

A SURVEY STUDY ON STUDENTS' PERCEPTION OF TEACHERS' ONLINE TEACHING DURING STUDY FROM HOME POLICY IN JAYAPURA

Herry Wahyudi Susanto

English Language Teaching Study Program
Postgraduate School, Universitas Islam Malang, Indonesia
herrywsusanto@gmail.com

Abstract

The pandemic that came in 2019 has ruined learning process forced students living in the with less support territory to drop their school. Even though virtual teaching had been declared from the very beginning to overcome and compensate the pandemic situation, the readiness to adapt the urgent sudden shift become a major issues worldwide, especially to the less support area such as Jayapura. Under this clutter, teachers play an important role to selectively determine the most proper and utilizable media that fits the students' situation. Therefore, this study was aimed to investigate teachers' wisdom in Jayapura in terms of media selection, their performance using the media, and students' challenge due to using the. A descriptive quantitative survey research method was applied by assinging 5 questionnaire items adopted from Technology Acceptance Model to 123 students. The data found that students in remote area faced less trouble than students in urban area due to the teachers' wisdom to select the most proper and applicable teaching media requiring less quota according to the limited circumstance in remote area.

Keywords: online media, readiness, teachers' wisdom, urban, remote, students.

INTRODUCTION

Many things change after the pandemic emerged in late 2019 (Wu et al., 2020). Education, as well as other aspects, is damaged severely till number of students worldwide forcely must abandon their school (Zahra et al., 2020) even though many countries and governments have immediately enforced online learning (Abidah et al., 2020; Mishra et al., 2020; Jena, 2020). This decision seems impromptu because every area has divergent readiness to adapt this suddent shift. In Indonesia, the similar policy was declared and implemented to every school in every city in the country

under the unequal readiness in terms of network service availability (Ulfah, 2020).

Nevertheless, the less readiness issue can still be solved by teachers' discretion in designing online learning (Tang et al., 2021). By selecting the well-working media under narrow supported area, teachers are able to minimize the barriers while optimizing the benefits of the media (Ngampornchai & Adams, 2016). But, to rely on teachers' wisdom to determine the best decision under the new unpleasurable working condition may be another issue to worry about and endanger students' learning progress (Ouma & Munyua, 2018; Marinette, 2018; Hoang, 2020).

Therefore, this study was aimed to survey the teachers' online learning in Jayapura which is equipped with low internet support during the virtual classroom time. To obtain the large and wide overview of teachers' consideration in determining the online teaching media in Jayapura, this study addressed to answer two research focuses, to know what media frequently used by teachers in Jayapura is and how students' perceptions on the effort to utilize the selected media are.

This study purposed to fill the gap of the previous studies conducted by number of researchers. Rasmitadila et al., (2020), for example, conducted the study observing teachers' perception on students' interest to undergo online class by involving 7 teachers from 5 provinces in Indonesia. The result showed that 67 participants agreed that the shift of learning method during pandemic generates negative effect to students such as losing the passion to study.

Another perception study was conducted by Krishnapatria, (2020), conducting the inquiry of students' learning experience during pandemic that resulted the low level of students' satisfaction attending the class. Astuti & Indriani, (2020), also committed the study of students' perception on learning process amid the pandemic period. But, the study focused on the perceptions on using particular media for learning. Rifiyanti, (2020), who undertook the related research to online learning practice as well investigated the effectiveness aspect of online learning application. The study revealed that online teaching was highly not recommended to teach listening due to its ineffectiveness.

Hence, focusing on how teachers' designing the online class by taking advantages of proper and serviceable online platforms during pandemic and observe students' opinion on the use of the media will add more depictions of online learning process amid the pandemic after other studies had conducted many investigations in various perspective.

Furthermore, to guide this study, a proper theoretical framework was established.

