EFL STUDENTS' AND TEACHERS' PERCEPTIONS ABOUT STUDENT ENGAGEMENT IN THE USE OF WHATSAPP PLATFORM IN SMA ISLAM NGORO AND SMA PGRI NGORO

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Abstract
The purpose of this study was to find out how the perceptions of teachers and students about student engagement in using the whatsapp platform from two private schools, namely SMA Islam Ngoro and SMA PGRI Ngoro. This research uses mix method in the form of a questionnaire adapted from Susanti (2020) and interviews with teachers and students. The numbers of respondents from this study were 76 students consisting of 34 students in 10th grade and 42 students in 11th grade and also 2 teachers from each school. The results showed that the perceptions of teachers and students about student engagement in using the whatsapp platform were negative perceptions because students were only involved in one aspect.
Key Word: EFL Students' and teachers' perception, Students' Engagement, Whatsapp

Abstrak
Tujuan dari penelitian ini adalah untuk mengetahui bagaimana persepsi guru dan siswa tentang keterlibatan siswa dalam menggunakan platform whatsapp dari dua sekolah swasta yaitu SMA Islam Ngoro dan SMA PGRI Ngoro. Metode penelitian ini menggunakan mix method berupa kuisioner yang diadaptasi dari Susanti (2020) dan interview yang dilakukan kepada guru dan siswa. Total responden dari penelitian ini adalah 76 siswa yang terdiri dari 34 siswa kelas 10 dan 42 siswa kelas 11 dan juga 2 guru dari masing masing sekolah.Hasil penelitian menunjukkan bahwa persepsi guru dan siswa tentang keterlibatan siswa dalam menggunakan platform whatsapp adalah negative persepsi karena siswa hanya terlibat pada satu aspek saja.
Kata Kunci: Persepsi guru dan siswa, Keterlibatan Siswa, Whatsapp

Introduction

Learning process is important in education to achieve the aim of learning, especially in learning English. According to Yang (2011), learning process has fundamental process that is Student Engagement. According to Dixson (2010), identified student engagement as an important component of all teaching—whether face to face or online—and "therefore it is imperative that we learn what engages students in order to foster effective online learning environments". To make student engage in learning process, teacher play an important role to direct students in every process of interaction and practice in learning. According to Philp & Duchesne (2016), student engagement refers to how students can relate with participation, behavioral, emotional, and cognitive

of students in learning process. This theory has similarity with the theory from Dixson (2015). He said that there are four aspects influence students to engage in learning. Those aspects are behavioral or skills, emotional, participation or interaction, and cognitive.

While, Fredricks (2004) suggested that there are three dimensions that show students engagement through three different aspects of each student's activity namely behavioral engagement, cognitive engagement, and emotional engagement. Behavioral engagement refers to students' attendance at school (and class) and their doing what is required to follow the rules and meet teacher and school expectations. It's including performance of reading course resources, asking questions, participating in interactive activities and finishing homework and participation in extra-curricular activities. In addition, student engagement is also seen in terms of Cognitive and emotional. Cognitive engagement refers to the personal investment students make in their learning, such as understanding complex ideas. Cognitively engaged students regulate their own learning by planning, monitoring, and regularly reviewing their progress. And also, cognitive engagement is sometimes measured as 'time on task'. And then, emotional engagement is occurs when students react positively to their school or class environment—the teachers, other students, and the institution—as well as their learning. From these aspects, students will be involved with interest, belonging, and attitudes in learning process. Those aspects are related to each other. Based on theory from Gibbs and Poskitt (2010), they argued that students need to be behaviorally engaged in class activities and emotionally engaged in feeling comfortable and connected during learning process before they can become cognitively engaged. By involving students in learning process, the learning objectives will be achieved.

On the other hand, to make students engage in learning requires several factors includes Within (Internal) such as biological based on age, maturity, and health and psychological and from outside (External) such as human such as family, schools, and society and non-human such as objects or media; and also there is another aspect that influence students' involvement including the supporting factors, learning perceptions (Sari, 2014). According to Eliyawati (2005: 14), learning media is one of the supporting factors in implementation of learning. Media use can affect children's behavior, cognitive, and emotional. There are two kinds of learning media, for the first is

conventional media and the second is digital media in the form of smartphones, computers, etc. Digital media is an appropriate media for use in the teaching and learning process in this current situation where there is covid19 pandemic. Learning activities at school has stopped and the government issued a policy to study from home. When using digital media, it appears new media in the form of online platform (Ogidi & U, 2016). Online learning platform that can be accessed such as the Web, wikis, blogs, Whatsapp, Youtube, Google Classroom, etc.

