The Teacher's Perception Using ICT as the Medium of Teaching

Miftahul Jannah Mardatilla Yusuf[1], **Wa Ode Fatmawati**[2], **Desy Liliani Husain**[3]

jannahmiftahul1998@gmail.com
[1,2,3]*Halu Oleo University, Indonesia*

ABSTRACT

This research was focused on the explanation of the teachers' perception using ICT as the medium of teaching refer to WhatsApp, Google Classroom, and Messenger. This research used a quantitative research design. The population consisted of junior high school teachers in several Kaledupa Island schools. The sample of this research was 6 teachers. The instruments of this research were a questionnaire with 25 questions and an interview with 5 questions being used to collect teachers' perceptions. The researcher used descriptive analysis through SPSS statistic version 20.0 to exploit data questionnaire and the interview used narrative text. The result of this research consists of internal and external factors. The mean percentage of internal factors is 47.225 percent from recapitulation of strongly agree and agree. Although, the percentage of internal factor have an equal perception, and the percentage of an external factors is 57.684 percent from the recapitulation of strongly agree and agree. Hence, from the data instruments about the teachers' perception using ICT refer to WhatsApp, Google Classroom, and Messenger that has been processed, it can be concluded that the result of teachers' perception shows that using ICT in the teaching process is helpful. It can be assumed, all the teachers who were the sample of this research had a positive perception of the used ICT in teaching. Though, some teachers have to learn more about how to use ICT in a learning process.

Keywords:
Perception, ICT, Learning Media.

1. Introduction

Information and communication technology (ICT) has provided changes in life. Where this information and communication technology facilitates all activities carried out by various groups. Not only that, information and communication technology used as a source of information in education. For example, looking for information about good schools, how to apply learning models and information related to school assignments actually the teachers. Whare, the teachers searching the what their need like the topic of the teaching using the hardwere in ICT such as computer or smartphone. Develop ICT is now very developed and widespread so that all activities carried out influenced by the technology in question in the world of education. The use of ICT in education is not a new thing. It is only natural that schools use technology as a learning medium to help the learning process. This is what gave rise to the term educational technology.

Moreover, Soska (1994) "Education technology is a tool that refers to the things that most of it refer to technology based (CD-ROM), local area network, interactive audio, vidiodisc and telecommunications". Educational technology is a process used a technology to aid in the learning process such as delivering material until evaluating learning (Yusuf, 2012). As postulated by Gafar, Aderlaepe, and Husain (2021), Educational technology is very important in the learning process especially for teachers, because the application of technology can be used as a tool for learning and teaching process. From the opinion, it can said that educational technology is a process that used as a medium to support the learning process. The use of this technology can used as an alternative in the learning process at school.

In the learning process, it is important for teachers to use technology as a learning medium. Moreover, Internet English classes and art will provide support for students to improve their learning (Roblyer & Roblyer, 2006). Furthermore, according to Martono (in Ngafifi, 2014), technology can also be used as a knowledge to do something means the ability to take advantage of both values such as high value and do something with both values that exist in technology. The benefits of using ICT are helping teachers in the learning process such as being able to use technology to support, design or make the learning process not monotonous so that the learning process goes well by the goals to achieved. ICT becomes the center in online learning.

Furthermore, online learning is a learning that done indirectly, means that teachers and students conduct the learning process using ICT media through the internet by designing learning models that would given to students. The teacher ensures that the learning process continues even though it is not done directly or in the classroom. The current technology integration in the language class encourages students to actively like communicating, critical thinking, creativity and collaborating (McKeeman & Oviedo, 2014). Then, the online learning continues, even though the learning process carried out at home, because the online learning process can be done anywhere without being limited by time as long as it is by the model or method chosen in the learning process. In addition, in the online learning process the teacher must also pay attention to the teaching and learning process that continues even though the learning process is at home.

Based on the current situation, ICT developments are very influential in the learning process, this depends on the way educational actors use it. However, the current condition of the situation shocked by the outbreak of a disease called Covid-19 (corona virus diseases-19). Social distancing is a tough choice for every country, the goal is to break the chain of the spread of Covid-19 as a result of which it has a negative impact on all aspects of life, including in the world of education. This situation requires the government to decide by closing schools and moving the learning process from school to home. This decision taken for the common good, so teachers required to continue to carry out the learning process by utilizing communication and information ICT as online learning media.

Furthermore, In the current learning process, to be able outside the classroom which is commonly known as online learning. Here teachers required to carry out all teaching and learning activities using ICT media such as smartphone or computers. The learning process be able by teachers to start the learning process can use learning media such as WhatsApp, Messenger, Google Classroom and so on.

