The Role of Primary School Teachers on Online Learning with WhatsApp Group

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ABSTRAK

Kondisi pandemi covid-19 menuntut pembelajaran harus tetap berjalan walaupun tanpa tatap muka, salah satunya pembelajaran melalui pembelajaran daring dengan aplikasi WhatsApp Group. Penelitian ini bertujuan untuk mengeksplorasi dan mendeskripsikan peran guru sekolah dasar dalam belajar mengajar dari rumah melalui WhatsApp Group. Fokus penelitian ini mengarah pada kompetensi pedagogik guru dalam pengelolaan kelas yang terdiri dari perencanaan, pelaksanaan, dan penilaian pembelajaran. Penelitian ini menggunakan penelitian kualitatif jenis fenomenologi, yaitu mengungkap fakta yang terjadi tentang kegiatan belajar mengajar guru melalui aplikasi WhatsApp Group. Teknik analisis data menggunakan model Miles & Hubberman yang mencakup pengurangan data, presentasi data, verifikasi, dan kesimpulan. Pengecekan validitas data menggunakan teknik triangulasi, yaitu kuesioner, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa dari 11 aspek yang ada, hanya ada satu aspek yang belum tercapai, yaitu melakukan diskusi melalui forum diskusi yang belum tercapai, sedangkan untuk aspek lain seperti menyediakan modul, menyediakan bahan ajar, memberikan tugas, menilai tugas, memberikan masukan dan mengkaji pembelajaran telah tercapai. Penelitian lebih lanjut diharapkan dapat menggunakan triangulasi sumber daya, yaitu guru, siswa, dan wali murid karena kegiatan belajar dilakukan dari rumah sehingga analisisnya lebih mendalam.

ABSTRACT

The conditions of the Covid-19 pandemic require learning to continue even without face to face, one of which is learning through online learning with the WhatsApp Group application. This study aims to explore and describe the role of primary school teachers in teaching and learning from home through the WhatsApp Group. The focus of this research leads to the pedagogical competence of teachers in classroom management which consists of planning, implementing, and assessing learning. This research uses qualitative research with the type of phenomenology, which is to reveal the facts about teacher teaching and learning activities through the WhatsApp Group application. The data analysis technique uses the Miles & Hubberman model which includes data reduction, data presentation, verification, and conclusions. Checking the validity of the data using triangulation techniques, namely questionnaires, interviews, and documentation. The results show that of the 11 existing aspects, there is only one aspect that has not been achieved, namely conducting discussions through discussion forums that have not been achieved, while for other aspects such as providing modules, providing teaching materials, assigning assignments, assessing assignments, providing input and reviewing learning has been accomplished. Further research is expected to use the triangulation of resources, namely teachers, students, and student guardians because learning activities are carried out from home so that the analysis is more in-depth.

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1. Introduction

The current Covid-19 pandemic forces all activities to be carried out at home, including the teaching and learning process (Basilaia & Kvavadze, 2020; Cho & Hong, 2021; Simamora, 2020; Subagia & Wiratma, 2020). Teachers and students conduct the teaching and learning process from their homes. This is done to help the government in efforts to break the chain of spread of Covid-19. This activity has been running in the last two months since the establishment of government regulation on March 16, 2020. With the government's regulation to learn from home, the teaching and learning process can be done with an online system, this will certainly add new experiences for students who have been learning only from school (Cho & Hong, 2021; Wijayanengtias & Claretta, 2020; Xue et al., 2021).

Related to learning from home, the Ministry of Education emphasized that online / remote learning is carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for class increase and graduation, teachers are ensured to teach from home for the sake of mutual safety (Kristiawan et al., 2021; Kusuma & Sutapa, 2020). In order to achieve success in this program, the participation of related parties such as parents is expected to accompany and supervise their children in learning in their respective homes, because when children hold mobile phones at home without parental supervision, they tend not to focus on learning but rather tend to play games on the phone. Therefore, the role of parents is very influential on the achievement of students in receiving materials from teachers, because teachers only help provide teaching materials and others - others while supervising the student is really learning or is not the responsibility of parents (Purandina & Winaya, 2020; Sutardi & Sugiharsono, 2016). Distance learning is done so that children of basic age can understand the conditions experienced by the community and the surrounding environment of students.

