

Lecturers' Perceptions of Using Information, Communication and Technology (ICT) In Fkip Unilak

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Abstract:

Nowadays, ICT has huge potential to facilitate learning now, where online learning is as central media in education. Class activities directly is prohibited by government because spreading pandemic covid 19 in the world. This study aims at finding lecturers' perceptions in using ICT as teaching and learning. This study was qualitative method. The data collection was done through a survey questionnaires consisting of open ended questions. The result of this research showed that the implementation ICT as learning media is effective. ICT helps teachers to be creative, it helps an easy in preparing the material for teaching. It can be concluded that ICT is very important to support teaching and learning process. In conclusion that information, communication and technology (ICT) has positive impact for lecturers in FKIP UNILAK, because today teaching and learning process was done by online that it use ICT tools for teaching.

Keywords: *Lecturer's Perceptions, online learning*

1. INTRODUCTION

Due to the spread of the COVID-19 virus, the World Health Organization (WHO) declared a pandemic in March 2020, and the world was forced to stop all activities that required large gatherings and meetings. The pandemic has changed the daily activities of human beings, including the education sector. With the threat of the virus becoming more and more dangerous every day, students can no longer stay in classrooms. Work activities are shifting from traditional to online. Universities are also transforming traditional educational environments into online learning by using various online platforms such as Google Classroom, Microsoft Teams, Zoom, Youtube, WhatsApp, etc. (Gacs & Spasova, 2020; Haerazi et al., 2020). Although the concept of online learning has long been

used in many countries, the use of online systems for learning in societies in some rural areas of the world is fairly new (Paesani, 2020).

The pandemic has dealt a considerable blow, especially to emerging universities, especially in eastern Indonesia, where problems with internet connectivity are often found. Teachers need to design effective online learning activities that students can easily access. However, Information Communication and Technology (ICT) is the main source of support for the teaching and learning process. Online learning is a form of distance learning in which learners and teachers do not meet in a offline classroom setting and the Internet becomes its primary medium (Stern, 2018; Jamil & Hamre, 2018). This is an instructional delivery process despite geographic

proximity, time, or other possible reasons (Blake, 2011; Tarone, 2015). Traditional learning could put children and teachers at risk of major health problems in the event of a pandemic. Therefore, using the online learning mode is the safest option. Learning is the cognitive process of acquiring information and knowledge, and technology as a medium allows the learning process (Aparicio, Baço, & Oliveira, 2016). Traditional schooling can put children and teachers at risk of major health problems in a pandemic event. As a result, using the online learning mode is the safest option. Learning and technology were the two fundamental components of online learning, with learning being the cognitive process of acquiring information, knowledge and technology as a medium to facilitate the learning process. Online learning is inexpensive and convenient for students to get access anytime, anywhere. Through online activities, learners can learn autonomously according to their own needs and wants (Hurlbut, 2018). It also provides highlight information and can be integrated with other elements to increase learner understanding, such as audio and video explanations, group chats and forums, discussion boards and quizzes (Cantoni, Cellario & Porta, 2004). The integration of ICT in education generally implies a technology-based teaching and learning process, which is closely related to the use of learning technology in schools. As students get familiar with technology, they learn better in a technology-based environment, so the issue of ICT integration in schools, especially in the classroom, is critical. This is because the application of technology in education makes a huge contribution to

teaching. The application of ICT get lead to effective learning with the help and support of ICT elements and components (Jamieson-Procter et al., 2013). Arguably the beginning of almost every discipline, from major areas such as mathematics, science, languages, arts, humanities, can be learned more effectively with technology-based tools and devices. In addition, ICT provides assistance and supplementary support to teachers and students for effective learning with the help of computers for the purpose of learning assistance (Young, 2003). ICT can be accessed in many ways and it can help teachers and students to understand their respective subject areas. Techniques for teaching and learning in a variety of fun ways, including educational videos, stimulation, data storage, using databases, mind mapping, guidance, discovery, brainstorming, music, the World Wide Web (www), which will make the learning process more fulfilling and meaningful (Finger & Trinidad, 2002). Otherwise, students get benefit from ICT integration, they are not limited by limited courses and resources, instead, hands-on activities in technology-based courses are designed to help them stimulate understanding of the subject. It also helps teachers design their lesson plans in an effective, creative and fun way that promotes active student learning. Previous research has shown that the use of ICT in teaching will enhance the learning process and maximize student active learning (Finger & Trinidad, 2002; Jorge et al., 2003; Young, 2003; Jamieson-Procter et al., 2013).

