

An Analysis of teachers'

by Ahmad Subhan

Submission date: 05-Jun-2023 04:53AM (UTC-0500)

Submission ID: 2109367754

File name: JURNAL_IQRA_SINTA_2.pdf (407.65K)

Word count: 5360

Character count: 30136

An Analysis of Teachers' and Parents' Perceptions on English Online Learning at Junior High School

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ABSTRACT

Teachers are one of the main factors for the success of education. Parents play an important role in the task and are responsible for the formation of children's character both physically and spiritually. As educators, teachers are the main actors who walk side by side with parents and other important elements. This research analyzes the teachers' perception about English online learning design and the parents' perception about English online learning design at SMP Negeri 01 Seputih Surabaya. This research used a qualitative approach. The results showed that: 1) The teacher's perception of the implementation of online learning in English shows that the teacher feels that online learning is difficult to apply especially in shaping the character of students because teachers are less able to monitor and supervise students directly, lack facilities that support online learning, and teachers also complain that in delivering learning materials, students find it difficult to understand the lessons being taught. 2) Parents' perceptions of the implementation of online English learning show the ineffectiveness of online learning, this is due to parents who feel that their children are not optimal when studying and are still having problems while studying.

Keywords: Teachers' Perceptions, Parents' Pperceptions, English Online Learning.

ARTICLE INFO

Article history:
Received

February 18, 2022

Revised

November 30,
2022

Accepted
December 16, 2022

How to cite

Roza, A., Sari, Y., & Adi, W., (2022). An Analysis of Teachers' and Parents' Perceptions on English Online Learning at Junior High School. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 7(2). 335-344. <https://doi.org/10.25217/ji.v7i2.2210>

Journal Homepage

<http://journal.iaimnumetro Lampung.ac.id/index.php/ji/>

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INTRODUCTION

All sectors of life have changed due to the Covid-19 pandemic. These changes also demand adjustments according to the current conditions. In Indonesia, the Covid-19 virus has temporarily closed all office, economic and educational activities. Work or study activities that are usually done face-to-face are now carried out from home or often known as Work From Home or Study From Home. This interaction restriction is a form of anticipation as well as a solution by the government to overcome the level of spread and break the chain of the Covid-19 pandemic. Temporary closure aims to limit the possibility of creating a crowd that is too densely spaced which causes the transmission of Covid-19 between humans.

The education sector in Indonesia is one of those who has felt the impact of this virus. Based on Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona virus Disease

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(COVID-19), there are several provisions regarding the implementation of education during this pandemic. One of these provisions is regarding the implementation of learning carried out from home through online or distance learning (Pokhrel & Chhetri, 2021). However, this new condition caused some teachers, students, and even parents to complain. This is due to the lack of facilities and capabilities needed in online or distance learning.

Online learning is a learning activity carried out by utilizing the internet or other digital media as a medium to deliver learning materials in the teaching and learning process. Changes in educational conditions also cause changes in the learning media used in the teaching and learning process. Online learning media is used in online learning process. With the use of online learning media, the delivery of learning materials by teachers to students does not need to be done face-to-face. On the other hand, online learning causes students to spend more time at home with their parents. Therefore, understanding, monitoring, and support from parents for online learning are very much needed in the student learning process. So that parents have an important role and are also responsible for the learning process from home (Đurišić & Bunijevac, 2017); (Bhamani, et.al, 2020). However, parents usually do not supervise and guide their children during online learning activities. Therefore, many children do not carry out online learning activities properly. The student's lack of understanding of the English assignments given by the teacher makes learning English a lesson that seems difficult to understand. In addition, parents are required to supervise their children in the learning process at home, both in terms of the use of technology and monitoring the learning process, restrictions on learning time and time to play, as well as supervision in carrying out school assignments given by online teachers. However, many students do not understand the explanation given by the teacher so children have difficulty in doing the assignments.

Monitoring and support from parents will make students being disciplined in learning even without being supervised by the teacher. This is in line with Hamid's opinion, that the teacher is an important component in the teaching and learning process. The teacher is someone who has the authority and has the responsibility to guide and nurture students. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating students in early childhood education, formal education, basic education, and secondary education. In practice, in order to achieve effective student learning outcomes, teachers also need guidance and support for ongoing contact and communication with students and their families (Rubin & Fernandes, 2013); (Palmer & Holt, 2014); (Kaden, 2020); (Gisewhite, et.al, 2021).

