TEACHERS' PERCEPTION OF PEERAGOGY IN ONLINE LEARNING DURING THE COVID-19 PANDEMIC (A DIGITAL ETHNOGRAPHY RESEARCH)

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Abstract: This research was conducted when the COVID-19 pandemic hit Indonesia. As we all know as a result of this pandemic changing all the order of life. This covid 19 pandemic has made all life arrangements drastically change, not to mention the world of education, to avoid the increasingly widespread spread of the corona virus, it was changed from face-to-face learning in class to face-to-face or online learning using the zoom or goggle meet application. The research method in this article, the researcher uses digital ethnography. Digital ethnography, also known as virtual ethnography, is research conducted "through the use of electronic media." The research is oriented to the perception of teachers in learning using peeragogy strategies in online learning during the covid 19 pandemic. Some results found that peeragogy can be applied in online learning because it makes students active, can be very good for honing children's activities in online learning, used to make students bring out latent abilities, and in groups can create a sense of responsibility. However, in online learning, various shortcomings can also be found, such as network problems, students who do not have gadgets and quotas. Based on the study's findings and the above description, the researcher makes the following recommendations, which may be implemented in the future is digital ethnographic research is still rarely done, for further researchers it is recommended to use other learning models that can still be developed.

Keywords**:** *online learning, peearagogy, teachers' perception, the covid-19 pandemic*

INTRODUCTION

As we know in early March 2020, President Joko Widodo announced the first case of Covid 19 in Indonesia. The COVID-19 pandemic in Indonesia is part of the ongoing coronavirus disease pandemic 2019 (COVID-19) around the world. The disease is caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). A positive case of COVID-19 in Indonesia was first detected on March 2, 2020, when two people were confirmed to be infected by a Japanese national. As of April 9, the pandemic has spread to 34 provinces with DKI Jakarta, West Java and Central Java as provinces. Thus, the three provinces are the provinces with the most positive patients with the corona virus.

All life arrangements in Indonesia have changed completely, all areas of life, especially in the field of education, have changed from face-to-face activities to online activities that must use an application and internet speeds that support learning. Not to forget that you also have to use gadgets or laptops that support learning. Teachers, students and parents are all shocked and inevitably have to take part in all this online learning. From the side of a teacher is required to apply a learning method that does not bother students. From a student must relax and enjoy in

following the learning process, and from the parents' side of the student must be relaxed and follow the children's learning in a relaxed manner and not be overwhelmed. There are two learning model that can be used in the online learning process. A teacher can apply peeragogy in online learning.

It cannot be denied that in this 21st century everything feels more sophisticated and simpler. Technology is developing everywhere in various aspects of human life. Technological developments provide many influences for a variety of human life especially in education. Technological development has an important role because it can provide new ideas for teachers to create methods and find learning media. Not only that, the teachers also competed to create a variety of learning methods to increase learning engagement between teachers, students and their material and also increase students' understanding of learning materials. One of the commonly used learning method is e-learning. (Chaeruman et al., 2020) explained the ultimate goal of a blended learning is to connect technology and learning activities that are best in synchronous or asynchronous learning to create a maximum learning experience. According to (Lolita et al., 2020) language learning strategies require several characteristics as follows: actions, behaviors, techniques to improve students' understanding, internalization, and use of the target language. The lack of proper learning models utilized by lecturers or lecturers is one of the elements that makes it difficult for students to learn English (Dharma et al., 2021).

Perception is a part of communication which can be regarded as a process in which two or more people exchange information. Humans construct perceptions by selecting stimuli and connecting the senses and memories. Meanwhile, in a broad scope, perception is a process that involves prior knowledge in obtaining and interpreting the stimulus intended by the senses. In other words, perception is a combination of the main factors of the external world and the human self. However, because the perception is the senses and memory in a space and time frame, perception is always subjective and situational (Haghighi et al., 2019). Responses as a result of perception can be taken by individuals with various kinds of stimuli, depending on the ability to think and experience, he individual has. Perception is said to be complicated and active because although perception is a meeting between cognitive process and reality, perception involves more cognitive activities which are more influenced by awareness, memory, thought, and language.

