

**STUDENTS' PERCEPTION OF PARTICIPATING THE ONLINE CLASS
THROUGH WHATSAPP GROUPS AT UNIVERSITY OF
MUHAMMADIYAH ACEH**

THESIS

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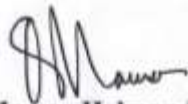
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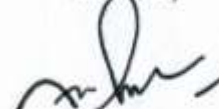
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ABSTRACT

This research is motivated by the existence of a new system in the world of education called online learning since the implementation of WFH (Work from Home) in early 2019 due to the pandemic. This research aims to find out students' perceptions of this issue from various aspects including the challenges they face. This study used quantitative research and questionnaire is the method employed in this research to collecting the data. Students from the Department of English Education, Faculty of Islamic Studies, University of Muhammadiyah Aceh during the 2019 academic years made up the population of this study. Only 17 out of 24 students from the 2019 batches were used as a sample by the researcher. Following data analysis, the researchers discovered that some students disagreed with the good claims made about utilizing WhatsApp Groups for online classes. On the other hand, the majority of students respond positively about utilizing WhatsApp Groups during online classes to support learning process at University of Muhammadiyah Aceh.

CHAPTER I INTRODUCTION

A. Background of The Study

Since the emergence of an outbreak of an infectious disease known as the corona virus in early 2020, humans have been required to adapt to new life in various fields, including in education. We can see this from the changing learning process in the world of formal education (schools and universities). The learning process which is usually carried out in a classroom and face to face has turned into distance learning which uses the internet as the main facility. Work from home (WFH) is one of the government's policies by introducing an online learning system in the education aspect that addresses lecturers and students to reduce the virus spreads.¹

Since then, many online-based learning media have been used as an alternative to normal learning. One of the media is WhatsApp. WhatsApp is used by individuals and Individuals who have the function of socializing and delivering messages.² Almost all students and also teachers use WhatsApp in their daily life. Because of that, WhatsApp is one of the most frequently used media in the learning process in the pandemic era.

¹ Suadi. (2021). *Students' perceptions of the use of zoom and WhatsApp in ELT amidst Covid19 pandemic*. SALEE: Study of Applied Linguistics and English Education, 2(1), 51-64.

² Trisnani. (2017). *Pemanfaatan Whatsapp Sebagai Media Komunikasi Dan Kepuasan Dalam Penyampaian Pesan Di Kalangan Tokoh Masyarakat*. *Jurnal Komunika: Jurnal Komunikasi, Media Dan Informatika*, 6(3), 1-12.

In this study, the researcher is interested in finding out about what are students' perceptions on using WhatsApp groups to support learning process? And what are the obstacles found during the learning process through WhatsApp group? The researcher himself has also participated in online learning through this WhatsApp group in the past semesters. In researcher's opinion, there are several things that need attention so that the learning process runs better, including the participation of students in taking online classes through the WhatsApp group. According to the researcher's experience when taking online classes, not all students in certain class groups are active in participating. There are some students who only answer greetings and fill the attendance list then disappear and there are even students who are not active at all in the group when the online class takes place. But on the other hand, there are students who are always on time, actively discussing, asking questions (very prominent in the group) and sometimes giving positive energy to other students in the group.

This research is entitled *"Students' Perception of Participating the Online Class Through WhatsApp Groups at University of Muhammadiyah Aceh"*. Through this research, the researcher hopes to collect useful information through valid data to be used as a reflection in developing a better online learning process in the future.

B. Terminologies

1. Students' Perception

Slameto found that perception is process to input message or information to human brain by the human perception that continuously make relation with environment. This relation is done by the four senses those are senses of sight, sense of feeling, sense of smell, and sense of touch.³ According to Goldrick and Caffrey cited in Yulianti, Students' perception can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class. Students' perception of teachers' knowledge of subject matter, attitudes to work and teaching skills is absolutely dependent on the fact that they have been taught by the teachers under evaluation and are familiar with them.⁴

1. WhatsApp Group

WhatsApp is used by individuals and Individuals who have the function of socializing and delivering messages.⁵ WhatsApp Group itself is a place where we can only interact with members in the group with features such as text messages, voice recordings, pictures / photos, videos, documents, links and more.

³ Slameto.2003. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Cet. X; Bandung: Alfabeta.

⁴ Yulianti. 2013. *A Descriptive Analysis of Students' Perceptions toward Teacher's Talk in English Classroom (The Study of Third Year Students in Language Program of SMA Negeri 3 Salatiga in The Academic Year 2013/2014)*. Published Thesis.

⁵ Trisnani, *Pemanfaatan Whatsapp Sebagai Media...*, p.1–12.

C. Previous Study

Other similar study relate to this issue were conducted by Leli Efriana (2021). In his research “Problems of online learning during covid-19 pandemic in EFL Classroom and the Solution”. She used qualitative approach as the research design and library research as techniques in collecting the data. In his research, He concluded that the implementation of online learning during the Covid-19 pandemic has various problems. Those problems experienced by teacher, student, and parents. The problems of the students are in the form inactivity in following learning, limited supported facilities and internet access.

D. Research Questions

1. What are students’ perceptions on using WhatsApp groups to support learning process at University of Muhammadiyah Aceh?
2. What are the obstacles faced by the students during the learning process through WhatsApp group at University of Muhammadiyah Aceh?

E. The Aim of Study

The objectives of the study are following:

1. To find out what are students’ perception on using WhatsApp groups to support learning process at University of Muhammadiyah Aceh.

2. To find the obstacles faced by the students during the learning process through WhatsApp group at University of Muhammadiyah Aceh

F. The Significant of Study

1. Lecturers

This research is expected to provide lecturers with additional information on the learning process through WhatsApp group. The data in this study is expected to be a reflection for lecturers for a better learning experience in the future.

2. Students

This research may provide additional knowledge to the students through different perceptions about the learning process they have experienced.

3. Further research

The results of this study can be additional information and can help other researchers to develop their research related to these issues.

G. Research Methodology

1. Research Design

In this study, the researcher uses a quantitative approach. Creswell (1994) defines qualitative research as “...an inquiry process of understanding a social or

human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting”.⁶

In this case, the researcher wanted to find out students’ perception and what are the obstacles during the learning process through WhatsApp group for the last few semesters due to COVID-19 Pandemic. To completed the data, the researcher gave a list of questionnaires to active student of English Department.

2. Population and Sample

a. Population

Sukmadinata states that population is a large group and the area that is the scope of research.⁷ So population is subject, object and characteristic that exist in the research. The participants of this study were all active students of the English Department, Faculty of Islamic Studies, University of Muhammadiyah Aceh.

b. Sample

Sample is part of the number and characteristic possessed by population. So sample is a small group of population that represent population as a whole. Researcher used purposive sampling method. In accordance with Sugiyono, purposive sampling was a technique of taking sample data sources based on consideration or focus of a particular sample.⁸ The goal was to maximize information, not to facilitate generalization, because the research was Students’

⁶ Creswell, J. W. (1994). *Research design: Qualitative & quantitative approaches*. London: Sage Publications.

⁷ Sukmadinata, N. S. (2013). *Metode penelitian pengembangan*. Bandung: Remaja Rosakarya.

⁸ Sugiyono. (2011). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta

Perception of Participating the Online Class Through WhatsApp Groups, where the researcher wants to collect information about the students' perceptions. So, this method was in accordance with this research. The sample of this research is students majoring in English Education at the University of Muhammadiyah Aceh during the 2019 academic years. the researcher used only 17 students as a sample in this study.

3. Data Collection Instrument

In this research, the researcher used questionnaire as techniques in collecting the data. Questionnaire is a technique for collecting data by giving statements for the respondents to answer. The questionnaire that used in this research is closed questionnaire. Every question/statement in the questioner has five alternative answers. Students/respondents must check the statement based on their perception. The type of questionnaire the researcher use is computer questionnaire (Google Form).

The answers provided are adjusted to the Likert scale. according to Sugiyono, Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena.

The questionnaire consisted 26 statements that divide into two categories, Positive statements for question number 1-13 and negative statements for questions number 14-26. The answers in the questionnaire used the scale from numbers 1 to 5.

Table 1.1 Likert Scale

NO	ITEMS	SCORE
1	Strongly Agree (SA)	5
2	Agree (A)	4
3	Neutral (N)	3
5	Disagree (D)	2
6	Strongly Disagree (SD)	1

4. Data Analysis Technique

The data analysis technique used by the researcher is Likert Scale. The Likert scale is used to measure a person's attitude, opinion or perception about a phenomenon. This scale was created by a social psychologist from the United States, Rensis Likert. In the Likert scale, research respondents are asked to choose the most correct statement based on the respondent's perception of a questionnaire that has been made.

a. Validity Test

Validity test is aims to determine the validity of the questionnaire used by researchers in measuring and obtaining research data from respondents. The data used in the research instruments is valid data. The criteria for testing the validity of this research are using the significance value:

- Significance value < 0.05 = valid (if the significance value is less than 0.05 then the questionnaire is considered valid)
- Significance value > 0.05 = valid (if the significance value is greater than 0.05 then the questionnaire is considered invalid)

As an alternative, the validity test criteria can also use the rcount and rtable values:

- If the value of rcount $>$ rtable = valid
- If the value of rcount $<$ rtable = invalid

b. Reliability Test

Validity test is aims to determine the level of consistency of the questionnaire used. So that the questionnaire can be relied upon even though the research was carried out repeatedly. The reliability test was carried out after the statement items on the questionnaire were considered valid.

For the reliability test criteria using Cronbach Alpha. According to Sujarweni (2014) the questionnaire is said to be reliable if the Cronbach Alpha value is >0.6 .

c. Descriptive Statistic

Descriptive statistics, namely statistics used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations. Descriptive statistics function to analyze or provide an overview of the object under study through sample and population data, without making broader conclusions. Descriptive statistical analysis used is the mean, maximum, minimum and standard deviation.