There are two methods of online communication, namely synchronous and asynchronous. Synchronous is a type of learning in which students and teachers are in the same place and in the same time while, asynchronous type of learning in which students and teachers are in the different time and space for each student (Finol, 2020). Whatsapp is one of new media used to facilities teaching and learning process. Most of the teachers used Whatsapp as a media to teach their students during online learning. Based on statistical data, most of teachers in East Java used whatsapp as online platform in teaching process.

Apart from it, there is another factor to support student engagement in learning, namely perception. Robbins (2001: 121-122) says," Perception can be defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment". From those statement, it can be conclude that perception is refers to the feeling or point of view of someone (Students or teachers) about certain object.

The studies of students and teachers perception of student engagement when using online platform have been carried out by some researchers such as (Mulyadi, 2018), (Lawrens & Hartnett, 2019), (Huang & Hu, Student and Teacher 6 Perceptions of Online Student Engagement in an Online Middle Sch, 2016), and (Namaziandost & Nasri, 2019). They investigated students and teachers perception based on students' engagement by using different online platforms. Based on those studies, it can be concluded that most of the studies revealed positive perceptions on the student engagement in learning using online platform. In this research, the resarcher focuses on how students and teachers perception on students' engagement in the use of whatsapp, especially in English subject in speaking skills in two private schools, namely SMA Islam Ngoro and SMA PGRI

Ngoro. The researcher want to analyze how students and teachers perception about how students can engage behaviorally, cognitively, and emotionally when using whatsapp as online platform in on online learning, especially in speaking skills as their material at those schools.

Based on explanation above, the researcher is interest in taking the title "Efl Students' And Teachers' Perceptions about Student Engagement in the Use of Whatsapp Platform in SMA Islam Ngoro and SMA Pgri Ngoro. The purposes of this research are:

1. To know EFL students and teachers perceptions about the use of online learning platform based on student engagement in speaking class at Private school.
2. To know what aspects of students are engaged in learning.

Method

This study is used descriptive case study as the design. This research used to get in-depth comprehension about a case and produce an overview of how the online platform towards students' engagement in English classes. This research was conducted in two private schools in Ngoro region, namely SMA Islam Ngoro and SMA PGRI Ngoro which are suburban or rural areas. Respondents of this research were 76 students consisting of 34 students in 10th grade and 42 students in 11th grade who had the experience of learning to use WhatsApp for 2 semesters and also 2 teachers from each school. This study uses a mix method, namely questionnaires and interviews for teachers and students. This research questionnaire uses Close-ended with a total of 18 questions adapted from Susanti (2020) using 4-point Likert scale.

While, interview of this research was in the form of semi-structured interview with a total of 5 questions accompanied by improvised questions to obtain in-depth data. Interview data were collected using non-probability random sampling, namely purposive sampling based on grade level. Data collection using questionnaires and interviews were carried out online using Google Forms and WhatsApp. The analysis of this research is based on the theory of Milles and Huberman with 3 stages, namely data reduction, data display, and drawing conclusions. And validation in this study is using the triangulation method.

Finding
1. **The Result Of Students' Questionnaire**

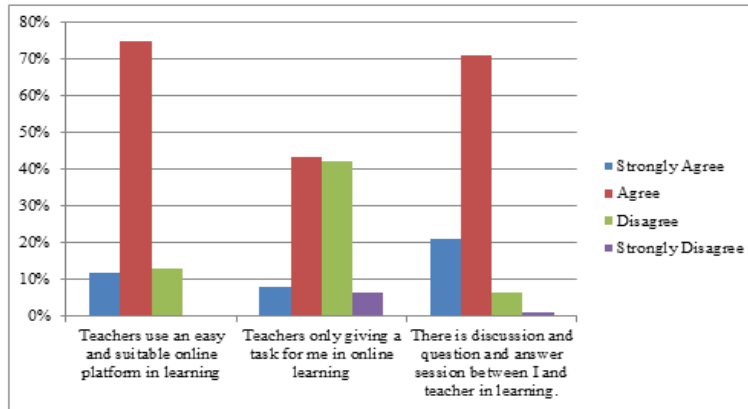   a. **Students Perceptions Of Methods In Online Learning**

Figure 4. Questionnaire of students (Methods in online learning)

The finding of the first question showed that strongly agree gained 9 students (11,8%), agree gained 57 students (75%), disagree gained 10 students (13,2%), and no one answered strongly disagree.

The finding of the second question showed that strongly agree gained 6 students (7,9%), agree gained 33 students (43,4%), disagree gained 32 students (42,1%), and strongly disagree gained 5 student (6,6%).

The finding of the third question showed that strongly agree gained 16 students (21,1%), agree gained 54 students (71,1%), disagree gained 5 students (6,6%), and strongly disagree gained 1 student (1,2%).

