



EXPLORING CHALLENGES, BENEFITS AND STRATEGIES OF TELEGRAM IMPLEMENTATION IN TEACHING PROCESS DURING COVID-19 PANDEMIC AT SMP NEGERI 1 TANUNG BATU, OGAN ILIR

Septiana Veronika¹, Baginda Simaibang², Artanti Puspita Sari³

¹SMP Negeri 1 TanjungBatu, ^{2,3}Universitas PGRI Palembang

Accepted :

05 January 2022

Published :

10 July 2022

Corresponding

Author: Septiana Veronika

Email

Corresponding : septiana.veronica08@gmail.com

ABSTRACT

This study aims to improving the students' writing ability through note-taking technique. This study applied the quasi-experiment method. The population of this study was all of the tenth grade students with a total number of 318 students and 80 students were taken as sample in experimental and control group. In collecting the data, a written test of descriptive paragraph was used, and the data were analysed by using SPSS 23. The result of this study showed that experimental group students' average score in pre-test was 65.10 and in post-test it was 72.26 while in control group, students' average score in pre-test 66.03 and in post-test it was 69.88. the value t-obtained was 3.082 which was higher than the value of t-table 2.000 at the significant level 0.05 in two tailed test with 78 (df). It was assumed that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. It means that there was significant difference between the students achievement in writing descriptive paragraph.

Keyword: Benefit, Challenges, Strategy, Telegram

1. INTRODUCTION

The Covid-19 pandemic is a global catastrophe that has a significant effect on every aspects of a country's life, including Indonesia. The pandemic has expanded around the world, affecting people of different nationalities, levels of education, income, and gender. Governments' actions to avoid the spread of the pandemic have had an influence on social, economic, and political life (Callaway, Cyranoski, Mallapaty, Stoye, & Tollefson,2020).

This pandemic situation is a challenge in and of itself for each individual's ingenuity in using technology to advance education. According to (Bostrom, 2006) mentions that the advancement of innovation is one of the most significant events in human history, impacting global population, life

expectancy, education, living conditions, the workforce, connectivity, health, war, and the environment.

Many countries, according to (Saavedra,2020), continue to offer online education. With the support of information and communication technology, online learning, or, as (Baytiyeh,2018) recommends, emergency education, must continue (ICT). This includes the usage of online e-learning platforms (such as Moodle), mobile communication or social apps (such as Facebook, WhatsApp, Telegram, and Twitter), as well as the almost-forgotten radio and widely watched television.

Many students in today's world are familiar with social media and use it in their daily lives, whether male or female. They utilize social media because they

Vol 5, No 2 (2022): ESTEEM

believe that it facilitates all sorts of communication with others, including education, business, religion, and so on.

Social media platforms are utilized as an online component to assist students in learning approaches, particularly blended learning approaches that combine online and face-to-face training. Social media as platforms for social communication in the educational field, based on social constructivism theory.

Telegram is a web-based service that serves a vast online community. It was founded in 2013 by two Russian brothers, Pavel and Nikolai Durov, an entrepreneur and a computer programmer, respectively, and is based in Berlin. Telegram is a multifunctional web program with channels and groups that cater to the majority of its users' needs. Telegram is the media in this study that was used to aid instructors and students in the teaching and learning process during the Covid-19 pandemic.

Telegram is quickly becoming one of the most popular social media platforms for education and pleasure. For more than three decades¹⁵, the rapid development and significant growth in computer technologies has had an impact on all parts of life. Furthermore, numerous researchers have discovered a link between student academic performance and their usage of the internet and social networking sites (SNS).

One of the challenges that students face when learning a language is a lack of opportunity for authentic dialogue as a result of non-personalized course content. They also complain about being compelled to follow a tight curriculum. Telegram channels can provide informal learning environments and new chances for English learning by integrating them into existing learning activities.

Teachers at SMP N.1 Tanjung Batu have adopted Telegram as an online learning medium to get around some of the difficulties that come with online learning. Initially, the teachers attended an IGI

(Indonesian teacher organization) session on the topic of employing telegrams in online instruction. After attending the course, teachers are confident in their ability to use the telegram. Telegram has more functionality and is easier to use.