From some definitions above, it can be said that the perception of each individual regarding an object or event is highly dependent on different spaces and times. These differences are caused by factors within a person (cognitive) and external world factors (stimulus and visual aspects). Therefore, human perception is different from each other, especially in capturing an understanding in each lesson. (Démuth, 2012) Perception is the interaction between stimuli, internal hypotheses, expectations and knowledge of the observer, but also involves motivation

and emotion in this process. (Qiong, 2017) The perception process consists of three stages: selection is we convert the environment stimuli into meaningful experience. Organization is the social and physical events or objects we encounter will immediately have shape, colour, texture, size, etc., and interpretation is the process of attaching meaning to the selected stimuli.

Based on (Blaschke & Hase, 2016) in the following sections,we will describe each of these design elements and provide examples of how each can be supported using technology. Explore, Learners must be given the freedom and opportunity to explore a variety of paths and sources of knowledge on their journey. Create, this can be achieved using a variety of learning approaches, e.g., writing, designing, and drawing. Collaborate, working together toward a common goal, learners are able to solve problems and reinforce their knowledge by sharing information and experiences, continuously practicing, and experimenting by trial and error. Connect, Networks and connections are a critical aspect within heutagogy, as it is through these connections that new avenues of learning can be created. Share, by sharing information with each other, learners are able to learn from each other's discoveries and experience, as well as identify others with similar interests, which can lead to potential opportunities for future collaboration. Reflect, provides an opportunity to ascend to higher levels of cognitive activity such as analysis and synthesis

According to (Chan et al., 2019) Peeragogy is an active learning with others. (Corneli et al., 2015) Peeragogy offers a critical focus on peer learning as an extension of critical and constructivist approaches. (Okewole & Knokh, 2016) peeragogy describes the way peers produce and utilize knowledge together. From the above descriptions it can be concluded that peeragogy is active learning that offers a critical focus on peer learning as an extension of the critical and constructivist approach and describes how peers generate and utilize shared knowledge.

Peeragogy in online learning in times of pandemic is closely related to digital teaching materials and cooperative learning. (Eliastuti et al., 2020) The use of digital teaching materials has become a new alternative in the world of Education. Technological advances continue to increase. Students no longer only have access to printed books, but also to educational material that is far beyond time and space. (Etik et al., 2020) cooperative learning is a method in teaching and learning in which the classroom is organized so that students work together in small cooperative teams with clearly defined roles.

From some of the above referrals, the authors draw some conclusions that can make a new study, so it is clear from the above descriptions that heutagogy and peeralogy is a very good model to be applied in online learning during this pandemic. Heutagogy is a form of self-determined learning, not bound by time, which gives students more flexibility and allows them to be further involved with their learning. Increases students' intrinsic motivation to learn and reduces gaps

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and builds on humanistic and constructivist theories and concepts consistent with neuroscience. And peeragogy is active learning that offers a critical focus on peer learning as an extension of the critical and constructivist approach and describes how peers generate and utilize shared knowledge. From here the research focuses on literature review research on how to implement heutagogy and peeragogy.

METHOD

For this study, the researcher chose qualitative research as the methodology used. (Palmer & Bolderston, 2006) Qualitative research is an interpretative approach, which attempts to gain insight into the specific meanings and behaviours experienced in a certain social phenomena3 through the subjective experiences of the participants. Qualitative research uses two ways. First, as a broad explanation for behaviour and attitudes. Second, researchers are increasingly using lenses or perspectives (Creswell, 2009). The collection procedure in qualitative research involves four basic types: First, observation is when the researcher makes field notes about his research. Second, interviews, researchers conducted face-to-face interviews with participants, telephone interviews, Third, public documents or private documents. Fourth, audio-visual and digital materials (Creswell & Creswell, 2018).

The following instruments were used by the researchers in this study: (1). Prioritizing platform-specific research features through participatory observation Pay attention to data collection ethics; Use the platform under consideration; Off-platform data storage; (2). In-depth interview, balance duration, investigate mental and personal aspects; Talk about your online activity.