CHAPTER II

THEORITICAL REVIEW

A. Perception

Perception is an individual's view of other people who play a role in his life and can be one of the determining factors for success, which also applies to students.¹ Furthermore, Perception can also be considered as an individual's Interpretation of something.² Pride and Ferrel define perception as the entire processes of choosing, organizing, and interpreting data obtained through the senses of sight, sensation, hearing, smell, and touch in order to build meaning.³ Rahmat contrasts this by stating that perception is the experience of things, events, or relationships that is gained through assuming knowledge and understanding information.⁴ While Slameto (asserts that perception is the act of receiving stimuli (such as qualities, objects, events, and relationships between symptoms) and processing them until they are understood and realized.⁵

Perception greatly affects our daily behavior, included in the learning process. Griffith, J. states that the quality of education in tertiary institutions can

¹ Corbin, C. M., Downer, J. T., Ruzek, E. A., Lowenstein, A. E., & Brown, J. L. (2020). *Correlates of change in elementary students' perceptions of interactions with their teacher. Journal of Applied Developmental Psychology*, 101144, p. 69.

² Amir, M. F., Fedyanto, N., Rudyanto, H. E., Nur Afifah, D. S., & Tortop, H. S. (2020). *Elementary students' perceptions of 3 Dimetric: A cross-sectional study. Heliyon*, 6(6), e04052.

³ Fadila, Dewi & Lestari, Z. R., *Perilaku Konsumen*, (Palembang: Citra Books Indonesia, 2013), p. 45

⁴ Rahmat, J. *Psikologi Komunikasi*, (Bandung: Remaja Rosdakarya, 2018), p. 63

⁵ Slameto. *Belajar & Faktor-faktor Yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2015), p. 105

be seen from learning outcomes and assessed from students' perceptions of learning.⁶ Students' negative perceptions can lead to poor learning outcomes and decreased learning motivation and persistence.⁷

So, it can be said that perception is a person's view in their mind about something that can affect the five senses in attitude (Touch, sight, sound, smell and taste). It also includes what is known as proprioception, a set of senses involving the ability to detect changes in body positions and movements.

1. Types of Perception

Perception does not just appear in spontaneity. According to Longman, there are three types of perception:

Perception does not just appear in spontaneity. According to Longman Dictionary, there are three types of perception:

a. Visual Perception

The perception about visual information or stimuli is accepted by eyes. the eye which is almost spherical and has a diameter of 2-2,5 cm, is a set of structures which allows the transformation of the light into a code that the brain can understand.

b. Auditory Perception

⁶ Griffith, J. (2002). *Is Quality Effectiveness an Empirically Demonstrable School Attribute? Statistical Aids for Determining Appropriate Levels of Analysis*. *School Effectiveness and School Improvement*, 13(1), p. 91–122.

⁷ Kauffman, H. (2015). *A Review of Predictive Factors of Student Success and Satisfaction with Online Learning*. *Research in Learning Technology*, 23, p. 1–13.

The perception about information and stimuli are received through the ears. Auditory perception needs a listener to detect the different kinds of acoustic signals, and to judge differences between them according to differences in such acoustic characteristics as their frequency, amplitude, duration, order of occurrence, and rate of presentation

c. Speech Perception

Speech perception is a product of auditory processing that speech perception can be understood within an auditory perceptual framework. Speech perception necessarily entails the processing of the talkers' intended articulations and that requires the processing of motor representation.⁸

2. Concept of Perception

a. Indicators of Perception

According to Robbins there are two indicators of perception:

1) Acceptance / Reabsorption

The process of acceptance or reabsorption is indicator of perception in physiology stage, it is about the function of the five senses in grasping external stimulus.

2) Understanding / Evaluation

⁸ Richards et al, Longman. (1992) *Dictionary of Language Teaching and Applied Linguistics*, p. 391.

The external stimulus that has been grasped will evaluate. It is a subjective evaluation. It will be different perception of each person in environment.⁹

Meanwhile, according to Walgito, perception has indicators as follows:

1) Absorption of external stimuli or things by the individual.

One or more of the five senses sight, hearing, touch, smell, and taste can absorb or receive certain stimuli or things. The results of the senses' absorption or reception will cause the brain to produce an image, reaction, or impression.

2) Understanding

An understanding is produced after an image or impression is organized, classed, compared, and interpreted in the brain.

3) Observation or evaluation

After an understanding has been gained, the individual is assessed. Individuals contrast their freshly obtained knowledge with the standards or norms that they hold individually. Despite the fact that the thing is the same, various individuals have different perspectives.¹⁰

According to these two viewpoints, Robbin and Walgito, the perception indicators might be summarized as follows: Robbin suggests acceptance/absorption as well as evaluation. According to Walgito, in the meanwhile, you should absorb, understand, and analyze. After considering the two viewpoints, the researcher concurs with Walgito that perception can be measured by three different things: absorbing, understanding, and evaluating.

⁹ Robbins. 2003. *Organizational Behavior Prentice-Hall International Editions*. Prentice Hall, p. 124-130.

¹⁰ Walgito, B. *Pengantar Psikologi Umum*, (Yogyakarta: Andi Offset, 2010), p. 54-55.

Because Walgito's opinion is more comprehensive and appropriate than Robbin's opinion.

b. General Characteristic of Perception

General characteristics of perception which is contained in the sensing process in the way interpreting against and described as modality, dimensional place, dimensional time, contextual structure, and the meaningful of word. The explanation of the general characteristics is;

- 1) Modality: Stimuli received should correspond to each sensory modality, namely the base sensory and each of the sense (light for vision; odour to olfaction; temperature for flavourings; sound for hearing; properties for touch surfaces and so on).
- 2) Dimensional Space: Perception world the nature of space (in space); we can say the top down, high and low, wide-narrow, foreground to background, and others.
- 3) Dimensional Time: The perception world has the dimension of time, such as slow fast, young old, and others.
- 4) Contextual Structure: Overall fused, objects or phenomena in the world has a structure that blends observation context: The structure and context of a unified whole.

- 5) The Meaningful of Word: World perception is the meaningful word. We tend to make observations or perceptions of the symptoms that meaningful and has relation with us.¹¹

3. Factors that Influence Perception

Everyone has different perception. The existence or level of human perception can be influenced by several factors. According to Sobur, there are some factors that are considered important influence on the selection of stimulation and can be used for the perception of people and situation, namely:

- a. Intensity: an intensive stimulation can give more attention than the less stimulation.
- b. Size: the bigger object has big interest then big object which easier to see.
- c. Contrast: different object with the other objects that is common will be more interesting. Many people are aware of it or not, doing strange things to attract attention. Exceptional behaviour attracted attention because of the difference principle.
- d. Movement: more things more interesting than the silence.
- e. Repetition: repetitive things that can attract attention. However, repeat too often, can result in saturation meaning and can lose perceptive meaning. Therefore, the replay value has attracted attention for use with caution.
- f. Familiarity: things that are familiar or known to attract more attention.

¹¹ Robbins, Organizational Behavior... p. 124-130.

- g. Something new: new things also attract attention.¹²

Rahmat states that the factors that influence perception are:

- a. Attention: when a person focuses on one of their senses while ignoring information from other senses, they are said to be paying attention.
- b. Functional factors: generated from needs, previous experiences, and personally relevant items, are what determine perception.
- c. Structural factors: derived from the nature of physical stimulation and the effects it has on the individual's nervous system.¹³

Khairani claims that there are two elements that affect perception: internal factors and external factors.

1. Internal factors

Moreover, the factors that are inherent in each person, which may comprise a variety of things, such as:

- a. Physiologically: Data from the senses will then impact and support efforts to give the environment around us meaning.
- b. Attention: Paying attention or focusing on a thing requires a certain amount of energy from the individual, which changes how that person perceives the object.
- c. Interest: perceptual vigilance, or interest, is the propensity for a person to focus on a particular kind of stimuli.

¹² Sobur. 2011. *The Existence or Level of Human Perception*. Jakarta.

¹³ Rahmat, *Psikologi Komunikasi...*, p. 64-72.

- d. Needs: unidirectional, the capacity of a person to search for things that, in his opinion, can offer solutions.
- e. Experience: like memory, experience is dependent on how well a person can recall the past in order to understand a stimulus broadly.
- f. Mood: An individual's emotional state has an impact on how they receive, react, and recall information.

2. External factors

Environments and objects that alter how one looks at the world around them and have an impact on how they feel and perceive it. Perception of external factors is affected by:

- a. The placement and size of the stimulus or object will determine how easy it is to understand it and how easy it is for people to pay attention to it and create perceptions.
- b. The objects' colours and those with more light will be simpler to understand.
- c. The stimulus will draw more attention due to its originality and contrast, its appearance in relation to the background, and other factors.
- d. The external stimulus's intensity and power will have greater meaning if you pay attention to it frequently as opposed to only seeing it once.

- e. People are more likely to pay attention to objects that are moving while in their field of view than to objects that are motionless.¹⁴

4. Change of Perception

Perception is not something static, but can change. The first change process affected by the psychological processes of the nervous system in the human senses. If a stimulus not change, adaptation and habituation that will occur affect response to a stimulus is increasingly weak. Habituation tended psychology from receptor that be less sensitive after receiving a lot of stimuli. While adaptation is reduced concern if the stimulus appeared many times. Stimuli that appear regularly are more easily adapted than the appearance of irregular stimulus. The second change is a psychological process. The change in psychology of perception, among others encountered in the formation and change of attitudes. Attitude is a response. Attitude formation and change in psychology is usually described as a learning process or as a process of consciousness (cognition).

In the learning process, the focus was on the presence of external stimuli (stimulus), while in the process of cognition is the main push or the will of the individual itself. Something that is perceived by a person with another person can differ in meaning. This is because what is around captured by the five senses are not directly synonymous with reality. The understanding in people who perceive

¹⁴ Khairani, Makmun. *Psikologi Umum*, (Yogyakarta: Aswaja Pressindo, 2012), p. 62.

objects and situations presented around them. Based on the perception or giving meaning to what is captured by the five senses, the person doing the activity or perform certain behaviours. The purpose of perception has shifted meaning. perception is the process of interpreting the information and organizing or forming the images from the out world.¹⁵ Shifted purpose of perception comes from an evolutionary perspective who stated that perception is the way for creatures to enhance the chance of survival. A creature has to be able to feel and react spontaneously and accurately. In fact, the way of creatures respond to the stimuli is different and will interpret the stimuli into something meaningful to each creature based on their experiences. They will detect and give response if the stimulus is “positive” or “negative.

