Exploring Of Online Learning Through Whatsapp: Teachers' Perception

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Abstrak

Selama pandemi COVID-19, semua kegiatan dilakukan "dari rumah", misalnya bekerja, belajar, dll. Oleh karena itu, pemerintah Indonesia menerapkan sistem Distance Learning (DL). Oleh karena itu, penelitian ini bertujuan untuk menggali persepsi guru bahasa Inggris mengenai proses pembelajaran yang mereka lakukan selama pembelajaran jarak jauh. Penelitian ini melibatkan dua orang partisipan. Partisipan merupakan guru bahasa Inggris di SMA di daerah pedesaan Karawang, Jawa Barat. Penelitian ini menggunakan desain naratif (Clandinin & Huber, 2010) karena berfokus pada sudut pandang partisipan terkait topik. Metode pengumpulan data dilakukan dengan wawancara semi-struktur melalui *Google Meet* dan wawancara tatap muka. Hasil analisis data menunjukkan bahwa *WhatsApp* dapat mendukung pembelajaran online. Peserta menyatakan bahwa materi yang disampaikan dapat dipahami oleh siswa, dan mereka nyaman karena *WhatApp* sangat mudah dan terjangkau. *WhatsApp* juga mendukung pendidikan karakter siswa yang dapat membuat mereka bertanggung jawab, percaya diri, dan mandiri. Siswa dapat mengemukakan pendapat mereka sendiri melalui pertemuan virtual untuk meningkatkan keterampilan berbicara mereka.

Kata Kunci: Pembelajaran Online, WhatsApp, Persepsi Guru

Abstract

Due to the COVID-19 pandemic, all of the activity is carried out "from home", e.g, work, study, etc. Hence, the Indonesian government implements Distance Learning (DL) system. Therefore, this study aims to explore the perception of English teachers regarding the learning process they undertaked during distance learning. This study conduct two participants. They are the English teachers of senior high school in a rular area of Karawang, West Java. This study uses a design narrative (Clandinin & Huber, 2010) because it focuses on the participants' point of views regarding to the topic. The data collection method undertake by semi-structured interviews via Google Meet and face-to-face interviews'. The results of data analysis shows that WhatsApp can support online learning. Participants stated that the material presented could be understood by students, and they comfort because WhatApp is simple and affordable. WhatsApp also supports students' character that can make them responsible, confident, and independent. Students can provide their thought via virtual meetings to improve their speaking skills.

Keywords: Online Learning, WhatsApp, Teachers' Perception

PENDAHULUAN

During the COVID-19 pandemic, learning and teaching were shift to Distance Learning (DL). The Minister of Education and Culture Circular Number 4 of 2020 declares that Distance Learning (DL) provides varied activities and learning from home among students according to their respective interests and conditions, including considering gaps in access or learning facilities from home. Nowadays's an advanced technology, distance learning can be handled well. Bach, et al. (2007; 1) Online learning is a communication medium to assist teachers and students in evaluating the objectives and learning process. Gagne (1970) states that learning is the students' ability that can increase continuously based on stimulus and response. Hence, The author conduct eight types of learning by Gagné R.M. (1970, 35), there are: Signal Learning, Stimulus-Response Learning, Chaining, Verbal Association, Discrimination Learning, Concept Learning, Rule Learning and Problem-

Solving. The online learning process requires the right platform for good learning to take place. The use of the platform can provide benefits for teachers to provided tasks with appropriate deadlines and monitor student learning progress, and parents can also contribute to children's learning at home (Cakrawati, 2017). Online platforms can facilitate teachers and students in learning anywhere and anytime (Cakrawati 2017). There are types of the online platforms that can support online learning (Mustakim, 2020) however, usually, teachers choose platforms that can be accessed by students handedly and easily, one of which is WhatsApps. WhatsApp is a chat application that can send messages, videos, images, links/websites, documents, etc. Apart from being easy to access, Whatsapp is a popular application because almost 97% of people use WhatsApp compared to other chat applications (Mistar & Embi , 2016).

WhatsApp as a medium for online learning process

Online learning is distance learning as an online learning platform that teachers can transform the materials and assignments online, and it can be held anywhere or anytime (Koi-Akrofi, Oware, & Tanye, 2020). WhatsApp is the most popular chat application in the 21st century (Ahad & Lim, 2014), and also has features that function to make calls, send pictures, videos, documents, links, audio, video calls and is even a free service that makes it easier for users to use WhatsApp. In education, teachers and students use WhatsApp Groups to facilitate their learning process (Ramdhani & Nandiyanto, 2021) and one of the creative teaching techniques to attract students' interest, attention and learn in a relaxed and fun way (Mistar & Embi, 2016).