Online or distance learning is focused on improving students' understanding of the coronavirus and Covid-19 outbreak, learning activities and tasks can vary between students, according to their interests and conditions, including in terms of access gaps or learning facilities at home, evidence and learning activities products are given qualitative and useful feedback for teachers, without having to provide quantitative scores or grades (Harahap et al., 2021; Pratiwi, 2020; Syarifudin, 2020). Learning activities carried out by students at home vary greatly depending on the conditions of each student's family economy and teacher creativity (Mardianto & Prayitno, 2020; Rohmawati, 2015). In one class not all students who at home have their own mobile phone, some use their parents' mobile phones and in the morning their parents work so that the student has to wait for his parents to come home first to use the mobile. Most early grader, grade I to grade III have not been trusted by their parents to have their own mobile phones, while high grades IV through grade VI mostly already have their own mobile phones. Teachers must have creativity in providing learning according to the conditions of each student in their class (Jhon et al., 2020; Zubaidah, 2016).

From the results of the researchers' interviews with all class teachers ranging from grade I to grade VI at SDN Bluru Kidul 2 on May 5, 2020 through WhatsApp, learning activities carried out by grade I to grade III teachers using assignments through television media by listening to TVRI (Republic of Indonesia Television) shows, working on worksheet, and theme package books, while learning activities from grade IV to grade VI are using online learning, namely from WhatsApp Group each class, this is because for high classes can already use mobile phones to do learning activities. Although not all high school students have their own mobile phones but most high school students already have their own mobile phones. Thus it will be possible to apply learning through WhatsApp Group classes or online-based learning by utilizing the available applications and not charging students to have a good mobile phone, but the mobile phone can still open and read messages on WhatsApp Group. The research conducted by Daheri et al. (2020) show that online learning through WhatsApp in elementary schools tends to be ineffective. There are things that have to be evaluated both in terms of teachers and parents in this regard. Shofiya & Sartika (2020) stated that factors that hinder teachers his role as a facilitator i.e. 1) internet connection that is lacking nice in certain areas, 2) many students who do not have a mobile phone personal, and 3) parents of heavy students to purchase an internet data plan that is usage more than usual.

Various ways elementary school teachers at SDN Bluru Kidul 2 Sidoarjo do in providing learning to their students from their homes. The use of WhatsApp Group class is very effective to do learning from each student's home, because WhatsApp is available on all mobile phones of any brand, students do not need to download additional applications to do learning activities simply using the WhatsApp and teachers create class groups in the application, so it does not require too much internet quota in carrying out learning activities. One example of the learning process through WhatsApp Group is the first step where the teacher gives a video about the material that fits the theme of the day for the student to learn

and then the teacher gives the assignment according to the material given. Before the teacher gives the assignment first the teacher gives a grid to the students to be used as a reference in the work of the assignment given by their teacher. The way to collect tasks is also quite easy, namely just by taking pictures of their tasks and then sent to WhatsApp Group that is already available on their mobile phones. In addition to the role of teachers, the role of parents is no less important in this regard. The role of parents to the application of home learning during the pandemic in educating children includes mentoring and as motivators (Lilawati, 2020; Yulianingsih et al., 2020). Research result of Astuti & Harun (2020), the challenges faced by parents in accompanying children to learn include having to know and overcome the child's learning mood, invite children to do learning activities with a pleasant atmosphere, and can divide time between work and accompanying children to learn.

This study aims to explore and describe the role of primary school teachers in teaching and learning from home through the WhatsApp Group. The school uses the application because it is very easy for students and teachers to be creative in delivering materials to students.

2. Method

This research uses qualitative approach of phenomenological type. Phenomenology is an approach that focuses more on the concept of a particular phenomenon and the form of its study is to see and understand the meaning of an experience related to a particular phenomenon (Denzin, 2011). The subject of the study was a class teacher at SD Bluru Kidul as many as 1 person. Data collection tools or research instruments are researchers themselves who immediately plunged into the field (Moleong, 2017). The presence of researchers in the field in qualitative research is absolute, because researchers act as research instruments as well as data collectors (Sugiyono, 2014). Researchers interacted with participants indirectly (Arikunto, 2014), through google form application for questionnaires, voice recordings for interviews, and capture documents of teaching and learning activities from WhatsApp Group, participants in this case are grade V teachers at SDN Bluru Kidul 2 Sidoarjo. Data collection techniques include questionnaires, interviews, and documentation. Data analysis techniques using the Miles & Huberman (2014), which includes data presentation, data reduction, verification and conclusion. Valid instruments will be able to be used to retrieve the correct data so that conclusions can be credible (Yusup, 2018). The stages of research that have been conducted are shown in Figure 1.
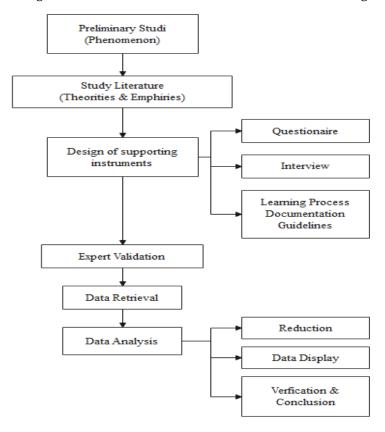

