THESIS

SQ4R-BASED READING MATERIAL FOR HYBRID

LEARNING TECHNIQUE IN GREAT EDUCATION

INSTITUTION DURING AND POST COVID-19 RESOLUTION

Written and Submitted by

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ENGLISH LANGUAGE STUDIES

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Thesis

As a partial fulfilment of the requirements of Magister Degree

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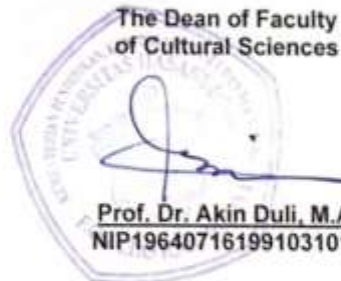
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States truthfully that this thesis is the result of my work, and it is not the work of others. If it is proven that some or an entire part of this thesis is the work of others, I am willing to accept any sanctions for my dishonesty.

Makassar, 15th August 2022

Faisal

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ABSTRACT

FAISAL. *The SQ4R-Based Reading Material for Hybrid Learning in Great Education Institution: During and Post COVID-19 Resolution* (Supervised by **Abidin Pammu** and **Nasmilah**).

This study is aimed to fiend the appropriate English reading materials with using SQ4R technique and to identify the importance of the use of SQ4R technique held during and post COVID-19 in Great Education Institution where the hybrid learning process would be implemented. The Research and Development (R &D) was used where that ADDIE model became the applied steps in this study. Furthermore, 19 respondents were taken to b the samples of the research were the questionnaires were used to conduct the materials. Two applied questionnaires were a questionnaire of need analysis and a questionnaire of appropriateness. The outcomes show that the contents, layouts, and tools of SQ4R-based reading materials are overall categorized as very appropriate materials to be applied in the hybrid learning process gaining a mean of 3.72 with 93.05% acceptability. The appropriateness of content was classed as very appropriate with a mean of 3.77 and acceptability of 94.4%. The appropriateness of tools was classified as a very appropriate category with a mean of 3.73 and acceptability of 9.25%, and the appropriateness of layout is categorized as the appropriate part with acquiring mean 3.65 with 91.5% acceptability. Furthermore, based on material appropriateness results. The SQ4R technique is identified that it takes an important role in the process of understanding the reading materials held in the hybrid learning process.

Keywords: ADDIE model, Hybrid learning process, SQ4R technique, COVID-19

ABSTRAK

FAISAL. *Materi Bacaan Berbasis SQ4R untuk Pembelajaran Secara Hibrid di Great Education Institution: Resolusi Selama dan Pasca COVID-19* (dibimbing olen Abidin Pammu dan Nasmilah).

Studi ini bertujuan mencari materi bacaan bahasa Inggris yang balk dengan menggunakan teknik bacaan SQ4R dan untuk mengidentifikasi pentingnya penggunaan teknik bacaan SQ4R yang diadakan selama dan setelah COVID-19 *di Great Education Institution* dimana proses pembelajaran secara hibrid akan dilaksanakan. Penelitian dan pengembangan digunakan dimana model ADDIE menjadi langkah yang diaplikasikan dalam studi ini. Lebih jauh lagi, Ada 19 responden dijadikan sebagai sampel penelitian dimana kuesioner digunakan untuk membuat materi. Dua jenis kuesioner yang digunakan yaitu analisis kebutuhan dan kelayakan. Hasil penelitian menunjukkan bahwa konten, tata letak dan alat yang digunakan dalam materi bacaan berbasis SQ4R secara keseluruhan dikategorikan sebagai materi sangat layak untuk diaplikasan pada proses pembelajaran secara hibrid dengan mendapatkan rata-rata 3.72 dengan penerimaan 95.05%. Kelayakan terhadap konten digolongkan sangat layak dengan rata-rata 3.77 dan penerimaan 94.4%. Kelayakan terhadap alat diklasifikasikan sebagai kategori sangat layak dengan rata-rata 3.73 dan penerimaan 93.25% dan kelayakan terhadap tata letak dikategorikan sebagai bagian yang layak dengan mendapatkan rata-rata 3.66 dengan 91.5% penerimaan. Lebih jauh lagi, berdasarkan basil dari kelayakan, Teknik bacaan SQ4R diidentifikasi bahwa. Teknik ini mengambil peran penting dalam peroses memahami bacaan yang dilaksanakan secara hibrid.