So that the learning process at home can run properly. Online learning is a relatively new learning system to be implemented, especially at SMP N 01 Seputih Surabaya. Online learning is different from face-to-face learning that has been carried out in Indonesia, this raises various perceptions from both teachers and parents. In this research, the researcher wants to analyze the perceptions of the ninth-grade English teacher and parents of SMP N 01 Seputih Surabaya students. The conclusion from the definitions described above regarding perception is a person's perspective in the process of understanding, receiving, and interpreting information in the surrounding environment using the five senses. So, perception is an acceptance of information that comes from a stimulus and a person's response to something that has been observed using the five human senses. A teacher's perception can be interpreted as a direct response from a teacher related to matters concerning education. Based on the

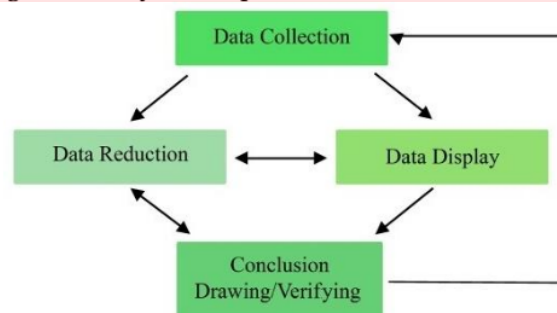
1 explanation above, it can be concluded that the teacher's perception is the impression, interpretation, assumption, view, knowledge, and attitude of the teacher regarding a thing or event related to education. Parents have the responsibility to educate, nurture, and guide their children to reach certain stages so that they are ready to integrate into social life. Family is the main foundation that shapes the character and personality of children. Parents play an important role in the task and are responsible for the formation of children's character both physically and spiritually. Basically, whatever the parenting style applied by parents to their children, it is intended that children can grow and develop into mature and socially mature human beings. For this reason, in order to create a reliable generation in this increasingly competitive era of globalization, parents must have adequate knowledge, insight, and skills in educating and raising their children.

Based on those facts, the goals of this study are as follows: 1) to examine teachers' perceptions of English online learning design at SMP Negeri 01 Seputih Surabaya. 2) To investigate parents' attitudes toward English online learning design at SMP Negeri 01 Seputih Surabaya. This research is intended to yield theoretical and practical benefits. In its theoretical form, it is envisaged that this research might serve as a resource for knowledge growth, particularly in English online learning. This study is intended to make a contribution to the field of education, specifically to the theory of online English teaching and learning.

METHODS

In this research, the researcher used qualitative approach and the type of this research is field research. This research had been conducted in SMP N 01 Seputih Surabaya. In addition, the characteristic of this research is that the researcher used was descriptive qualitative research. The characteristics of qualitative research are conducting research in natural conditions, directly to the source of the data, the researcher being the key instrument, presenting data in the form of words or pictures, and not emphasizing numbers in conducting data analysis. In short, descriptive qualitative research is research that is used to describe facts as they are in a systematic and accurate way. In this research, the researcher tried to explain or describe the results of interviews with comparisons of existing literature. In their investigation, the researchers interviewed all English teachers at SMP Negeri 01 Seputih Surabaya, including Miss Okta Fiyana, Miss Bayanah, and Miss Esti Kurniawati. This research used data analysis techniques based on the theory of Miles and Huberman in qualitative research based on interactive models.

Figure 1. Analysis Components of Miles and Huberman Model



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Qualitative data analysis can be carried out simultaneously with the ongoing data collection process, meaning that these activities are also carried out during and after data collection.

RESULT AND DISCUSSION

The analysis process in this research begins with field findings that have been in the form of transcripts that are read repeatedly to find themes and categories regarding the perceptions of teachers and parents regarding the design of English online learning at SMP N 1 Seputih Surabaya. The next step is to focus on what emerges and relates to themes. At the end of the research, if no new themes emerged, it means that the data has been identified as saturated. The basic assumptions and initial conclusions stated above are still temporary and will change during the data collection process. However, if the conclusion is supported by valid and consistent evidence (data) that the researcher found in the field, then the conclusions put forward are credible.