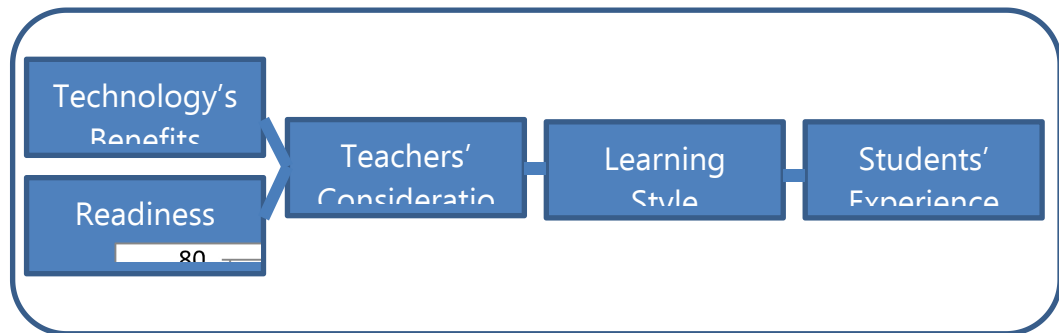


Figure 1. Theoretical Framework

Students' experience during pandemic is highly influenced by learning style applied by teacher. Learning style in this discussion means what applications or platforms teacher utilizes and how teacher optimizes them. To optimize the use of applications or platforms, teachers should consider about the benefit offered by the technology and how many benefits that students can make use of regarding to the students' readiness such as the readiness of internet service, technology awareness, and device availability.

In other words, teachers' consideration in designing the learning model is able to reduce the disruption students encounter and able to increase the advantages of implementing certain technology. Depending on this theoretical framework, this survey study will inquire the teachers' online teaching in term of students' perception during pandemic in Jayapura.

METHOD

This study applied quantitative descriptive survey method in order to inquire students' perception of teachers' online teaching by providing questionnaire and doing computerized numerical computation to generate data presentation.

123 students participated in this study. Those students derived from 4 different schools and 3 different grades. 57 participants were student from 2 schools in urban area which has 16 senior high schools in total, and other 66 participants were student from remote area which has 3 senior high schools in total. The average age of those participants was 16 years old with age range 15 y.o. (16 students), 16 y.o. (49 students), 17 y.o. (37 students), 18 y.o.(18 students), and 19 y.o. (3 students). The participants were students of senior high school from 10th grade to 12th.

The data collection instrument used a questionnaire containing 4 items adopted from Technology Acceptance Model (TAM) to measure the challenges utilizing a teaching media during online learning. The open-ended unstructured interview was also applied to obtain better description.

The questionnaire results were converted into Likert Scale by range score 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Undecided (U), 2 = Disagree (D), and 1 = Strongly Disagree (SD), and then, multiplied by total respondents. All scores were summed up to find total score. Then the total score was divided by total students in order to conclude the decision. The taking decision to see the perception level of each item used the comparison of the mean score to the level average by Oxford: positive (3.5-5.0), neutral (2.5-3.4), negative (1.0-2.4).

RESULT AND DISCUSSION

Collecting data result was analyzed separately based on the area where the data come from (urban area and remote area).