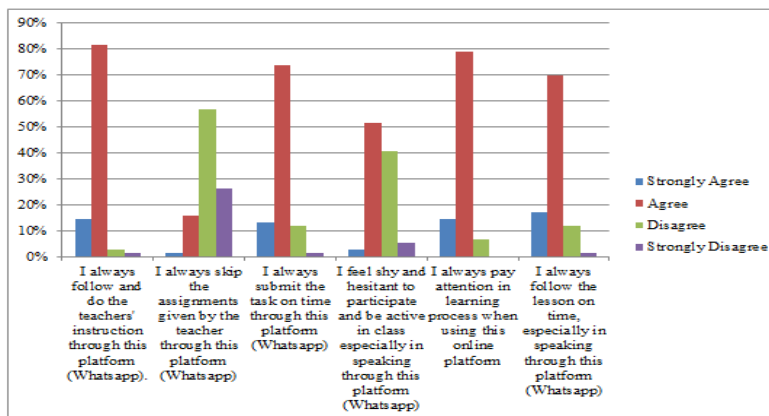   b. **Students Perception of Students' Behavioral Engagement**

Figure 5. Questionnaires of Students (Behavioural Engagement)

Percentage of Students' perception of their behavioural engagement in online learning using Whatsapp platform involves 6 questions as the following:

The finding of the fourth question showed that strongly agree gained 11 students (14,5%), agree gained 62 students (81,6%), disagree gained 2 students (2,6%), and strongly disagree gained 1 student (1,3%).

The finding of the fifth question showed that strongly agree gained 1 student (1,3%), agree gained 12 students (15,8%), disagree gained 43 students (56,6%), and strongly disagree gained 20 students (26,3%).

The finding of the sixth question showed that strongly agree gained 10 students (13,2%), agree gained 56 students (73,7%), disagree gained 9 students (11,8%), and strongly disagree gained 1 student (1,3%).

The finding of the seventh question showed that strongly agree gained 2 student (2,6%), agree gained 39 students (51,3%), disagree gained 31 students (40,8%), and strongly disagree gained 4 students (5,2%).

The finding of the eight question showed that strongly agree gained 11 students (14,5%), agree gained 60 students (78,9%), disagree gained 5 students (6,6%), and no one answer strongly disagree.

The finding of the ninth question showed that strongly agree gained 13 students (17,1%), agree gained 53 students (69,7%), disagree gained 9 students (11,8%), and strongly disagree gained 1 student (1,3%).

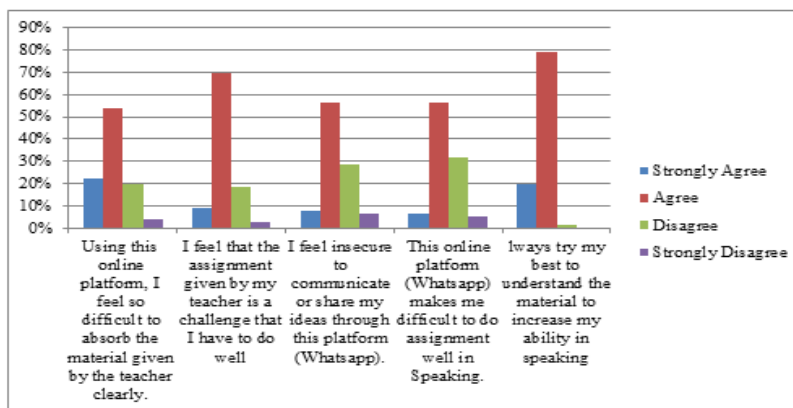c. **Students Perception of Students' Cognitive Engagement**

Figure 6. Questionnaire of Students (Cognitive Engagement)

Percentage of Students' perception of their cognitive engagement in online learning using Whatsapp platform involves 5 questions as the following:

The finding of the tenth question showed that strongly agree gained 17 students (22,4%), agree gained 41 students (53,9%), disagree gained 15 students (19,7%), and strongly disagree gained 3 students (3,9%).

The finding of the eleventh question showed that strongly agree gained 7 students (9,2%), agree gained 53 students (69,7%), disagree gained 14 students (18,4%), and strongly disagree gained 2 students (2,6%).

The finding of twelfth question showed that strongly agree gained 6 students (7,9%), agree gained 43 students (56,6%), disagree gained 22 students (28,9%), and strongly disagree gained 5 student (6,5%).

The finding of thirteenth question showed that strongly agree gained 5 students (6,5%), agree gained 43 students (56,6%), disagree gained 24 students (31,6%), and strongly disagree gained 4 students (5,2%).

The finding of fifteenth question showed that strongly agree gained 15 students (19,7%), agree gained 60 students (78,9%), disagree gained 1 students (1,4%), and no one answered strongly disagree.

