
The Students' Perception on Online Learning Through Whatsapp During Covid-19 Pandemic at SMA Negeri 1 Tejakula

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Abstract

This study aims to investigate the student perception of online learning through whatsapp during pandemic at SMA NEGERI 1 TEJAKULA. The research using qualitative method and utilizing questionnaire and interview guides for collecting the data. The study using 107 student from 3 classes from the same grades, namely XII 1, 2, and 3 Bahasa. The researcher used four closed-ended question for the questionnaire, which distributed to three XII Bahasa classes and for the interview guide the researcher using six open-ended question were conducted to there student in Indonesian language to avoid misunderstanding and language gap. The dimension of usefulness (questionnaire) and ease of use (interview guide) were adapted from Venkatesh and Altawaty to measure perceptions. The result showing that the student experienced the improvement on grammar and vocabulary, the student feel helped in learning process, achieveing best learning outcomes, and the student feel flexible and practical iin using online learning through whatsapp during pandemic, however, despite of the statement before, the student having an issue namely internet connectivity and the enjoyment on online learning through whatsapp during the pandemic. The study was carry out by the researcher that expected to be a reference and reflection for teacher also for further to enhance and develop online learning through whatsapp, especially in providing a stable internet connection in order to facilitate the student's comfortable in participating online learning through whatsapp, and also creating and giving the student a conducive teaching atmosphere and method, thus the student enjoying the online learning process through whatsapp.

INTRODUCTION

The world is over experienced a COVID 19 pandemic that originated in Wuhan, China, other attributes of society including education was not spared. The existing literature associates this virus with a pneumonia outbreak in a traditional seafood market (Özdemir, 2020). The present virus is among the viruses that affect human and animal individuals as well that is in support of Abdul et al. Concisely, this virus spread widely in the world and as a result effected many changes, many leaners found themselves in their homes in an effort to make up for saving

time by following online classes. Indonesia, the outbreak brings the President Joko Widodo to urge the nation in early of March (Batubara, 2021). Afterward, the Education Minister, Nadiem Makarim did provide the Circular Letter Number 15 of 2020 to conduct the distance learning system in all levels of education (Rulandari, 2020). This change demanded the use of technology-based learning models, of which are the synchronous and asynchronous supported by the social media tools including; Zoom, Google Meet, YouTube, and WhatsApp among others (Murad et al., 2020). This is well illustrated by WhatsApp that grew at an extremely fast because WhatsApp could be used without any additional application or cable simply by using smartphone and internet connection (Maske et al., 2018).

Regarding the benefits of using WhatsApp in the context of online learning, students underlined that new application was effective since it consumed little data and was very simple to operate. An appreciation of distance and online mode of learning is cultivated via WhatsApp where students and teachers maintain the relation and communication even with the existence of the space boundary (O'Keeffe, 2016, cited in Stone & Logan, 2018). This research is conducted at SMA Negeri 1 Tejakula since the school choosing to use of WhatsApp as a platform for online learning during the pandemic. The Limitation of this study is this research only collect the student perception of online learning through whatsapp during pandemic at SMA NEGERI 1 TEJAKULA from grade XII. So, it doesn't cover any perception that comes from other grades such as grade X and XI, also this studies not provides other learning, communication or other platform that be able to provide learning activities during pandemic via online.

METHOD

The research design used by the researcher is a qualitative study. Shank (2002) as cited in Ospina (2004) defined a qualitative study as "a form of systematic empirical inquiry into meaning" (p. 5). In this case, the qualitative research must follow all the rules in which the rules are followed by all members in a qualitative research community which means qualitative research based on how the experience or how it was passed by others. Later it was examined and the experience as information that is entered into research data that has been previously tested on people experiencing it. This research was conducted at SMA NEGERI 1 TEJAKULA. The location of this school is very far from the city center of Singaraja, apart from that the location of this school is close to the Bali Sea in the north, in the west it is directly adjacent to the village of Bondalem, for the east this village is bordered by the village of Les, and in the south of the village is directly adjacent to the Kintamani district. SMA NEGERI 1 TEJAKULA was chosen as the research setting due to the changes in learning methods that previously used face-to-face learning methods to full online learning without face-to-face learning methods via Whatsapp during the Covid-19 pandemic. The object of the study of this research was the students' perception on online learning through Whatsapp during the covid - 19 pandemics at SMA NEGERI 1 TEJAKULA.

