TEACHER'S PERCEPTION USING E-LEARNING TEACHING ENGLISH AT HIGH SCHOOL, CEPU

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Abstract

Education is mandatory for everyone to seek knowledge while in school, but the arrival of the Covid 19 outbreak has caused the whole world to experience disruptions in face-to-face learning. Therefore, learning during the Covid 19 pandemic uses online learning with E-Learning (Google Classroom and WhatsApp). This study uses a qualitative research design with a case study design. Data collection techniques using interviews, observation and documentation. While the data analysis technique uses data reduction, data presentation and conclusion drawing/data verification. The results of the study have several findings. First, learn to use WhatsApp, Google Classroom runs effectively and efficiently. Second, by using e-learning, teachers can carry out the learning process anytime and anywhere. Third, the use of e-learning as a learning medium makes teachers creative in the learning process. It can be concluded that research using Google Classroom and WhatsApp E-Learning according to the teacher's perception of its use is easy, cheap and can help teachers to be able to carry out the learning process during the Covid-19 pandemic.
Keyword : Perceptions, E-Learning, Teaching English.

Abstrak

Pendidikan wajib bagi setiap orang untuk mencari ilmu selama di sekolah, namun datangnya wabah Covid 19 telah menyebabkan seluruh dunia mengalami gangguan dalam pembelajaran tatap muka. Oleh karena itu, pembelajaran di masa pandemi Covid 19 menggunakan pembelajaran online dengan E-Learning (Google Classroom dan WhatsApp). Penelitian ini menggunakan desain penelitian kualitatif dengan desain studi kasus. Teknik pengumpulan data menggunakan wawancara, observasi dan dokumentasi. Sedangkan teknik analisis data menggunakan reduksi data, penyajian data dan penarikan kesimpulan/verifikasi data. Hasil penelitian memiliki beberapa temuan. Pertama, belajar menggunakan WhatsApp, Google Classroom berjalan efektif dan efisien. Kedua, dengan menggunakan e-learning, guru dapat melakukan proses pembelajaran kapan saja dan dimana saja. Ketiga, penggunaan e-learning sebagai media pembelajaran membuat guru kreatif dalam proses pembelajaran. Dapat disimpulkan bahwa penelitian menggunakan Google Classroom dan WhatsApp E-Learning menurut persepsi guru penggunaannya mudah, murah dan dapat membantu guru untuk dapat melaksanakan proses pembelajaran di masa pandemi Covid-19.Kata Kata Kunci : Persepsi, E-Learning, Pengajaran Bahasa Inggris.

INTRODUCTION

Education is mandatory for everyone to seek knowledge while in school, but the arrival of the Covid 19 outbreak has caused the whole world to experience disruptions in face-to-face learning. Therefore, learning during the Covid 19 pandemic uses online learning with E-Learning. In addressing this issue, UNESCO supports the use of distance learning programs and open educational applications and platforms that schools and teachers can use to reach learners remotely and limit educational disruption (UNESCO, 2020). A teacher must be able to use e-learning in distance learning. According to Glossry (Darmawan, 2014, p. 62): e-learning is an educational system that uses electronic applications to support the teaching and learning process using the internet, computer networks and independent computers. E-learning itself for example google classroom, whatsapp, zoom, google meet and others.

Teacher's perception said that teaching English using Google Classroom and WhatsApp E-Learning is easy to understand, besides making it easier for high school students to communicate directly using English on Google Classroom and WhatsApp. By using the Google Classroom application and whatsapp, English lessons are in great demand by high school students, because they are highly motivated and have a high enthusiasm to engage in fun learning. Students learn to work on questions by opening chat materials, collecting English Voice Dialogue assignments can also be sent very

easily, can also send files. Teachers can set the specified meeting time and assignment collection time, all of which are already in Google Classroom and WhatsApp. As for Google Classroom and WhatsApp, they have advantages and disadvantages.

The advantages of Google Classroom are that teachers can control even more than one class at a time, it's easier to give announcements about lessons, easier access for students and teachers, more time for teachers and students to communicate, can send assignments (files or videos). But Google Classroom also has drawbacks, namely it is not easy to control students in responding to the responses given by the teacher, the results of doing assignments are easier to trace (academic dishonesty), not all schools can use Google Classroom due to network problems, network speed is an obstacle to using Google Classroom. , files that are often lost when uploaded, are not easy for users from rural areas who are less tech savvy. Not a lot of wasteful quota like other applications. Can facilitate learning during the Covid-19 pandemic. Through the Whatsapp group, the material presented by the teacher can be accessed by all students. Can have discussions about the subject matter. In addition to some of the advantages mentioned, there are several disadvantages, including a weak network that makes it difficult to download the material presented by the teacher. The number of incoming messages, resulting in a slow phone. If the individual assessment test is sent through the group, students who have not finished can see the results of their

friends' work. It can be said that although Google Classroom and WhatsApp have shortcomings, they can be overcome by coming to school directly for students with poor internet networks, as long as they comply with health protocols, and there is no reason for students not to do assignments.