Afzalur Rahman (2021) argues that oirtual learning is very ineffective in learning process due to poor internet connection, inadequate electricity, expensive data packages, unsupportive facilities, an unfavorable environment, and a lack of technical and pedagogical skills. Although there are several obstacles, WhatsApp is a *"chat"* application that used by everyone, both just for *"chitchat"* and in the field of education. Almost all students and teachers use WhatsApps both to communicate and learning. Nisha Sawant & Nilaxi Chari (2021) oirtual learning using WhatsApps is the best way to communicate and deliver assignments and is very effective in learning English, but it must be used wisely by both teachers and students. Thus, in this study aims to explores English teachers' perception of online learning using WhatsApps in high school context. Therefore, the author focus on teachers as participants and need to understand how English teachers experiences when online learning through WhatsApps during the COVID-19 pandemic.

METODE

The author employs qualitative research using narrative design (Clandinin & Huber, 2010). Clandinin & Huber (2010) claims that "narrative inquiry highlights ethical matters as well as shapes new theoretical understandings of people's experiences". Therefore, by investigating participant's experience, they can find several new understandings, namely a certain viewpoint and participant behavior. The author engages two English teachers at a state senior high school in Karawang. The author employs semi-structured interviews and analyzes the data using six steps of data analysis by Cresswell (2013). Interviews conduct via *Google Meet* (online meeting interview) and face-to-face interviews with both participants. The author meet face to face with participants in order to author can see their emotional expressions well (Supiani et al., 2020). Story of English teacher experience using WhatsApp in online learning are personal through semi-formal interviews which facilitate the participant to feel overt and comfortable (Supiani et al., 2020).

HASIL DAN PEMBAHASAN
Results

The author analyzed the results of online interviews and open interviews (face to face). From this data, the author found several participant perceptions regarding online learning through WhatsApp. The author conducts several learning theories by Gagne (1970) that produce three categories of participants' perceptions based on their online learning experiences through WhatsApp.
The finding categories are in the following table:

Tabel 1: Result of Interview Data Analysis

Learning Theory by Gagne	Participants' Perceptions
Signal Learning.	Students understand and convenience of the material in online learning using WhatsApp.
Stimulus-Respon Learning, Chaining Learning, Rule Learning.	The teacher provides several activities that can build student character education.
Concept Learning, Problem Solving.	The teacher provides problem-solving activities to build students' speaking skills.

Discussion

Based on the following data, Participants think that online learning through WhatsApp can support students' understanding of the material and comfort using WhatsApp because it is easy and affordable. The statement refers to the opinion of the participants as follows,
The first participant stated:
"WhatsApp has effectively used for learning and I provide the learning material so students can be understood ... I never give material that is difficult to understand. Therefore, the students' responses so far have been enthusiast and well-received."
The second participant stated:
"Yes, it supports ... According to the survey I gave, so far students have given positive responses in online learning using WhatsApp". "They suggest using WhatsApp because maybe many people use it and it's more populist".
In addition, WhatsApp can also support student character education by providing some daily activities. The statement refers to the opinion of the participants as follows,
The first participant stated:
"Yes, it supports ... we see that the character formed is responsible ... the child is on time to collect assignments, which means he is already responsible for his character".
The second participant stated:
"Yes, it can also support, students can orderly attend attendance when learning begins, it is one of the character-building, namely forming discipline".
Participants provide problem-solving that can build a sense of responsibility, independence, and confidence in expressing opinions. The statement refers to the opinion of the participants as follows,
The first participant stated:
"... almost 70% of students prefer to speak because they have the potential to find answers and express them directly rather than in writing."
The second participant stated:
"... students prefer to express their opinions directly (speak directly) because they are more daring to speak even through virtual meetings".

SIMPULAN

Based on the discussion above, the author concludes there are several advantages to online learning through WhatsApp. Which are: (1) WhatsApp can support teachers in providing materials and assignments so students can understand the material well and be comfortable learning because WhatsApp is simple and easy to access. (2) WhatsApp can support students' character by providing activities applied in their daily lives. (3) Students can responsible, confident, and enthusiastic to express their opinions directly (speaking in front of virtual meetings).

UCAPAN TERIMA KASIH

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