5. Positive and Negative Perception

According to Robbins that positive perception is an assessment individual to an object or information with a positive view or as expected from the object that is perceived or from existing rules. Meanwhile, negative perceptions are individual perceptions to certain objects or information with negative views, contrary to what is expected from the object that is perceived or from existing rules.¹⁶

The cause of the emergence of a negative perception can be arises because of individual dissatisfaction with the object being source of perception, the

¹⁵ Santrock, J.W. (2005). Psychology Essentials 2. McGraw-Hill, p. 127.

¹⁶ Robbins, S., & Judge. *Perilaku Organisasi: Konsep, Kontroversi, dan Aplikasi*, (Jakarta: Salemba Empa, 2002). p. 14

existence of individual ignorance and absence individual experience of the object being perceived and vice versa, the cause of the emergence of a person's positive perception because of satisfaction are individuals to objects that are the source of their perceptions, the existence of individual knowledge, and the existence of individual experiences of objects that are perceived.

Rahmat states that perception is divided into two forms, positive and negative.¹⁷ If the perceived object is in accordance with appreciation and can be accepted rationally and emotionally, then humans will perceive positively or tend to like and respond according to the perceived object. If it is not in accordance with appreciation, the perception is negative or tends to reject and respond in the opposite direction to the object of perception. Robbins adds that positive perception is an individual's assessment of an object or information with a positive view or in accordance with what is expected from the object perceived or from the existing rules. Meanwhile, negative perceptions are individual perceptions of certain objects or information with negative views, contrary to what is expected from the object perceived or from existing rules.¹⁸

The emergence of a person's negative perception can arise because of individual dissatisfaction with the object that is the source of their perception, the existence of ignorance of the individual and the absence of individual experience of the object being perceived and vice versa. the cause of the emergence of positive perceptions of a person because of the individual satisfaction of the object

¹⁷ Rahmat. 2005. *Revolusi Kecerdasan Abad 21*. Bandung, p. 172.

¹⁸ Robbins, *Perilaku Organisasi...*, p. 14

that is the source of perception, the existence of individual knowledge, and the existence of individual experiences of perceived objects.

6. Students' Perception

Sidhu stated that students' perceptions are students' point of view toward something that happened in learning process and produced it with suggestion or argument for teacher or classmate to improve their learning process.¹⁹ The observation process can be so challenging and interesting experience for students" perception that can increase their awareness of a whole process of teaching as well as their own learning. From the definition above, students' perception is how students" thought to response about what they have done or about what they learned.

In terms of teaching, students with deep approaches to learning tended to describe a greater a variety of teaching strategies than did students with surface approaches, and to show more understanding of the active learning and higher order thinking that their teachers trying to encourage. Students with surface approaches to learning tended to focus on the transmission and reproduction of information. Similar differences in understanding emerged when students were asked about what they thought their teachers wanted them to learn, with those

¹⁹ Sidhu, Gurnam Kaur, 2003. Literature In the language classrooms: Seeing through the eyes of learners. In: Ganakumaran & Edwin Malachi (Eds.). Teaching of literature in ESL/EFL context. Petaling Jaya: Sasbadi-MeltaELT Series, p. 88-110.

with deep approaches to learning looking at broader objectives related to process as well as content.

In terms of learning, students with deep approaches to learning generally reported taking a more active role in their own learning, using 16 a greater variety of methods, while students with surface approaches tended to focus more narrowly on repetition and reproduction. Moreover, students basically expect teacher to implement an efficient teaching method with a conducive environment and to have affordable assistance during the class. The students preferred to use learning strategies that enabled them to use time well and choose environments conducive to learning.

Moreover, they preferred to seek assistance from their teachers or classmates when encountering learning difficulties. Students essentially need to know the objective of the class and assess the teacher teaching effectively. students want to know the expectations for success in the classroom and value the teachers that provide them with concrete details.

B. Students' Participating

1. Students' Participation in Online Class During Pandemic

In the view of Hrastinski, participation is conceptualized as joining and taking part in a dialogue for active and engaged learning regardless of the total number of individuals involved in a discussion forum.²⁰ Participation in an online

²⁰ Hrastinski, S. (2008) '*What is online learner participation? A literature review*', *Computers and Education*, vol. 51, pp. 1755–1765.

environment is considered as students' interaction with peers and teachers by writing.²¹ So, in this online learning era, participation is the process of learning by taking part in online education. These include obtaining teaching and learning materials, contributing to discussions and persisting in cluster activities.

Learner participation is so important to the enhancement of online learning. In online learning contexts, active participation is believed to be fundamental to student success and educational quality.²² Therefore, various ways have been implemented to encourage students to actively participate in online learning, such as quizzes, well-timed questions, and Text-based communication, as well as through the audio and Video channels often associated with synchronous online learning. Work continues to understand how to encourage and support students and teachers in these environments. However, if students do not engage, tutors may feel unable to adapt their approach due to a lack of feedback from Students.²³

Although students' participation is crucial in online learning. Active participation is viewed as less important by some online learners, who may not engage significantly during online learning. Some study showed that students' lack of participation is one of the most significant challenges in online learning

²¹ Vonderwell, S., & Zachariah, S. (2005). *Factors that Influence Participation in Online Learning. Journal of Research on Technology in Education*, 38(2), 213–230.

²² Caliskan, S., Kurbanov, R. A., Platonova, R. I., Ishmuradova, A. M., Vasbieva, D. G., & Merenkova, I. V. (2020). *Lecturers Views of Online Instructors about Distance Education and Adobe Connect. International Journal of Emerging Technologies in Learning (iJET)*, 15(23), p. 145–157.

²³ Rogers, K., Thomas, C. & Holmes, H. (2021) *Encouraging student participation in mathematical activities in Synchronous online tuition*, Open Learning: The Journal of Open, Distance and e-Learning.

process during this pandemic. Regarding this, a study by Bhuana explained that most teachers implied that they had problem on the student' participation. They thought that no more than half of the total students in the classroom participate actively in answering the questions or responding the interaction and the situation sometimes made the teacher frustrated.²⁴

There are practical reasons for students not engaging with active approaches in online learning process. they may not want to use audio and video communication if they are worried about the presence of family members in the background. The major reasons for preferring to keep a Webcam turned off during an online session include anxiety, Shyness, wishing to ensure the privacy of the home, and a fear of being exposed.²⁵ Additionally, the perceived value is also strongly related to students' beliefs about learning approaches, and active participation can be a cause of stress.

For instance, the study of Ahn revealed that learners' participation in online learning activities depends on the sorts of online learning atmosphere.²⁶ Although teaching staff may be frustrated that students are not being more active, student satisfaction with synchronous online tutorials can still be high. Students

²⁴ Bhuana, G. P., & Apriliyanti, D. L. (2021). *Teachers' encounters of online learning: challenges and support system*. *Journal of English Education and Teaching*, 5(1), p. 110-122.

²⁵ Gherheş V, Şimon S, Para I. (2021) *Analyzing Students' Reasons for Keeping Their Webcams on or off during Online Classes*. *Sustainability* 13(6), p. 3203.

²⁶ Ahn, J., et al., (2013). *Learner participation and engagement in open online courses: insights from the Peer 2 Peer University*. *MERLOT Journal of Online Learning and Teaching*, vol. 9, no. 2, p. 160–171.

may feel that they are receiving a quality teaching and learning experience despite not interacting significantly with others during it.²⁷

2. The Important of Students' Participation

Students consider active participation to be important, and particularly value learner-to-instructor interactions.²⁸ Banna et al. found that students value opportunities to join synchronous sessions, and the chance to interact with peers and their instructor.²⁹ The benefits of active participation in online learning sessions have been highlighted in several studies. The opportunity for students to interact with other students and Their teachers can enable them to feel part of a learning community, to hear other people's views, and to clarify their understanding of a topic.³⁰

Based on the various types of classroom behaviours, to be an active learner, whenever in the classroom, students must engage actively by playing the

²⁷ Butler, D., Cook, L., Haley-Mirnar, V., Halliwell, C., & MacBrayne, L. (2018). *Achieving student centered facilitation in online synchronous tutorials*. In 10th EDEN Research Workshop, p. 76–82.

²⁸ Martin, F. & Bolliger, D. (2018). *Engagement matters: Student Perceptions on the importance of engagement strategies in the Online learning environment*. Online Learning Journal. 22, p. 205-222.

²⁹ Banna J, Grace Lin MF, Stewart M, Fialkowski MK. (2015) *Interaction matters: Strategies to promote engaged learning in An online introductory nutrition course*. Journal of Online Learnin & Teaching. Jun;11(2), p. 249-261.

³⁰ Kear, K., Peoples, C., Donelan, H., & Rosewell, J. (2022). *Active participation in synchronous online learning. Envisioning Report*, p. 24.

roles of information seekers. The acts of asking questions, give opinions or simply answering questions posed by the instructor or fellow students are examples of active type of classroom participation. According to Davis, students' enthusiasm and willingness to participate in a classroom through these verbal engagements will create a conducive classroom environment.

Participation between lecturers and students is integral in the process of learning. There are several reasons why participation is important in the process of learning. Based on a study conducted by Ferguson, it was found that students, who are active participants, tends to have better academic achievement, compared with students, who are passive in participation. This statement was supported by Astin, claiming that students who are actively involved in the classroom discussions showed higher satisfaction in the learning process. Active participation of students with discussions in the classroom is important for the purpose of achieving effective learning and plays an important role in the success of education and personal development of students in the future. This is because students will learn how to think critically and enhance their intellectual development if they are an active participant in the classroom.

The relationship between student participation in the classroom and students' academic achievement is undeniable. Lahaderne observed that there are interactions between the process of teaching and academic achievement. Cobb in Abu Bakar, found that there are linkages between the behaviours of children in the learning of mathematics with their academic achievement. Therefore, student participation is one of instructional components in the instruction enhanced by

school to help students to learn more. A study conducted by Gomez, Arai & Lowe and Tsou showed that students' participation in the classroom activities are essential for the purpose of creating effective learning.