English Online Learning Design

The quality of learning is an important thing that must always be improved so that it can always adapt to the times and conditions. Learning is an interaction process that occurs between educators and students to achieve learning objectives. The change in learning methods from face-to-face learning to learning from home requires good cooperation from all parties, including teachers, parents, and students. One of the factors that affect the effectiveness of learning from home is student learning motivation. Therefore, the teacher is required to be more creative and innovative in designing learning (Seechalio, 2017); (Aliyyah, 2020).

Online learning is a learning activity carried out by utilizing digital devices and the internet to make learning more interesting, creative and independent. Online learning includes the delivery of material and information, assigning assignments and active interaction between teachers and students during the online learning process (Ferri, et.al, 2020); (Rahmawati, 2016). The Online learning is also often regarded as an efficient technique of training delivery (Rodriguez & Armellini, 2013). There are many choices of online applications that can be used to support online learning, and each online learning application has a different system and working method. These online learning applications include the Whatsapp, Telegram, Zoom Meeting, Google Meet, Google Classroom, and others. To support this online learning, the main device needed is computer or android connected to the internet network.

Teachers' and parents' perception about English Online Learning Design

Perception can be defined as our perspective on our past experiences. It is in line with the opinion of Afifah (2022); Chater, N., & Loewenstein, G. (2016), perception is also interpreted as organizing, interpreting the stimulus that is sensed by a person so that it is something meaningful, and is an integrated response within the individual.

In any case, the teacher has an obligation to continue learning and to provide new variants based on the learning objectives to be met. As a result, it is critical for teachers to employ suitable learning methodologies. Teachers are supposed to be able to change the learning practices employed during the Covid-19 pandemic by adjusting the environment, so that learning may still operate efficiently and achieve the intended goals.

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The teacher also indicated that the learning tactics used during online learning differed from face-to-face learning in the classroom, where many teachers used applications and social media to deliver educational materials. Teachers must not only grasp more effective learning practices, but they must also be able to adapt to teaching utilizing technology.

In practice the English teacher of SMP Negeri 1 Seputih Surabaya continues to select learning media and learning resources based on learning activities and learning methods/ techniques after determining learning resources based on learning objectives.

Table 1 shows the media and learning resources used by teachers during online learning.

(Congratulation)	(Intention)	(Label)	(Procedure Text)
Learning Media: WhatsApp, Google Classroom, Youtube	Learning Media: WhatsApp Group, Google Classroom, Video	Learning Media: WhatsApp Group, Google Classroom, Video	Learning Media: WhatsApp Group, Google Classroom, Video
Learning Resources: English Book from Kemendikbud (2017)	Learning Resources: English Book Think Globally Act Locally (2018)	Learning Resources: English Book Think Globally Act Locally (2018)	Learning Resources: English Book Think Globally Act Locally (2018)

The researcher also held some interview to the teacher, such as the Interview with Mrs. Bayanah, English teacher of SMP Negeri 1 Seputih Surabaya on May 13, 2022, She states that when she employs the learning approach, she will show a video Learning videos or motivational films to youngsters (students) so that they will be inspired to learn, another one is the Interview with Mrs. Esti Kurniawati, English teacher of SMP Negeri 1 Seputih Surabaya on May 14, 2022. Mrs Esti state that she sends videos frequently. Because traditional methods of explaining the issue make it harder for students to understand. As a result, she imparted what looks to be a genuine lesson. You appear to be learning as you go. Videos are entertaining. Materials about the subject, for example. It makes no difference. I'm looking for the video. You might also make your own. We will continue to record PPT. Then we proceeded to explain everything as if we were lecturing. So, hopefully, this clarifies things for you. According to the interview above, teachers must maximize their teaching approaches in online learning so that students are more interested in learning.

From those reality the researcher found that Teacher is someone who is professional in his main task of educating, teaching, guiding, directing, training, and evaluating students in education. While parents are the main and first educators for their children. Online learning means learning that is carried out online, using learning applications or social networks. Online learning is learning that is done without face-to-face, but through the platforms that are available. Parents are the partners of

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teachers in the success of learning that can support the learning process. Lack of cooperation between teachers and parents can result in the learning process being disrupted.