However, the used of ICT in the learning process carried out by teachers was an important issue that must studied. Based on the facts, the mindset of the current teachers with the mindset of the old teacher generation is very different. Where senior teachers are still lacking knowledge in using ICT as a medium in the learning process. This lack of knowledge requires schools to conduct training for teachers who are less aware of ICT.

A few days I was in my village conducting interview with teachers about the learning process using ICT. There are some teacher who do not understand and do not know at all about the use of the learning process, especially senior teachers. Where the senior teacher said that the online learning process was very difficult to give learning material and when the students present were also too noisy to know how many students were present because usually students like to leave attendance and do not follow the learning process. This becomes a problem if a teacher does not know how to use ICT in the online learning process during the pandemic. This is the reason am I interested in taking the topic of teacher's perception of the use ICT as a learning medium. As opposed to Thoha (2010), "perceptions are a basic process of a congnisent person who is experienced by everyone to understand information about their environment, either through the smell, feelings, vision, hearing and appreciation ".

In this research, there are several studies related to this research where the previous researchers discussed teacher perceptions of the use ICT. Researcher of Pamungkas (2020), discussed about the teachers' perception where the researcher only examined the perception than english teachers who in their learning application only used audio-visual in the learning process. The results of his research have both positive and negative impacts. The positive impact was that technology can used as a means in the learning process other than books. While the negative impact of this research is teacher always using technology such as mobile phones, projectors and computers during the learning process in the classroom. The next researcher is Nugroho (2013), who examines the teachers perception in of the use ICT about teacher learning motivation. The results of this study show that the work motivation of teachers is high in the use of ICT in the learning process. Since the first research only see the teachers perception in using ICT for audio-visual like Audio, Video, Power Point and soon. The research of the Devi, Hanna, and Kamaluddin (2021) about the analysis of the teacher's perceptions based on four aspects consisting of cognitive aspects, psychomotor aspects, and emotional aspects. Based on the findings on the study, the researcher found the perception of English teachers on the scientific approach that applied to the curriculum of 2013 is positive. While this research, wants to look at the teachers perception who use ICT as a more medium scale of learning by using certain applications such as WhatsApp, Messenger and Google Classroom during the learning process.

The purpose of this research was to find out the teacher's perception of the use of information and cominacation tecnology in the learning process where each teacher own a different mindset, especially senior teachers and junior teachers on the island of Keledupa.

2. Methods

In this research used a descriptive design, researcher would analyzed the data obtained through questionnaire and interview. This research led to survey research, where this research aims to provide knowledge or a description of the teacher's perception in the use of ICT as a learning medium using some applications. The result of the research used a quantitative description. The population in this research was all junior hing school teachers in several schools in Kaledupa Island. In this case, researcher can directly find out the teacher's perception on the use of information and communication tecnology as a teaching medium. The population in this research consists of 6 teachers of the overall number of schools. The distribution of teacher could be seen in the following table :

Table 1. Research population

No	School	Respondents
1	SMPN 1 KALEDUPA	2
2	MTsN 1 KALEDUPA	1
3	SMP SATU ATAP NEGERI MANTIGOLA	2
4	SMPN SATAP BAJO SAMPELA	1
	Total	6

The sample of this research was the teacher's perception on the use of information and communication tecnology as a medium of learning at SMP N 1 Kaledupa, MTsN 1 Kaledupa, SMP Bajo Mantigola, and SMP N Satap Sampela and the total number of teachers is 6 people. The number of teachers who were sample in each school was determined as many as 6 teachers in each school. Can be seen the table of the samples :

Table 2. Research Sample

No	Schools	Respondents	
		Questionnaire	Interview
1	SMP N 1 KALEDUPA	2	2
2	MTSN 1 KALEDUPA	1	1
3	SMP SATU ATAP NEGERI MANTIGOLA	2	2
4	SMPN SATAP BAJO SAMPELA	1	1
5	Total	6	6

The technique of taking the sample was of total sampling, which was that sampling techniques are conducted at random, regardless of rank, rank or class. The goal was that all subjects in the research population have an equal chance of being selected.

3. Result

Table 3. Recapitulation of Percentage of Teaching Process through ICT in Internal Factor