Teachers' online media

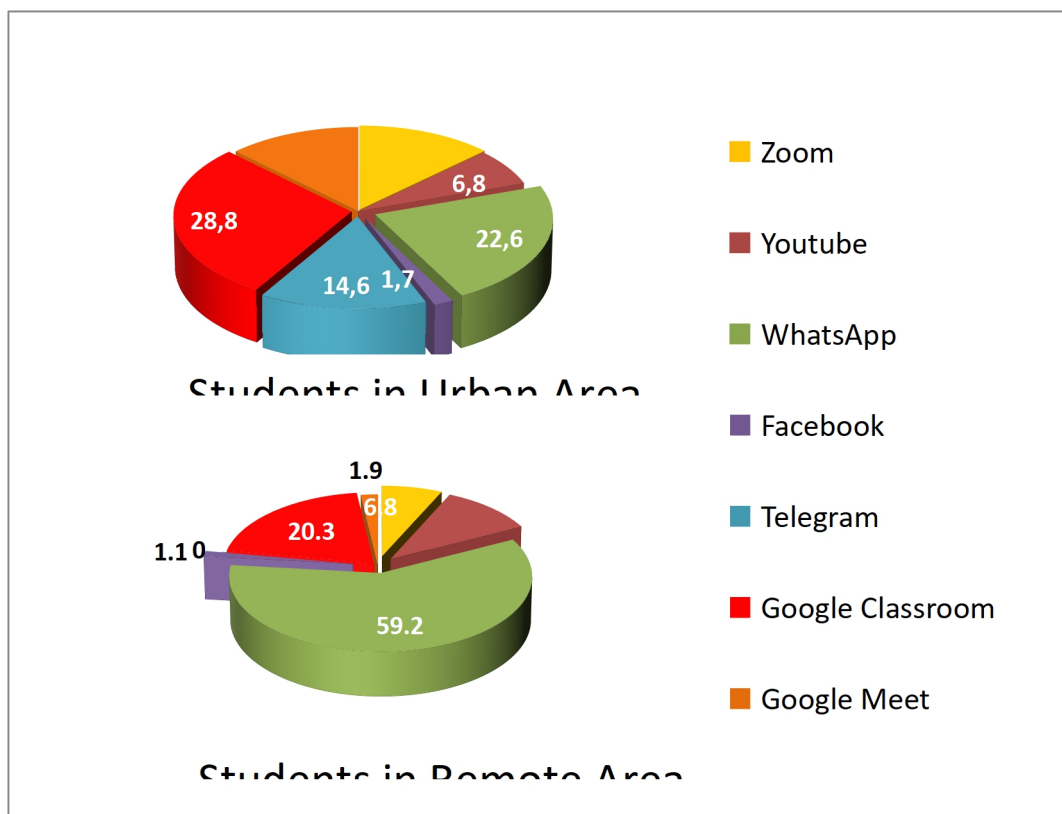


Figure 2. Media Usage Rate (%)

The study found the propensity of the type of media used in online learning program. The diversity was noticed from the area where the school is located. The schools from urban area tended to use more various kinds of media than the schools in remote area. The teachers in urban evenly utilized Google Classroom, Google Meet, Zoom, Telegram, and WhatsApp as learning media. While the teachers' from remote area mostly occupied their learning process by WhatsApp, nearly 60%, and the rests were Google Classroom (20.3%), YouTube (10.7%), Zoom (6.8%), Google Meet(1.9%) and YouTube (1.1%).

The Impact of Utilizing Selected Online Media

The items adopted in case of measuring students' challenge were "I have the technology to use with online learning", "I know how to use the technology for online learning", "The materials provided online are easy to understand", and "I have no problem with internet connection".

| | SD (1) | D (2) | U (3) | A (4) | SA (5) | Total | Mean | Standard Deviation |
|----------------------|-------------------|------------------|------------------|------------------|-------------------|--------------|-------------|-------------------------------|
| Item 1 | - | 13 | 4 | 34 | 6 | 204 | 3.58 | 0.9626 |
| Item 2 | 1 | 4 | 6 | 41 | 5 | 216 | 3.79 | 0.7731 |
| Item 3 | 9 | 23 | 18 | 5 | 2 | 139 | 2.44 | 0.9823 |
| Item 4 | 12 | 24 | 11 | 8 | 2 | 135 | 2.37 | 1.0795 |
| Total Average | | | | | | | 3.05 | |

Table. 1 Students in the Urban Area Challenge Perception

The data showing up on the table reveals some information. First, item 1(3.58) and 2 (3.79) represent positive perception or it can be explained that students at school in urban area are have no issues about the mean and ability to operate the informational device or learning platform.

To the contrary, item 3 and item 4 indicate negative mode. The comparison of students agree on the statement is much less that those who disagree. The gap is around 30%. The strongly dissagree picker is also rising significantly on item 3 and 4.

| | SD (1) | D (2) | U (3) | A (4) | SA (5) | Total | Mean | Standard Deviation |
|----------------------|-------------------------|------------------------|------------------------|------------------------|-------------------------|--------------|-------------|-------------------------------------|
| Item 1 | 1 | 9 | 3 | 47 | 6 | 246 | 3.73 | 0.869 |
| Item 2 | 2 | 11 | 3 | 38 | 12 | 245 | 3.71 | 1.049 |
| Item 3 | 4 | 21 | 18 | 20 | 3 | 195 | 2.95 | 1.0293 |
| Item 4 | 3 | 17 | 13 | 24 | 9 | 217 | 3.29 | 1.1336 |
| Total Average | | | | | | | 3,42 | |

Table. 2 Students in the Remote Area Challenge Perception

Meanwhile, the data of students in the remote area shows some differences in two items . Similar to students in urban, students in remote area also assumed that they had no problem in device availability and the ability to operate the technology (item 1 and 2). But, the difference is that the students in remote area did not encounter the problem of internet connection and online material as poor as students in urban area.

Since this study was a survey research instead of a case study research that observes the unique phenomenon and finds the causes of the situation, the researcher did not conduct further investigation to find the reason of this phenomenon.

But, referring to the theoretical frame work of this study, this situation may be explained as teachers' wise consideration to carry on the most effective learning model during pandemic.