Kata kunci: Model ADDIE, Proses Pembelajaran *Hybrid*, Teknik SQ4R, COVID-19.

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CHAPTER I

INTRODUCTION

1.1 Background

The raise of the COVID-19 outbreak has limited the movement of physical activities that encourage everyone to do a social distancing. Consequently, each activity should be done by following some suggested ways advised by the stakeholders who have responsibility to regulate the ways in avoiding the spread of the virus. Khasanah et al. (2020) presumed that COVID-19 has been affected all around the world whereas Indonesia has also been stricken by this pandemic virus that obligates everyone to keep staying at home or be socially distanced. Moreover, this condition alters some actions that should be applied to a virtual model using technology where internet use is increased in this era due to the consumption of it where it is the tool to keep connecting and also enabling people to work even it is handled in a distant area.

Most of the sectors are impacted by this outbreak; the education sector has also obtained the effect of the stakeholders' regulation where the process of learning could not be held exhaustively in a room where the learning process method gains its alteration from the conventional or face-to-face learning process to the online learning process. Furthermore, In the era of the COVID-19 outbreak, every solution of the learning process might be thought of by looking at the condition of the world where activities should be back to be in normal conditions. Nevertheless, this era still requires to be meticulous in deciding solutions where COVID-19 is still expanded with new variants. Therefore, a possible way of running the process of learning should be formed based on its condition. The hybrid learning process as one of the developments of compounding online learning and face-to-face learning process rises as one of the options that could be applied during and even possibly post

COVID-19. Alfiras et al. (2021) stated that it is categorized as one of the best ways to be chosen of the virtual learning environments as the value of the Hybrid learning model lies in its balance between the face-to-face class and the online class. The online learning process is conducted by using technology tools, such as computers, handphones, and laptops that should have to be connected to the internet where some specific applications and technology software could be applied to the process of learning. Furthermore, Alchamdani et al. (2020) mentioned that the function of the technology during the online learning process could help to facilitate the process of learning to be conducted where they do not necessarily meet physically.

The Great Education institution is one of the course places that focuses on allowing the learners to learn some important subjects. Moreover, this institution has a focus on those students who are categorized as young and adult learners. Furthermore, the process of learning is held in a conventional form where the face-to-face learning process is applied in teaching the students. However, the spread of COVID-19 encourages the institution to step another way to teach the students to avoid the spread of the virus. The materials and process of learning are necessary to be altered and evaluated to match the situation. The step is aimed to be done since it would help to adjust the faced situation where the implementation through the process of learning would be helpful. It requires development to create a better way that could be applied in the process of learning. Therefore, the Hybrid model is adapted to be used during this era. One of the focused subjects that this institution has is teaching English as a Foreign Language (TEFL) which includes reading comprehension. This skill is categorized as receptive which means that it needs to focus on finding the messages given through the reading materials and the given technique led by the teacher that should be clearly understood because delivering the technique of reading comprehension during the online learning process could be complicated. Furthermore, the COVID-19 situation emphasizes the institution to step

up for finding out the solution that could be applied to the learning process. The solution that would be able to be done is designing qualified materials for reading comprehension that will be based on the students' capabilities and backgrounds. Moreover, the materials should be suitable for their learning language needs wherein creating the material should be seen by some aspects related to the applied technique and the used method of the learning process.

One of the techniques enabled to be applied is the SQ4R technique consisting of a survey, questions, read, recite, reflect and review. This technique has proven that there was a significant change after the use of SQ4R in students' reading comprehension (Basar & Gurbus, 2017). Thus, the SQ4R is pointed to as a good reading technique for the benefit of reading intensively and rationally where it improves the student's reading comprehension skills; however, most of the studies using SQ4R were researched with focusing on face-to-face learning where the techniques are taught in person. Moreover, they did not use the hybrid learning process. Nor has it been addressed in designing the SQ4R-based reading materials applied to the hybrid learning process.

Therefore, the present study aims to research and find better materials used for the SQ4R technique in reading comprehension skills based on the students' needs that would be applied to the process of learning held in the Hybrid model. In addition, looking at the condition of the COVID-19 Outbreak, most of the students experience difficulties in the learning process where their focuses are distinguished by thinking about the spread of the virus and receiving the lessons. Consequently, it is required to further research to resolve this case that would be useful in the hybrid learning process.

