

Perceptions of Teacher, Students and Their Parents on the Use of WhatsApp on Emergency Remote Teaching at SMAN 1 Konawe Selatan

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ABSTRACT

The purpose of this research was to describe the perceptions of teacher, students, and parents about the use of WhatsApp for emergency remote teaching at SMA Negeri 1 Konawe Selatan. The subjects of this research were one English teacher, eighteen students of class XI, and six parents of students so the number of informants in this research was 25 informants. This research used the descriptive research method. This research data were collected by using interviews to get the perceptions of teacher, students, and parents of students. Data analysis techniques consisted of data reduction, data display, and conclusions. Their perceptions were analyzed based on the cognitive aspects of thoughts, opinions, and knowledge. Then based on the psychomotor aspects of motivation, behavior, and skills. Based on the affective aspects of emotions, attitudes, feelings, and evaluations. The results of the research for teacher in the cognitive aspect were generating positive perceptions, psychomotor aspects producing two perceptions, namely positive perceptions, and negative perceptions, and affective aspects generating negative perceptions. Then the results of research for students in the cognitive aspect produced positive perceptions, psychomotor aspects produced positive and negative aspects, and affective aspects produced negative perceptions. Lastly, the results of parental research were that the cognitive aspect produced negative perceptions, while the psychomotor aspect produced positive and negative perceptions, and the affective aspect produced negative perceptions.

Keywords:

perception, WhatsApp, Emergency Remote Teaching.

1. Introduction

Changes in the learning system during the pandemic present challenges for teachers and students. Changes in this learning system make some students who are just experiencing online learning will find it difficult. Many students have a lack of understanding of technology as a medium for online learning. In addition, teachers and students must think creatively about mastering technology as a medium for online teaching and learning. Teachers are also responsible for guiding and directing students in learning to achieve maximum understanding and results from the teaching and learning process using learning media (Romadon & Maryam, 2019). The application of online learning suddenly without proper preparation can make learning not run optimally so there are many obstacles in the online learning process.

The application of learning from home has limited all teaching and learning activities. Once the learning process takes place, the interaction between teacher and student becomes difficult. Only relying on one-way communication by utilizing

technology and internet networks that are still often disconnected so that students do not understand the material given. In addition, the teacher cannot measure the level of understanding of each student when giving the material. This is supported by Naserly (2020), this means that using the Zoom application will consume your internet quota, using the Google Classroom application will result in poor comprehension of materials, and using the WhatsApp application will result in slow communication responses.

Based on observations in several schools, the implementation of learning from home during the pandemic often experiences obstacles. The difficulty of getting an internet network, the lack of technological facilities, and the cost of buying credit will be obstacles in the implementation of learning. The lack of adequate facilities and infrastructure between teachers and students makes the distance learning process not as effective as expected. Compared to distance learning and face-to-face learning in schools, distance learning uses advanced technology, but face-to-face learning is much more effective.

The application of distance learning can be supported through the use of social media. The use of social media can be used to interact with students, classmates, and teachers, post comments, reply to other users, and post learning materials or links to learning materials such as pictures, notes, audio, videos, files, etc (Suardika et al., 2020). Some examples of media that are often used in distance learning are Zoom, Edmodo, Google Classroom, Messenger, WhatsApp, and others. However, based on the observations described above, most schools in South Konawe use WhatsApp because the network is more supportive of its use. In addition, the ease of installation and use of WhatsApp is one of the reasons for using WhatsApp. Most teachers and students have had the WhatsApp application for a long time so it is not foreign to use the application.

SMA Negeri 1 Konawe Selatan is an example of how teachers are using one of the currently evolving communication technologies, WhatsApp, as an English learning medium during the Covid-19 pandemic. WhatsApp is an application that uses the internet as a messaging service that allows users to send and receive messages in real time between individuals and groups. They usually use the WhatsApp application as one of the media used to convey learning information to students, some even create a subject WhatsApp group that is used to exchange learning information and discussions about these subjects.

The WhatsApp application has several functions to use in learning English such as posting pictures or objects, brainstorming ideas, translations, posting jumbled letters or words, spelling, and punctuations, posting phrasal verbs, posting synonyms or antonyms, posting audio or video, essay writing, speaking using video calls, posting web words, posting a reading passage, puzzles or riddles, definition, posting course materials, posting quizzes, paraphrasing, and posting links (Wiramihardja & Uden, 2020). Using the WhatsApp application as an English learning medium allows teachers to be more creative with distance learning during the Covid-19 pandemic. The WhatsApp application is also considered quite effective as an alternative to face-to-face learning. The ease of use and savings are good reasons to use this WhatsApp application as a distance learning tool. During the Covid-19 pandemic, the government provided free quota assistance to students so they weren't burdened with

completing purchases of internet quota so they could continue distance learning. As is known, during the pandemic, the economic sector is greatly affected.