By interview result, it was described that schools in remote area run a semi distance-learning method. In practice, students in remote area still came to school to study with their teacher as the conventional learning model. Some students came to school in turn on certain days, some others came to school every school day.

This option was selected in order to cover the shortcomings of internet access quality and students' lack of experience in using online learning platform (Sulisworo et al., 2020). This option also affects on the choice of WhatsApp as the most frequently media used during online learning to share the class information due to its common and simple use which does not require advanced technology understanding.

This consideration by teachers in remote area which was not adopted by teachers in urban area may cause this distinction. Concisely, students in remote area did not experience the disruption to understand the material provided online because they, actually, carried out more conventional learning model and avoided the obstacles caused by online learning.

Referring to two tables of data presentation, internet connection stability seems to be a problem by the majority students in Jayapura. Indonesia, however, is not the fast-enough-internet-service country. According to report by Speedtest Global Index per January 2021, Indonesia is 121st rank in the world with average internet download and upload speed 17.33 Mbps and 11.27 Mbps (Okezone.com, 2021) .

Those numbers are much lower than Qatar as the world's fastest internet speed county with average download speed 178.01 Mbps (Kontan.co.id, 2021). So, the fact that students in Jayapura complain the internet connection during pandemic was not really surprising. Even more, Papua have been at the low provinces rank for internet connection speed for years (detik.com, 2020).

Furthermore, due to the geographical location, mass network disruption often happens in Jayapura. As recorded since 2017, There had been some mass network disruption cases which last for weeks (sinarharapan.co, 2019; Okezone, 2018; kabarpapua.co, 2017).

The latest case had occurred for more than a month, from end of April to the beginning of June 2021. The latest disruption had completely paralyzed the internet connection in overall Jayapura area (KOMPAS.com, 2021). So, with the more user accessing online service during pandemic, the connection stability issue is understandable and highly possible to happen.

In this discussion, what really becomes the concern is that students from urban area confirm more problem on internet connection than students which have less internet infrastructure in remote area. The basic assumption should be the more infrastructure an area has, the better the connection service will be.

This unexpected case is highly potentially experienced due to the different learning style implemented among teachers from both area. Students in urban area frequently utilized more variety applications than students in remote area which was equipped with limited access to internet.

The video conference learning platforms such as Zoom and Google meet used by students in urban area certainly require strong and stable connection to have best experience (Minhas et al., 2021). With the increasing number of user and less stable internet connection, the stable may be so worse that students in urban consider internet as a major issue.

In contrast, schools in remote area only utilized less then 10% video-conference-based platform to carry out teaching learning process, Zoom

(6.8%) and Google Meet 1.9(%). Majority learning process relied on messenger platform such as WhatsApp (59%) and leaning management system-based platform such as Google Classroom (20.3%).

By the policy to optimize messenger platform such as WhatsApp that does not require strong signal (Nihayati & Indriani, 2021) instead of video conference application in order to deal with the poor internet connection factor, the learning process is able to be managed well and avoid the internet issue. This situation most likely becomes the result of the fact that students in remote area have less complaint about the internet issues than students in urban area.

The preference of using more the messenger platform such as WhatsApp instead of video conference platform in order to avoid internet issues and draining much quota is also in line with the studies by Amin & Sundari, (2020), Minhas et al., (2021), and Mannong, (2020).

However, Mansing, (2020) pointed out that utilizing video conference platform like Zoom is the best temporary option to deal with the new changing situation because of its closest model to conventional classroom which can help students to develop cognitive, affective, and psychomotor aspect.

Bawanti & Arifani, (2021), Rahayu, (2020), Firmansyah, (2021), and Hamid, (2020) also stated the opinion that Zoom is highly effective to use for online learning during pandemic due to its adequate features to support synchronous learning. However, Laili & Nashir, (2021) underlined that the success of using Zoom as the substitution of classroom learning actually depends on the good and supportive internet network.

The poor internet quality in Jayapura and the high frequency of using video conference platform in carrying out distance learning may be the big factor why students in urban area, in this study, complained the internet as the issues more than the students in remote area.

CONCLUSION

Generally, online platforms and applications utilized during online learning were able to cover the distance problem. But, implementing the most workable and appropriate media by teachers was the fundamental consideration to avoid more problems and obtain more benefits.

The comparison of the effectiveness of implementing multi-application and mono-application was out of range of this study, therefore, further research in comparing the number of media used is suggested.

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