The students' perceptions of online learning via Whatsapp during the Covid-19 pandemic needed to be investigate because full online learning without face-to-face meeting is a new method applied in SMA NEGERI 1 TEJAKULA. This research also examined how the students were encouraged to use or to adapt technology in their online learning. The research

subject was included in non-probability sampling which is a method of classifying subjects to take data, not all of the subjects in the population were selected, and the researcher chose to apply purposive sampling on the subject of the study (Prof.Dr.Sugiyono, 2015). According to Prof.Dr.Sugiyono (2015) if a process is carried out by certain informants in taking samples with certain intentions, this is known as purposive sampling. In research subjects, the subjects are not directly taken at random, but the researcher has determined if the subject could achieve the required data and certain objectives of the researcher. The researcher uses a purposive sample with the following criteria namely, the students who had taken English lessons via WhatsApp during the pandemic and active students who were still attending school at SMA NEGERI 1 TEJAKULA. Therefore, with a total of 3 language classes in grade XII, which contained 107 students, they were chosen as research subjects. Later the researcher did the observation and gave questionnaires about the student's perception on online learning through WhatsApp during the Covid-19 pandemic. In this case, the subject shared his own opinion about online learning and the student perception on the usefulness and ease of use of online learning through WhatsApp during the Covid-19 pandemic. The researcher collected data through the descriptive qualitative. The definition of descriptive qualitative according to Koh & Owen (2000) an analysis data form that we can show in various ways, namely with words, descriptions, or even images in general, that is usually used in research. In addition, the researcher used two instruments to assist in the process of collecting the necessary data. In collecting data, the researcher used two instruments, namely closed-ended questionnaires and open-ended interview guides. The researcher using TAM or Technology Acceptance Model, which define as a framework model that understanding about on how the technology can be used or accepted to a person, there are 2 factors for the technology can be accepted or used, there are Perceived Usefulness and Perceived Ease of Use (Davis et al., as cited in Ma et al., 2017). The first one is Perceived Usefulness (PU) is a degree that a person believes that technology would improving their performance which can be in working, studying, etc and because of this factor, we can see if a person not refusing or rejecting technology, but it depends on what the person experience, it could be feel helped or not (Davis et al., as cited in Ma et al., 2017). The second one is perceived Ease of Use (PEOU) is a degree that a person believes that while using or operating technology be free effort, this factors can see if a person accept or reject the technology that they believes to be simple to get used (Davis et al., as cited in Ma et al., 2017). In this study, the researcher used a questionnaire instrument that could be filled in both physically and online, which contains a variety of questions aimed at the participants by filling out a check box or marking a page as an answer to the response as cited in (Young, 2015).

The researcher used this instrument to obtain data from students' perception on online learning through WhatsApp during the pandemic. The questionnaire contained 13 questions that represented three dimensions: 1) Perceived the usefulness of learning and 2) Perceived ease of use. First dimension is 1) Perceived the usefulness of learning was divided into three indicators, namely Benefit Item (BI) which in this indicator contain about the student who believes that the online learning improves their their performance by learning english, Job Relevant (REL) which in this indacator contain about the student who believes that online learning is aligned with their english learning, and Output Quality (OUT) which the student

believes that online learning can improve the quality of their learning outcomes. The researcher can estimate the questions before it can be used to the students in the data collection process later, this also minimizes errors in the aims and objectives of what the researcher wants to achieve. In addition, the researcher also used the adaptation of the questionnaire from Venkatesh & Bala (2008) and for the perceptions is from Altawaty (2020).

In this research, the interview guide was used to collect data from students to find out more details and support the data from the questionnaire about the perspectives of students in SMA Negeri 1 Tejakula regarding online learning via WhatsApp during the pandemic. Apart from that, the researcher also used Indonesian language in using the interview guide so that students understood and comprehended the meaning of the questions to which the researcher got the desired answer. This instrument interview guide also had 4 indicators with a total of 10 questions and used open-ended questions. This type of open-ended question is a type that allows respondents not to be limited to the choice of answer option categories. Moreover, this kind of questions also allowed respondents to freely express their opinions according to their own thoughts (Züll, 2016). In the table shown below we can see a structure where the researcher later be assessed, so that later the instrument so later can be used in accordance with what the researcher wants before the researcher takes the data, besides that, at this stage the researcher can also change or readjust it properly questions or other matters related to the design. In this table, we can see that there are 4 indicators, each of which has 6 open ended questions, each of these indicators explains something, and namely the first is whether students when studying online learning requires a lot of money, energy and time, as for indicators that include whether students cannot operate technology (such as cellphones, laptops or computers) to support online learning via WhatsApp, apart from these indicators There are other indicators about whether students have unstable private networks (Wi-Fi or Quota) while studying online learning in the midst of the pandemic, and the last indicator is about whether students think continuing to study online via WhatsApp can be done forever, so in the table contains a design that the researcher can later use in the form of an instrument to collect data from students, but this table can undergo several changes so that it is in accordance with what the researcher wants. The instrument of interview guide that adapt from Venkatesh & Bala (2008) and for the perceptions is from Altawaty (2020).

