is "Teachers' Perception toward the Obstacles of E-Learning Classes" by a student of Ahmad Dahlan University named Sutri Windiarti (2019). The researcher of this study describe the teacher's perception of the obstacles in the implementation of e-learning in the learning process and the recommendation to solve the problems. Qualitative descriptive study used as her research design. The research subjects were two teachers who taught at a University in Yogyakarta. The results of the data analysis show that two teachers were not too familiar with e-learning, so they still have many obstacles in the teaching process by using e-learning.

The second research is "Teachers' Perceptions of the Shift from the Classroom to Online Teaching" by King Mongkut's University of Technology Thonburi, lecture from Thailand named Richard Watson Todd (2020). Qualitative approach was used as research design, data collection and analysis procedures, detailing the instrument used to collect the data and the various methods used to analyze the different types of data. The findings show that initially teachers rated many of the problems as serious, but that they quickly found solutions such as dividing lessons into a greater number of shorter units. However, problems remained with identifying suitable stimulating activities and marking student assignments. Teachers were ambivalent about the benefits of online teaching, citing practical advantages but also highlighting obstacles in achieving some English language objectives and in measuring student reactions.

The third research is "Teachers' Perception of Online Learning during Pandemic Covid-19" by Retno Puji Rahayu (2020) from Universitas Pendidikan Indonesia, Bandung, Jawa Barat, Indonesia. Descriptive with a qualitative approach used as her research design. The data was analyzed through several steps: scoring questionnaire, finding the percentage, calculating the central tendency (CT), interpreting data analysis and stating the conclusion. Meanwhile, the data from recorded interview were transcribed. Then, the Indonesian transcriptions were translated into English. Next, the important data from the interview were used to support the data from questionnaire result. Findings revealed that the participants showed a positive perception of the usefulness and ease of online learning systems during pandemic Covid-19. Still, more than half of teachers did not agree on its effectiveness. Even though the teachers face many online teaching process problems, they could show the right attitude toward using technology to teach online.

The last research is "Teacher Perception in Teaching English for SMP in Klaten Regency During Covid-19 Outbreak" by named Mentari Astuti (2021). Case study with quantitative approach used as her research design. Descriptive statistics that present the rate percentage and diagram were her technique of analysis the data. Results show in general teachers perceive that online teaching is not prospective viewed from students' perspectives. In general, teaching English online is perceived problematic. The availability of support system and internet quota is the main problem. The aims of teaching are wrongly perceived in that knowledge competence is to teach reading and listening. In addition, the skill

competence is perceived to teach speaking and writing. Teaching methods applicable for online teaching are basically Google meet and Google classroom because students have only android to access the online teaching.