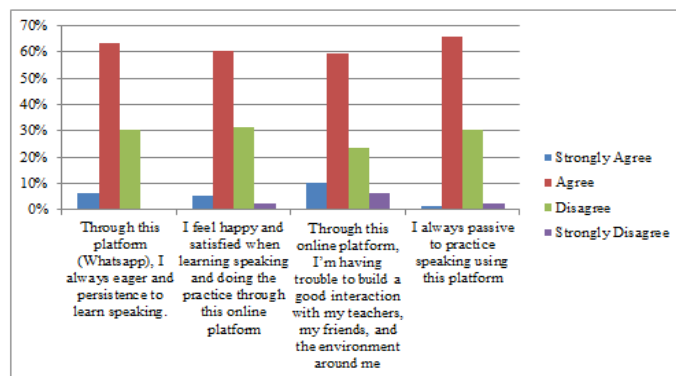### d. Students Perception of Students' Emotional Engagement

Figure 7. Questionnaire of Students (Emotional Engagement)

Percentage of Students' perception of their emotional engagement in online learning using Whatsapp platform involves 4 questions as the following:

The finding of fifteenth question showed that strongly agree gained 5 students (6,5%), agree gained 48 students (63,2%), disagree gained 23 students (30,3%), and no one answered strongly disagree.

The finding of sixteenth question showed that strongly agree gained 4 students (5,2%), agree gained 46 students (60,5%), disagree gained 24 students (31,6%), and strongly disagree gained 2 students (2,6%).

The finding of seventeenth question showed that strongly agree gained 8 students (10,5%), agree gained 45 students (59,2%), disagree gained 18 students (23,7%), and strongly disagree gained 5 students (6,6%).

The finding of eighteenth question showed that strongly agree gained 1 students (1,3%), agree gained 50 students (65,8%), disagree gained 23 students (30,3%), and strongly disagree gained 2 students (2,6%).

2. **The Result of Teachers' Questionnaire**

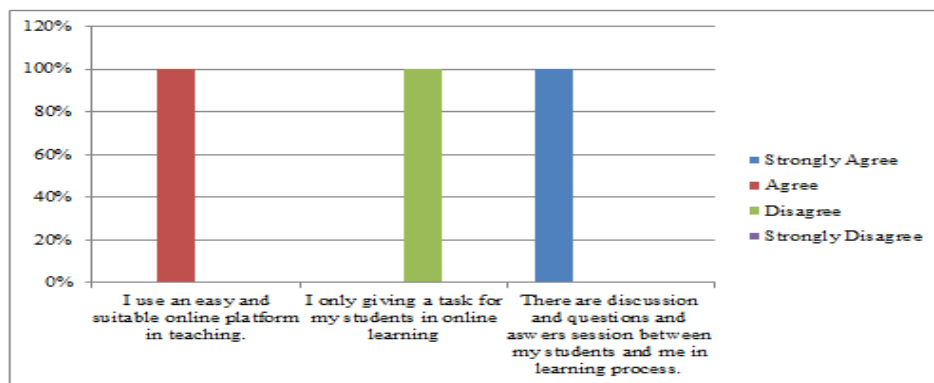   a. **Teachers' Perception Of Methods In Online Learning**

Figure 8. Questionnaire of teachers (Methods in online learning)

The finding of the first question showed that both teachers from those schools answered agree 100%.

The finding of the second question showed that both teachers from those school answered disagree 100%.

The finding of the third question showed that both teachers from those schools answered strongly agree 100%.

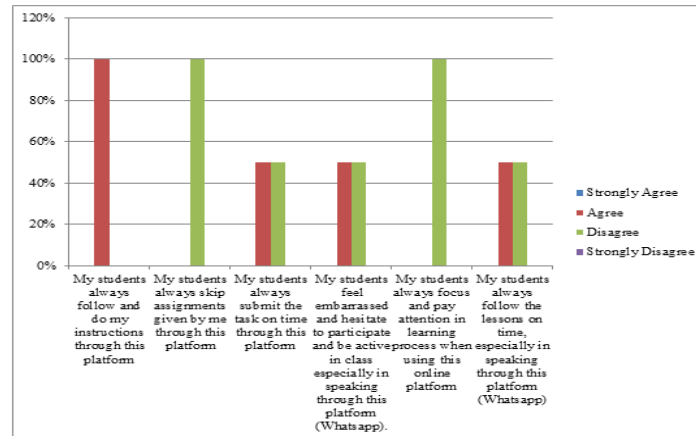**b. Teachers' perception of Students' Behavioral Engagement**

Figure 9. Questionnaires of Teachers (Behavioural Engagement)

Percentage of teachers' perception about students' behavioural engagement in online learning using Whatsapp platform involves 6 questions as the following:

The fourth question is my students always follow and do my instructions through this platform (Whatsapp). The finding showed that both teachers from two schools answered agree (100%).

The finding of the fifth question showed that both teachers from two schools answered disagree (100%).

The finding of the sixth question showed that a teacher from SMA Islam answered disagrees (50%) and a teacher from SMA PGRI Ngoro answered agrees (50%).