1.2 Research Questions

Some questions emerged from the background stated in the previous subchapter. These questions would be answered within this research and are listed below:

1. What are SQ4R-based reading materials that are suitable for the student's needs in the hybrid learning process?
2. How important is the SQ4R technique's role in its application during and post-COVID-19?

1.3 The objective of the Research

Based on the research questions mentioned above, this research aims to fulfill two main targets, they are as follows:

1. To formulate the suitable design of SQ4R-based reading materials in the hybrid learning process.
2. To identify the importance of the SQ4R technique's role in its application during and post-COVID-19.

1.4 Significance of the Research

The research will provide SQ4R-based reading materials that are applicable to be used during or even post COVID-19 situation where it is expected to focus on giving a positive contribution to teaching English as a foreign language in a language course where the students have discrepant background education and jobs. The finding will be implemented and recommended to the institution for being applied in reading comprehension class. Moreover, this research practically will be usefully contributing to be applied in the process of teaching and learning the English language.

1.5 Scope of the Research

The spread of the COVID-19 outbreak that emphasizes everyone to avoid the virus by doing social distancing induces some activities to be held virtually. The educational sector is one of the sectors that should hold virtual activities where the hybrid learning process becomes the alternative way to decrease the spread of the virus. In view of this situation, the present study will attempt to analyze and find out the materials that could be fit to be used during the hybrid learning process where this process is disparate from the conventional learning process. It will purpose to design the SQ4R-Based reading materials that might be able to be implemented through Learning English as a foreign language (EFL) by looking at the students' needs. Furthermore, the scope will be focused on Great Education Institution's students who are taking the language course. Therefore, the scope of this study is limited to that institution.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Related Studies

Studies related to reading comprehension and online learning are abundant. These earlier researchers presented valuable literacy resources.

Hybrid learning

Sumandiyar et al. (2021) found out how the effectiveness of hybrid learning as instructional media amid the COVID-19 pandemic worked when this was conducted in Southeast Sulawesi. Their results were based on students' and parents' desires as the main reasons for holding the Hybrid learning process.

Furthermore, Ghazali et al. (2021) researched the effects of the pandemic by applying Hybrid learning and online distance learning (ODL) as the process of teaching and learning. They concluded that the research held in the southern state of Malaysia has found that students' motivation, interaction, communication, and online accessibility would decide how the hybrid learning process and ODL would be used.

Yauri et al. (2016) implemented Hybrid e-learning in teaching English in an Islamic college where it found that the process of learning applied to the students. It gave motivation and collaborative work among the students. However, the researchers suggested that applied materials should be adjusted to match the students' needs.

SQ4R-based reading material

Biringkanae (2018) applied the SQ3R technique in her research focusing on improving students' reading comprehension skills, resulting in the SQ3R technique improving students' abilities in reading comprehension.

Khusniyah (2020) took reading comprehension with the use of zoom meetings as her research where she was more focused on SQ4R-Technique with looking at teachers' perceptions at the end of the result.

Nisak et al. (2019) conducted a research where they developed a reading module using an SQ4R technique as their focus. Moreover, they focused on developing a Biology subject that would be applied to a senior high school class. The samples used in this research were students who were from a school located in Bandar Lampung.

To briefly sum up, the research above focused on The hybrid learning process that was more about how hybrid learning was applied through the process of teaching and learning without pointing out specific tools used through the process. Moreover, in SQ4R-based reading materials, some of the research intended to dig up how the implementation of the SQ4R technique in reading comprehension. However, they were not sharing the ways to develop the materials. On the other hand, the research above developed reading materials, yet it was applied to a different subject from the research that will be conducted. Moreover, it did not compare or join the materials with the way of teaching process will be held. Therefore, all the researches above are disparate from this research since this research focused on designing reading materials using the SQ4R technique that could be applied to the hybrid learning process using specific tools in delivering the learning process.
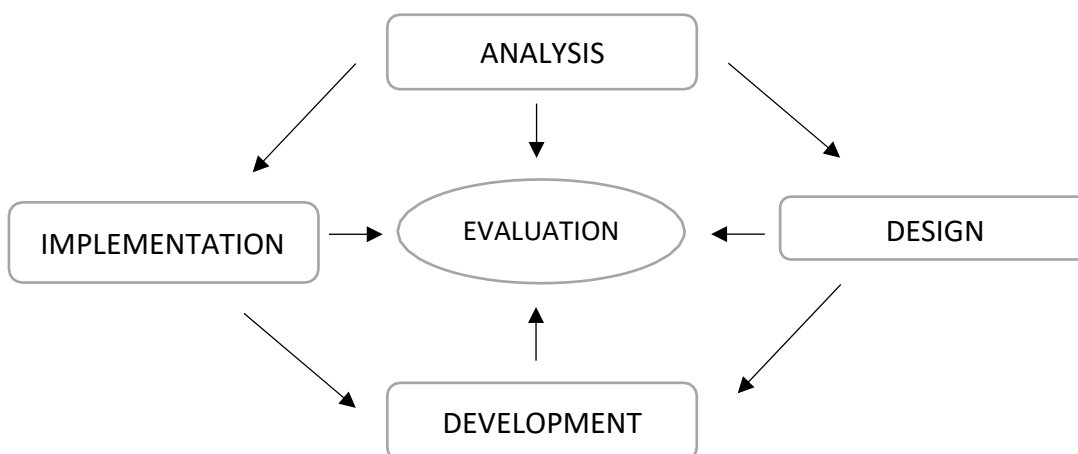
2.2 Theoretical Review