In order to comprehend social and behavioural patterns and orders in the digital domain, digital ethnography is used (Kaur-Gill & Dutta, 2017). In the study of stigmatized communities online, digital ethnography can provide as a contextual counterbalance to the growing use of unobtrusive analysis of digital footprints (Ardévol & Gómez-Cruz, 2013). In the study of stigmatized communities online, digital ethnography can provide as a contextual counterbalance to the growing use of unobtrusive analysis of digital footprints (Barratt & Maddox, 2016). Digital ethnography is used to understand patterns and social order and behaviour in a digital environment. Digital ethnography can serve as a contextual contrast with the widespread use of unobtrusive digital footprint monitoring in studies of stigmatized online communities. Digital ethnography can serve as a contextual contrast with the widespread use of unobtrusive digital footprint monitoring in studies of stigmatized online communities. From the explanations above, the researcher uses digital ethnography as a research design.

From the explanations above, it can be explained in the steps in the chart below:

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Selection of a Digital Ethnographic Research Scope	→	Submitting ethnographic digital research questions	→	ethnographic digital data collection
research a digital ethnography	←	ethnographic digital data analysis.	←	ethnographic digital recording.

Figure 1. Digital Ethnography

All cycles of digital ethnographic research from the picture above, the researchers conducted the research using several online media including WhatsApp groups, learning management system (LMS), zoom, meet google. The cycle or flow above can be explained as follows:

1) Selection of an ethnographic digital research project

This cycle begins with the selection of an ethnographic research project that takes into account the scope of the investigation. The scope of this ethnographic research is focused on learning creative writing in process courses.

2) Submission of ethnographic digital research questions

When conducting interviews, including when the ethnographer makes observations and takes field notes, asking ethnographic questions provides good evidence. The ethnographic research questions should relate to the description of the setting, the study of the main topic, and the interpretation of cultural behaviour.

3) Ethnographic digital data collection

Collecting field data is the next step in the ethnographic research cycle. Researchers will study the actions of people in online and offline media, as well as the physical quality of social situations and what will be part of the scene, through participant observation. In short, a researcher must use data mining tools to examine and understand all the data regarding the daily life of the research subject. Syllabus, types of materials developed, strategies, method approaches, teaching techniques, supporting and inhibiting factors, and finally the evaluation system used in learning creative writing with a genre-based approach.

4) Production of ethnographic digital records

At this stage, it emphasizes the ability of researchers to document and record all ongoing and completed research activities. Starting with recording the results of interviews and observations, collecting pictures/photos, and making a scenario map. This is done to ensure that the findings of observations and analyses are in sync.

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5) Ethnographic digital data analysis

Data analysis is not carried out at the end of the work in ethnographic research, but while it is being carried out. Because data analysis does not require large amounts of data to be collected. Data analysis carried out during the research will allow researchers to find new questions related to the data obtained, thereby enriching and deepening the research.

6) Research a digital ethnography

It is the responsibility of the researcher to disseminate or explain the findings of his or her ethnographic research at the end of the study. Because this ethnographic study was conducted online, the presentation must also be done naturally with digital elements.

FINDING AND DISCUSSION [Times New Roman 11 bold]