Individual perception of an object will be different from other individuals. Perceptions of a person with others can be much different even though they are faced with a similar situation. This is something natural considering that humans are unique creatures with different experiences, characteristics, personalities and thinking abilities. These differences can be influenced by many factors including knowledge, experience and point of view. So, it can be concluded that the perception of teachers and parents towards English online learning design is a process of their acceptance, interpretation and response about online English learning design based on their views on this phenomenon

This research issue has been covered in various studies the first is Rahayu & Wirza (2020) its focus on Teachers' perception toward online learning during the pandemic covid-19, and as the result shows that During the epidemic, more than half of teachers disagreed on the effectiveness of online teaching learning. Rojabi (2020) analyse on Students' Perception of online Learning via Microsoft Team, The study's findings demonstrated that online learning via Microsoft Teams is something new for students, yet the interaction and learning environment prompted students to participate in online learning, making it easier for them to absorb the learning materials.; Cakrawati (2017) her study aim to investigate students' perceptions of the utilization of an online learning platform in an English as a Foreign Language (EFL) classroom. According to the study's findings, most participants believed that the online learning platforms can assist them in exercising language skills, acquiring new vocabulary, and increasing their grasp of the lesson content; Agung, et.al (2022) write an article about Students' perceptions of online learning during covid-19 pandemic found that on his research, accessibility is still the most important element impacting the success of online learning. Online learning for the English Language Education Study Program at STKIP Pamane Talino, and maybe Indonesia in general, requires more user-friendly platforms in order to improve student engagement. This is especially important for students who live in remote locations with limited access to internet and other support networks.; and the last but not least is the reaserch conduct bu Ward et.al (2010) These findings imply that levels of efficacy comparable to those reached in face-to-face delivery can be achieved in an online teaching mode. However, there is some evidence of worry regarding the quality of student participation in SIOI-enabled courses, while it is not statistically significant. As a result, educators will need to take advantage of accessible opportunities for engagement and collaboration. .All of these research have the same characteristics as this one, which is to find out what students think about online learning systems. However, in this study, the researchers attempted to dig further into the debate not only regarding students' viewpoints on online learning, but also about teachers' and parents' impressions of online English learning.

From the above research results obtained through interviews and collecting supporting documentation from the teachers and parents concerned. So, the researcher can analyze the design of online English learning and the perceptions of teachers and parents on the design of online English learning at SMP Negeri 1 Seputih Surabaya, as follows:

Implementation of learning is carried out using the WhatsApp application because this application is considered the easiest and most effective application to use among students at SMP Negeri 1 Seputih Surabaya. This is consistent with previous research

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that learning via WhatsApp groups is considered effective because each students and teachers are considered quite acquainted with the application, in order that it is able to facilitate the process of delivering material. Further, in WhatsApp groups, students and teachers could have discussions approximately the material to be delivered.

So, learning is carried out through WhatsApp groups that have been provided by English subject teachers. The learning strategy used in online learning at SMP Negeri 1 Seputih Surabaya is to use videos and images using the WhatsApp application because video and image media are considered the most appropriate and easy to apply to online learning at SMP Negeri 1 Seputih Surabaya. The teacher informants felt that face-to-face learning was more effective than online learning, especially for English lessons. Teachers feel that online learning is difficult to apply in shaping the character of students because teachers are less able to monitor and supervise students directly. Teachers complain that in delivering learning materials, students find it difficult to understand the lessons being taught.

This is not in accordance with previous research which showed that teachers only had positive perceptions related to teaching English online. And from the results of student questionnaires, it shows that students have positive and negative perceptions about online learning. In this research, teachers have positive and negative perceptions about online learning. The results of this research indicate that teachers have tried to make online learning interesting and effective for students. However, it depends on how students respond to the learning.

From the results of the analysis data, parents assume that online learning is learning that is done online through various media and done at home. Therefore, parents feel that necessary to accompany and supervise their children when learning online. In accompanying their children, parents try to give what they can help to deliver material to their children. Although parents also have other activities, parents will still try to make time when their children have to study online, because children cannot be left to study without assistance.

In online learning, many obstacles are felt not only by teachers but also by parents who feel the same way. Parents feel that online learning is not more effective than face-to-face learning, therefore parents want learning activities done by face-to-face learning for children can understand the material directly from the teacher. The obstacles experienced by parents when learning online are the limitations of the facilities used to support online learning, including minimal student internet quotas, the location of the house is not covered by the internet network, and the character or behavior of students being difficult to monitor so that it is difficult to form, and absorption of subject matter is very minimal.