The finding of the seventh question showed that a teacher from SMA Islam answered agrees (50%) and a teacher from SMA PGRI Ngoro answered disagrees (50%).

The finding of the eight question showed that both teachers from two schools answered disagree (100%).

The finding of the ninth question showed that a teacher from SMA Islam answered disagrees (50%) and a teacher from SMA PGRI Ngoro answered agrees (50%).

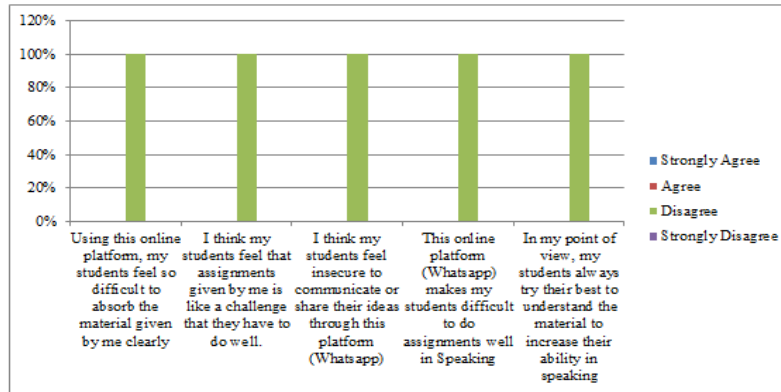## c. Teachers' perception of Students' Cognitive Engagement

Figure 10. Questionnaire of teacher (Cognitive Engagement)

Percentage of teachers' perception about students' cognitive engagement in online learning using Whatsapp platform involves 5 questions as the following:

The finding of tenth question showed that both teachers from two schools answered disagree (100%).

The finding of eleventh question showed that both teachers from two schools answered disagree (100%).

The finding of twelfth question showed that both teachers from two schools answered disagree (100%).

The finding of thirteenth showed that both teachers from two schools answered disagree (100%).

The finding of fourteenth showed that both teachers from two schools answered disagree (100%).

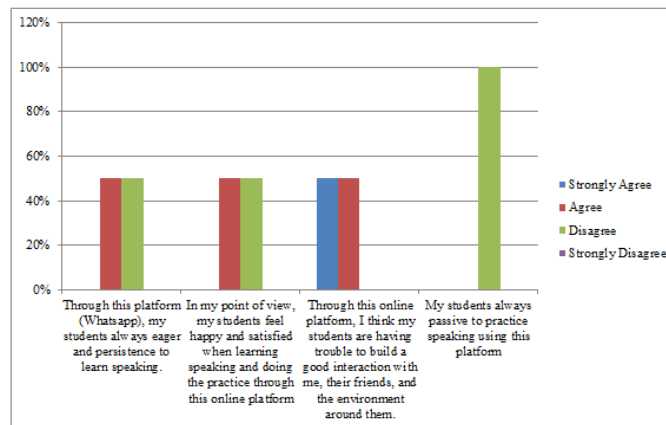## d. Teachers' perception of Students' Emotional Engagement

Figure 11. Questionnaire of Teachers (Emotional Engagement)

Percentage of teachers' perception about students' emotional engagement in online learning using Whatsapp platform involves 4 questions as the following:

The finding of fifteenth question showed that a teacher from SMA Islam answered disagrees (50%) and a teacher from SMA PGRI Ngoro answered agrees (50%).

The finding of sixteenth question showed that a teacher from SMA Islam answered disagrees (50%) and a teacher from SMA PGRI Ngoro answered agrees (50%).

The finding of seventeenth question showed that a teacher from SMA Islam answered agrees (50%) and a teacher from SMA PGRI Ngoro answered strongly agrees (50%).

The finding of eighteenth question showed that both teachers from two schools answered disagree (100%).

3. **The Result of Students Interview**

a. **Students' Perception of Methods in Online Learning**

The result of interview of students perception about the method of their teacher used when conduct online platform involves two questions as the following:

The first question is that "What platforms are used in online English learning (especially in speaking class)?" Out of 12 students, they all answered: "Whatsapp platform". From this answer, he finding showed that teachers from both school using Whatsapp as their online learning platform.

The second question is that "Is there an interaction between you and your teacher in learning using the platform? Or does it only focus on the teacher giving the tasks and you submit the task?" Out of 12 students, around 8 students answered: "Yes, there is interaction between teacher and students ". And 4 students answered: "Just focused on the teacher giving the task and I submit it." The finding showed that there are interaction between student and teacher. And for the other answer who said that "the teacher just focused on teacher giving a task and student submit it" from some students of SMA PGRI Ngoro is based on three reasons:

1) Based on the data from teacher interview:

"Because in our school 90% of the students have low input, so the question and answer session or discussion is not enthusiastic and active."