Based on the literature and selected past researches, it can be concluded that students' participation in the classroom will warrants the effectiveness of the learning process.

3. Factors that Influence Students' Participation

Past studies have shown that there are several factors influenced the students' participation in the process of learning. The first factor lies in the personality of the students. Students with high self-efficacy showed better academic achievement and participating more in the classroom.³¹ If students' self-efficacy is high, it will enhance their confident level to become more active and speak more in the classroom. They will show higher interest to learn more and know more with asking questions, giving opinions and discussing the topics in the classroom. Students can become passive in classroom discussion due to the self-limitations, such as cannot focus during lecture or learning time, fear of offense.³² low levels of self-confidence, do not make preparations before class, fear of failing to show their intelligence, fear that their answers will be criticized by the

³¹ Schunk, D. H. (1995). Self-efficacy and education and instruction. In Maddux (ed.), *Self-efficacy, adaptation and adjustment: theory, research and application*. New York: Plenum Press, p. 281-303.

³² Siti Maziha Mustapha. (2010). Understanding classroom interaction: a case study of international students' classroom participation at one of the colleges in Malaysia. *International Journal for The Advancement Of Science & Arts*. Vol. 1(2), p. 91-99.

lecturers and the feelings of confusion, thus becoming less engaged in classroom discussions.³³

The second important factor that affects the students to participate actively in the classroom is the traits and skills of the instructor. Traits that have been shown by instructor, such as supportive, understanding, approachable, friendliness through positive nonverbal behaviour, giving smiles and nodded for admitting the answers that are given by students, affirmative and open-mindedness also contributed to the students' active participation in the classroom. These positive traits give a motivational effect on students to actively participate in classroom. Additionally, the variety of teaching techniques employed by the teachers will encourage the students to be more active, not feel bored or depressed during the class.

Another important factor that influenced the students to speak up in class is the perception of classmates. One important finding from the study by Siti Maziha, Nik Suryani & Melor on undergraduate students in the classroom of a university in Malaysia found that the traits shown by peers or classmates play an important role in providing incentives for students to participate in class discussions.³⁴ Besides that, Cayanus and Martin found that students who are open-

³³ Fassinger, P. A. (1995). Professors' and students' perception of why students participate in class. *Teaching Sociology*, 24, p. 25-33.

³⁴ Siti Maziha Mustapha, Nik Suryani Nik Abd. Rahman & Melor Md. Yunus. (2010). Factors influencing classroom participation: a case study of Malaysian undergraduate student. *Procedia Social and Behavioral Sciences*. Vol. 9. WCLTA 2010, p. 1079-1084

mindedness, give a motivational effect on other students to actively participate in class.³⁵

Environmental factor such as the size of classroom also affect the motivation of students to engage verbally in classroom. A study conducted by Shaheen, Cheng, Audrey & Lim found that 90% of students felt that they prefer to participate in discussions in small group as compared with in bigger classroom.³⁶ A classroom equipped with proper lights, fan or air conditioning, and other basic facilities will make students to feel comfortable and may encourage them to participate in the learning activities.

Based on these selected past studies and literature, it can be conclusively proven that being active in classroom discussion will make the students to learn more. However, the instructor and the education provider must take into consideration the factors that stimulate or hinders the students to be active learners in the classroom.

C. The Nature of Social Media

1. Definition of Social Media

The plural of the word "medium," "media," is a term that is derived from Latin. The word is literally translated as an introduction or intermediary. Two words,

³⁵ Cayanus, J. L. & Martin, M. M. (2004). The relationship between instructor self-disclosure with credibility, clarity, relational certainty and interpersonal attraction. Cleveland: Central States Communication Association.

³⁶ Shaheen Majid, ChengWei Yeow, Audrey Chng Swee Ying & Lim Ruey Shyong. (2010). Enriching learning experience through class participation: a students' perspective. Wee Kim Wee School of Communication & Information. Nanyang Technological University, Singapore.

media and social, make up the phrase "social media." A communication instrument, mediator, or liaison is media. Socially conscious means concerned with the welfare of the general public (likes to help, donate, etc.). Social media is viewed as a language-based method of sharing and communication.

Puntoadi describes social media as a website-based element that can create networks and enable cross-community interaction.³⁷ People may exchange ideas, work together, and get to know one another in a variety of ways through visual and audiovisual writing on social media. Twitter, Facebook, WhatsApp, blogs, and other platforms are examples. On the basis of some of the above justifications, it can be deduced that social media refers to a feature on websites that is utilized for communication.

2. Social Media Characteristic

According to Nasrullah, social media has unique characters, such as:

- a. Network: the infrastructure that links computers to other devices through a network. In order to communicate with other users, computers must be connected using a network.
- b. Informations: the information that has taken center stage in social media. This is so that each social media user can reflect their own identity, communicate using information already available, and even develop the desired material.

³⁷ Puntoadi, Danis. *Menciptakan Penjualan Melalui Social Media*, (Jakarta: PT Gramedia Pustaka Utama, 2011), p. 25.

- c. Archive: archive explains and tells the audience that information from social media has been saved and is accessible from a variety of locations and devices at any time.
- d. Interactivity: social media as a form of network between users to establish friendships or followers of friendship through various kinds of interactions that are carried out.
- e. Simulation of society: social media is unusual in that it allows for a variety of interactions that are rarely seen in actual social contexts. This is known as social simulation (simulation of society).
- f. User-generated Content: User-generated material (UGC) on social media is completely owned by the users who create it, in accordance with their contributions. In a new media culture, user-generated content (UGC) is a symbiotic connection that offers opportunities and breadth for participants.³⁸

3. Social Media Benefit

Following are a few benefits of social media from various fields:

- a. Social Media as A Tool for Networking. The benefits of social media, mainly the ability to socialize, do indeed match the name. This socializing is unlimited in terms of time and space but is constrained by connection, signal, and internet quota. Social media was created primarily to facilitate

³⁸ Nasrullah, R. *media Sosial: Perspektif Komunikasi, Budaya dan Siosioteknologi*, (Bandung: Simbiosis Rekatama Media, 2016), p. 52

family communication and social interaction, and it has been successful in drawing a large user base for this reason.

- b. **Diary Function Is Replaced by social media.** Diaries must have been common among those born between 1980 and 1990. Usually, the owner's anecdotes regarding his sentiments are included in this book. It may include unhappy, cheerful, or romantic tales. social.
- c. **Social media can reunite long-lost friends.** Social networking can help us reconnect with old friends, childhood pals, business partners with whom we've lost touch, and even siblings who have been estranged for a long time. It still has to do with socializing.
- d. **Making New Friends on social media** One really intriguing advantage of social media is this. You can make new acquaintances who might get along with other social media users from the outcomes of playing on social media.
- e. **As a Form of Entertainment** Everyone can find a ton of intriguing entertainment on social media. For instance, watching films, listening to music, hilarious stories, funny photographs, and interesting quotes can all help you unwind and temporarily forget your troubles, boredom, and dizziness.
- f. **Sharing interests** Users with similar interests and hobbies can come together in a variety of social media groups and accounts. There are communities for people who love cars, have unusual hobbies, collect things, support causes, or listen to music. There is even a community of

people who work in the same field. Social media members in this group can exchange knowledge, advice, and many other things related to their mutual interests and hobbies.

- g. Dispensing a Variety of Updated Information, news, science, knowledge, and the most recent news may all be found on social media, where it travels more quickly than on other electronic media like radio and television.
- h. Gaining Notoriety social media can also make someone well-known to the general public, whether on purpose or accidentally. This type of popularity typically results from the person having something distinctive that draws attention.
- i. Use social media to Request Assistance: Social media users' number in the hundreds of millions, and there are quite a few hundred or several tens of thousands of them who live close by. This can be used to request assistance. One instance is when a relative who loses his wallet can appeal for assistance from people on social media. There are numerous such examples.
- j. Social Media as A Means of Income Social media users are taking advantage of this one's advantages. Social media users are allowed to utilize social media to make money since no taxes are taken from advertising and marketing on the platform.

D. WhatsApp

1. WhatsApp Definition

With the rapid advancement of technology, WhatsApp is a program created to facilitate communication. WhatsApp is a component of social media that facilitates information sharing for all users. Due of its simplicity, WhatsApp has been used by many different types of people. The public frequently uses WhatsApp to share information about their own aspirations as an individual or community. WhatsApp is used as a communication tool to spread information through messages that are efficiently transmitted in accordance with their own satisfaction because information technology communications are swiftly received by the destination or target.³⁹

As a replacement for SMS, WhatsApp was first introduced to send and receive several types of data, including text, photographs, videos, documents, and locations, users can currently utilize the social networking software WhatsApp. WhatsApp is also now able to make voice and video conversations. Jumiatmoko asserts that WhatsApp is the most widely utilized social media platform for communication and is an internet-based program that facilitates user-to-user communication with a variety of capabilities.⁴⁰ According to Pangestika's theory, WA is the most widely used social media platform in society when compared to other platforms. The simplest design and ease of use of any social media platform

³⁹ Trisnani, *Pemanfaatan Whatsapp...*, p. 2

⁴⁰ Jumiatmoko. *WhatsApp Messenger dalam tinjauan Manfaat dan Adab*, (STIT Madina Sragen: Wahana Akademika, 2016), p. 53.

make WA popular with everyone, from teenagers to adults. With WA, users will find it simpler to connect and interact at any time and from any location.⁴¹

Using WhatsApp will make it simpler for users to communicate information more efficiently and swiftly. Therefore, WhatsApp can be beneficial in facilitating communication and interaction, especially when disseminating educational content. It may be inferred from some of the aforementioned explanations that the definition of WhatsApp is an application that is used to conduct voice or video calls.

