

Embracing Whatsapp Application as Emergency Remote Learning During Covid 19 Pandemic

Yasyir Fahmi Mubaraq^{1*}, Hidya Maulida², Yulieda Hermaniar³, Lianada Rizky⁴

^{1,2,3,4} STKIP PGRI Banjarmasin, Banjarmasin, South Kalimantan

*Corresponding Author: myasyirfahmi@stkipbjm.ac.id

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Abstract: This paper pictures education changes into a technological system. Face to face class has to be limited because of the pandemic. In Indonesia, online learning is something new that needs adaptation to do because not all students are familiar with the system. Some students got some difficulties during online learning and students also have different views of this learning system. Emergency remote teaching (ERT) is meant to be a temporary shift from the normal modes of teaching. This takes what would have otherwise been face-to-face or hybrid teaching and transforms it to become digital education. The Mobile device can help the students continue their lessons through online classes because that is the alternative way to keep learning. Whatsapp Application can help students communicate and share knowledge with their teachers from a distance without face to face. Whatsapp application is then promoted as the alternative way in facing the remote learning situation. WhatsApp has become a shared platform that enhances accessibility, encourages cooperation, and intensifies motivation to take an active part in academic assignments.

Abstrak: Tulisan ini menggambarkan perubahan pendidikan dalam penerapan teknologi. Kelas tatap muka harus dibatasi karena pandemi. Di Indonesia, pembelajaran online merupakan hal baru yang perlu diadaptasi untuk dilakukan karena belum semua siswa familiar dengan sistem tersebut. Beberapa siswa mengalami kesulitan selama pembelajaran daring dan siswa juga memiliki pandangan yang berbeda tentang sistem pembelajaran ini. Pengajaran jarak jauh darurat (PJJ) dimaksudkan sebagai peralihan sementara dari mode pengajaran normal. Ini menggunakan yang seharusnya menjadi pengajaran tatap muka atau hibrida dan mengubahnya menjadi pendidikan digital. Perangkat Mobile dapat membantu siswa melanjutkan pelajaran mereka melalui kelas online karena itu adalah cara alternatif untuk tetap belajar. Aplikasi Whatsapp dapat membantu siswa berkomunikasi dan berbagi ilmu dengan gurunya dari jarak jauh tanpa tatap muka. Aplikasi Whatsapp kemudian dipromosikan sebagai alternatif dalam menghadapi situasi pembelajaran jarak jauh. WhatsApp telah menjadi platform bersama yang meningkatkan aksesibilitas, mendorong kerja sama, dan meningkatkan motivasi untuk berperan aktif dalam tugas akademik.

INTRODUCTION

During the pandemic of covid-19 strikes the world in early 2020 till the 2022, ASEAN students, including Indonesian students, went through an unprecedented situation on their higher education experience. Especially Indonesia which is an archipelago country

and very differ in technology knowledge from one region to another region. The government must force to stop face to face learning in order to decrease and eliminate the spread of corona virus and introduce online learning to teacher, school, college, and university. In Indonesia, online learning is something new that needs adaptation to do because not all students are familiar with the system. Some students got some difficulties during online learning and students also have different views of this learning system. The top barriers students encountered during the online portion of the semester were connected to Wi-Fi quality, finding a quiet space, and finances. Beyond academics, students decreased their social connections with peers, professors, and the college community.

There is a distinguishing difference between emergency remote teaching and e-learning (i.e., online teaching or online learning). Emergency remote teaching (ERT) is meant to be a temporary shift from the normal modes of teaching. It happens when teaching becomes remote (or distant). This takes what would have otherwise been face-to-face or hybrid teaching and transforms it to become digital education. According to Means et al. (2009:9) define online learning as the "learning from distance that can connect each other over the internet connection Internet. This definition excludes purely print-based correspondence education, broadcast television or radio, video conferencing, video-cassettes, and stand-alone educational software programs which do not have a significant Internet-based instructional component".

According to Richardson (2000) argue that "the unique characteristics that define online learning (an appropriate combination of asynchronous and synchronous voice, text and video) can

actually lead to enhanced or hyper-communication". Koohang and Harman (2005:92) stated that "online learning is the process of delivery of education all activities that relevant to instructing, teaching, and learning process through various platforms. "Cost is the most important that necessary by the student that can help them to buy the data that will support the internet access, and they can open the internet to follow the online class wherever they are as long as they have an internet connection, whether on campus or online. An online course is an alternative way to continue education, especially in Indonesia, because of the pandemic. Recently, the students are learning through WhatsApp as media in the online learning process. Still, the students face some difficulties when they study online, such as it costs of data, internet data, misunderstanding, uncomfortable".

According to Barhoumi (2015: 222), WhatsApp is from the English phrase "what's up?" meaning what's new? Is an instant messaging application for Smartphone. It allows users to exchange images, videos, and audio or written messages using the internet. Plana et al. (2013) examine the use of WhatsApp in English language studies among students in Spain, and their findings showed that students reported a rise in motivation and a greater enthusiasm for reading in a foreign language. WhatsApp has become a shared platform that enhances accessibility, encourages cooperation, and intensifies motivation to take an active part in academic assignments (Rambe and Bere, 2013).