Figure 1. Research Stages Chart

Based on Figure 1, the research phase starts from a preliminary study, which is to trace the phenomenon that occurred at SDN Blurukidul 2 that there is distance learning conducted by teachers to their students using WhatsApp Group. Researchers are interested in uncovering the role of teachers in teaching and learning activities from home through WhatsApp Group. Based on theoretical and empirical studies obtained that WhatsApp application is widely done as an alternative solution in distance learning during the covid-19 pandemic. Researchers designed research support instruments, namely questionnaires, interviews, and documentation with the subject of grade V teachers at SDN Blurukidul 2. The instruments that have been designed are further validated by experts in their fields. Expert validation results state that the research support instruments are valid and worth using. The next stage is data retrieval to obtain the findings. The data that has been taken with questionnaires, interviews, and documentation will be conducted data analysis includes 3 steps, namely data reduction, data presentation, and verification and conclusion

3. Result and Discussion

Results
Based on the results of polling, interviews, and documentation can be presented into the following:

Table 1. Result of Polling

Indicator	Statement	Respons	
		Yes	No
Learning Planning	1. Teachers make manuals/ modules/ lesson plan compiled as a reference for learning.	√	-
	2. Teachers keep daily journals during distance learning.	√	-
	3. Teachers make teaching materials in the form of learning material/ videos.	√	-
	4. Teachers create a grid of assignments/ quizzes/ exams.	√	-
Implementation of learning	5. The teacher delivers the learning materials.	√	-
	6. Teachers form subject group discussions through the provided discussion forums.	-	√
	7. The teacher gives the assignment / quiz/ exam either group or independently uploaded in the menu provided.	√	-
	8. Teachers check assignments/ quizzes/ exams either group or independently uploaded by students.	√	-
Learning assessment	9. Teachers make daily assessments to evaluate the absorption of student material.	√	-
	10. Teachers provide feedback that is the result of assessment of assignments / quiz/ exam through the available menu.	√	-
	11. The teacher reviews or summarizes the learning.	√	-

Based on Table 1, from 3 indicators of the role of teachers in learning, namely learning planning, implementation of learning, and learning assessment which is described into 11 aspects, obtained 10 aspects that teachers do and 1 aspect that teachers do not do. 1 The aspect that teachers do not do is provide a group discussion forum. Classes are divided into individuals, all forms of tasks are completed individually and it is not possible to conduct group discussions due to pandemic conditions that require social distancing.

Table 2. Result of Interviews

Indicator	Question	Answer
Learning planning	Does the teacher make a guidebook/ module / lesson plan compiled as a reference for learning?	Yes, because books, modules, lesson plan, and others can be used as a reference for learning so that learning can be directed, although the pandemic period of lesson plan is also needed so that the schedule can be arranged well and nateri can be absorbed to the maximum and the learning steps are carried out well.