2. WhatsApp Features

According to Miladiyah, WhatsApp has features that its users can use, including:

- a. Photos, obtained from camera, file manager and media gallery.
- b. Video, in the form of recorded moving images.
- c. Audio, recorded messages can be directly from video, file manager or music.
- d. Location, in the form of a message where the user is with the help of the Google Maps facility.
- e. Contact, can send contacts available from the phonebook or phonebook.
- f. View contact can see a list of contact names who have WhatsApp accounts.

⁴¹ Nur, Lia Pangestika. *Pengaruh Pemanfaatan Media Sosial Whatsapp Terhadap Penyebaran Informasi Pembelajaran Di SMA Negeri 5 Depok*. Thesis, 2018

- g. Avatar, is a WhatsApp user profile photo.
- h. Add conversation shortcut, some chats can be added shortcut to homescreen.
- i. Email Conversation, can send all chats via email.
- j. Group Chat, users can create conversation groups.
- k. Copy/paste, each conversation sentence can also be duplicated, distributed and deleted by pressing and holding the sentence on the screen.
- l. Smile Icon, many choices of emoticons such as human expressions, buildings, weather, animals, musical instruments, cars, and others. Search, users can search the contact list through this feature.
- m. Call, to make voice calls with other users.
- n. Video Calls, besides voice calls, users can also make video calls.
- o. Block, to block someone else's number.
- p. Status, functions to notify other contacts that the user is willing or not willing to chat.⁴²

3. What Influences the Use of WhatsApp?

There are six factors that influence the use of information technology. These factors are social factors, affect, complexity, task suitability, long-term consequences and facilitating conditions.

a. Social Factor

⁴² Miladiyah, A. *Pemanfaatan Whatsapp Messenger Info dalam Pemberian Informasi dan Peningkatan Kinerja pada Sub Bagian Program Pemerintah Provinsi Sulawesi Selatan* (Makassar: Universitas Hasanuddin. Thesis, 2018)

The social factor is how much a person thinks that other people will persuade themselves to utilize technology. In order for the existence of this technology to enhance trader sales, it is important that many people or traders utilize it every day for both marketing products and supplying raw materials.

b. Affect Factor

This serves as the foundation for determining the factor of information technology utilization, since using technology makes work easier and more fascinating, consumers enjoy using it, and there are perceived advantages to using computer or smartphone technology, or vice versa.

c. Complexity Factor

There are four questions to help identify the information technology's intermediate effect on complexity. Specifically, using information technology makes traders take a lot of time since it is very intricate and takes a while to use, but it can enter the necessary data.

d. Task Suitability Factor

To determine how much job suitability affects using information technology. The use of information technology does not affect work performance (negative questions that will later be reversed), but it can decrease the amount of time needed to complete tasks, improve the quality of the work, and increase the effectiveness of the work. The amount of

output produced will also increase if using information technology, and it can help with task completion.

e. Long-term Consequences Factor

Long-term effects are benefits that are acquired in the future, such as increased flexibility, job changes, or possibilities for more fulfilling work. These results can increase the opportunity to do multiple occupations, make employment more diversified, and increase the level of difficulty of the task.

f. Facilitating Conditions Factor

Facilitating is defined as an objective factor outside the environment that makes it easier for users to act/work.

E. WhatsApp Group as Online Learning Medium During Pandemic

WhatsApp is the most popular messaging application.⁴³ Nowadays, it can be said that everyone involved in an education agency uses WhatsApp in their daily lives and It's become a necessity. There are many reasons why WhatsApp is worth using in the online learning process during pandemic.

⁴³ Jasrial, D. (2018). *Utilizing WhatsApp application for teaching English language: Why and how? International Seminar BKS-PTN Wilayah Barat Fields of Language, Literature, Arts, and Culture*, 1(1), p. 151-157.

According to Pustikayasa, the advantages of WhatsApp as a learning medium are:

1. Through WhatsApp groups, educators and students can ask questions or discuss in a relaxed manner without having to focus on educators such as learning in class which often creates fear of mistakes and shame in students.
2. Educators/lectures can be more creative in providing additional material and assignments to students.
3. Students can easily send back the results of their work, either in the form of direct comments (group chats), pictures, videos, or other documents related to learning.
4. Learning methods are environmentally friendly because they no longer use hard copies (the use of paper to print or write students' work)
5. Become one of the solutions for educators to deliver additional material as learning materials outside the classroom.⁴⁴

Additionally, a study has done to identify some of the advantages of online learning by Fatonia. A total of 100 responses were examined, the conclusion is as follows:

1. A comfortable educational environment was the most common advantage identified for online learning with 32.01% responses. They were not

⁴⁴ Pustikayasa, I. M. (2019). *Grup WhatsApp Sebagai Media Pembelajaran*. Widya Genitri: Jurnal Ilmiah Pendidikan, Agama Dan Kebudayaan Hindu, 10(2), p. 53-62.

limited by the place and they could listen/read the materials anytime anywhere.

2. Second with a response rate of 29.97%. Some examples of responses classified under this theme are they do not spend traveling time, their travel time is saved, travel time load has decreased.
3. Smooth interaction also shows a high response rate with 21.65%. An example of the responses grouped into this theme is that they can speak comfortably over the chat, they can more freely ask questions to the teacher. They feel like they are taking a one-on-one class and the interaction seems to be smooth, they can ask questions more easily than offline lectures. Another important advantage of reusable data can be used, reducing transportation costs.⁴⁵

However, WhatsApp itself was not basically created to meet educational needs. The WhatsApp is basically created and used for modern-day media communication with the internet as a major tool. So, WhatsApp also has deficiency as a learning medium.

The deficiency of the WhatsApp application as a learning medium are:

1. Lecturers and students must be connected to internet services to get information in real time.
2. Communication using large files such as video may affect data usage (cost).

Fatonia, N. A., Nurkhyatic, E., Nurdiawatid, E., Fidziahe, G. P., Adhag, S., Irawanh, A. P., ... & Azizik, E. (2020). *University students online learning system during Covid-19 pandemic: Advantages, constraints and solutions*. *Systematic reviews in pharmacy*, 11(7), p. 570-576.

3. Without clear rules or agreement by group admins (educators), communication can get out of the context of learning.⁴⁶

F. Online Learning in Pandemic Era

According to Sofyana “Online learning aims to provide quality learning services in (online) network that is massive and open to reach more and wider audiences”.⁴⁷ Online learning (e-learning) is a form of distance education that involves using technology as the mediator of the learning process, and that teaching is entirely delivered through the internet.⁴⁸ In developed societies, online learning is not a new thing. It is part of the curriculum and students are generally familiar with different aspects of online learning through the use of Moodle, Blackboard, and other learning management systems.

Online learning is an option for conducting lectures during the Covid-19 pandemic in all universities in Indonesia.⁴⁹ This online lecture policy was taken to keep the Covid-19 virus spread due to crowds caused by lectures being held in

⁴⁶ Pustikayasa, I. M. (2019). *Grup WhatsApp Sebagai Media Pembelajaran*. Widya Genitri: Jurnal Ilmiah Pendidikan, Agama Dan Kebudayaan Hindu, 10(2), p. 53-62.

⁴⁷ Sofyana, Latjuba dkk. (2019). Pembelajaran Daring Kombinasi Berbasis Whatsapp Pada Kelas Karyawan Prodi Teknik Informatika Universitas PGRI Madiun. Jurnal Nasional Pendidik, 8(1), p. 82.

⁴⁸ Siemens, G., Gašević, D., & Dawson, S. (2015). *Preparing for the digital university: A review of the history and current state of distance, blended, and online learning*. Arlington: Link Research Lab.

⁴⁹ Kemendikbud, H. D. P. T. (2020). *Praktik Baik Pembelajaran Daring di Perguruan Tinggi Masa Pandemi Covid-19*. Siaran Pers Nomor: 030/Sipers/IV/2020.

class.⁵⁰ With online learning, it is expected that students' role in the learning process will increase because it is not limited by time and space.⁵¹

According to Ruth Colvin Clark and Richard E. Mayer, the characteristics of online learning are:

- a. First, online-based learning must have two important elements, namely information and teaching methods that make it easier for people to learn understand learning content.
- b. Second, online-based learning is carried out through computers using writing, sound or images such as illustrations, photos, animations, and videos.
- c. Third, online-based learning is intended to help educators teach a student objectively.⁵²

The advantages of e-learning according to Munir, are as follows:

- a. The availability of e-moderating facilities where teachers and students can communicate easily through internet facilities on a regular basis or whenever the communication activity is carried out without being limited by distance, place and time.

⁵⁰ Dhawan, S. (2020). *Online Learning: A Panacea in the Time of COVID-19 Crisis*. *Journal of Educational Technology Systems*, 49(1), p. 5–22.

⁵¹ Saifuddin, M. F. (2018). *E-Learning dalam Persepsi Mahasiswa*. *Jurnal VARIDIKA*, 29(2), p. 102–109.

⁵² Clark, Ruth & Mayer, Richard & Thalheimer, Will. (2003). *E-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning*. Performance Improvement. 42, p. 14.

- b. Teachers and students can use structured and scheduled teaching materials or learning instructions via the internet, so that everyone can assess each other to what extent the teaching materials are learned.
- c. Students can study or review lecture materials at anytime and anywhere if needed considering that teaching materials are stored on the computer.
- d. If students need additional information related to the material they are studying, they can access the internet more easily.
- d. Both teachers and students can conduct discussions via the internet which can be followed by a large number of participants, thereby adding to knowledge and broader insight.
- e. Changes in the role of students who are usually passive to become active and more independent.
- f. Relatively more efficient, for example for those who live far from school or college.⁵³

The drawbacks are:

- a. Lack of interaction between teachers and students or even between students themselves. This lack of interaction can slow down the formation of values in the learning process.
- b. The tendency to ignore psychomotor or social aspects and instead encourage the growth of commercial aspects.
- c. The learning process tends towards training rather than education.

⁵³ Munir (2009). Pembelajaran Jarak Jauh Berbasis Teknologi Informasi dan Komunikasi. Bandung: Alfabeta, p. 35.