Statement	SA	A	N	D	SD
Summary of 12 statement	283,2	283,5	66,8	250	316,7

Mean of the Summary	23,6%	23,625%	5,566%	20,833%	26,391%

Based on the table above about recapitulation of percentage for 12 items of the internal factor questionnaire in teaching through ICT, the highest mean of the summary of percentage is SD (26,391%) and D (20,833%) while the lowest is N (5,566%) of percentage. Thereover, the mean of the summary of A (23,625%) is highest while SA (23,6%) of the percentage.
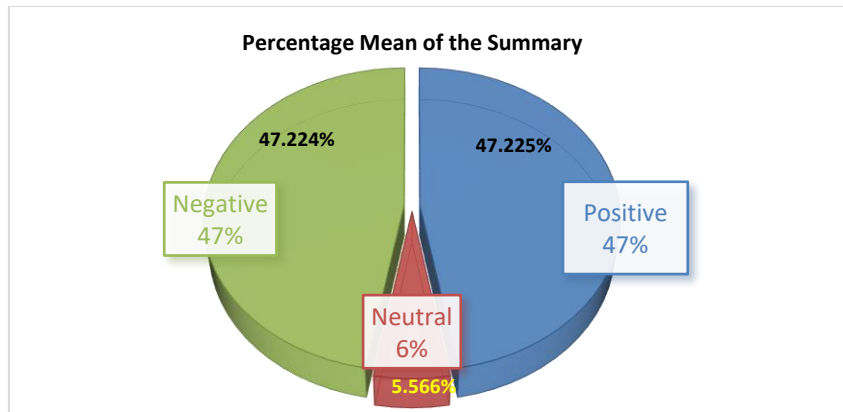
Percentage Mean of the Summary

Table 4. Recapitulation of Percentage of Teaching Process through ICT in External Factor

Statement	SA	A	N	D	SD
Summary of 13 statements	283,3	466,6	33,4	250	266,6
Mean of the Summary	21,792%	35,892%	2,569%	19,230%	20,507%

Based on the table above about recapitulation of percentage for 13 items of the External Factor questionnaire in Teaching through ICT, (35,892%) the highest mean of the summary of percentage is Agree, while the lowest is Strong Agree (21,792%). Thereover, the mean of the summary of Strong Disagree (20,507%) was highest while Disagree (19,230%) and Neutral (2,569%) percentage.

Percentage Mean of the Summary
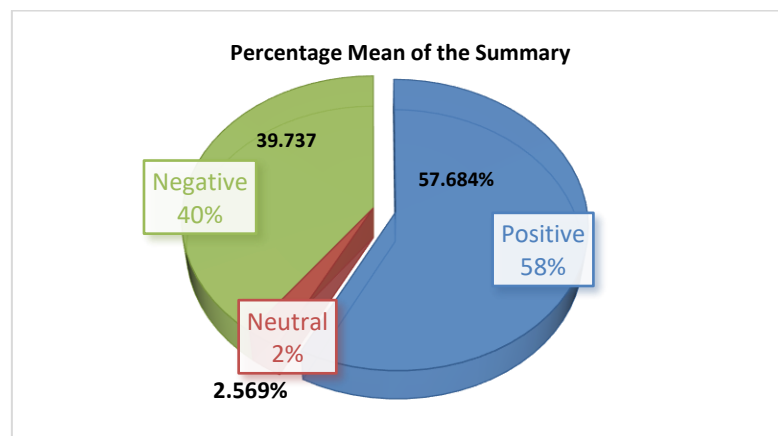
4. Discussion

This section discusses the findings of this research on the teachers perception in using ICT as the medium of teaching during the online learning process using the media such as WhatsApp, Google Classroom, and Messenger. The results of this research discuss two parts, namely external factors and internal factors. This was done to answer the problem questions of this research where the question of the problem was "What is the teacher's perception of the use of ICT as the medium of Teaching?" This research was conducted in four schools on the island of Kaledupa, namely SMPN 1 Kaledupa, MTsN 1 Kaledupa, SMPN Satu Atap Negeri Sampela and SMPN Satap Bajo Mantigola, each school consisting of two teachers and one teacher.

4.2.1 Internal and External factor of the Using ICT as the medium of teaching.

Advances in ICT bring a new atmosphere to the process of the learning English. Previously, in the learning process, the teachers only used books as the main refernce to increase knowledge, information and materials, whereas now all teachers are facing the advancement of ICT where additional material can be accessed easily from the internet via digital devices. During the pandemic, teachers are required to carry out the learning process using ICT through learning media such as Google Classroom, WhatsApp and Messenger in teaching process. Based on the results of the findings above in internal factors to use ICT as the medium of teaching for the overall perception of English teachers with the medium refer to Google Classroom, WhatsApp, and Massengger shows a positive perception with an average percentage of 47.225% recapitulation SA and A. Based on the results found on the internal factors, there are differences in values whose total values are almost balanced between positive and negative. It means that, teachers in several schools think that they reject negative statements and accept positive statements where positive statements refer to the comfort of using ICT in the learning process. Furtermore, the results of the recapitulation on teachers' perceptions of the use of ICT show that the results are almost balanced with the difference of value just littel. It means that, they were agreed if the statement is positive and they do not agree with the negative statement. The questions on the internal factors more or less refer to the teacher's comfort in using ICT during the teaching process.