Based on the experiences of the teachers at SMP N.1 Tanjung Batu, it can be stated that telegram is a useful tool for online learning. It is also backed by the chatbot functionality, which allows professors to more easily attend to pupils in class. This feature also makes it simple for teachers to deliver activities or quizzes at the end of each lecture hour.

Furthermore, while transitioning from traditional classes to virtual classrooms is not easy for students and teachers, the flexibility in selecting the appropriate tool can aid in the learning assessment that teachers perform. The online learning application that teachers utilize is not expected to deliver simply learning experiences from home. It is solely a teacher's method to make learning interesting for kids in order to increase their motivation and enthusiasm. It is also projected that students' academic achievement will rise.

Based on the background, the researcher was interested in exploring teachers' experiences in implementing telegram related to hot issue in this period. Furthermore, with regard to her observations during the two years of online learning amid the COVID-19 pandemic carried out by the research school, the researcher was interested in conducting a study entitled "Exploring challenges, benefits and strategies of telegram implementation i teaching process during covid-19 pandemic at SMP N. 1 Tanjung Batu, Ogan Ilir.

Literature Review

1. The Concept of Covid-19 Pandemic

The COVID-19 pandemic, also known as the coronavirus pandemic, is a global coronavirus disease 2019 (COVID-19) pandemic caused by coronavirus 2 that

Vol 5, No 2 (2022): ESTEEM

causes severe acute respiratory syndrome (SARS-CoV-2). The virus was first discovered in Wuhan, China, in December of this year. On 30 January 2020, the World Health Organization proclaimed COVID-19 a Public Health Emergency of International Concern, and on 11 March 2020, it was declared a pandemic. COVID-19 has been linked to more than 171 million confirmed cases and 3.69 million confirmed deaths as of June 3, 2021, making it one of the worst pandemics in history (Zhou, F. et al, 2020:1054-1062).

2. The Concept of Telegram

Srinivas (Srinivas,2013) claims that social networking is one technique that can help teachers and students access information and facilitate English learning. Telegram is one of the technologies that can be utilized to assist learners in learning a foreign language, according to Heidar and Kaviani (Heidar,2016).

Telegram is a web-based service that serves a vast online community. It was founded in 2013 by two Russian brothers, Pavel and Nikolai Durov, an entrepreneur and a computer programmer, respectively, and is based in Berlin. Telegram is a multifunctional web program with channels and groups that cater to the majority of its users' needs.

3. The Concept of Online Teaching and Learning during Covid-19 Pandemic

When it comes to the learning and teaching process, both the teacher and the pupils may have different perspectives on what they learn and how they acquire it. As a form of distant education, online learning is an educational process that takes place over the Internet. As a result of the COVID-19 epidemic in 2020, distance education became commonplace. Because of these circumstances, online teaching and learning became crucial in early childhood education programs, despite ongoing arguments about whether or not prolonged exposure to Information and Communication Technology is helpful for young children (ICT).

This descriptive research shows how a junior high school education preservice teacher education course was altered to give student teachers the opportunity to learn and teach online. It details the experiences and reflections of students who participated in a practicum course in Tanjung Batu, Ogan Ilir, during the second semester of 2020. It goes over the challenges, benefits, and techniques that online student teachers have encountered.

4. The Concept of Challenges Faced by Students during Online Learning

The global spread of the internet and accessibility has resulted in a rise in demand for online learning. We all know that online learning is attracting an increasing number of students seeking better educational opportunities. However, many of them face obstacles that can obstruct their learning.

According to (Kumar,2015) states that the most prevalent issues concerning with online teaching are adaptability struggle, technical issues, computer literacy, time management, self-motivation, distraction, learning styles, communication virtual engagement and feedback.

5. The Concept of Benefit in Online Learning

The adoption of Online learning in education, particularly for higher educational institutions, offers multiple advantages and benefits, and e-learning is regarded one of the greatest ways of education due to its numerous advantages and benefits. Several research and writers (Klein and Ware,2003; Algahtani,2011; Hameed et al,2008; Marc,2002; Wentling et al. 2000; Nichols,2003) have presented benefits and advantages resulting from the implementation of online learning technology into schools.