Even though WhatsApp is an easy-to-use app, problems still occur. Especially for schools located in villages, there are still students who do not have cellphones or laptops. Then, students who do not use WhatsApp social media or do not understand using the WhatsApp application become an obstacle in distance learning. Likewise, with their parents, there are still many parents who do not use mobile phones and do not understand the WhatsApp application. Some people only know the name of WhatsApp but do not know how to use the functions of the WhatsApp platform. So it is difficult to convey or get information related to learning from home and communication between teachers and parents regarding student development.

The role of parents in carrying out children's learning while at home is also very important. Parents are responsible for supervising their children while studying at home. Then parents are also needed to facilitate the tools used during distance learning such as cellphones or laptops, pulses or internet quota, and so on. Then the substitute teachers when studying from home are parents, accompanying children to study, maximizing the role of teaching and explaining subjects, and educating children at home (Ahsani, 2020). Although the learning process takes place at home, it is expected that the quality of each child's learning will remain the same as in school. So that parents are also one of the driving factors in optimizing children to keep learning while at home.

However, every parent has a different view of the learning system that has been implemented from home since the pandemic. The application of distance learning using WhatsApp at home turned out to give a different response for each parent. Some parents complain about the implementation of distance learning. Parents with large economies, they will not object to the implementation of distance learning, but parents with small economies, they will object to the distance learning system. In addition, parents will feel burdened if their children ask to buy technology devices and internet packages so they can continue to participate in distance learning during an economic time due to a lockdown.

In conducting this research, the researcher also looks for other studies, articles, or other academic writings that have the same theory but use different research methods or different objects from this research. The researcher found no studies on the perceptions of teachers, students and their parents about the use of WhatsApp in emergency remote teaching, the researcher only found academic writings that have a similar relationship with this research. The first research was conducted by Fauzi & Khusuma (2020), this research has the title "Teachers' Elementary school in online learning of Covid-19 Pandemic Conditions". This research only describes in detail the perspectives of elementary school teachers on online learning during the Covid-19. The second research was conducted by Sukmayanti (2021), this study entitled "Parents' perceptions of the learning activities of grade 5 students using WhatsApp". This research only aims to find out parents' responses to online learning using WhatsApp groups during a pandemic. The third research was conducted by Agung et al., (2020), this research has the title "Students' perception of online learning during the Covid-19 pandemic: A case study on the English students of STKIP Pamane Talino". This research only shows that accessibility is still the main factor influencing

the success of students' online learning. Although these three are slightly similar, they have different things. The difference lies in the goals and levels of the student's school and the use of learning applications as online learning tools. The purpose of this survey is to get teachers, students and parents' perceptions of the use of WhatsApp for emergency distance learning, where the researcher uses three objects at once in this research, and the focus of the researcher is on high school.

Seeing this, the researcher is motivated to conduct research on the use of WhatsApp as an English learning medium during the Covid-19 pandemic. This research is entitled "Perceptions of Teacher, Students and their Parents on the use of Whatsapp on Emergency Remote Teaching at SMAN 1 Konawe Selatan".

2. Methods

The researcher used descriptive research methods. Descriptive research is a type of research that describes and reveals a phenomenon to be studied. The results of this research are presented in the form of a description because the data collected comes from words, not numbers. The descriptive design also serves to facilitate the data which are used to answer research questions. This research was conducted at SMA Negeri 1 Konawe Selatan. Research participants are teacher, students and parents of students. The researcher focused on describing the perceptions of teacher, students and parents of students on the use of WhatsApp in emergency remote teaching by using 3 perceptual aspects, namely cognitive aspects, psychomotor aspects, and affective aspects.

A research instrument is a tool used to collect research data such as interviews, and documentation. Therefore, in this research, 3 interview sheets contain several questions for teacher, students and also parents as the research instrument. The interview is a measurement instrument that is done by interacting with respondents or research subjects and asking questions related to this research. Interviews were conducted directly to get answers or data clearly and definitely. In this research, the researcher conducted interviews with teacher, students and parents to find out the perceptions experienced when using WhatsApp in emergency remote teaching at SMA Negeri 1 Konawe Selatan. The researcher used the methodology defined by Miles & Huberman (1994) to evaluate the data, which included three parts of the procedure: data reduction, data display, and conclusion drawing or verification.