- d. The teacher's role has changed from the one who previously mastered conventional learning techniques, now they are also required to know ICT-based learning techniques.
- e. Students who do not have high learning motivation tend to fail.
- f. Not all places have internet or network facilities.
- f. Lack of personnel who know and have the skills to operate the internet.
- g. Lack of personnel in terms of mastery of programming languages computer.⁵⁴

The internet has made online learning possible, and many educators are interested in online learning to improve and enhance students' ability and learning target while battling the shortage in resources, facilities and equipment particularly in higher education Institution. According to Castro and Tumibay, Online learning has become popular because of its potential for providing more flexible access to content and instruction at any time, from any place.⁵⁵ The corona virus pandemic forces the educators and students to teach and study at home in order to slow the spread of the disease. Basically, online learning is an educational concept which implementing information technology for the process of teaching and learning. Using online learning in pandemic of this disease can prevent the spread of this virus.

Cooper clarified five strategies to improve online teaching. They are:

1. Engage with the learners online

⁵⁴ Munir, Pembelajaran Jarak Jauh..., p. 35.

⁵⁵ Castro, M.D.B., & Tumibay, G.M. (2019). A literature review: efficacy of online learning courses for higher education institution using meta-analysis. Retrieved from

Without the educator presence in the classroom, it is important that you establish a virtual presence start from the beginning of the course and for the duration of the course in order to maintain good learning environment. By doing so, both the students and educators would be visible and available. The educator also be welcoming the students to their new learning community as in any traditional classroom.

2. Create a supportive learning environment

As an online educator, you have an opportunity to create supportive environment for the learners. Encouraging both educator and students' engagement and student- to-student interaction is the best way to achieve this. The strategies are: Firstly, at start of online course, get the ball rolling with a personal introduction post, encourage participants to contribute their own bio or introduction to the group. Secondly, create an open forum or discussion where learners can post to request help and assistance from each other, developing peer-to-peer support. Thirdly, set up small groups, similar to traditional study groups, for supportive mentoring fellow learners. These strategies will encourage learners to work together as an active learning community, which brings benefits to all individual involved.

3. Used a Mix of Learning Tools for Better Engagement

The best online educators used synchronous and asynchronous method, creating a blend of traditional learning styles with newer, more collaborative and visual tools. Working with a mix or blended activities

makes the content more interesting and exciting, increasing students' engagement with both educator and other learners.

4. Provide Ongoing Feedback

Feedback is very essential component of all effective learning- including online. The feedback will help to create learning experience that is informative, engaging and motivational for the learners. Feedback should be continuous during the learning process. With constructive feedback offered as soon as possible so that the students can clearly identify which behaviour or skills need to be improved. The educators could give group feedback through collaborative exercises which also help to promote peer engagement.

5. Make E-learning Content Mobile

Mobile learning holds key advantages for learners, allowing them to access up to-date course materials and relevant content anywhere, anytime. With bite sized pieces of any information available to be digested quickly and easily. Learners can work through course materials at their own pace, assisting both performance and productivity. Make sure that the content can be easily access via Smartphones, Laptop, Notebook and iPad to maximize the teaching method. With this strategy the educator can feel more confident about his online teaching skills and materials.⁵⁶

⁵⁶ Cooper. S, “*5 Strategies to Improve Your Online Teaching?*” December 2016, Accessed on December 31st, 2022 from <https://elearningindustry.com/5-strategies-improve-your-online-teaching>

G. Challenges Associated with Online Learning

Even though online Learning is not a novel phenomenon, this sudden transformation into online Learning has posed substantial challenges for educational activities globally, Indonesia is no exception. This happened when educational institutions, teachers, and students are generally not ready for this unexpected disruption to traditional teaching and learning methods.

Education sector is one of the fields which is influenced by this pandemic. According to OECD data, in Denmark, Slovenia, Norway, Poland, Lithuania, Iceland, Austria, Switzerland and the Netherlands, over 95 % students reported having a computer to use for their work. But only 34% in Indonesia did. From the data, we can imagine that it's not easy to apply online learning in our country (Indonesia). But the condition forces the teachers to do so. Schools face a difficult choice if the educators don't teach remotely all of the students miss out on month of curriculum, if they do, a sizeable group of already disadvantaged students will be left out and will fall even further behind.

Some recent studies are points out several concrete challenges in online learning due to COVID-19 pandemic. As describe by Adedoyin, the challenges include:

1. Technological devices and the internet, so it is undeniable that technology is the most pressing challenge to Online learning. Some common technological problems include a lack of knowledge about how to use applications, unstable/slow internet connections, outdate communication devices, and an incompatible browser.

2. Assessment is vital to any learning either face-to-face or online learning. However, online learning during this global pandemic makes the assessment more complicated.
3. For many educational institutions, the sudden shift to online learning has created an unexpected workload, particularly on building e-platforms and integrating external applications into their systems in a timely manner. This workload may cause stress and anxiety.
4. Compatibility issue is another Considerable challenge linked to online learning. While online learning seems to be applicable to particular academic disciplines like social and Linguistic studies. But it would be inappropriate for practical disciplines such as sports, engineering and medical studies because these disciplines require active experiences as part of instructional activities.⁵⁷

So, Online learning during COVID-19 has obviously brought many challenges for educators, students, school administrators, and parents, among other stakeholders. As discussed above, the challenges have been associated with limited technological infrastructure and capacity, socio-economic factors, lack of experience to conduct assessment and supervision in an online mode, extra workload for teachers and education staff, and incompatibility with some specific subject matters or culture.

⁵⁷ Adedoyin, O. B., & Soykan, E. (2020). *Covid-19 pandemic and online learning: the challenges and opportunities*. Interactive Learning Environments, p. 1-13

CHAPTER III

RESULT AND DISCUSSION

This chapter consists of result and discussion of the research. The result of the research presented the result of the Students' Perception of Participating the Online Class Through WhatsApp Groups at University of Muhammadiyah Aceh. The discussion of the research covered further explanation of the result. All the data was presented based on the action that has been conducted

A. The Description of Research Location

The research was conducted at the University of Muhammadiyah Aceh which is located on Muhammadiyah Street No.91 Lueng Bata Banda Aceh, at faculty of Islamic studies in majoring English department. The University of Muhammadiyah Aceh is under leadership of Dr. H. Aslam Nur, MA. The Islamic studies faculty now, is being led by Dr. Rosnidarwati, S.Ag. M.A This research was conducted on student majoring in English. When this research was conducted, English Department has been led by Rahmatun Nisa, S.Pd.I., M.Pd.

B. Procedure of Data Collection

The researcher distributed the instruments to students through WhatsApp group after receiving permission from the supervisor to see them in person. The questionnaire was distributed by researcher between July 5 and July 28, 2022. The Google Form link was given to the students to fill. It took the student 15 to

20 minutes to complete. After final of the questionnaire has been filled by the students the researcher started to analyze the data.

C. The Result of Research

From the result of data collection with structured questionnaire distributed using Google Form, it was found that 17 respondents out of total 24 respondents respond to this.

Table 3.1 Respondent Demographic

Variable	Category	Frequency	Percentage (%)
Gender	Male	9	52.9
	Female	8	47.1

From the data above, it can be seen that from 24 respondents only 17 respondents joined the link. When it is viewed from the gender perspective 9 respondents were males and 8 were females with a percentage of males 52.9% and females 47.1%. Therefore, it can be concluded that most of the respondents are mostly women.

1. Validity Test Result

A validity test is used to evaluate a questionnaire's validity. When the statements on a questionnaire may shed light on the subject being measured, the

questionnaire is considered to be valid. Using SPSS 25's Pearson Correlation program, the validity test was conducted. If $r\text{-count} > r\text{-table}$ or $p\text{ value (sig.)} < 0.05$, the question item was deemed valid (0.05). With the restriction that $df = N$, where N is the number of respondents, the $r\text{-table}$ value is determined from the r product moment table. For $df = 17$, the $r\text{-table}$ is 0.482. Following is the outcome of processing the validity test using SPSS 25:

Table 3.2 Questionnaire Validity Test

Item No	r-count	r-table	Information
1	0.614	0.482	Valid
2	0.849	0.482	Valid
3	0.817	0.482	Valid
4	0.929	0.482	Valid
5	0.895	0.482	Valid
6	0.918	0.482	Valid
7	0.875	0.482	Valid
8	0.788	0.482	Valid
9	0.742	0.482	Valid
10	0.801	0.482	Valid
11	0.810	0.482	Valid

12	0.828	0.482	Valid
13	0.847	0.482	Valid
14	0.655	0.482	Valid
15	0.808	0.482	Valid
16	0.651	0.482	Valid
17	0.830	0.482	Valid
18	0.835	0.482	Valid
19	0.759	0.482	Valid
20	0.647	0.482	Valid
21	0.784	0.482	Valid
22	0.837	0.482	Valid
23	0.693	0.482	Valid
24	0.850	0.482	Valid
25	0.806	0.482	Valid
26	0.744	0.482	Valid

The 26 items were all found to be valid according to the findings of the instrument validity test that was conducted. This is shown by the fact that the

statement indicator in this research is genuine as the r-count on the indicator is greater than the r-table.

2. Reliability Test Result

The purpose of reliability testing is to determine whether a measuring instrument consistently yields the same results when used to measure the same problems. The Cronbach Alpha (α) reliability measurement method is employed in the reliability test because each statement item employs an interval measurement scale. If a tool's alpha (α) value is higher than 0.60, it is considered reliable.

The reliability test result was reliable since the value of Cronbach's Alpha for the questionnaires is 0.920, which is more ($>$) than the minimal Cronbach's Alpha value of 0.60.

3. Descriptive Statistic Test Result

The characteristics of the data are evaluated using a descriptive statistics analysis. The objective is to use quantitative data to develop a systematic picture of the traits of the population the sample represents.

Table 3. 3 Interpretation of Mean

Interval value	Category
1.00 – 1.75	Strongly Agree
1.75 – 2.50	Agree
2.60 – 3.25	Disagree

3.25 – 4.00 Strongly Disagree

The interpretation of the mean is utilized to assess the responses of the respondents by taking into consideration the value interval and its category. The researcher will then categorize the mean value, which might be strongly agree, agree, disagree, or strongly disagree, based on the interval value.