2.2.1 ADDIE model

Morrison et al.(2013) define the ADDIE model as one of the instructional design models which consists of Analyze, Design, Develop, Implement, and Evaluate. (1) Analyzing functions to see the variables that require to be considered in designing a material based on learners' characters, Prior knowledge, etc., (2) Designing will focus on learning objectives for the course and the ways how the material will be created and designed, (3) Developing has a role in creating the contents which include whether to develop at home or outsource, copyright materials for third party materials, and loading the content into a website, LMS, or other specific online software, (4) Implementing will be done through student assessment and (5) evaluating will be held to look at the feedback and the data in identifying the spaces that should be improved.

Aldoobie (2015) states that the ADDIE model could be used to produce an effective design. This also is a well model to be used for online or face-to-face learning processes. The steps are related to and interacted with each other. The first is the analysis phase where the step is conducted before creating the plan, developing, or implementing it. Moreover, this phase takes much time, effort, and course. The next one is the design phase where it is thought about how to design by looking at the effectiveness of the materials that are created and provided. This phase is involved and focused on designing assessments for the students, selecting a form of the course, and creating instructional strategies that could be applied during the process of learning. The third phase is the development which is based on the first two phases, the analysis, and design phases. Moreover, the use of technology in educational settings and process is integrated into this phase. Implementation is the next activity where it is transformed to be done. In this part, it could be better if this phase is prepared with an assessment for

feedback to seek the drawback of the materials to be improved. The last phase is evaluation. This step is done to make sure that the materials have achieved the goals that have been put in the first condition.

Regarding Bates (2019), ADDIE has been applied and practiced by many professional instructional designers for technology-based teaching which has been a standard for highly developed, quality distance education programs, either online or print-based. In addition, the ADDIE model allows the design and development of sizeable numerous courses to be of standard high quality.

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                    │   ANALYSIS   │
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    ┌──────────────────┐  ▼  ┌──────────────┐
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    └──────────────────┘     └──────────────┘
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                    │ DEVELOPMENT  │
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Dick and Carry cited by Mulyatiningsih (2011) mention the example of the use of each step as follows;

1. The analysis is the first stage which is to analyze the need for the development of models/new learning methods. Furthermore, this stage analyses the feasibility and development terms of the model. It is the updated learning model that is preceded by a problem in the model/learning methods that have been applied. Problems can occur since the model/learning methods that exist today is no longer relevant to the needs of the target, the learning environment, technology, characteristics of learners, etc.

2. Design is known as the second step of the ADDIE model which has similarities to designing learning activities. This activity is a systematic process that begins with the set of learning objectives, designing scenarios or learning activities, designing learning tools, designing learning materials, and tool evaluation of learning outcomes. The design of the model/learning methods is still conceptual and will underpin the next development process.

3. Development is the third stage where the realization is held. In this phase, a conceptual framework is still realized into products ready to be practiced.

4. Implementation is the phase in which the design and method that have been developed are implemented. This phase is conditioned in real situations.

5. Evaluation becomes the last phase known as the process where the development of materials is successful or not. Each step is evaluated in this phase where the appropriate product will result in this phase.