So it can be concluded that the teacher's perception of using English teaching aids with E-Learning is very helpful in this online learning problem, especially Google Classroom and WhatsApp, as well as high school students in Cepu feel there is no problem in using E-Learning, and understand it easily, because SMA Cepu is not tech savvy. So during the Covid-19 pandemic, even though they cannot do face-to-face learning, they can still participate in teaching and learning activities well even though they all have obstacles in the learning process. And also the teacher is able to create creative and educational English teaching so that students can understand English language teaching with the e-learning that has been provided. So that during the Covid pandemic, it is very unfortunate if we are still teaching mediocre, what is certain is that at this time teachers are required to be active and progressive.

Based on the description above, the authors are encouraged to conduct qualitative research with the title "Teachers' Perceptions of Using E-Learning in Learning English During the Covid-19 Pandemic at SMA Negeri Cepu". This is done so that researchers know the opinions and assessments of teachers about the use of E-Learning in Teaching English. Almost all English teachers at one of the Cepu High Schools use the Google Classroom application and the WhatsApp application for teaching English learning. According to (Donald Yates, 2017) Google Classroom provides a blended learning platform in schools to simplify making assignments and assessing student assignments without using paper, while Whatsapp is a text, speech, and video messaging application which is one of the most widely used communication platforms today. (Gon & Rawekar, 2017)—using WhatsApp is used to keep in touch with family friends anytime and from anywhere. According to Niken, Secretary General of the Ministry of Communication and Information (Hamat & Hassan, 2019). So you could say the use of Google Classroom and WhatsApp is easy and effective to use in learning.

RESEARCH METHOD

The research approach used in this study is a qualitative approach. Qualitative research is research that tends to be descriptive and tends to use analysis. According to Moleong (2011) "Qualitative research is research that understands the subject's understanding of what influences behavior, perceptions, motivations, actions, etc. holistically and through descriptions of forms in words and language, in certain natural contexts.

While the design uses a case study, according to Bogdan and Bikien (1982) "a case study is a detailed examination of a particular setting or subject or repository of documents or

events". Information gathering in case studies according to Creswell (1988), "can be done by conducting interviews with informants, direct field observations, as well as various documents and reports that already exist and materials in the form of audiovisual materials".

The researcher chose a case study as the research design because it was to find out Teachers' Perceptions about the Use of Google Classroom E-Learning Media During the COVID-19 Pandemic. So, to be able to carry out this research, the presence of the researcher as the main instrument must be present in the field. The data sources used are primary and secondary data sources, the primary data sources here are interviews and observations. While the secondary data source is Documentation. Data collection techniques in this study were in the form of interviews, observations and documentation. Data analysis in qualitative research is carried out before going into the field, while in the field, and after finishing in the field. While the data analysis techniques in this study were in the form of data reduction, data presentation, and conclusion drawing/verification..

Data Collection Techniques

Data collection techniques are methods used to collect information or facts in the field. According to Sugiyono, data collection techniques are the most strategic steps in research, because the main purpose of research is to collect data. Data collection techniques in this study using interview techniques, observation, and documentation. In this way the researcher can obtain data from interviews teachers. According to Riyanto observation is a data method that uses direct or indirect methods. It can be said that observation is a collection of data to observe the subject to be studied. The observations made are expected to obtain data that is appropriate or relevant to the research topic. The use of documents has long been used in research as a data source because in many cases documents as data sources are used to test, interpret, and even predict .There is documentation to support data or as complementary data.

Data Analysis Techniques

Data analysis in qualitative research is carried out before going into the field, during the field, and after finishing in the field. Before explaining the various data analysis techniques, it can be explained in advance about the meaning of data analysis. According to Sugiyono, data analysis is the process of systematically arranging data obtained from interviews, field notes, and documentation, by grouping data into categories, describing them into several units, synthesizing, compiling into patterns, choosing which ones are important and which ones are important. learn, and draw conclusions so that they are easily understood by oneself and others. The first is Data Reduction, the data obtained from the field is quite a lot, therefore it is necessary to record carefully and in detail. The longer the researcher goes into the field, the more complex and intricate the amount of data will be. In

the second is Data Display, in qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flow charts, and the like. The way of presenting data that is most often used in qualitative research is narrative text. The third is Drawing Conclusion / Verification, Conclusions in qualitative research may be able to answer the formulation of problems formulated from the start, but maybe not, because so far it has been argued that problems and problem formulations in qualitative research are still temporary and will develop after field research.

FINDINGS AND DISCUSSION

a. Interview

The researcher had conducted interviews with 2 English teachers with the initials SH and N. The reason I chose SH and N was because they both use E-Learning as a medium of learning via Whatsapp and Google Classroom. From this interview, the researcher got a lot of information, one of which was learning went smoothly using Google Classroom and WhatsApp E-Learning. SH used Google Classroom media because it has complete features, while WA she used as the main application for teaching because the application is easy to use and saves quota. «Why ? because in Google Classroom it has many advantages, because in Google Classroom it has a separate feature of giving assignments between forums and others making it easier for students and for teachers to follow the teaching and learning process from day to day.

