

ABSTRAK

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Judul :

NILAI KEPERCAYAAN GURU DAN SISWA DALAM PEMBELAJARAN JARAK JAUH MELALUI *WHATSAPP ASYNCHRONOUS*

(xviii + 130 halaman: 1 Gambar; 2 tabel; 24 lampiran)

Pembatasan aktivitas untuk menghambat penularan Covid-19 menyebabkan kegiatan pembelajaran yang sebelumnya dilakukan secara tatap muka berubah menjadi pembelajaran jarak jauh. Guru dan Siswa di wilayah miskin harus melakukan kegiatan secara asynchronous melalui aplikasi *Whatsapp* karena keterbatasan alat komunikasi dan jaringan internet. Penerapan metode ini mendatangkan tantangan baru terkait isu nilai kepercayaan Guru terhadap informasi berupa foto hasil pengerjaan tugas yang dikirimkan oleh Siswa. Sekolah memberlakukan kebijakan pengumpulan tugas langsung ke Sekolah satu kali seminggu. Hal ini meningkatkan resiko penyebaran virus Covid-19. Pandemi belum jelas kapan akan berakhir, sementara itu kebutuhan pendidikan harus terus berjalan. Untuk itulah, diperlukan penelitian untuk memahami bagaimana nilai kepercayaan Guru dan Siswa dalam pembelajaran jarak jauh melalui *Whatsapp asynchronous*.

Penelitian ini menggunakan pendekatan kualitatif guna memahami makna tindakan sosial Guru, Siswa dan orangtua Siswa. Pengumpulan data penelitian dilakukan dengan wawancara mendalam dengan para narasumber Guru, Siswa dan orang tua Siswa yang dinilai memiliki peran penting dalam proses pembelajaran jarak jauh.

Hasil penelitian menunjukkan kurangnya nilai kepercayaan Guru akan informasi yang dikirimkan Siswa dalam pembelajaran jarak jauh melalui *Whatsapp asynchronous* rendah. Hal ini disebabkan karena tidak adanya klaim identitas, terbukanya akses manipulasi informasi, keterbatasan konfirmasi informasi oleh pihak lain, kurangnya intensitas komunikasi, prasangka Guru terhadap Siswa dan adanya akses mendapatkan data fisik.

Kata Kunci: Pembelajaran Jarak Jauh, Nilai Kepercayaan, *Whatsapp asynchronous*.

ABSTRACT

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**TEACHERS' VALUE AND STUDENTS' TRUST IN DISTANCE LEARNING
THROUGH WHATSAPP ASYNCHRONOUS**

(xviii + 130 pages: 1 Figure; 2 tables; 24 appendices)

The restrictions of activities to prevent the spread of COVID-19 have caused learning activities that were previously conducted by having face-to-face meeting now turn into distance learning. Teachers and students in poor areas must carry out activities asynchronously using Whatsapp because of the limitations of communication tools and internet networks. The application of this method brings new challenges related to the issue of the teachers' value and trust in information in the form of pictures of the results of assignments sent by students. The school enforces a policy of submitting assignments directly to the school once a week. This increases the risk of spreading the COVID-19. It is not clear when the pandemi will end, meanwhile the need for education must continue. For this reason, research is needed to understand how the teachers' value and students' trust in distance learning through Asynchronous *Whatsapp*.

This study uses a qualitative approach to understand the meaning of the social actions of teachers, students and parents of students. Research data collection was carried out by in-depth interviews with teachers, students and parents as informants who were considered to have an important role in the distance learning process.

The results showed that the that the teacher's lack of trust in the information sent by students in distance learning via asynchronous Whatsapp was low. This is due to the absence of identity claims, open access to information manipulation, limited confirmation of information by other parties, lack of communication intensity, opportunities to present physical data and the teacher prejudice against students.

Keywords: *Online Learning, Warranting Value, Asynchronous Whatsapp.*