According to certain studies, one of the benefits of online learning is its capacity to focus on the requirements of individual students. One of the advantages of online

Vol 5, No 2 (2022): ESTEEM

learning in education, according to (Marc,2000) in his book review on e-learning strategies for delivering knowledge in the digital age, is that it focuses on the needs of individual learners as an important factor in the educational process rather than the needs of instructors or educational institutions.

6. The Concept of Strategies to Overcome the Problem Faced by Students during Online Learning

According to (Kumar,2015) quotes that many strategies that can be used to reduce the barriers or challenges those students confront when learning online such as: artificial intelligence is now being used in adaptive learning to customize information to individual needs. It aids in the creation of individualized courses that identify their shortcomings and talents in order to improve learning outcomes.

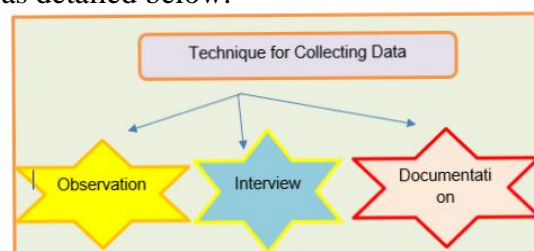
Methods

This study should utilize a descriptive qualitative technique since it is a design that may explain in depth knowledge and provide a wide variety of information about the process of such a specific issue. According to (Bogdan,1982), claims that the qualitative approach is a research approach that acquires descriptive data in written or spoken form from the people and their observed behaviour.

It collects data directly from an event, activity, or process in its natural surroundings. According to (Creswell,2012) mentions that this method allows for direct interaction between researchers and participants during the research process. Furthermore, everything happened during the training process was documented in the teachers' reflective notebooks. The information of participants' experiences, including their activities, products, thoughts, views, obstacles, and resolves, can be well-explored and fully understood using the descriptive qualitative technique.

Technique Collecting Data

According to (Arikunto,2006) defines data collecting technique as "the methods by which a researcher collects correct information or data." Furthermore, (Sugiono,2012:137) claims that the data collection technique is the most significant step in the study because the main goal is to collect data. Furthermore, according to (Marshal,1995) mentioned in (Sugiono,2019), qualitative researchers rely on engagement in the environment, direct observation, in-depth interviewing, and document review to acquire information. As a result, the researcher employs several data collection strategies, as detailed below:



According to (Stainback,1988) states that the goal of triangulation is to improve one's understanding of whatever is being researched, not to ascertain the truth about any social issue. In addition, according to (Mathinson,1988), triangulation's significance resides in delivering evidence that is convergent, inconsistent, or conflicting. As a result, adopting triangulation techniques in data collection will result in more consistent, full, and definite data. When compared to a single approach, triangulation will boost the data's strength even further.

1. Interview

According to (Esterberg,2002) says that an interview is a meeting between two people in which they exchange information and ideas through questions and answers, resulting in communication and mutual development of meaning about a certain issue. Interviews are an oral way of gathering data and information between the interviewer and the interviewee.

Vol 5, No 2 (2022): ESTEEM

In addition, according to (Esterberg,2002) quotes that the three types of interviews are structured, semi-structured, and unstructured interviews. Furthermore, the researcher used semi-structured interviews to publicly identify difficulties, in which interviewees were questioned for their thoughts and opinions.

2. Observation

According to (Marshal,1995) claims that the researcher learned about behavior and the meaning associated to those acts through observation. Participant observation, overt observation, covert observation, and unstructured observation are all categories used by (Faisal,1990). The Researcher will observe how teachers use learning tools such as lesson plans, the teaching process of teachers during the pandemic using telegrams, the results of student assignments that have been given by teachers in the teaching process during the COVID-19 pandemic through implementing telegrams in schools where researchers teach, namely SMP Negeri 1 Tanjung Batu, Ogan ilir.

3. Documentation

Documentation can be a helpful source of information in qualitative research. According to (Sugiyono,2008:240) states that documentation can be written and photographed by someone and utilized to gain information. The researcher can use documents in the form of student work, lesson plans and test results during lessons to conduct the documentation approach. The purpose of documentation is to make the findings of an observation or interview trustworthy.