Table 3.4 Students' Perception (Positive Statement)

NO	STATEMENTS	N	MIN	MAX	MEAN	SD
1	I feel qualified to use a smartphone /computer/laptop for online lectures through WhatsApp	17	1	5	2.06	1.345
2	Online lectures through WhatsApp group are more excited/motivating than others online learning medium	17	1	5	3.06	1.391
3	WhatsApp is allowing me to academically communicate with peers and lectures at anytime and	17	1	5	2.53	1.375

anywhere

4	My teacher provides me with enough material (E-book, pdf, ppt, and more) and make it easier for me to learn via WhatsApp	17	1	5	2.53	1.328
5	I easily understand the material Provided by the lecturer During online lectures through WhatsApp group	17	1	5	2.88	1.219
6	My teacher always gives me quick feedback and open consultation via WhatsApp	17	1	5	2.35	1.367
7	I was satisfied with the lecturer's assessment of assignment that had been given	17	1	5	2.35	1.272
8	The suitability of online Lecture material with the Syllabus	17	1	5	3.06	1.088
9	It is easy to complete group projects/assignments digitally	17	1	5	3.12	1.453
10	I enjoy having discussion with other students through WhatsApp group	17	1	5	3.06	1.435
11	I actively participated in my group during online class activities via WhatsApp	17	1	5	2.82	1.380
12	All peers that attending online classes are involved in the	17	1	5	2.82	1.185

discussion

13	I feel confident using English when having discussion in WhatsApp group	17	1	5	2.59	1.326
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Note : N : Total respondent

MIN : Minimum

MAX : Maximum

M : Mean

SD : Standard Deviation

According to the findings in the table above, statements 1, 3, 4, 6 and 7 about students' perceptions of using WhatsApp Groups in online classes have a mean value of 1.00-2.5, falling into the "Agree" category. While statements 2, 5, 8, 9, 10, 11, 12, and 13 have a mean value of 2.06-2.53, falling into the "Disagree" category. Therefore, it may be inferred that not all students agreed with the good claims made about utilizing WhatsApp Groups for online classes.

Table 3.5 Students' Perception (Negative Statements)

NO	STATEMENTS	N	MIN	MAX	MEAN	SD
14	I have difficulty using WhatsApp Applications	17	1	5	3.18	1.590
15	I am burdened with Quotas for online lectures through	17	1	5	3.29	1.160

	WhatsApp group					
16	I often missed the class due to poor internet connections	17	1	5	2.35	1.367
17	I have difficulty communicating with Lecturers during online Lectures through WhatsApp	17	1	5	3.06	1.435
18	I have trouble collecting materials that given by the lectures	17	1	5	2.94	1.249
19	I have a hard time Managing online lectures through WhatsApp group	17	1	5	2.82	1.185
20	It is hard for me to get any opportunities to study in a group or pairs via WhatsApp	17	1	5	2.59	1.176
21	Learning English by using WhatsApp makes lots of miscommunication with other members in group	17	1	5	3.00	1.225
22	Sometimes the time allocation to do the assignment is not sufficient for me	17	1	5	3.09	1.345
23	I often ignore incoming message	17	1	5	3.00	1.414

and wait for other students to
respond

24	I was overwhelmed with the assignments	17	1	5	3.06	1.144
25	Learning online through WhatsApp didn't help me to improve my English skills	17	1	5	3.29	1.047
26	I am often late/ignored to take online classes via WhatsApp	17	1	5	2.88	1.317

Note: **N** : **Total respondent**

MIN : **Minimum**

MAX : **Maximum**

M : **Mean**

SD : **Standard Deviation**

Based on the aforementioned data, students' perceptions of the negative statements about the use of WhatsApp Groups during Online Classes in statements 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25 and 26 show that the mean value is at 2.59 - 3.29, which is included in the "Disagree" category, while statements 16 showed that the mean value is 2.35, where the value falls into the "Agree" category. It can be said that the majority of students "Disagree" with all of the negative statements about utilizing WhatsApp Groups during Online Classes.

D. Discussion

The Covid-19 pandemic has made online learning a big challenge for students. Some students find that the online learning environment they have encountered is less beneficial than a face-to-face environment, particularly those who lack in the ability to ask their teacher directly about any subject matter. An important strategy to ensure that students can participate in the learning process is to carry out learning activities in the manner in which they like. In order to reduce the inconveniences and kinds of challenges associated with using WhatsApp when doing online learning,

In order to accomplish the learning goals that have been defined in the learning program, learning activities require connected and supportive components. There must be teachers, students, methods, media, environments, and infrastructure for such learning. The teacher must be able to effectively coordinate the learning components in order to ensure that there is active interaction between students and other students in order to meet the planned goals.

1. What are students' perceptions on using WhatsApp groups to support learning process at University of Muhammadiyah Aceh?

Strive for supportive aspects such decent student conditions, friendly facilities and environments, and appropriate learning processes in order for learning activities to achieve the best outcomes possible. The learning process is a system with the following inputs: student components, environmental

components, learning implementation as a process component, and student learning outcomes as the ultimate output.

Perception is process involving the entrance of information into the human brain.¹ According to Elistiawati's research, perception is a reaction to an individual's process of experiencing an object, which results in an interpretation of the item or event, followed by a reactionary behaviour towards the object or event. Due to this, how people perceive and interpret objects and events has a significant impact on perception.²

Table 3.6 Students' Questionnaire Score

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
S	89	66	76	64	61	106	64	130	74	56	51	74	66	66	76	56	79
A	73,8 %																

S : Score

A :Average score

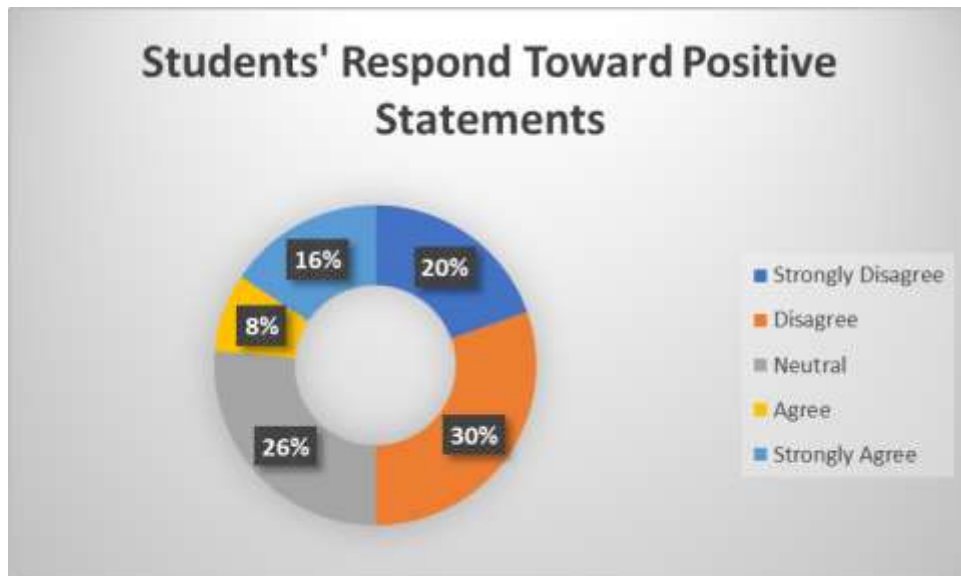
Because WhatsApp is a tool that enables long-distance connection between people, learning via WhatsApp is particularly beneficial during the online learning phase. According to research findings students believe that using WhatsApp and other social media during the online session is highly helpful. Based on the table above, the students gave an average rating of 73.8 out of 100

¹ Slameto, Belajar& Faktor-faktor Yang Mempengaruhinya..., p. 115.

² Elistiawati, "Persepsi Murid Terhadap Pembelajaran Muatan Lokal Membatik di SMP Negeri 1 Sanden Bantul" Thesis (Yogyakarta: Universitas Negeri Yogyakarta, 2011), p. 10.

for their perceptions of using WhatsApp during the online period. This demonstrates how WhatsApp aids students in their online study.

Diagram 3.1 Students' Responses Toward Positive Statements



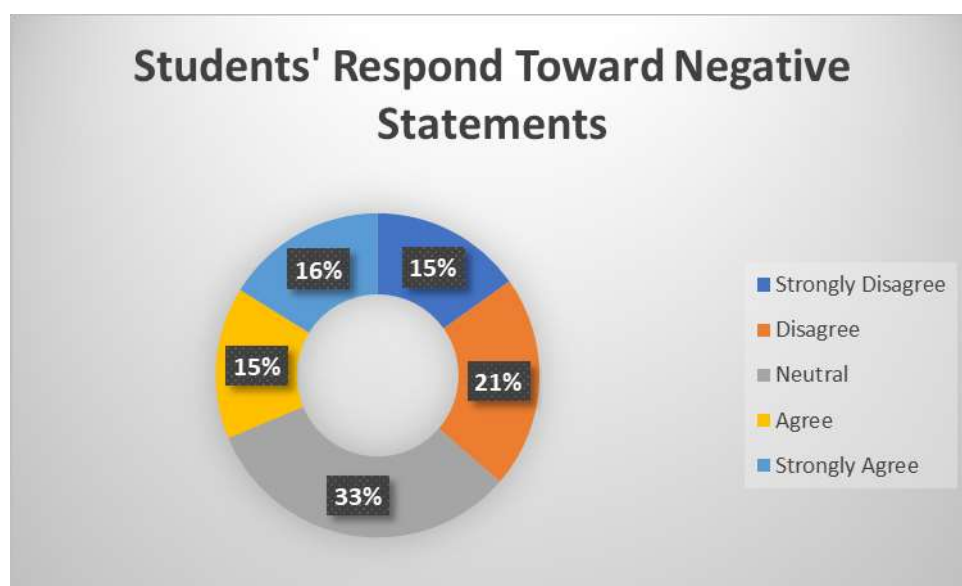
The diagram up above displayed the responses from the respondents/students to the positive statements that were distributed via the instrument questionnaire (Table 3.4). Referring to the data obtained, the following are students' perceptions on using WhatsApp groups to support the learning process at the University of Muhammadiyah Aceh.

