

Indonesian English Teachers' Perceptions on Using Online Teaching Platforms

Johari Nur¹⁾, Rizky Gushendra²⁾

^{1,2)} English Education Department of State Islamic University of Sultan Syarif Kasim Riau
email: joharinur87@gmail.com¹, rizky.gushendra@uin-suska.ac.id²

Abstract

Due to Covid-19 Pandemic, all teachers in Indonesia are required to teach students remotely using appropriate online teaching platforms. There various teaching platforms to be utilized such as Whatsapp, Edmodo, Google Classroom, Ruang-Guru, Kahoot, Google Meet, Zoom Cloud, etc. These platforms enable the teachers to simply interacting with the students in teaching-learning processes. The objective of this research is to explore the Indonesian English teacher' perceptions on using online teaching platforms. This research uses a quantitative approach. The subject of this research is 40 English teachers of Senior High Schools in Kampar, Riau. Questionnaires are used as a technique of collecting data. Results prove that most of the English teachers have positive perceptions on the usefulness, ease of use, and accessibility aspects of online teaching platforms.

Keywords: Pandemic, Perception, and Platforms.

Introduction

On March 2020, The World Health Organization (WHO) has declared Coronaviruses Disease 19 (Covid 19) as a global pandemic (BBC, 2020). This pandemic enforces people all over the world to stay safe at their homes without visting other places. It entirely impacts on all sectors of life, including education sector. By this condition, the teaching and learning processes in all levels of education either formal or informal institutions are transferred from face-to-face learning to online learning during Covid-19 pandemic. This transition allows the teaching-learning process to continue although teachers and students do not meet with each other directly in the school. Teachers can still deliver the teaching materials, while the students can still receive the lesson from their homes. According to UNESCO (2020a), the closure of schools in many countries, including Indonesia is due to a public health emergency as well as the efforts to break the chain of the spread of Covid-19.

Online learning is a kind of learning experiences or environments that relies on internet as the main delivery mode of communication and presentation (Appana, 2008). It is clear that through online learning the teachers can present the teaching materials and interact with students virtually using internet connection. Moreover, Smedley (2010) argues that online learning provides flexibility of time and place to between the teacher and students in delivering or receive the learning information. In addition, Wagner et al (2008) state that online learning makes available extra prospects of interactions between students and teachers during content delivery.

There are two types of approaches of online learning known as synchronous learning and asynchronous learning (Zucker, 2002). Synchronous is a kind of learning that enables direct interactions between students and teachers in a real-time using online forms such as videoconferences, webinars, and online chat, etc. It requires the teacher and students to be in the same online environment at the same time. Meanwhile, asynchronous learning is an indirect learning that is not require the teacher and students

to interact with each other at the same time. This learning allows the students to access the materials anytime. It tends to be an independent learning approach.

Online learning certainly have advantages and disadvantages. A study conducted by Giovannella (2020) reported that the teachers had positive perceptions in using technology. It was based on the teachers' experience after 2 months facing the Covid-19 pandemic. Similarly, Arora (2019) proved some benefits of online learning which provides accessibility, allows individuals to plan and direct their learning, effective for developing teachers cognitive abilities, cost-effective, gives opportunities for teachers to acquire technical skills in using Information Communication Technology (ICT), allows students to study at their own pace without time constraints, and teachers can compete globally. In addition, Zhang et al (2006) said that online learning allows the teachers to explore many flexible learning ways without meeting with the students directly. Therefore, the teachers can choose their own preferences to teach the students.

However, (Prasetyo, 2021) conducted a research on teachers' perceptions of online learning during the Pandemic. It was found that online learning has some weaknesses such as inadequate facilities and infrastructure, less optimal material delivery, the burden of purchasing internet quotas, problems in internet connection, monotonous visual learning style, and the teachers are less flexible in monitoring the student activities. While, Arkorful and Abaidoo (2015) in their study outlined that online learning was conducted through remoteness and contemplation resulting in lack of student's interaction.

In line with online learning practices, the teachers are expected to be able to use and manage the online teaching platforms. There are various online teaching platforms that can be utilized by the teachers such as Google Classroom, Google Meet, Edmodo, Kahoot, Ruang Guru, Zoom Cloud, etc. According to Archambault et al. (2016), online teaching tools accommodates feedback between instructors and students, and make them communicate more efficiently and effectively. Aithal and Aithal (2016) add that it is important for teachers to embrace the advanced technology in teaching-learning process. Therefore, all of teachers must be selected to choose appropriate online teaching platforms as the main tools of teaching, especially teaching English during Covid-19 pandemic.