Indicator	Question	Answer
Implementation of learning	Does the teacher make teaching materials in the form of package books and worksheet?	The teaching materials of the package book does not make, worksheet the teacher himself who makes, if the package book for class V using books from the office.
	Does the teacher make teaching materials in the form of learning materials/ videos and share them into class WhatsApp Group?	Yes, one day before the material was delivered the teacher made a learning video.
	Does the Teacher give a grid of assignments / quizzes / exams and share them into the class WhatsApp Group?	Assignments are done every day but previously the teacher gave a grid, for quizzes once a week twice via Whatsapp video call, 1 quiz for 5 children.
	Does the Teacher deliver the learning materials into the class WhatsApp Group?	Yes, first greet through WhatsApp group, learning materials delivered through the video that the teacher has made, after that the assignment grid then collection.
	Does The Teacher form a discussion of the subject group through the discussion forum provided?	Before the pandemic, but during the pandemic period did not conduct group discussions to prevent transmission, group discussions via WhatsApp also did not, because the tasks are completed individually.
	Do teachers give assignments / quizzes / exams through WhatsApp Group?	Yes, everybody. Deuteronomy once every 2 weeks, quiz once a week, assignments every day.
	Does the Teacher check the assignment / quiz / exam either group or independent uploaded by students in the class WhatsApp Group?	Yes, every day the assignment and corrected immediately that day.
Learning assessment	Does the Teacher make daily assessments while teaching?	Yes, children's assessment is also done in their daily life.
	Does the Teacher provide feedback that is the result of an assessment assignment / quiz / exam into the class WhatsApp Group?	Yes, after the assignment and corrected, the value is directly in screenshoot and sent to WhatsApp group as the value of the assignment result and immediately announced if anyone remidial.
	Does The Teacher provide feedback that is the result of an assessment assignment/ quiz / exam into the class WhatsApp Group?	Yes, every day. The teacher creates a special folder for the review of the learning.

Based on table 2, from 3 indicators of the role of teachers in learning which includes learning planning, implementation of learning, and learning assessment which is described into 11 aspects, only 1 aspect that is not done by teachers is to provide group discussions. Before the pandemic, group discussions were always conducted in the classroom, but in pandemic conditions and through WhatsApp Group no group discussions were conducted. This is because the given tasks are completed individually (not in groups).
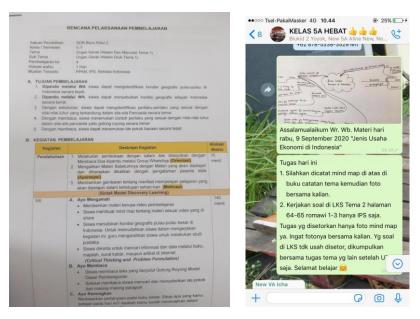
Figure 2. Learning Planning

Based on Figure 2, it was obtained that the documentation of learning planning which includes lesson plan and material with mind map, and the assignments that will be given to the students. This plan is made by the teacher before the learning begins. This plan will be communicated to students through WhatsApp Group.
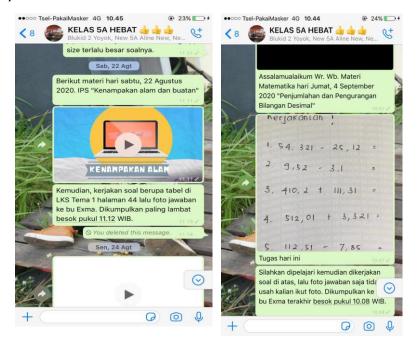

Figure 3. Implementation of Learning

Based on Figure 3, from the documentation of the implementation of learning, the teacher delivers the teaching materials through video and provides assignments for students to do. In the material video, students are asked to learn what is achieved in the next video answering questions and collected at a set time. Likewise, when giving assignments / quizzes, teachers give a time limit in completing them.
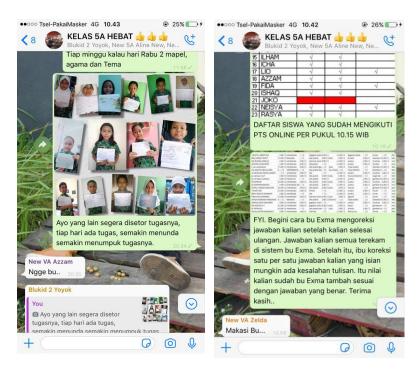
Figure 4. Learning Assessment

Based on Figure 4, documentation is obtained from the assessment of learning yait photos of students who have completed the assignments that have been given and there is a review of the results of the assignments that have been given. In the document there appears to be a student whose task is complete and incomplete.

Discussion

Based on the research result, of the 11 aspects studied all the data are credible or trustworthy except for one indicator that states about teachers making the discussion of data groups is not credible, because during online learning through WhatsApp Group teachers do not form a learning group so there is no classroom discussion forum. This is proven by the data from questionnaires, interviews, and documentation showing that teachers create learning tools and carry out learning and provide assessments all done and shared into WhatsApp Group classes without any discussion.