Meanwhile, N used Google Classroom as the main medium of learning and WhatsApp as an auxiliary medium. » The reason why N uses Google Classroom as the main media is because there is more material loading, while WhatsApp has limited material. As N said that The first, he used Whatsapp and Google Classroom. The one he used the most is Google Classroom because Google Classroom will be more complete, to make learning more, WhatsApp is rather limited than Google Classroom.

According to SH, the use of Google Classroom and WhatsApp has a positive impact such as helping teachers improve the quality of learning, besides that this application is very suitable for learning during the COVID-19 Pandemic. This COVID-19 pandemic learning cannot be done face-to-face but can only be done online, with e-learning it can help teachers to carry out the learning process / learning can still be carried out smoothly during the pandemic. As SH said that For the impact, we first review about the positive impact of the positive impact in e-learning, of course, at a time like this it is very helpful to improve the quality of learning. «The positive impact is that even though the students are at home, they still get learning.

In class, now they can look for other sources on the internet, so they can work, so that includes the positive impact, namely developing independence in learning. In addition to having a positive impact, according to

SH, the use of e-learning has advantages, for example, teachers can develop knowledge, skills and facilitate learning besides that teachers can also be creative because they are required to know how to use e-learning . In N's opinion, the advantage of using Google Classroom is that it contains a lot of material.

b. Observation

Results of teacher observations using E-Learning with WhatsApp and Google Classroom a. The teacher used the lesson plan as a teaching guide to provide material according to the lesson plan that she made. The interaction between the teacher and students the teacher asks students' opinions about the song material. Students answer the questions given by the teacher about the song material by using whatsapp voice messages, so that there was feedback given by students.

The teacher explains the song material in more detail about the meaning of the song. When carrying out this learning process, it turns out that the teacher had problems in teaching using e-learning, namely, anxiety when answering the teacher's questions so that she could not speak. After that the teacher is able to carry out English language teaching using e-learning, learning is carried out 1. The results of teacher observations using E-Learning with WhatsApp and Google Classroom.

After that the teacher is able to carry out English language teaching using e-learning, learning is carried out smoothly when the teacher given assignments and students do it which is distributed on WhatsApp and Google Classroom. The teacher used the lesson plan as a teaching guide, the teacher provides material according to the lesson plan he made. Song material had shared on Google Classroom and WhatsApp, here there is no interaction between the teacher and students. The teacher only given assignments because there is no interaction between teachers and students and there is no feedback from students.

To find out that students understand the material, the teacher evaluates and the results of learning using WhatsApp voice messages and Google Classroom work smoothly because students' grades are between 80, which means it is quite high.

CONCLUSION

The discussion is about The Teachers Perseption of Using E-Learning Media Google Classroom and WhatsApp During COVID-19 Pandemic. So it can be concluded that the use of Google Classroom and WhatsApp can be done anywhere, anytime and this learning is not done face-to-face but learning can be carried out smoothly because it improves the quality of teachers in learning. This means that teachers must be creative and able to develop skills in the 21st century, moreover they must be able to use E-Learning properly and correctly because so that the learning process can run smoothly, the learning process using E-Learning makes it easier for teachers to interact in the learning process. So it can be concluded that in the 21st century, teachers must be able to use E-Learning and not be technologically stuttering.

So it can be concluded that learning English using E-Learning is still relatively new for teachers in Indonesia. However, teachers are required to be active and creative in the learning process, but the use of Google Classroom and WhatsApp can assist teachers in carrying out the learning process because it is cheap, easy, and can be used as a medium of interaction. Disagree but it does not affect the learning process.

In addition, the teacher acts as a distributor and stimulates students to be able to understand the material presented. The method of learning in English can be maximized well by the teacher so that learning English which is considered difficult by students can be in accordance with the expectations and expected goals. Sufficient learning time is also an important capital for students to better understand the material presented. Coupled with adequate facilities and infrastructure from the school, students will get the results as expected. In addition, a conducive room also supports the success of learning. Further research may be able to involve more participants to reveal more issuesabout the use of audio-visual media in learning English. I would suggest that the use of audio-visual media especially in English can be used for teachers in teaching their students in the classroom. It is hoped that there will be further research on the use of audio-visual media as a media in English class and contribute to English education for improve the quality of teaching and learning.

After analyzing the teacher's perception using Google Classroom and WhatsApp E-Learning Media during the COVID-19 Pandemic. It can be concluded that research using E-Learning is effective and efficient because the use of Google Classroom and WhatsApp is cheap, easy and can be used as a medium of interaction. In addition to the positive impact of using this media in the form of a learning process that can be done anywhere and anytime. the advantage is that it makes teachers creative in the learning process using E-Learning.

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