Using online teaching platform is still new system of learning for senior high school teachers in Kampar, Riau. Hence, it is needed to investigate their perceptions in accepting new technology. One of the most widely used as a powerful model for understanding users' acceptance of technology is TAM (Technology Acceptance Model) developed by Davis (1989). It is used to investigate the way people perceive the new technology in terms of perceived usefulness and perceived ease of use. Perceived usefulness is the degree or level of someone's belief that using a particular system can enhance his/her job performance (Davis, 1989). It means that whether or not someone perceives that teaching platforms to be useful based on their needs. Meanwhile, perceived ease-of-use is the degree or level of someone's belief that using a particular system would be free from effort (Davis, 1989). Besides, ease of use is also measures the degree of accessibility to the new technology.

Based on the explanation above, thus, a research question was formulated into "How is the Indonesian English teachers' perceptions on using online teaching perceptions?"

Methods

This research was descriptive research using quantitative analysis. The objective of this research was to explore the Indonesian English perceptions on using online teaching platforms. The subject of this research consisted of 40 senior high school English teachers in Kampar, Riau. All the English teachers/ respondents have implemented teaching online using some platforms. To collect the data, a set of questionnaires consisted of 15 close-ended questions was employed and distributed to the English teachers through Google form. It was constructed by using Likert Scale with five choices as follows:

Strongly Agree labeled as SA (5), Agree labeled as A (4), Neutral labeled as N (3), Disagree labeled as D (2), and Strongly Disagree labeled as SD (1).

The questionnaire was based on three aspects: usefulness, ease of use, and accessibility which was adapted from Technology Acceptance Model (TAM) developed by Davis (1989). In this research, the aspects of usefulness, ease of use, and accessibility are the independent variables, while the online teaching platforms is the dependent variable.

Result and Discussion

This section explores the result and discussion of the Indonesian English teachers' perceptions on using online teaching platforms. The teachers have used online teaching platforms in teaching English during Covid-19 Pandemic. The data of this research is further analyzed based on a Likert Scale which is indicated by the percentage of questionnaires. The following tables highlight the interpretation of the questionnaire from the three aspects of English teachers' perceptions:

Table 1. Usefulness Aspect

Statements	SA 5	A 4	N 3	D 2	SD 1
1. Online teaching platforms are useful and helpful for me in teaching English	22%	58%	13%	7%	
2. I think online teaching platforms save my energy and times	34%	60%	6%		
3. I think online teaching platforms are effective for teaching English	20%	46%	23%	11%	
4. Online teaching platforms enhance my teaching strategy as an English Teacher	24%	56%	20%		
5. I think online teaching platforms facilitate interaction and communication with my students better.	23%	64%	13%		
6. I think online teaching platforms are interesting	40%	57%	3%		
7. I feel comfortable to use online teaching platforms	25%	55%	20%		

Table 1 above showed that most of the English teachers had chosen "Agree" option rather than other options. It could be seen from the the percentages of 7 statements given. The percentage of statement number 1 "*Online teaching platforms are useful and helpful for me in teaching English*" was 58%, then, statement number 2 "*I think online teaching platforms save my energy and times*" was at the percentage of 60%, the percentage of statement number 3 "*I think online teaching platforms are effective for teaching English*" was 46%, the percentage of statement number 4 "*Online teaching platforms enhance my teaching strategy as an English Teacher*" was 56%, the percentage of statement number 5 "*I think online teaching platforms facilitate interaction and communication with my students better*" was 64%, the percentage of statement number 6 "*I think online teaching platforms are interesting*" was 57%, and the percentage of statement number 7 "*I feel comfortable to use online teaching platforms*" was 55%. Each of the percentages was the highest percentage among the other choices (Strongly Agree/ SD, Agree/ A, Neutral/ N, Disagree/ D, and Strongly Disagree/ SD). This result proved that the English teachers had positive perception on the usefulness of online teaching platforms.

Table 2. Ease of Use Aspect

Statements	SA 5	A 4	N 3	D 2	SD 1
8. I can manage and post the teaching materials easily using online teaching platforms	18%	50%	20%	12%	
9. I can easily communicate with the students virtually through online teaching platforms.	21%	56%	16%	7%	
10. I can easily manage the students' assignments	28%	58%	14%		
11. Online teaching platforms are easy to use	32%	62%	6%		
12. Online teaching platforms are flexible	30%	60%	10%		

It could be seen from Table 2 that most of the English teachers dominantly chose “Agree” option. The percentage was higher than other options (SD, A, N, D, and SD). The percentage of statement number 8 “*I can manage and post the teaching materials easily using online teaching platforms*” was 50%, the percentage of statement number 9 “*I can easily communicate with the students virtually through online teaching platforms.*” was 56%, the percentage of statement number 10 “*I can easily manage the students' assignments*” was 58%, the percentage of statement number 11 “*Online teaching platforms are easy to use*” was 62%, and the percentage of statement number 12 “*Online teaching platforms are flexible*” was 60%. It proved that the English teachers had positive perception on the ease of use of online teaching platforms