2.2.2 Hybrid learning

Hybrid learning is known as the process of learning where it involves two models of learning which are face-to-face and online learning. UNESCO explains that hybrid learning is an approach used to combine both remote learning and face-to-face learning to improve students' experience and ensure learning continuity. Moreover, Bashir et al. (2021) define that hybrid learning provides a balance of core face-to-face activities such as laboratory practicals and opportunities to attend online learning teaching sessions. Furthermore, Alfiras et al. (2021) conclude that students' familiarity with smart devices and technology eases them to adopt a hybrid learning process. In addition, this learning strategy is the way to transition of Covid-19 outbreak to the post-Covid-19 outbreak where physical distancing should be applied to prevent the spread of its virus.

In conclusion, Hybrid learning offers the experience to the learners and educators to apply both face-to-face and online learning into one package where there would be a divided time of their use.

a. Face-to-face learning

Face-to-face learning is held directly in a place where teachers and students meet in person. The process of learning occurs where learners, instructors, and sources of information are collocated physically either in a traditional classroom setting or another space.

b. Online learning

Online learning is a process of getting knowledge by using online tools where the instructions are given without gathering the lecturer and the students directly. It is the process of learning with having an extension of learning online where the interaction happened through the students and lecturers on it. This process is accessible to both students and lecturers to find material easier on the internet.

Furthermore, online learning is an easy way to be applied as a learning tool (Bartley & Golek, 2004). The definition can be seen that online learning can be the alternative way to teach students to some conditions that impossibly gather both sides between lecturer and students. Another researcher states that lessons given through online courses are delivered entirely over the internet which means all the tasks should be made and sent to the lecture through an online form (Nguyen, 2015).

It requires to have an online learning tool to run this process of learning. It takes an important role to make the class effective. Son (2014) divides online learning tools into twelve which are Learning/Content management systems, Communication tools, Live and virtual worlds, social networking and bookmarking sites, Blogs and wikis, Presentation tools, Resource sharing tools, Website creation tools, Web exercise creation, Web search engines, Dictionaries, and concordancers and Utilities. Zakarneh

(2018) concludes that the mentioned tools are identified as facilitators of e-learning where also contribute to the effectiveness of e-learning.

In Conclusion, the Online learning process is a type of learning relying on the internet where people can use the internet as the media without needing a physical classroom to carry out the process of learning.

2.2.3 Reading

a. The definition of reading

Reading is known as a part of communication tools where this activity has a purpose to a reader obtain the information shared and given through a text written by a writer. This skill is also categorized as a receptive skill due to the function that it just allows a reader to get the information.

Peregoy & Boyle (2017) explains that reading is put as an interactive process in which readers apply knowledge of sounds, symbols, word order, and sentence structure to predict and gain the meaning where they use their initial knowledge of the topic combined with their language knowledge and reading strategies to achieve its reading tools.

According to Nunan (1991:72) reading known as a solitary activity is usually conceived in which the readers have interaction with the reading material in an isolated situation. The lessons in the text are generally anything but solitary. Moreover, Rivers (1968) cited by Armiyati (2018), explains that reading is sometimes classified as a passive skill, yet providing that it is examined and applied to the ability of reading where it will be understood the meaning, then is not passive reading anymore.

From the definition above, it can be defined that reading is a process of catching the information gotten through a text that is written by a writer who has a purpose to deliver the information. Therefore, a reader will understand the messages where this activity should be done by a reader who purposes to know the information.

b. The definition of reading comprehension

Reading comprehension is known as the ability in processing reading material, in understanding the purpose and meaning, and in connecting with what the reader already knows about the material. according to Suhendra et al. (2020) explain that reading comprehension is defined as one of the basic skills in learning a language where learners who are good at reading comprehension skills would be able to achieve and succeed in gathering various information and knowledge to their scientific insight. Nurhasana et al. (2020) believe that reading comprehension is one of the basic language skills that can help learners improve academic performance.

Klingner et al. (2015) define reading comprehension as more than readers' responsibilities to the text where it is a multi-component, highly complex process that involves many interactions happened between the readers and what they bring to the text. ZA & Khatmi (2020) conclude that reading comprehension is categorized as written information gained by readers with an understanding of written language that is influenced by their language skills and previous understanding and knowledge.

c. Reading process

In doing reading, some processes should be done. Brown (2001) divides three processes of reading. They are Bottom-up processing, Top-down processing, and Interactive processing.