Results and Discussion**Results**

The writers conducted interviews with five English teachers who were chosen at random. The writer recorded the audio recordings that were used during the interview procedure. The following are the findings of interviews and observations

done by researchers in determining the problems and benefits of using telegrams in the learning process during the COVID-19 pandemic:

1. Lack of Technology

One of the obstacles identified by the writer while performing this research is an internal element, namely the lack of technological knowledge among teachers in schools. Senior teachers learned a lot from junior teachers about how to apply various types of learning support applications used in online learning at the beginning of the emergence of government rules to conduct online learning. Lack of technology aspect consist of two problem indeed such as (a) bad connection and blackout, (b) students do not have smartphone.

2. Lack of knowledge and abilities on the part of the teachers

This is because the teachers in the hamlet are content to stay in their comfort zones and are hesitant to venture outside of them. As a result, the village's teachers lack the expertise and technology needed to facilitate 21st-century learning. There are a number of external and internal variables that contribute to instructors' lack of knowledge and abilities.

3. Lack of student's participants

The problem of low student engagement is caused by two factors that the author can learn about through observation and interviews: (a) students' lack of motivation and (b) parental support during online learning.

Furthermore, some benefits found in telegram implementing in teaching process during the covid-19 pandemic at Smp N.1 Tanjung Batu such as:

1. Telegram is Free Application
2. Telegram has excellent features
3. Telegram has small memory to downloaded
4. Telegram can share photos, videos and files

Vol 5, No 2 (2022): ESTEEM

When using telegram as a medium for online learning, the teacher thoroughly prepares the tools and materials required for telegram-based online learning. To make learning effective, entertaining, and memorable for pupils, the writer conducts observations, interviews, and recording of teachers' processes or approaches in using telegrams in the learning process.

Teachers at SMP Negeri 1 Tanjung Batu went through numerous stages before adopting the telegram in online learning during the pandemic, including: a. pre-implementation, b. process during implementation, and c. evaluation and improvement.

Telegram is a source of communication that makes it easier for students to obtain information through groups as a mode of communication that promotes the learning process. Virtual classrooms (e-learning), like face-to-face classes, must be appropriately managed in order to establish a conducive class with the activeness and creativity of teachers and students in it.

Moreover, strategies are adopted deal with challenges of telegram implementing in teaching process during covid 19 pandemic at Smp N.1 Tanjung Batu such as:

1. Development of teacher knowledge and skills
2. Improvements to Technology in Schools
3. Improvements to good communication between teachers and parents

Discussion

The discussion presents three points in relation to findings and formulation of the problem. First, The Challenges Found in Telegram Implementing in Teaching Process During the Covid-19 Pandemic at SMP N.1 Tanjung Batu consist of four aspects :1. Lack of technology aspect, 2. Lack of knowledge and abilities on the part of the teachers, 3. Lack of student's participants. And he benefits found in Telegram Implementing in Teaching Process During

the Covid-19 Pandemic at SMP N.1 Tanjung Batu such as: 1. Telegram is Free Application, 2. Telegram has excellent features, 3. Telegram has small memory to downloaded, 4. Telegram can share photos, videos and files.

Second, how Did Teachers Implement Telegram In Teaching Process During Covid 19 Pandemic At SMP N.1 Tanjung Batu. Before using the telegram in online learning during the epidemic, teachers at SMP Negeri 1 Tanjung Batu went through several stages, including: a. pre-implementation, b. process during implementation, and c. evaluation and improvement.

Third, strategies Are Adopted Deal with Challenges of Telegram Implementing in Teaching Process During Covid 19 Pandemic at SMP N.1 Tanjung Batu such as:

- a. Development of teacher knowledge and skills, the first aspect of the approach for dealing with the challenges of online learning during the epidemic is to improve teacher knowledge and abilities in schools. covid-19. There are two methods for increasing a teacher's knowledge and skills: (a) There is a desire to advance in one's career or personal life. (a) Teachers receive technology training in order to improve their technological skills.
- b. Improvements to Technology in Schools, the second strategic objective is to improve technology facilities in schools in two ways. (a) School Wi-Fi; (b) The teacher sets the time limit for collecting assignments.
- c. Organization of the time as efficiently as possible, The thrid strategy for dealing with the challenges of online learning during a pandemic is to make the most of your time. Both teachers and students must participate in this activity. As a result of juggling multiple duties at home and at school, teachers must schedule time to teach pupils in schools during online

Vol 5, No 2 (2022): ESTEEM

learning during the COVID-19 epidemic. The teacher can then take on the role of a mother, instructing her children in online learning at their different schools, so that online learning can take place in a friendly environment, and

- d. Improvements to good communication between teachers and parents.