Furtheremore, the questions of interview in teaching English, the existence of ICT media can be used by English teachers to get additional material easily. This statement can be seen from the answers from several teachers at the time of the interview. The first question received the responses given by the teachers during the interview that they think that using ICT makes it easier for them to share or obtain the learning materials they want. Moreover for the third, fourth and fifth questions during the learning process the teacher also feels comfortable and does not create stress by using ICT. However, there are some complaints where there are still problems with data and electricity packages. Despite being constrained by these two things, there were some teachers who said that using ICT made them comfortable and there were some things that made them less understanding about using ICT. To deal with this misunderstanding, the teacher asked directly to teachers who were more familiar with the use of ICT to assist teachers in implementing an easier learning process. In

addition, teachers can also improve their ability to use ICT as a means of increasing knowledge which has a positive effect on pursuit.

Based on external factors the average reached value obtained from the questionnaire reached 57.684% recapitulation from SA and A. In external factors show that the percentage obtained is superior to positive statements compared to negative statements. It means that the use of ICT in the teaching process is very useful as a teaching medium during the learning process.

Each of the teachers who is a sample from the research give their responses or opinions on the use of ICT in several schools according to what they had seen, felt, and thought when teachers taught using ICT refer to Google Classroom, WhatsApp and Messenger. The responses or opinions that teachers show towards the use of ICT when their fill out the questionnaire can be positive or negative, this can be called a positive perception and a negative perception. In every effort made for something, someone who has a positive perception will certainly feel more capable than someone who has a negative perception (Melia, 2014). Judging from the answers to the questionnaire given by each teacher, it shows that the perception of the use of ICT in the learning process is very helpful. Furthermore, in line with Tondelur in Lestari (2018) states that "digital technology begins to be applied on educational institution as a support to the learning process, learning tool and information." In the second question, all the answers given by the teacher on average get a very important answer which illustrates that the teacher's perception of the use of ICT is very important because according to the teacher the existence of ICT helps teachers in solving problems in the learning process and teaching.

According to Muhasim (2017), "mixing teaching materials and ICT, the learning process will be more attractive and provide motivation to learn with combining images, audio, video and animation so that the learning process is not monotonous". Not only that, ICT advances will also have an impact on the diversity of media used by educators. For example, the media used by teachers are Google Classroom, WhatsApp and Messenger. These three media are alternative applications that are used as media to convey material, give assignments or as a means of the learning process.

Furthermore, media and ICT have roles that serve to complement each other in the sense that ICT is a complement that used to connect the media in a learning process. ICT is like electronic learning that is used as a complement, the learning materials are programmed to complement the learning materials received by students during the learning process Munir (2017). In short, ICT and media have a strong relationship that complements each other especially in the learning process where teachers share materials and information about learning through the media.

The learning process using ICT has a positive impact where learning continues even though it is not face-to-face and takes place more effectively and interestingly, the teacher is able to explain according to what he wants to convey, the learning process becomes easier and the learning process is also faster. As stated by Suripto in Jamun (2018) regarding the positive impact on the use of ICT in education, including the learning process becomes more interesting and effective, explains something difficult/complicated and accelerates the learning process. In short, the learning process will continue as usual even though the learning process is done online and

can be done anywhere, not necessarily in the classroom. Judging from the results of research on external factors aiming below the external factors are superior compared to internal factors. It can be seen that external factors are influenced by external factors such as the use of learning media like Whatsapp, Google Classroom and Messenger. This is the indicator of this research where this research refers to the teacher's perception of the use of ICT as a learning medium.

Based on that explanation above, it can be concluded that the Teacher's Perception Using ICT as the Medium of Teaching refer to WhatsApp, Google Classroom, and Massengger research showed helpful. It can be assumed that all the teachers who were the sample of this research had a positive perception of the use of ICT in teaching.

5. Conclusion

Based on the research findings, the research found that the perception of the English teacher towards external and internal factors is positive. This can be seen from the average score of the overall percentage value of all respondents for 57.684 external and 47.225 for internal factor. This shows that teachers strongly agree with the use of ICT as the medium of teaching and their believe that the used of ICT was very helpful and comfortable to used ICT during the learning process. The purpose of this research is to determine the perception of English teachers about the used of ICT as a learning medium referring to WhatsApp, Google Classroom and Messenger. There are 6 respondents who filled out questionnaires and conduct interviews. The respondents are English teachers who teach in junior high schools on the island of Kaledupa. Researcher analyzed teacher perceptions based on external and internal factors. On external factors, the average value obtained is 57.684 percent, while internal factors obtained an average value of 47.225 percent, and the results from interviews showed that teachers' perceptions of the use of ICT were very helpful during the online learning process.

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