Table 1. Research Instrument

No	Interview	Respondents	Questions
1	Teacher	1	16
2	Students	18	10
3	Parents	6	9

3. Result

From the interview results, it can be seen the perception of teacher, students, and parents in the table below:

Table 2. Teacher's Perception

No	Aspect	Results Positive	Results Negative
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1	Cognitive	Positive perception	
2	Psychomotor	Positive perception	Negative perception
3	Affective		Negative perception

According to the teacher, the WhatsApp application has a major contribution during the implementation of the distance learning process. The teacher replied that the WhatsApp application is not a special application that has features that are difficult to understand, there are no special features or new features to learn. Basically, WhatsApp is a chat-style social media application that makes it easy to send real-time messages. However, teacher have difficulty controlling students because the learning process is far away and does not meet directly with students and it is difficult to make video calls in large numbers. So controlling to keep students active is the most complicated thing that is felt by a teacher. But the teacher said that WhatsApp is the only appropriate alternative to be applied in the distance learning process. In addition, distance learning using WhatsApp does not guarantee that all students learning motivation will increase, this is because students can access other applications outside of learning materials during the learning process.

Table 3. Students' Perception

No	Aspect	Results Positive	Results Negative
1	Cognitive	Positive perception	
2	Psychomotor	Positive perception	Negative perception
3	Affective		Negative perception

Students think that the WhatsApp application is very suitable for use in learning English, the WhatsApp application makes it very easy for students to learn, and learning English using the WhatsApp application is considered very easy by students. However, sometimes students get bored while learning English with WhatsApp application, but it doesn't cost students much to use WhatsApp application while learning English, and the emergency distance teaching process using the WhatsApp application is considered more relaxed for students. However, students experience a decrease in learning achievement when carrying out English learning using the WhatsApp application, students experience problems when learning English online using WhatsApp and the biggest problem is the network, and students also get less attention from parents during the learning process implemented at home.

Table 4. Parents' Perception

No	Aspect	Results Positive	Results Negative
1	Cognitive		Negative perception
2	Psychomotor	Positive perception	Negative perception
3	Affective		Negative perception

Parents give a bad response to their children's English learning by using WhatsApp. According to parents, learning English through WhatsApp is quite

inconvenient because it makes children less understanding of the material given by the teacher, understanding English vocabulary is still very lacking and difficult to learn. However, parents always observe their children when learning from home because if they don't pay attention the children will not learn and prefer to play, all parents are involved in the child's learning process, the form of parental involvement is indirect involvement, such as paying attention to their children, financing online learning facilities children such as cellphones, pulses or internet quotas and dictionaries to learn English. In addition, parents argue that the learning process from home using WhatsApp makes their children lazy to study, online learning using WhatsApp is very burdensome for parents from an economic point of view, their child's report card scores decrease while learning English from home, and emergency distance teaching is considered less effective for children's learning.

4. Discussion

In this research, the researcher analyzed the perceptions of teacher, students and their parents on the use of Whatsapp on emergency remote teaching at SMAN 1 Konawe Selatan based on three perceptual aspects. First, the cognitive aspect contains components of knowledge, opinions, ways people think or accept knowledge, people's experiences, and everything that is obtained through people's thinking. Both affective aspects are emotional reactions that reveal a person's level of liking for something. Then verbal indicators or normal behavioral tendencies of an individual are known as conative or psychomotor aspects.

First, the teacher's perception is the response or opinion of professional educators about what he or she encounters in educating, teaching, guiding, directing, training, and assessing students in the learning process, which is influenced by the ideas and senses of educators. Febriyati & Imroatus (2020), also said, that teachers' perceptions depend on what teacher do and say in class and affect their assessment. Teacher use online media in the learning process as an appropriate alternative during the Covid-19 pandemic. The use of online media aims to minimize the spread of Covid-19 activities as effectively as possible. Therefore, in this research, there were 16 questions for teacher regarding the use of the WhatsApp application in learning English. The text of the interview with the teacher is classified into three aspects as follows.

Cognitive aspect, in this aspect the researcher received positive responses or perceptions, namely the WhatsApp application is familiar, making the WhatsApp application chosen as a medium for learning English during an emergency, the WhatsApp application is very simple and is considered not to be difficult for students and teacher, WhatsApp is considered a good application for distance learning as a substitute for learning at school. This is supported by the following teacher statement: "This WhatsApp application is very good, at least as an alternative media to replace the face-to-face learning process because it has a lot of influence on the learning process carried out by teachers from their respective homes"

While the psychomotor aspect, in this aspect the researcher found positive and negative perceptions. Positive perceptions namely feature found on WhatsApp such as chat rooms and voice notes, really help the teacher in the teaching process." ... of

course there are two kinds of greetings, the first to greet him is in the form of a regular chat, the second is in the form of a voice note...". As for the negative perception, namely distance learning using WhatsApp the teacher does not give too many tasks to students, and the teacher controls students to stay active during the emergency distance learning process using WhatsApp. "Controlling this is the most complicated job because we don't have direct contact with the children, but we will face obstacles, especially in controlling students...".

Then affective aspect, in this aspect there is a negative perception that is where distance learning English using WhatsApp is not effective, the teacher also finds it difficult to know the progress of students during the online learning process that is applied using WhatsApp, and WhatsApp does not guarantee that all students learning motivation increases. "If it is said to increase, it doesn't seem to increase, because online learning has been diverted a lot of attention, with online learning they can access media or other applications such as games...".