Based on the results, it can be stated that teachers play a major role in the teaching and learning process. The teaching and learning process is a process that contains a series of actions of teachers and students or the basis of reciprocal relationships that take place in educational situations to achieve goals (Sanjani, 2020). The teaching and learning process can not be separated from the role of teachers as the main key in the implementation of learning. Teachers and students are said to conduct the teaching and learning process when reciprocal relationships respond to what is conveyed by the teacher and the student responds to what has been conveyed by the teacher as evidence of the student following the learning process. Therefore, teachers must be able to present the best learning for the sake of improving the quality of education.

The role of teachers is very decisive in efforts to improve the quality of formal education. Therefore, teachers as learning agents are required to be able to organize the learning process as well as possible (Soh, 2017; Surahman & Mukminan, 2017). Good learning is learning that students can follow, students easily absorb what the teacher is conveying, and reflect it into the assignments given by the teacher. Good teachers are teachers who are able to create innovations in learning (Ahmadi, 2017). Elementary school students are in desperate need of innovative classes. Because the majority of elementary school students still have a child attitude that is basically very fond of playing (Khaulani et al., 2020; Sumaryati et al., 2017). Childhood is a time that always wants to try new things and followed by a huge curiosity, but also easily bored with what has been done, for that the teacher must be able to provide innovative learning so that students are not easily bored and increasingly motivated in following the learning process.

Teachers play a leading role in providing motivation to students so as to improve the quality of education in order to educate the nation's life (Darmadi, 2015; Idzhar, 2016). In a learning process there

will definitely be students at the forefront and there are students who are retarded. Teachers should be able to provide motivation so that students who feel retarded and less able to follow the learning do not feel left behind and can follow other students. the class containing students who have high motivation to learn will be a class that continues to grow so that the quality of students is increasing.

From the results of the research conducted, teachers play a role in preparing learning facilities. When a lesson is organized neatly and directional so that students easily understand the material in a learning. The role of the teacher is very important even before the learning is given the next day, the teacher must already have the concept of learning by creating a series of materials and tasks that will be given to the students (Surahman & Mukminan, 2017). In the lessons done at home, the teacher must make a video of the learning materials that are concise but include the entire material that will be given to the students.

Teachers should also be able to provide feedback in the form of questions and assignments to find out how deep the students absorb the materials provided in the form of learning videos, after which the teacher gives an assessment and reviews the learning that has been done to find out the advantages and disadvantages of learning that has been done (Trianto, 2007). The results of learning are summarized in a daily journal in order to know the progress of students in each day.

The role of teachers in the conception of connectivism is not only as a provider and distribution of knowledge; rather, they have a larger role as master artists, curators, network administrators, and "concierges" for learners (Siemens, 2008). Teachers not only as people who provide science but also must be able to create an atmosphere of learning in accordance with existing conditions, such as today during the pandemic teachers must be more creative how the learning continues and students feel comfortable with the learning done.

This role requires teachers to understand teaching materials, understand pedagogy, and understand about technology so that the experience of learning through technology becomes a quality learning experience and also fun for learners (Santosa & Irawati, 2018). There are many opportunities to create quality learning experiences through online learning but for that teachers must be ready in utilizing the pedagogy of the technological era and also ready to utilize technology for the benefit of learners. Research shows that the use of Whatsapp can increase student motivation (Indaryani & Suliworo, 2018), through this WhatsApp students can be motivated in carrying out learning activities from home.

4. Conclusion

Based on the results of research and discussion, it can be concluded that the role of teachers in teaching and learning activities from home starts from the planning, implementation, and assessment of learning has been achieved, namely 10 of the 11 aspects studied. However, there is one aspect of discussion forum that has not been achieved, this is because during class discussions through WhatsApp Group, to gather all students to go online together and discuss is still difficult for teachers to do. For 10 other aspects such as providing modules, providing teaching materials, assigning assignments, assessing tasks, providing input and reviewing learning has been achieved. Based on the research that has been done, can be submitted advice that is the use of questionnaires and interviews as a data collection isntrumen have almost similar data, this is forced to do because the current pandemic conditions are just the way that is easy to do in data retrieval, researchers are then expected to use interview techniques with triangulation sources, because in this case learning activities carried out at home it requires sources other than teachers, namely students and parents , so that the resulting analysis and conclusions are more in-depth.

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