It means that students who answer "Just focus on teacher giving a task" in SMA PGRI Ngoro are low input.

And based on students' interview some students answered that:

"I rarely follow English lesson and almost never pay attention in English learning using this platform". It means that another reason who makes students answered it is:

2) Some students rarely follow the lesson

3) Some students never pay attention with online learning or teachers' instructions.

b. Students' Perception of Students' Behavioral Engagement

The result of interview of students' perception about students' behavioural engagement using whatsapp platform involves four questions as the following:

The third question is that "Do you always follow and carry out the instructions given by your teacher through the platform in learning English?" out of 12 students, 10 students answered:

"Yes, I always follow teachers' instructions." The finding showed that most of the students from both school are always follow and carry out the instruction given by their teacher.

The fourth question is that "Do you always avoid assignments given by the teacher or always submit assignments on time?" out of 12 students, 10 students answered:

"I always submit assignments on time." The finding showed that most of the students always submit the task on time.

The fifth question is that "Do you always follow English lessons on time and always pay attention to learning through the platform?" out of 12 students, 9 students answered:

"I always try my best to follow English lesson on time using this platform." The finding showed that they are always trying their best to follow English lesson on time and pay attention to learning through this platform.

The sixth question is that "In your opinion, do you feel shy and hesitant to participate and be active in class, especially when speaking on the platform?" Out of 12 students, 8 students answered:

"Yes, I ever feel shy and hesitant because I insecure and afraid to make mistakes." The finding showed that most of the students always feel shy and hesitant to participate and active in class using this platform. It is because some reasons:

1) They are afraid to make mistakes

2) They are not confident

3) They feel shy and hesitant at the first they used this platform

c. Students' Perception of Students' Cognitive Engagement

The result of interview of students' perception about students' cognitive engagement using whatsapp platform involves two questions as the following:

The seventh question is "in your opinion; do you feel that the tasks given by the teacher should be carried out as well as possible and do you experience difficulties in doing these assignments?" Out of 12 students, 8 students answered:
"Yes, I think I have to do the task from the teacher as well as I can." The finding showed that most the students always do and carried out the task given by the teacher as well as they can.

The eighth question is "In your opinion, have you ever felt insecure or embarrassed when you wanted to share your opinion or idea in English class via voice recording or voice message on that platform (Whatsapp)?" out of 12 students, 7 students answered:
"Yes, because I think my ideas may not immediately accept by my friends or my teachers." The finding showed that most of the student feel insecure or shy to communicate or share their ideas because some reasons. These reasons are based on students' interview in appendix:

1) Because their think that their idea may not immediately accepted by their teacher or their friends

2) They are afraid to make mistakes

3) They think that the idea from their friends are better than them

4) They are not sure with their ideas.

d. Students' Perception of Students' Emotional Engagement

The result of interview of students' perception about students' behavioural engagement using whatsapp platform involves three questions as the following:

The ninth question is "Do you feel happy when learning English using the platform or do you feel less happy because you have difficulty following lessons, especially when speaking lessons?" Out of 12 students, 9 students answered:

"Actually I feel happy, although sometimes I feel difficult because there is no direct interaction between my teacher and me." The finding showed that most of the students feel happy although sometimes they have difficulty because there is no direct interaction with their teacher but it's not too long.

The tenth question is "In your opinion, do you always try your best, be persistent, diligent, and enthusiastic when learning English using that platform (Whatsapp)?" Out of 12 students, 10 students answered:

"Yes, I always try my best to be persistent and eager when online English learning using this platform." The finding showed that most of the students always try their best to be persistence and eager when online learning.

The eleventh question is "In your opinion, do you have difficulty in building interactions with teachers and friends so that you tend to be passive in learning or vice versa, do you find it easy to interact so that you become an active student in learning English?" Out of 12 students, 8 students answered:

"Yes, I feel difficult to interact with my friends and my teachers." The finding showed that most of students feel difficult to build interaction with their teacher or their friends using this platform, and it makes them be a passive student in this online class.

4) The result of teachers' interview

a. Teachers' Perception of Methods in Online Learning

The result of interview of teachers' perception about the method they used when conduct Whatsapp platform.

The first question is "What platforms are used in online English learning (especially in speaking class)?" Two teachers from both schools answered:

"I took a platform that was easy for children to reach, namely WhatsApp because some students had no signal coverage area." The finding showed that the teacher used whatsapp platform as their online platform because Whatsapp is effective platform to be used and it's easy to reach by students.