2. METHOD

This quantitative research was used in this study. Particularly descriptive study that aims to describe a symptom, event and event that is happening at the present time. This study uses a descriptive method that does not provide treatment, change or change the independent variables, but describes any condition. In collecting data, this research was carried out in the first several stages of literature study, the second was making a questionnaire to test it and distributing it to respondents and the third was recording the data sources to be used, calculating the percentage of survey results through questionnaires.

This research was done by three steps, firstly Preparation, Action and Data analysis. Firstly the researcher done Preliminary research toward research field. Then preparing some instruments to collect the data, on the other hand, determining research subject. Creating close-ended questions as questionnaires. The last, calculating the data.

3. FINDINGS AND DISCUSSION

The findings of the research that has been carried out, there are 20 questionnaire responses distributed via google document consisting of 15 items. The first item is the use of ICT. It is very important in supporting the current learning process and received a response of strongly agreeing as much as 85% or as many as 15 respondents and for responding agreeing 15% or 4 respondents. Then the second item, namely the use of ICT really helped me in conveying learning material, this is the respondents who strongly agreed 75% or as many as 15 respondents and 20% responded as many as 4 respondents and one respondent was

hesitant. The third item is that I am more interested in using ICT in delivering learning materials to get a response strongly agree as much as 50% or 10 respondents then respond agree 40% or 8 respondents and for respondents who expressed doubt there were 10% or 2 people. Furthermore, the fourth item is when I get a lot of convenience, I use ICT as an open medium, this gets a response of 75% or 15 respondents strongly agree, 15% or 3 respondents stated that they agreed and 10% or 2 respondents expressed doubt with this statement. The fifth item is the use of ICT can increase students' understanding of the material being taught, get a response of 70% or 14 people state strongly agree, respondents who agree with the statement as much as 20% or 4 respondents. As for the assessment of doubt as much as 10% or 2 respondents. Furthermore, for the item which is the use of ICT in the learning process more and more efficiently, consisting of 35% or as many as 7 respondents stated strongly agree 40% agreed or 8 respondents, 25% or 5 people expressed doubt with this statement. The next item, namely ICT has advantages, there are 35% or as many as 7 respondents stated strongly agree while 65% or 13 agreed with this statement. while for the next item, namely ICT also has weaknesses, respondents with stating this strongly agrees that is 35% or 7 people then 45% or 9 respondents agree and respondents who don't agree with this statement as much as 10% or 2 people then in doubt there are also 10% or 2 respondents. The next item, I use ICT when teaching, got a response of 20% or 4 people stated strongly agree, 45% or 9 respondents agreed while 35% or 7 respondents expressed doubt. I find it difficult when I don't use ICT in teaching, this item received a response of 15%

or 3 respondents, while 10% or 2 people agreed and 50% or 10 people expressed doubt, while 15% or 3 respondents disagreed with this statement and there are 10% or 2 people strongly disagree. I feel satisfied when teaching using ICT, there are 50% of respondents or 10 people who strongly agree, while 25% or 5 respondents agree and 25% or 5 people express doubt with this statement. The ICT that you have or is provided by the campus is adequate, this received a response of 5% or 1 person stated strongly agree, while those who agreed were 30% or 6 people, then 35% or 7 respondents expressed doubt and 30% or 6 respondents stated that they did not agree. The next item students are interested in ICT when you use it in class get a response of 45% or 9 respondents stated strongly agree, 40% or 8 respondents agreed, 15% or 3 respondents expressed doubt about this statement.