The Bottom-up processing. This process is based on the reading stages where readers must identify a multiplicity of linguistic signals such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse makers. In addition, they are encouraged to use their linguistics data-processing mechanism to impose some sort of order on these signals. Nunan (1991:64) mentions that the central notion behind the bottom-up approach is that reading is a matter of decoding a series of written symbols into their aural equivalents. Cambourne (1979) in Nunan (1991) decides to

use the word 'outside-in' than bottom-up where the process of reading is started with encountering each letter processed by the readers. Then, the letters or graphemes are matched with phonemes of language that are assumed that the readers have already known. The derivation of meaning is the end process in which the language is translated from one form of symbolic representation to another.

The Top-down processing. This process is also known as conceptually driven where this is processing in which it is drawn on our intelligence and experience to understand a text. Christine Nuttal (1996) in Brown (2001) states that top-down processing could be illustrated as taking an eagle's eye view of a landscape below. Nunan (1991:67) cites that the top down is also known as the psycholinguistics approach to reading where it is believed that the readers rather than the text are at the heart of the reading process. Cambourne (1979) in Nunan (1991) emphasizes that this process is the reconstruction of meaning rather than the decoding form.

Interactive processing. This is the combination of bottom-up and top-down processes which is believed that both of the processes are imperative. Therefore, they are applied together in reading where a top-down approach is to predict probable meaning and a bottom-up approach is to check the writer's statements on reading.

2.2.4 Learning materials

Learning materials are used to achieve the process of learning goals where the components of materials should be created by looking at some components. Ruhimat (2011) explains that the material that would be applied in the process of learning should be designed by the use of institutional principles since it would be applied by the teacher to support the learning process. Furthermore, Rahayuningsih (2016) states that materials help a teaching and learning process where the materials must be based on the students' needs, even though they are not designed exactly and specifically for the learners. The learning materials should have the

allowance for adaptation and improvisation where most cases put materials as the center of instruction and one of the most important stuff to run the class. Materials could be in any form such as videos, DVDs, e-mails, dictionaries, grammar books, readers, workbooks, or photocopied exercises (Tomlinson, 2011:2). Tomlinson (2011) cited by Jefiza et al. (2018), there are some principles of second language acquisition relevant to the development of materials for the teaching of languages: Materials should achieve impact, help learners to feel at ease, help learners to develop confidence, be perceived by learners as relevant and useful, require and facilitate learner self-investment, expose the learners to language in authentic use, provide the learners with opportunities to use the target language to achieve communicative purposes, and take into account that learners differ in learning styles, and provide opportunities for outcome feedback. Richards and Rodgers (2001:261) mention the benefits of developing materials. They should be Relevance where the materials will tend to be more relevant for students and institutional needs and reflect the local content, issues, and concerns. Moreover, developing materials benefit the other stuff's language course to improve their expertise, giving them a greater understanding of the characteristic of effective materials, and It will show the commitment to language teaching because of providing relevant, specialized, and contextualized materials for the students. The materials should have Flexibility which means that the produced materials can be revised or adapted as needed, giving them greater flexibility than a commercial course book.

Association of Education Communication Technology in Rohani (2004) divides the resources of learning into some types where this help to see the needs of the sources. It is started by information gained from data, facts, ideas, and meaning. Another resource is the human being where this resource has a role as the presenter of the message. Then, the material is known as the software that contains messages. The fourth is the device to save the messages. Furthermore, the applied technique is also seen to

know the way to apply the materials and tools and convey the message. The last resource is the setting where this functions to know the situation around where the messages are delivered. Furthermore, all the resources could not be separated since they are related to each other where they would be optimal if they could be applied during the process of learning.

2.2.5 SQ4R techniques

Teaching reading comprehension has a system that can improve the way how learners will understand the material given. One of the systems is called "SQ4R" which is the abbreviation of the survey, question, reflect, recite, read and review. Khusniyah (2020) utters that the SQ4R strategy helps learners to comprehend the process of reading. It arises students' curiosity about the material being studied to motivate them, gives great opportunities to ask a question, and tries to find answers where it encourages critical thinking patterns, active learning, and meaningful learning, and it can be attached to a long period.

The first step of SQ4R called a survey is an activity in which a reader encourages herself or himself to just start reading the title and the introduction, predicting the information, or looking at any visual aids put on the reading material. Brown (2001:315) concludes that surveying is helping the students to acquire the skill to predict the text's subject which is difficult to be acquired from the text.

In the second step, question, chances the students prepare questions that can be answered. Brown (2001) states that the questions are based on the subheadings and question forms of who, what, where, why, and how.