Second, student perception is a response that comes from the five senses of students to an object or phenomenon that occurs during the learning process. The learning process in schools has been replaced with emergency remote teaching amid the Corona virus outbreak. Due to a crisis, Emergency remote teaching is a temporary switch from traditional instruction to alternative delivery (Rahiem, 2020). For the learning process to continue, the WhatsApp application is used in the learning process so that learning continues even though learning is from home. Providing learning information via WhatsApp greatly facilitates students and teacher during a pandemic. In this research, there were ten questions given by students to get students' perceptions about learning English through WhatsApp. Student perceptions are divided into three aspects as follows.

Cognitive aspect, in this aspect the researcher, received a positive response or positive perception, namely that 61.11% of students thought that the WhatsApp application was very suitable for use in learning English during the Covid-19 pandemic, 88.88% of students thought that the WhatsApp application was very easy for students to learn during the Covid-19 pandemic, 77.77% of students thought that learning English using the WhatsApp application helped students to make it easier. This is supported by the following student statement: "Yes. I think it is suitable because the WhatsApp application has complete features".

And the psychomotor aspect, in this aspect, the researcher received a negative response and a positive response, in which the negative response was 88.88% of students felt bored using the WhatsApp application in online English learning during the Covid-19 pandemic. "I think it's boring because WhatsApp can only chat, and can't see directly how to explain it". While the positive response is 66.66%. The use of the WhatsApp application in learning English does not cost students much, 72.22%, the emergency distance teaching process using the WhatsApp application is considered more relaxed and easier for students. "For me, it doesn't cost much, because WhatsApp it doesn't use too much data, so it doesn't cost too much".

Next affective aspect, in this aspect the researcher, received a negative response, namely 66.66% of students experienced a decrease in learning achievement when carrying out English learning using the WhatsApp application, 83.33% of students experienced problems when learning English online using WhatsApp and

the biggest problem was the network, 61.11 % received less attention from parents regarding emergency distance teaching using WhatsApp. "The first obstacle may be the network, the second is like the material explained, in my opinion, it is less effective because it is only given as if there is no explanation..."

Third, parental perception is a process in which parents apply several some many efforts to the phenomena they experience based on the truths or beliefs they observe. The perception of parents in education is the view or concern of parents so that children become a generation that can be proud of and a generation that has character values (Dahlia, I., & Supriatna, U. 2021). The purpose of parents' perceptions in this study is how parents view or understand the process of learning English by their children using the WhatsApp application while at home. The learning process carried out by children while at home can be monitored directly by parents so that parents' perceptions of emergency distance teaching can be known by their children. The researcher gave eight questions to parents based on three aspects.

Cognitive aspects, in this aspect, the researcher received a negative response, namely 66.66% of parents gave an unfavorable response to their children's English learning using WhatsApp, and 100% of parents responded that there was no progress felt by parents while their children were learning online from home. This is supported by the following parent statement: "There doesn't seem to be any progress, because I noticed they are playing more".

Furthermore, psychomotor aspects, in these aspects, the researcher got a positive perception and a negative perception. The positive perception is that 100% of students' parents are directly involved in monitoring the child's learning process while at home. "Yes, as parent, I am still involved in monitoring at home...". While the negative perception is that 83.33% of parents' responses to their children's learning carried out from home using WhatsApp makes their children lazier to study, and 100% of parents think that online learning using WhatsApp is very burdensome for parents from an economic point of view. "The lazier so that because they are lazy to study their performance decreases".

Last affective aspect, in this aspect, the researcher got a negative perception, namely 66.66% according to the parents that their children's report cards decreased during learning English from home, and 83.33% of emergency remote teaching was considered less effective for parents of students. "I see my child's report card is declining because his way of learning is not serious".

5. Conclusion

In the cognitive aspect, the researcher received a positive response or perception from the teacher on the use of WhatsApp in emergency remote teaching at SMA Negeri 1 Konawe Selatan. As for the psychomotor aspect, in this aspect, the researcher found negative perceptions of the teacher. And finally, the affective aspect, in this aspect there is a negative perception. In the cognitive aspect, this aspect of the researcher gets a positive response or positive perception. While the psychomotor aspect, in this aspect the researcher got a positive perception. And finally the affective aspect, in this aspect the researcher received a negative response from students towards the use of WhatsApp in emergency remote teaching at SMA Negeri 1 Konawe Selatan. In the cognitive aspect, the researcher gets a negative response or negative

perception. While the psychomotor aspect, in this aspect the researcher got positive perception and negative perceptions. Finally the affective aspect, in this aspect the researcher got a negative perception by parents of students on the use of WhatsApp in emergency remote teaching at SMA Negeri 1 Konawe Selatan.

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