The next item is that student learning outcomes increase when you use ICT in teaching, as many as 25% or 5 respondents stated strongly agree, while 60% or 12 respondents agreed and 15% or 3 respondents expressed doubt with this statement. The last item, namely ICT, is currently used more primarily than conventional methods, getting a response of 45% or 9 agreeing, while 40% or 8 respondents agree and 15% or 3 respondents are unsure. The following is the respondent's data for each study program:

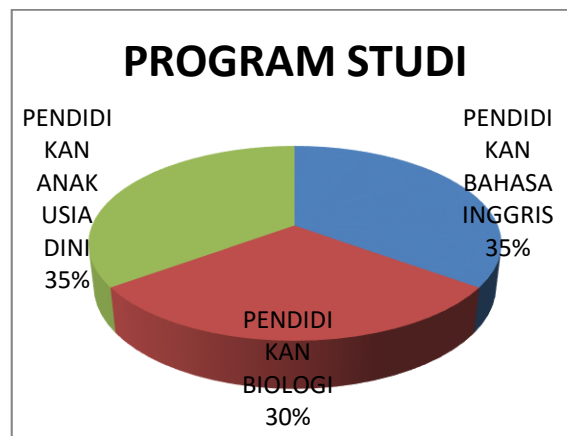


Chart 1: The participants of this research

Respondents of this study involved lecturers from the teaching and education faculty (FKIP) which consisted of 3 study programs, namely English language education lecturers as much as 35% or 7 respondents, while lecturers of the Biology education study program as many as 30% or 6 respondents and lecturers of the early childhood education study program. as many as 35% or 7 respondents. Meanwhile, respondents responded to research questionnaires through google documents.

DISCUSSION

Based on the results of previous research conducted by Sari Puspita Dewi (2019) that 100% of learning is very suitable to be combined with ICT and learning is also fun. In addition, researchers also saw the benefits of ICT for students that 18% of respondents did not agree with the benefits of teaching ICT which will make it easier for students to get decent jobs in the future. In line with the results of this study, the use of ICT is very important to support the learning process in universities, especially the teaching and education faculties. While Acosta, M. (2016) argued that *there is an improvement in requirement for a more Flexible and*

effective means of education through e-education, e-learning or open and distance learning. It is a paradigm shift in the general perception of the importance of e-learning to higher education in the Philippines. Lebenicnik, M., Pitt, I., & Istenic Starcic, A. (2015). The findings found that students and teachers should be encouraged to engage in more advanced activities, especially those involving interacting with others, collaborative learning and using ICTs to plan and organize their own learning processes. (DIPF/Orig.)

On the other hand, this research get different findings from previous researches, in this research ICT is very useful for lecturers in FKIP UNILAK. The researchers need ICT as teaching media.

Furthermore, a study by Chien, Wu, and Hsu (2014) shows that as a new generation emerges and grows with technology, learners have big expectations for ICT integration in the classroom, which can be defined as a digital-native phenomenon. The younger students get the higher their expectations for classroom informatization. This also demonstrates that ICT integration is largely dependent on personal factors defined as self-perception. The research found that teachers and students are able to apply ICT in and outside of the classroom, so they are more likely to use technology in the classroom, it means it can be used in offline and online system. They found that barriers to ICT integration in the classroom were teachers' confidence, competencies and attitudes, reducing the percentage of ICT integration.

Cox & Marshall, (2007) suggest that teachers only need a tradition-centred approach when developing ICT skills in the

classroom. Although ICT does not represent the type of ICT used, teachers have a high level of confidence and competence in using ICT in the classroom. This is because they see ICT as a tool that facilitates the learning process, especially as it relates to real-life practice. This factor has revolutionized teaching methods to integrate ICT to create and construct knowledge for students. Research shows that the relationship between competence and confidence can reflect the balance between training and teaching-focused approaches in ICT professional development. With this, the school management could make sure that there are sufficient supports for the teachers to integrate ICT in the classroom.

4. CONCLUSION

Based on the survey results that have been distributed through research questionnaires, all respondents who are lecturers in the teaching and education faculties stated that teaching English is very suitable to be combined with ICT. According to respondents, ICT, apart from being able to provide space for lecturers to innovate, ease in preparing teaching materials, the use of ICT can also make learning very fun and effective. Regarding the use of ICT for lecturers, according to them, it is also very important in the learning process and very helpful in conveying material.

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