For the questions in this questionnaire, the researcher asked questions and got some answers, which can be seen in the diagram below:
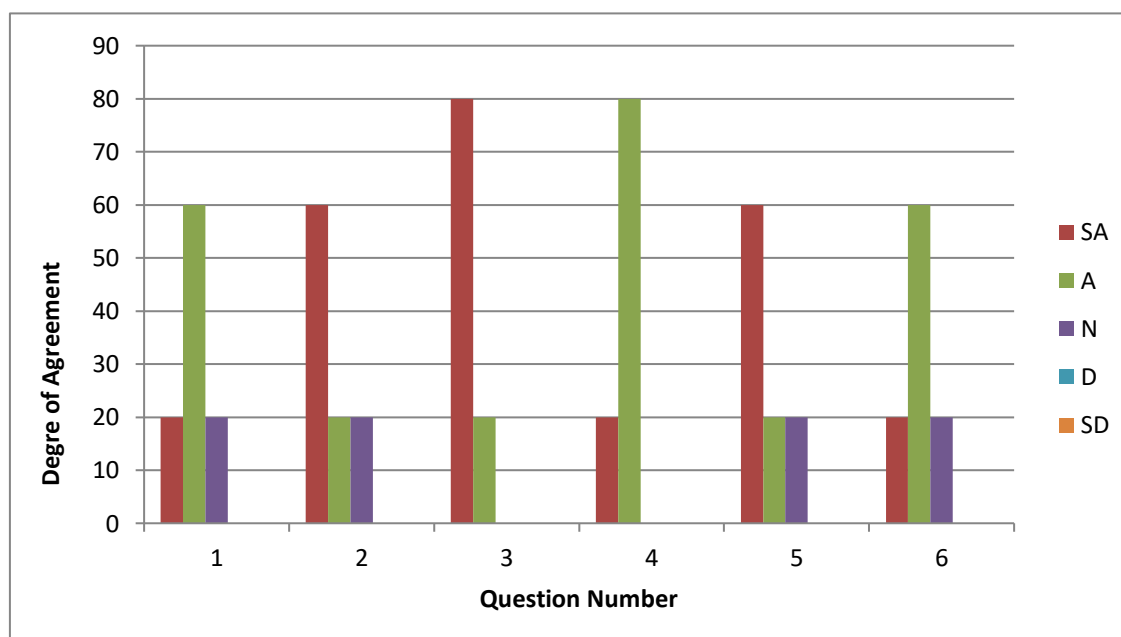

Figure 2. Degree of Agreement

From the diagram above, the researcher can conclude that 60% of the participants said that the Online Learning Method during COVID-19 made the learning process more flexible. 20% of participants said that they agreed and 20% said they agreed and disagreed. For the second question, about whether the peeragogy method is very helpful in online classroom learning? 60% answered strongly agree, 20% answered agree and 20 percent answered agree or disagree. The next question about Peeragogy helps students better understand the lesson? 80% of participants answered strongly agree to help and 20% agree with the peeragogy method. Next, about with

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peeragogy, students who have a quiet character become more daring to speak in online classes? 80% said agree and 20% said strongly agree. The final question is whether Peeragogy in online learning improves students' technological abilities. 20% answered strongly agree. 60% answered agree and 20 answered agree and disagree.

From the answers of all the participants above, it can be concluded that the learning model using peeragogy really helps the learning process in online classes. By using peeragogy, students become more creative, understand lessons better, students who have a quiet character become more courageous in speaking, are more confident in the learning process, and improve students' technological abilities.

There are some results found for interview result the interview begins with a question about the teacher's opinion about online learning during this pandemic. There are several answers, namely online learning is quite effective and inexpensive because there is no need to come to class for the learning process, it is quite good and can be applied in the future, it only consumes quota but according to participants it is less effective because it is often affected by the internet network, it is fun because it can do other things, and very effective for people who are already working.

The next question is in which online learning do you choose zoom cloud meeting or google meet. The answers from all participants all answered the same, namely zoom cloud meeting. As we all know, this application has large room capabilities, the best video and sound quality, there are various interesting features, provides presentation support, video on/off features, and is available on several types of devices.

The third question is about teaching strategies using peeragogy. All participants answered that they knew about peeragogy. besides peeragogy they know about Heutagogy, Pedagogy and Cybergogy learning strategies, and Heutagogy, Pedagogy and Cybergogy learning strategies and learning approaches that focus on learning and creating together.

The next question is about can peeragogy be used in online learning. There are several answers obtained such as this strategy can be used for the online learning process in this pandemic era, making students active on zoom, very good for honing children's activities in online learning, making students bring out hidden abilities, and in a group can create a sense of responsibility and self-confidence.