Table 3. Accessibility Aspect

Statements	SA 5	A 4	N 3	D 2	SD 1
13. I can easily access the online teaching platforms.	25%	62%	13%		
14. Online teaching platforms are available on my smartphone	42%	56%		2%	
15. I can interact with students without limitation of space and time	40%	50%	10%		

The accessibility aspect from table 3 above shows that there were 3 statements given to the English teachers. Most of the English teachers still dominantly chose “Agree” option. It has the highest percentage among other choices (Strongly Agree/ SD, Agree/ A, Neutral/ N, Disagree/ D, and Strongly Disagree/ SD). The percentage of statement number 13 “*I can easily access the online teaching platforms.*” was 62%, the percentage of statement number 14 “*Online teaching platforms are available on my smartphone*” was 56%, and the percentage of statement number 15 “*I can interact with students without limitation of space and time*” was 50%. It can be said that the English teachers had positive perception on the accessibility aspect of online teaching platforms.

Based on the interpretation of the three aspects of questionnaire above, it is clear that the English teachers have positive perceptions on using online teaching platforms.

Conclusion

Based on the result and discussion of the research, it can be concluded that the Indonesian English teachers had positive perceptions on the usefulness, ease of use, and accessibility aspects of online teaching platforms. The highest percentage of the questionnaire is option 'A', which means agree with all statements of the questionnaire. It means that online teaching platforms are useful, easy to use, and has benefits for teachers to support them in teaching-learning processes digitally. Finally, it is expected that for further researchers to conduct a research more not only about teachers' perception on online teaching platforms, but also about the effectiveness of using these platforms.

Acknowledgments

All praises to the lord of the universe, Allah SWT, who has given a best opportunity to the authors to write this research paper. The authors address their deepest gratitude to their family, who always love and pray for all of their activities. Then, the authors also give a very high appreciation to their colleagues, friends, and other relatives that have given positive supports to the authors from the beginning of their writing of this research until it has been completed.

Besides, the authors admit that this research has some weaknesses or is still far being perfect. Hence, the authors really need some suggestions, critics, and all good information in order to enrich their knowledge to write further research papers. Thanks.

References

- Giovannella, C. (2020). Measuring the effect of the Covid-19 pandemic on the Italian Learning Ecosystems at the steady state: a school teachers' perspective. Retrieved from <https://www.researchgate.net/publication/343127257>.
- Likert, R. (1932). *A technique for the measurement of attitudes*. Archives of Psychology.
- Zucker, R. F. (2002). Teaching and learning online – communication, community, and assessment. University of Massachusetts.
- Aithal, P. S. & Aithal, S. (2016). Impact of online education on higher education system. *International Journal of Engineering Research and Modern Education (IJERME)*, 1(1), 225-235.
- Appana, S. (2008). A review of benefits and limitations of online learning in the context of the student, the instructor and the tenured faculty. *International Journal on E-Learning*, 5-22.
- Archambault, L., Wetzel, K., Foulger, T. S., & Williams, M. K. (2016). Professional development 2.0. *Journal of Digital Learning in Teacher Education*, 2974, 2153–2974.
- Arkorful, V. & Abaidoo, N. (2015). The role of e-learning, advantages and disadvantages of its adoption in higher education. *International Journal of Instructional Technology and Distance Learning*, 12(1), 29-42.
- BBC. (2020). Coronavirus: Window of opportunity to act, world health organization says. Retrieved December, 2020, from <https://www.bbc.com/news/world-asiachina-51368873>.
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), 319-340.

- Prasetyo, A. P. (2021). Persepsi guru dampak pandemi Covid-19 terhadap pelaksanaan pembelajaran daring di PAUD. *Jurnal Pendidikan Anak Usia Dini*, 633-640.
- Smedley, J. K. (2010). Modelling the impact of knowledge management using technology. *OR Insight* (2010) 23, 233–250.
- UNESCO. (2020a). School closures caused by Coronavirus (Covid-19). Retrieved from <https://en.unesco.org/covid19/educationresponse>.
- Wagner, N., Hassanein, K. & Head, M. (2008). Who is responsible for E-learning in Higher Education? A Stakeholders' Analysis. *Educational Technology & Society*, 11 (3), 26-36.
- Zhang, D., Zhou, L., Briggs, R. & Nunamaker, J. (2006). Instructional video in e-learning: Assessing the impact of interactive video on learning effectiveness. *Information & Management*, 43(1), 15-27.