The second question is "Is there an interaction between you and your students in learning using the platform? Or does it only focus on the tasks you give to your students and your students submit the task?" two teachers from both schools answered:

"At every lesson, I'm not just always about assignments. When I have explained the material I provide opportunities for students to discuss and ask questions. Each lesson in our school is limited to 1 hour to 1 hour 30 minutes. Because in our school 90% of the students have low input, so the question and answer session or discussion is not enthusiastic and active, only about 5% - 10% of the total students in our class." The finding is there are interactions between teacher and students such as discussion and question and answer session but most of their students are passive in learning.

b. Teachers' Perception of Students' Behavioral Engagement

The result of interview of teachers' perception about students' behavioural engagement using whatsapp platform involves four questions as the following:

The third question is "Do your students always follow and carry out the instructions given by you through the platform in learning English?" two teachers from both schools answered:

"Of course students must follow and carry out my instructions, because they are bound by one rule where those who do not follow my instructions will be given a special task which is certainly more difficult than the others." The finding showed that according to teachers' point of view from both school, most of the students always follow and carried out their instructions through this platform.

The fourth question is "Do your students always avoid assignments or always submit assignments on time?" From teachers' interview, they said:

"For assignment collection, approximately 80% is on time, the rest as we all know that the input from our school is low input, so for some students it is undisciplined." The finding showed that most of the students (Approximately 80%) never avoid assignment from the teacher.

The fifth question is "Do your students always follow English lessons on time and always pay attention to learning through the platform?" based on teacher interview, they said that:

"Because in every lesson there are absence and supervised by the counseling teacher, curriculum representative and homeroom teacher so they are always on time following the lesson." The finding showed that most of the students always follow English lessons and

pay attention in learning through this platform because when online learning takes place there are absent and supervised by several teachers.

The sixth question is "In your opinion, do your students feel shy and hesitant to participate and be active in class, especially when speaking using the platform?" Based on teachers' interview from those schools, the answered is:

"The involvement of my students in learning using the WhatsApp platform is 25% of them actively asking questions ." the finding showed that both of them have the same answer, that is their students feel shy and hesitant to participate and be active at class through this platform, only few students only about 25% students who wants to participate at class. But, their students still want to try because of the demands of the task.

c. Teachers' Perception of Students' Cognitive Engagement

The result of interview of students' perception about students' cognitive engagement using whatsapp platform involves two questions as the following:

The seventh question is "In your opinion, do your students feel that the assignments given by you should be carried out as well as possible and do your students experience difficulties in doing these assignments?" From teachers' interview, the answered is:
"For assignments, because our school has low input, some students do their best and some of them collect assignments at the end of the semester." The finding showed that in both of schools, in teacher's point of view, their students may feel they have to do the best, but some don't. It's because some reason that is students are low input, and may be they are having trouble with the task.

The eighth question is "In your opinion, do your students ever feel insecure or embarrassed when you want to share opinions or ideas in English class through voice recordings or voice messages on that platform (Whatsapp)?" Based on teachers' interview, the answered is:
"90% of them are not confident to express their ideas through this platform. Of the few active students they are a little shy or lack of confidence in expressing ideas through this platform." The finding showed that the students actually feel embarrassed or insecure to share their opinions. There are 90% of students feel it. But the teacher always gives them opportunity to share their idea in two ways (It is based on teachers' interview in appendix):

1) They can share their idea using Indonesian language first, and then the teacher helps them to translate it in English.

2) Students can make an appointment to call or send a voice note to the teacher privately.

d. Teachers' Perception of Students' Emotional Engagement

The result of interview of students' perception about students' emotional engagement using whatsapp platform involves three questions as the following:

The ninth question is "Do your students feel happy when learning English using the platform or do your students feel less happy because they have difficulty following lessons, especially during speaking lessons?" based on teachers' interview, the answered is:

"So I think maybe they can feel happy when I review the material. For material activities and assignments, some are active, but when reviewing they feel happy and active." The finding showed that actually the students have difficulty in learning process because there is no interaction between students and teacher, if they are feel happy it means that learning process is just reviewed the previous material.

The tenth question is "In your opinion, do your students always try their best, be persistent, diligent, and enthusiastic when learning English using the platform (Whatsapp)?" From teachers' interview, the answered are:

"If I allow them to participate using Indonesian first, they can be active, persistent, and eager to learn." And "it is difficult and our students have low input, therefore to make students enthusiastic and persistent in learning I usually give punishment in the form of giving heavier assignments than other friends." The finding showed that from both of teachers stated that their students will enthusiastic because two reasons:

1) They always try their best, be persistent, diligent and enthusiastic in learning because teacher gives freedom to students to be active in the class by using Indonesian language but still the teacher helps to translate in English.

2) There is a punishment for students who are not diligent, active and enthusiast in learning, that is give them heavier assignments than other friends.

The eleventh question is "In your opinion, do your students have difficulty in building interactions with you and their friends so they tend to be passive in learning or

vice versa, do your students find it easy to interact so that you become an active student in learning English using WhatsApp?" Based on teachers' interview, the answered is:

"I find it very difficult to do this online learning. Because only a few are active, so for the interactions that occur, only a few are active. But still I try to make online learning as interesting as possible so that it can make them interested in learning and interaction can also be built little by little." The finding showed that from both of teachers stated that they are having trouble to build interaction with students using this platform because only a few students are active. But, they still try to make online learning as interesting as possible.