The next step is reading where the students are advised to see the answers or their questions that have been formulated in the previous step.

according to Coon & Mitterer (2013), they are advised to read the materials to find the answers before reading the questions.

Reflecting, the next step should be done where students require to think about and evaluate the information acquired from reading and find a relation to the available knowledge (Carter, 2011:13). The students will share the answers in verbal or written forms to the questions given after the reading step. ZA & Khatmi (2020) mention that they enable them to correlate the answers between their notes and their lives to help them easily remember the answers already made in the previous step.

The fifth is reciting where this step widens students' opportunities to recall the main points of reading text without reading the text. Brown (2001) cites that the readers or students should check whether they have already gotten what they have already read. they should go over the text while stopping the questions to refresh their understanding and correct their notional scheme.

The last step that should be gone through is reviewing where the students should read once more all the reading text, to sum up, the subject, and answer the misunderstood or forgotten questions which have problems to be answered. Moreover, this step enables students to look back at their notes or even reread the text.

2.2.6 COVID-19 in education

COVID-19 is a virus that impacts the world starting in 2019. Desalegn et al. (2021), COVID-19 was firstly becoming a public health problem in Wuhan, Hubei province, China on 31 December 2019 where it was categorized as a cluster of pneumonia cases. Furthermore, The Director-General of WHO finally declared COVID-19 as a public health emergency of international concern and characterized it as a pandemic on 11 March 2020.

The Pandemic has impacted the education sector which is known as one of the main sectors that should be looked after. Education is the main driver of development where it should be run since it is one of the essential fields. The United Nations released that the COVID-19 pandemic has disrupted education and training for 1.6 billion learners and the education disparities have been exacerbated (United Nations 2021)

the policy brief on *Education during COVID-19 and Beyond* states that it requires supporting educators, learners, and communities in the near term while investing in more equitable and inclusive education and training systems for a longer time.

2.2.7 Perception

Elnaga (2012) states that Perception enables a person to carry out actions in the environment. This means that perception has a role in developing the concept of teaching. Furthermore, learners' perception of the learning environment is based on their perception of people and things, including resources, tools, learning community, a community of education, learning styles, and teaching method.

According to Qiong (2017), Perception is defined as the process of getting and understanding sensory information. Its process is divided into three parts. They are selection, organization, and interpretation. Selection is known as the first step of the perception process where it converts the environment stimuli into a meaningful experience. It explains that stimuli like hearing, a witness of an accident, ticking of a clock just arrive at our sensory organs and wait to be processed where they could not be able to be perceived. In perceiving them, they need experienced information overload and disorder. Therefore, a selective process just perceives information from the environment. Then, the second step is organization. It organizes information from outside the world to find certain meaningful patterns. It puts things and people into categories where perception will have been seen by

shape, color, texture, size, etc. lastly is an interpretation where the process of attaching meaning to the selected stimuli is.

Perception consists of two main parts which focus on objects known as the physical environment and physical humans known as social perception. The physical environment is based on some background experiences. They are cultural background, psychological background, values, beliefs and expectation background, and condition tools factual sense in which the information is based on the person. Then, social perception is based on the sense of social objects and events experienced in an environment. Social perception will be different in everyone's eyes based on their experience.

There are three types of perceptions which they are past perception, present perception, and future perception. the past perception focuses on looking at the reaction to stimulate personal impressions happening in the past. Then, Present perception is more focused on present happenings and the imagination perspective of the individual. The last perception called future perception is also known as initiative perception since it looks at the reaction of individual impressions about the possibility happening in the future.

Tewal et al. (2017:103) state that perception-forming factors are based on the individual forming perceptions, the perceived object or target, and the situation or context in which perceptions occur. It divides into three:

1. Perception maker is based on an individual's attitudes, motives, interests, experiences, and expectations which can change their interpretation of something.
2. The target or object that is perceived will be judged based on other objects that the perception maker captures. An example of a student object that has a prominent voice in the classroom, is the student who is said or considered to have a significant voice because the classmates around him make a low voice.

3. The situation and context in which the perception is created such as location, light, temperature, or some other situational factors greatly influence perceptual results—an example of someone wearing a beautiful dress at an evening party. The dress is beautiful but everyone's attention is not that great because it is the place where everyone is wearing a party dress as well, however, a different response will be received when it is worn in different situations like in the school where everyone wears a school uniform. This is will be the cause of the center of attention for many people.

2.3 Conceptual Framework

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