The last question is about the steps of teachers using peeragogy learning strategies in online learning. Participant 1 answered the material is about the company profile, the learning steps using peeragogy, namely First, the teacher explained the guidelines for the initial steps to create a company such as making a company logo, informing the product to be sold whether in the form of goods or services, and mentioning the target market. Second, question and answer.

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Third, make a group and the one who decides is the teacher. Fourth, give the task of making PPT for each group and present it next week. Next week, each group will present the results of their discussion.

For participant 2 to answer the material is office application materials. The steps taken are to provide material about office applications, create groups that require each group to make a PPT which will be presented next week, at the time of presentation each student is required to have a section to speak and present the material.

For participant 3 to explain the steps, at the beginning of the meeting the teacher explained the meaning and online transactions. After that, the teacher gave the opportunity to ask questions about the material. However, in the question and answer, each student may give an opinion on the questions asked by his friends. This will build confidence. The material is online transaction materials.

For participant 4 explained that initially the teacher opened a link from YouTube about meeting procedures, meeting etiquette, and communication style. After that, students are given the opportunity to think about the material. For the material is teleconference.

For participant 5 explained that the material according to this strategy is Information management with blogs. The teacher's initial step is to provide material on managing information and managing information through blogs. After that, the teacher gave the students time to think about the benefits of this blog and gave a question-and-answer session. In this question-and-answer session, each student is given the opportunity to give their opinion.

The researcher assumes that the questionnaire made is a "cook" to find an answer from research. From some of the questions posed in the questionnaire for five teachers, it can be concluded that online learning methods must be more flexible. Learning strategies using peeragogy can make students more creative and confident in the online learning process. With peeragogy, students who have a quiet character become more daring to speak in online classes. In the end, online learning using peeragogy can improve skills of using technology.

From the interview, several results can be taken including about online learning during this pandemic, Online learning is quite effective and inexpensive because you don't have to come to class for the learning process, can be applied in the future, fun because you can do other things, effective for people who already work, but Online learning only consumes the quota but, in my opinion, it is not very effective because it is often affected by the internet network. Regarding the application that is used if teachers have to choose between zoom cloud meeting and google meet, they mostly choose zoom cloud meeting compared to google meet because it is more effective in controlling the effectiveness of students learning.

From this interview too, it can also be concluded that the participant already knows what peeragogy is because it relates to Heutagogy, Pedagogy and Cybergogy learning strategies, a cooperative strategy in the learning process and a learning approach that focuses on learning and creating together. Then the answer is also whether this peeragogy can be used in online learning. Peeragogy can be applied in online learning because it makes students active, can be very good for sharpening children's activities in online learning, be used to make students bring out hidden abilities, and in groups can create a sense of responsibility.

In this stage of online learning by using peeragogy, every teacher must have their own way to make learning more fun and more effective. The initial stage is usually the teacher explains the material to be taught to students, and students listen carefully, followed by a question-and-answer session, from this session can make students active in the learning process to be more active in expressing their opinions. It could also be with a presentation session at the meeting the following week, in this presentation session all students can play an active role and can grow each student's confidence. The material used can be varied and adapted to the lesson plans that have been made by the teacher. However, it would be better if materials related to technology were prepared.

CONCLUSION

This covid 19 pandemic has made all life arrangements drastically change, not to mention the world of education, to avoid the increasingly widespread spread of the corona virus, it was changed from face-to-face learning in class to face-to-face or online learning using the zoom or goggle meet application. This research uses digital ethnography, digital ethnography is used to understand patterns and social order and behaviour in a digital environment. Digital ethnography can serve as a contextual contrast with the widespread use of unobtrusive digital footprint monitoring in studies of stigmatized online communities. Digital ethnography can serve as a contextual contrast with the widespread use of unobtrusive digital footprint monitoring in studies of stigmatized online communities. In this study, it can be concluded that peeragogy can be used in online learning during a pandemic like this. In peeragogy learning, it can be concluded that it can make students more active in expressing their opinions, can work together in a group, solve a problem given by the teacher, can introduce students to technology and in the end will make students think more critically. However, in online learning, various shortcomings can also be found, such as network problems, students who do not have gadgets and quotas.

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