This is accordance with previous research that showed parents were generally dissatisfied with the implementation of E-learning while the pandemic. Parents claimed that the terrible ICT infrastructure (e.g. the internet, devices, electricity) and lack of technical abilities emerge as the obstacles for their children to apply E-learning. Parents additionally considered that face-to-face learning is most efficient than online learning. Although The findings this time are slightly different from earlier findings. Several prior research which also examined various approaches to integrating online learning. A study that looks at the experiences of Italian families dealing with online schools from the perspectives of parents, students, and teachers paints a complex view. Parents and teachers agree that there was a significant mobilization of teachers and schools during the COVID-19 lockdown in Spring 2020 (Gigli, 2020; SIRD, 2020), and most Italian children and youth have regular contact with their teachers and

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participate in online learning activities (Ardizzoni et al., Ciurnelli, Izzo, 2020; Pastori et.al, 2021).

This research is intended to yield theoretical and practical benefits. In its theoretical form, it is envisaged that this research might serve as a resource for knowledge growth, particularly in English online learning. This study is expected to make a contribution to the field of education, specifically to the theory of online English teaching and learning. This research is expected to contribute to a teacher's skill. Furthermore, research on teacher and parent perceptions is expected to provide a new viewpoint on how teachers and parents deal with this new legislation in the context of existing situations and conditions. This article, as in other case studies, has certain limitations that must be addressed. First, data was gathered using self-reported quantitative measurements provided by Interview. Second, The study is based on the information provided by the respondents. And the last The questionnaire was created with our study objectives in mind.

P/V (ETS)

This research provide benefits in the form of theoretical and practical. In a theoretical form, it is hoped that this research can be a means of reference for the development of knowledge, especially in English online learning. This research is expected to contribute to the world of education, especially to the theory of teaching and learning English online.

Perception is the analysis of sensory input in the context of our previous perceptual experiences in the world (De Lange et.al, 2018); (Zimmerman, 2013); (Handerson et.al, 2017). The purpose of such analysis in visual perception is to infer the identity of the object. This view will produce a response that comes from how to infer information from the surrounding environment using the senses

The researcher expects that the findings of this study will help future studies gain an overview of online learning in foreign language acquisition. It is also hoped that researchers would be able to investigate additional research sources after this study because the results acquired may differ from one sample to the next. As for the benefits of online learning, students must be more independent when studying, spend more time with family, youngsters do not need to go to school and attend classes to avoid being exposed to Covid-19, and parents may supervise all actions carried out by kids. Furthermore, students can easily access and study the lessons taught by the teacher. As a result, students are expected to understand the material provided, even if it is available online.

P/V (ETS)

CONCLUSION

Based on the results of the analysis and discussion of research on teachers' and parents' perceptions on English online learning at SMP Negeri 1 Seputih Surabaya, it can be concluded as following: The English teacher at SMP Negeri 1 Seputih Surabaya believes that online learning is less successful since the teacher cannot immediately oversee the learning process and hence cannot assure that the pupils have mastered the information being taught. Parents have various perspectives on online learning. Online learning has many advantages and downsides, according to parents, because parents believe that it is still difficult for their children to attain learning goals and that online learning is not optimal. To provide a standard for children's abilities when learning online. It is not optimum, according to parents, because children cannot learn the information optimally. When children complete assignments and don't know what to do, parents will help them do it, but it also makes it tough for parents, because not all parents can help teach these subjects. Parents of SMP Negeri 1 Seputih Surabaya

Possessive (ETS)

pupils believed that online learning had more problems than benefits. According to parents, the disadvantages of online learning are that the subject matter delivered by the teacher is perceived to be incomprehensible to students, the character or behavior of students is difficult to monitor, learning time is less effective when learning online, lack of socialization with peers, excessive use of smart phones, data quota quickly runs out, and children's abilities are not maximized when learning online.

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P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



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Run-on This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.

PAGE 3



Possessive This word may be a plural noun and may not need an apostrophe.



Article Error You may need to remove this article.

Missing "," You may need to place a comma after this word.



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Article Error You may need to use an article before this word.



Article Error You may need to use an article before this word. Consider using the article **a**.



Sentence Cap. Remember to capitalize the first word of each sentence.



Possessive This word may be a plural noun and may not need an apostrophe.



Confused You have used **its** in this sentence. You may need to use **it's** instead.



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S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



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Frag. This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



Wrong Article You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.



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Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Verb This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.



Article Error You may need to remove this article.



Article Error You may need to use an article before this word.



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Proofread This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.



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