Discussion

Based on Figures 4 and 8, it can be said that teachers and students have the same perception that they use WhatsApp as an easy and suitable platform for online learning. Almost all students feel that whatsapp is easy to use. Almost all students also stated that when doing online learning using whatsapp, the teacher not only gave assignments to students but there was interaction between the teacher and students such as discussions only and question and answer sessions. While in student interviews, whatsapp is an online platform that is easy to use by teachers to conduct online learning, especially for students who live in valley areas. Some students stated that there was no interaction between teacher and students. However, in subsequent interviews it was found that students stated that for three reasons: a. Based on teacher data, students at SMA PGRI Ngoro have low input, some students rarely take lessons, and also some students never pay attention to online learning or teacher instructions. And these results are in accordance with the results of interviews from students and teachers who stated the same thing. So, it can be said that the method used by the teacher when conducting an online platform in the form of WhatsApp which is an easy-to-use platform is Synchronous because according to data from teachers and students it shows that there is interaction between students and teachers such as discussions or question and answer sessions.

Based on the findings in Figures 5 and 9, students and teachers have a positive perception of the involvement of student behavior. Behavioral engagement consists of three aspects, namely effort and attention, classroom participation, and responsibility. In the questionnaire, students and teachers both have the same perception where students have positive perceptions of effort and attention and responsibility, while in the

classroom participation aspect, 53.9% of 76 students feel embarrassed to participate in class. And these results also have similarities in teacher and student interviews. This shyness and hesitation to participate is based on 3 reasons, namely: they are afraid of making mistakes, they are not confident, and they feel ashamed and doubtful when using the platform. The results of this aspect are in line with the results of research from Susanti (2020).

Based on the findings in Figures 6 and 10, students and teachers have negative perceptions of students' cognitive involvement. Cognitive involvement consists of students' understanding and comprehension, sharing ideas, and responses to the knowledge or material. While, in teachers' and students' questionnaire both of them have the same perception where students find it difficult in these three aspects. Students stated that they are not confident and embarrassed when they want to share their ideas to their friends or their teacher because some reasons those are they think that their idea may not immediately accepted by their teacher or their friends, they are afraid to make mistakes, they think that the idea from their friends is better than them, they are not sure with their ideas. While their teacher has provided a way for them to share ideas using Indonesian first and can contact the teacher directly. The results of this aspect are not in line with the results of previous research from Susanti (2020).

Based on the results of Figures 7 and 11, students and teachers have negative perceptions of students' emotional involvement. Emotional engagement consists of an interest aspect and a worried aspect. Based on the results of questionnaires and interviews, it is known that students do not feel happy and even tend to have difficulty in learning using an online platform in the form of whatsapp. Students and teachers also find it difficult to establish interaction with each other. The results of this aspect are in line with previous research from Susanti (2020) in which students tend to be passive.

From this explanation, students and teachers have positive perceptions on only one aspect, namely behavioral engagement. According to Gibbs and Poskitt (2010), they stated that students must engage behaviorally and emotionally to get them involved cognitively. With a comparison of negative aspects more than positive aspects, this study shows a negative perception. The researcher draws three assumptions why the result of this study is negative: their students are low input, the absence of direct interaction

between teachers and students such as schools in general such as offline classes makes it difficult for students and teachers to build interactions between each other so that this makes students tend to be more passive in learning, most students have anxiety if they create mistakes and lack confidence when they want to participate in class. This assumption is reinforced by the theory of Dewi's at al (2020) which states about students' perceptions of using google classroom; it states that students still prefer to study in offline classes because students can interact directly and easily with teachers. Therefore, it can be concluded that the perception of teacher and students on student engagement in using whatsapp is negative perception. That way, the learning that has been done have difficulty achieving the learning objectives

Conclusion

Based on explanation above, it can be conclude that the researcher found that students and teachers from both schools have negative perception about students' engagement when using whatsapp during online class. It can be showed on the result of questionnaire and interview from teachers and students. There are three types of engagement those are behaviorally, cognitively, and emotionally and students only engaged in behaviorally. The result is caused by three factors, for the first is students themselves which are low input, there are troubles in emotional engagement in the form of students and teacher are having trouble to build interactions and it makes students tend to be passive in online class, and also students lack confidence and afraid to make mistakes. Those factors make them not engaged in emotionally. Because they just engage in behaviorally and not in emotionally, so they are having troubles to engage in cognitively. Therefore, the use of WhatsApp as an online platform needs to be reconsidered. Teachers can also change learning strategies in order to increase student engagement so that they can be active in learning

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