The third solution for dealing with the challenges of online learning during the covid-19 pandemic is to improve communication between teachers, parents, and students themselves. The teacher encourages parents to observe their children's activities at home in order to foster successful communication, which includes providing fun learning opportunities and games on the sidelines.

Conclusion

In relation to the findings and discussion in the previous chapter, it can be concluded as follows:

1. There were four challenges found in Telegram's implementing the teaching process. During the COVID-19 Pandemic, four aspects were lacking at SMP N.1 Tanjung Batu, such as: lack of technology aspect, lack of knowledge and abilities on the part of the teachers, lack of time management, and lack of students' participants.
2. There were four benefits found in implementing telegram in the teaching process during the COVID-19 pandemic at SMP N.1 Tanjung Batu, such as telegram is a free application, telegram has excellent features, telegram has a small memory requirement to be downloaded, and telegram can share photos, videos, and files. And then there were three stages before adopting the telegram in online learning during the pandemic, including pre-implementation, process during implementation, and evaluation and improvement.
3. There were four strategies adopted to deal with the challenges of

implementing telegram in the teaching process during the COVID-19 pandemic at SMP N.1 Tanjung Batu, such as: development of teacher knowledge and skills; improvements to technology in schools; organization of the time as efficiently as possible; and improvement of good communication between teachers and parents.

REFERENCES

- Damayanti, Y. (2012). Pengertian Mencatat berdasarkan ilmu pendidikan. (B. P. Dewi, Interviewer).
- Dastgeer, G., & Afzal, M. T. (2015). Improving English Writing Skill: A Case of Problem Based Learning. *American Journal of Educational Research*, 3(10), 1315-1319.
- Dewi, I. A. G. B. P., & Indrawati, K. R. (2014). Perilaku Mencatat dan Kemampuan Memori Pada Proses Belajar. *Jurnal Psikologi Udayana*, 1(2), 241-250.
- Fraenkel, Jack, R., Norman, E., Wallen, and Helen H. Hyun. (2012). *How to Design and Evaluate Research (Eight Edition)*. New York: Mc.Graw Hill, Inc.
- Gage, Dr. Nathaniel L. (2009). *A Conception of Teaching*, US: Springer.
- García, J. (2003). *Educar Para Escribir*. México: Editorial LIMUSA, S. A.
- Huy, N. T. (2015). Problems Affecting Learning Writing Skill of Grade 11 at Thong Linh High School. *Asian Journal of Educational Research*, 3(2).
- Hyland, Ken. (2003). *Second Language Writing*. New York: Cambridge University Press.
- Indrawati, S. W., & Uzer, Y. (2021). Pengaruh Model Pembelajaran Inside-Outside-Circle (Ioc) Terhadap Writing Skill Dalam Teks Menulis Drama Di SMP Setia Negara Palembang. *Jurnal Sitakara*, 6(1), 64-78.
- Jaya, A. (2017). Sentence Pattern of Narrative Text English Textbook in

Vol 5, No 2 (2022): ESTEEM

- Indonesia. *English Empower: Journal of Linguistics and Literature*. 2(1), 69-74
- Kusumaningsih, D. (2013). *Terampil Berbahasa Indonesia*. Yogyakarta: Andi.
- Meiranti, R. (2015). Improving Students' Writing Skills Through Field Trip Method. *English Review: Journal of English Education*, 1(1), 89-96.
- Rusdiansyah. (2019). Note-Taking as a Technique an Teaching Reading Comprehension. *Journal of Language Teaching and Learning, Linguistic and Literature*, 7(2), 173-184.
- Sugiyono.(2016). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta Bandung.