This paper illustrates and promotes some benefit and also stages in using Whatsapp as Emergency Remote Learning Media based on students' experienced as they transitioned from the typical learning delivery of a tradi-

tional on-campus semester to a learning delivery by using WhatsApp application.

METHODS

The method used in this research is a qualitative approach with a natural setting. In this research, the researchers used qualitative design to explore and understand the phenomenon. The process of research involves emerging questions and procedures, collecting data in the participants' setting, analyzing the data inductively, building from particulars to general themes, and making interpretations of the meaning of the data. This paper narrates and highlight the use of WhatsApp in emergency remote learning. The research take place at the STKIP PGRI University Banjarmasin. The research subjects were 7th semester students of the 2021-2022 academic year.

RESULTS AND DISCUSSION

The satisfaction of online learning media using the WhatsApp application by students in Indonesia is quite satisfied with online learning carried out during the pandemic. The advantage gained from using the WhatsApp application is that this application is able to accommodate the learning process well through features that can support the successful implementation of online learning during the pandemic. The disadvantage of using the WhatsApp application is that it still has limitations to meet face-to-face in real time through its features. On the otherhand, From the results of several studies, teachers mostly use online chat (online chat) and video converence (video conference) features from WhatsApp to explain and share learning materials and assignments, discussions, and provide feedback to students (Lestyanawati and Widyantor: 2020).

The use of WhatsApp as a learning management system was also disco-vered by Atmojo & Nugroho (2020). The findings of Lie et al (2020) also confirm that teachers prefer to use WhatsApp to communicate with students and conduct video conferences because they can contact students more efficiently. On the other hand, Amin and Sundari (2020) who conduct research on students' preferences for digital platforms claimed that Whatsapp was the application most chosen by students because it was practical, according to students' needs, had a positive effect, and learning content was easier to understand.

For some who can do online classes in a synchronized manner sometimes encounter obstacles due to the lack of stability of the internet network and the limitations of internet data packages owned by students. Atmojo & Nugroho (2020) also encountered the same problem, where they confirmed that Economic limitations are the reason why many students still do not have access to online learning. In addition, Lestyanawati & Widyantoro (2020) added the location also determines their success access the internet. For those who have a smartphone but are in a remote area, instability or even the absence of internet access is also a cause lack of smooth implementation of online classes.

In conducting online learning, previous researchers found the difficulty of explain the material. In their findings, Lestyanawati and Widyantoro (2020) noted that this factor was the most mentioned factor after limitations of having supporting tools and Internet access as well as economic factors family. They explain that the teachers need to try even harder in explaining the material compared to face-to-face meeti-

ngs because they must ensure that all students understand. Dealing with this situation, Akpan & Ezinne (2017) revealed that WhatsApp has been regarded as one of the most effective of collaborative tools for teaching and learning process, and it can help students to construct their own knowledge, enhance their communication, creativity, critical thinking, and problem-solving skills. They do not have to meet the teacher face to face in the classroom because they can ask a question from their home as long as they have an internet connection.

The Mobile device can help the students continue their lessons through online classes because that is the alternative way to keep learning. An online educational system can help students communicate and share knowledge with their teachers from a distance without face to face. Educational mobile tools have emerged and show great potential to help students construct and share information and knowledge for learning through computers or mobile devices (Pence, 2007). The students can learn through WhatsApp as media to transfer the material from lecturers.

There are several activities that can be done using WhatsApp. For example: (a) lecture: The teacher explains the subject matter directly to the students, (b) class discussion: Conferences can facilitate teachers in holding discussions, (c) class by giving the topics to be discussed and throwing some question. Then, students can express their opinions in turn, (d) drilling: The teacher trains students to pronounce words and sentences directly. The teacher can ask the students one by one to practice pronunciation, (e) prepared Speech/Monologue/Individual Presentation: Make turn of speaking activity according to a previously assign-

ned topic with a duration short time, (f) reading dialogues in pairs or in groups: before reading practice dialogue, the teacher should have determined the pair or group of students who will do dialogue, (g) the teacher must be able to ensure that all students attending the conference to get a chance to speak, (h) one of the drawbacks of Whatsapp Video Conference is the absence of screen sharing feature. So, teachers need to anticipate this by preparing materials that need to be shared/discussed first and share it with students.

WhatsApp is one of alternative mobile technologies that can be applied to support, strengthen, or even perform a major online instruction. According to Siemens (2006), "when students use digital tools to connect, they are able to reflect on dialogue about, and internalize content in order to learn."

Through a series of conversation in a group chat, students might always constantly notice the messages sent by others, attempt to comprehend the information, and subsequently join in written chats. This subconscious process gives a wide chance for them to learn and practice using the target language naturally. Although, there is shortcoming in using Whatsapp, the lecturer can overcome obstacles in understanding the lecture material, a link of YouTube which contains an explanation of the topic they are studying can be shared through the chat.

CONCLUSION

The satisfaction of online learning media using the WhatsApp application by students in Indonesia is quite satisfied with online learning carried out during the pandemic. The advantage gained from using the WhatsApp application is that this application is able to accommodate the learning process well

through features that can support the successful implementation of online learning during the pandemic.

SUGGESTION

The scope of this study is limited to STKIP PGRI Banjarmasin, particularly English Department students. Then, a greater portion of sample is proposed to make a better conclusion.

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