The percentage of "Agree" votes (8%) and "Strongly Agree" votes (16%). In this group the majority of students agree that they feel qualified to use smartphones/laptops for online lectures, WhatsApp is allowing students to academically communicate with peers and lectures at anytime and anywhere, the lecturer provides them with enough material and gives the student quick feedback

and open consultation via WhatsApp. Additionally, the students are also satisfied with the lecturer's assessment of the assignment that has been given. The perception of students in this group is indicated by the interpretation of the mean obtained (1.00 – 2.5).

The percentage of "Disagree" votes (30%) and "Strongly Disagree" votes (20%). In this group, the majority of students agreed that online lectures through the WhatsApp group are not more excited/motivating them in learning compared to other online learning mediums. They have difficulty completing group projects/assignments digitally and to understand the material Provided by the lecturer, the discussion with other students via WhatsApp group is less fun/enjoyable and only a small number of students are involved in group discussions. The perception of students in this group is indicated by the interpretation of the mean obtained (2.6 – 4.00).

Diagram 3.2 Students' Respond Toward Negative Statements



The diagram up above displayed the responses from the respondents/students to the negative statements which show their perceptions on using WhatsApp groups to support the learning process at the University of Muhammadiyah Aceh.

The percentage of "Agree" votes (15%) and "Strongly Agree" votes (16%). In this group the majority of students agreed that the majority of students often missed the class due to poor internet connections. In particular, this statement obtained a mean "2.35" which shows that poor internet connections are the most serious obstacle faced by students when learning online via WhatsApp group. Another problem faced by students when learning online via WhatsApp group is the difficulty to get opportunities to study in a group or pairs. In particular, this statement obtained a mean "2.59".

The percentage of "Disagree" votes (21%) and "Strongly Disagree" votes (16%). In this group it can be concluded that the majority of students do not have problems in using WhatsApp Applications, internet quotas, communicating with peers/lecturers and doing the assignments. They also did not find any serious issues regarding collecting materials that were given by the lectures and managing online lectures through the WhatsApp group. Furthermore, they assume that learning online through WhatsApp group can help them improve their English skills.

2. What are the obstacles faced by the students during the learning process through WhatsApp group at University of Muhammadiyah Aceh?

In addition to a number of factors that actually aid and facilitate students' learning while using the WhatsApp feature, there are a number of other factors that jeopardize the learning system. Based on the questionnaire data that has been collected and processed, the following are statements showing the obstacles faced by the students during the learning process through the WhatsApp group at University of Muhammadiyah Aceh.

First, most serious challenges/obstacles: the students often miss the class due to poor internet connection. That was the statement most respondents agreed on, followed by difficulty completing group projects/assignments digitally and the unsuitability of online Lecture material with the Syllabus. Then the students assume that Online lectures through the WhatsApp group are not more excited/motivating than other online learning mediums. In addition, the students did not enjoy having discussions with other students through the WhatsApp group.

Second, quite serious challenges/obstacles: students' difficulty understanding the material provided by the lecturer during online lectures through the WhatsApp group, the majority of students did not actively participate in the group during online class activities via WhatsApp/discussion. furthermore, it is hard for students to get any opportunities to study in a group or pairs via WhatsApp group.

One of the best ways to ensure that students participate in the learning process is sometimes to carry out learning activities according to their

recommendations or requests. A major difficulty for teachers is being able to provide varied learning in accordance with their ability, which has been explained by online learning or online approaches. In order for students to retain the information that has been delivered, the teacher must be able to make interesting learning.

CHAPTER IV

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

According to the collected data, using the WhatsApp Group as an alternative is a highly beneficial option that makes it easier to conduct the learning process throughout the Covid-19 outbreak. It is therefore possible to draw the conclusion that in addition to having benefits, WhatsApp also has drawbacks when used for regular learning while online.

As mentioned on the previous page, some of the disadvantages/drawbacks on using WhatsApp groups to support the learning process at the University of Muhammadiyah Aceh including: poor internet connection that limits students from learning even skipping the class, difficulty completing group projects/assignments digitally and the unsuitability of online Lecture material with the Syllabus. Besides that, the majority of students did not actively participate and they did not enjoy having discussions with other students through the WhatsApp group plus it's difficult for students to get any opportunities to study in a group or pairs via WhatsApp group. This could be the reason why they found that online lectures through WhatsApp group less interesting and seem boring.

WhatsApp, however, offers additional advantages and is more practical for students throughout the online classes. The students academically can communicate with peers and lecturers anytime and anywhere using WhatsApp. The majority of students did not find serious issues in using WhatsApp

Applications, internet quotas, the device they use. They also satisfied with the lecturer's assessment, feedback, teaching material and consultation. another important thing is the majority of students agree that learning online through WhatsApp group can help them improve their English skills.

B. SUGGESTIONS

Researchers have made a number of suggestions based on the data that have been provided on how students perceived the usage of WhatsApp social media during online learning during the Covid-19 epidemic. If you use WhatsApp for online learning, you may utilize this advice whether you work among students or teachers.

1. Lecturers can make the learning process more interesting and simpler including features that students enjoy (especially in group projects).
2. Students should be more courageous in contacting lecturers regarding the obstacles they face, such as internet connection problems and their understanding of teaching materials.

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APPENDIXES

Appendix 1

Self-efficacy Questionnaire Sheet

Name :

Class :

NPM :

Gender :

Description:

SA = Strongly Agree

D = Disagree

A = Agree

SD = Strongly Disagree

N = Neutral

	POSITIVE STATEMENTS	SA	A	N	SD	SDA
1	I feel qualified to use a smartphone/computer/laptop for online lectures through WhatsApp					
2	Online lectures through WhatsApp group are more excited/motivating than others online learning medium					
3	WhatsApp is allowing me to academically communicate with peers and lectures at anytime and anywhere					
4	My teacher provides me with enough material (E-book, pdf, ppt, and more) and make it easier for me to learn via WhatsApp					
5	I easily understand the material Provided by the lecturer During online lectures through WhatsApp group					
6	My teacher always gives me quick feedback and open consultation via WhatsApp					
7	I was satisfied with the lecturer's assessment of assignment that had been given					
8	The suitability of online Lecture material with the Syllabus					
9	It is easy to complete group projects/assignments digitally					
10	I enjoy having discussion with other students through WhatsApp group					

11	I actively participated in my group during online class activities via WhatsApp					
12	All peers that attending online classes are involved in the discussion					
13	I feel confident using English when having discussion in WhatsApp group					

Appendix 2

Self-efficacy Questionnaire Sheet

	NEGATIVE STATEMENTS	SA	A	N	SD	SDA
1	I have difficulty using WhatsApp Applications					
2	I am burdened with Quotas for online lectures through WhatsApp group					
3	I often missed the class due to poor internet connections					
4	I have difficulty communicating with Lecturers during online Lectures through WhatsApp					
5	I have trouble collecting materials that given by the lectures					
6	I have a hard time Managing online lectures through WhatsApp group					
7	It is hard for me to get any opportunities to study in a group or pairs via WhatsApp					
8	Learning English by using WhatsApp makes lots of miscommunication with other members in group					
9	Sometimes the time allocation to do the assignment is not sufficient for me					
10	I often ignore incoming message and wait for other students to respond					
11	I was overwhelmed with the assignments					
12	Learning online through WhatsApp didn't help me to improve my English skills					
13	I am often late/ignored to take online classes via WhatsApp					

Appendix 3

Result of Questionnaire (Positive Statements)

[illegible]

Appendix 4

Result of Questionnaire (Negative Statements)

NO	1	2	3	4	5	6	7	8	9	10	11	12	13
1	5	5	3	4	4	5	1	4	5	5	5	5	5
2	5	3	5	5	4	3	3	3	3	2	3	3	1
3	1	3	1	3	2	2	3	3	2	3	2	4	2
4	5	2	2	2	2	2	1	1	1	2	3	4	2
5	2	4	2	1	1	2	2	2	2	2	1	3	4
6	3	4	2	1	1	2	2	2	2	2	1	3	4
7	1	2	1	3	2	4	2	2	2	3	2	2	2
8	5	5	5	5	5	5	5	5	5	5	5	5	5
9	4	3	3	4	3	3	3	5	3	4	3	3	4
10	1	2	2	2	2	2	3	3	3	2	3	3	3
11	2	3	4	3	2	1	2	3	4	5	4	3	2
12	5	5	2	5	5	3	3	3	3	1	4	4	3
13	5	4	1	3	3	4	4	2	3	4	3	4	4
14	3	4	1	3	3	3	3	3	5	3	3	3	3
15	2	1	1	1	1	1	1	1	1	1	1	1	1
16	2	3	1	1	3	2	1	3	2	1	3	2	1
17	3	3	3	2	4	3	3	3	3	4	3	3	3

DECLARATION OF ORIGINALITY

Saya yang bertanda tangan di bawah ini:

Nama : Asratul Fauzan

NPM : 1805180008

Tempat/Tanggal Lahir : Alur Simerah, 26 Juni 2000

Alamat : Kajhu, Kecamatan Baitussalam, Kabupaten Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul **“Students’ Perception of Participating the Online Class Through Whatsapp Groups at University of Muhammadiyah Aceh”**, adalah benar-benar karya asli saya sendiri, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Dengan surat pernyataan ini saya buat dengan sesungguhnya.

Mengetahui
2023

Banda Aceh, 10 Agustus

Pembimbing 1

Cut Mawar Helmanda, S.Pd.I., M.Pd

Asratul Fauzan

Kajur Tarbiah Bahasa Inggris

Rahmatun Nisa, S.Pd.I., M.Pd

BIOGRAPHY

Name : Asratul Fauzan

Place, date of birth : Alur Simerah, 26th June 2000

Gender : Male

Religion : Islam

Nationality : Indonesian

Marital Status : Single

Address : Kajhu, Kab. Aceh Besar.

E-mail Address : asrafauzan@gmail.com

Father's Name : Zainuddin HS

Mother's Name : Nur Kasimah

Parents' Address : Gp. Alur Simerah, Samadua. Kab. Aceh Selatan