RESULT AND DISCUSSION

Based on the data that has been collected from the instruments used in this study, namely the questionnaire and interview guide, and also in this section answers the problems that occurred in this study, namely students' perception on online learning during a pandemic via WhatsApp and the views of the experts. Although, the researcher conducting the data for student perception about the usefulness on questionnaire and for the ease of use of online learning through interview guide, which the researcher did to several students at SMA NEGERI 1 TEJAKULA, namely on December 11 in class IBB 1, December 18 in class IBB 2 and the last on December 24 in class IBB 3. Based on the data and questionnaire results, students from SMA NEGERI 1 TEJAKULA predominantly hold a positive view of online learning via WhatsApp during the pandemic. This perspective is evident across three main indicator categories. The first indicator reveals that students strongly agree that online learning via

WhatsApp enhances their ability to learn English. This finding aligns with Hamad (2017) research, which demonstrated that online learning via WhatsApp could improve students' grammar skills and vocabulary. WhatsApp's versatility, allowing the sharing of images, audio, and video, makes it an effective educational tool, as noted by (Fattah, 2015). Additionally, Yeboah & Ewur (2014) emphasized the platform's ease of access and practicality. The second indicator shows that students feel supported by online learning via WhatsApp, based on study on Ma'ruf (2019) findings that students felt aided in their English learning process through this platform. Students not only improve their language skills but also find it easier to obtain and share learning materials and information, as highlighted by (Zounek & Sudický, 2012). The third indicator reveals students' confidence in achieving good learning outcomes through WhatsApp, such as better grades on assignments and tests. This positive outcome is consistent with Pratama & Kartikawati (2017) research, which found significant differences in learning outcomes between students using WhatsApp and those who did not. Overall, students believe that online learning via WhatsApp is easy, practical, and effective in achieving good academic results. In conclusion, students from SMA NEGERI 1 TEJAKULA exhibit a highly positive perception of online learning through WhatsApp, with strong agreement across indicators related to improving English skills, feeling supported, and achieving the best learning outcomes. This aligns with previous research that highlights WhatsApp as a practical and flexible tool that enhances students' skills, knowledge, and educational activities during the pandemic.

Based on the perceived ease of use with four indicators, students generally find online learning via WhatsApp during the pandemic to be convenient and flexible. Contrary to the belief that it requires a lot of money, energy, and time, students report that it is economical and time-saving due to its flexibility and accessibility. Research by Poojar (2024) supports this, showing that WhatsApp allows students to access learning materials anytime and anywhere, share materials, and engage in discussions. Hiranrithikorn (2019) also found that online learning's flexibility helps students save on expenses, time, and space. Despite these benefits, the indicator regarding students' ability to operate technology (Computer Self-Efficiency) reveals that students can effectively use cellphones, laptops, or computers to support their online learning. Based on the study of Lee (2023) found that most students prefer smartphones for their convenience and effectiveness in communication and interaction, similar to traditional settings. However, there are challenges, such as connectivity issues. Despite students having stable internet networks, Enyama (2021) noted initial difficulties, which improved with the continued use of WhatsApp for learning. While students have stable internet, their perception of online learning via WhatsApp is mixed. The Perceived Enjoyment indicator shows that students do not want to continue online learning via WhatsApp in the future, preferring offline learning for better interaction and comfort. SitiZaenab & Susilo (2021) found that although WhatsApp can enhance learning enjoyment and interaction, students still prefer traditional methods. In conclusion, while WhatsApp provides flexibility and accessibility, connectivity issues and reduced interaction quality make it less enjoyable compared to offline learning. Despite students being proficient in using technology, they favor the traditional learning environment for its interactive benefits.

CONCLUSION

In conclusion, the student at SMA NEGERI 1 TEJAKULA is mostly giving positive perception on the usefulness of online learning through whatsapp, the evidence is the high amount of agreement compared to neutral or disagreement across the key indicator. The student believe that this platform can enhance their learning abilities, provides assistant for their learning process, and giving them the best learning outcomes. Overall, online learning through whatsapp is proving its flexibility and practical, because it supporting and enhancing student in learning due to the pandemic that they take effect. However, there are an issue such as connectivity and the concern about offline learning during online learning through whatsapp during pandemic. Despite the issue that exist, the student is capable of using tehcnologies to participating on online learning through whatsapp, and for the crucial improvement for future, it's important to optimize the issue namely the connectivity and satisfaction that student experience during online leanring through whatsapp at SMA NEGERI 1 TEJAKULA.

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