Students Perception of Social Media Usage on Beauty Performance Learning at Beauty Education Study Program

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Abstract. This research aims to explore the students' perception toward the usage of social media on beauty performance learning at Beauty Education Study Program, especially in the communication between lecturers and students, among students, material delivery, supervision, and the evaluation. The data was obtained using survey method and analyzed in descriptive percentage. The interaction process between lecturers and students ran well since the communication had been done anytime. The material delivery, supervision, and practice material evaluation were not maximally done because some of miscommunications. The interaction among students was also not ran smoothly. Therefore, WhatsApp, as a media social used, could not fully support the students in preparing the beauty performance learning. Good preparation in managing the online learning should be done since there were several obstacles appeared, especially the problem in internet access signal.

Keywords: Students Perception; social media; Beauty Performance Learning

1 Introduction

The expected perception in this study is a process of a person's activity in the form of responses, views and feelings to give his judgment, opinions and impressions through his sensing based on the experience gained related to the interactions conducted in preparing a work degree using Whatsapp social media. WhatsApp's main function for chatting is referred to as social media. Basically, social media is an online site or service that allows its users to not only consume, but also participate in creating, commenting on, and disseminating diverse content in a variety of formats: text, images, audio, or video. This is supported by the opinion of Ronghuai Huang, R, et al (2019:109) social media is useful in promoting social learning, such as providing community platforms, resources, learning content, and learning activities. technology plays an important role in social interaction. Examples of the technology include Facebook, Friendster, LinkedIn, Myspace, Ning, Twitter, and WeChat.

WhatsApp Messenger or WhatsApp released in January 2009 is an instant and cross-platform messaging app on smartphones that allows users to send and receive messages such as SMS without using credit but rather an internet connection. Through WhatsApp, it can send text, photos, audio, files and images to other users, call, video call, and create stories. In the system of education WhatsApp becomes a container for interacting and disseminating information. Such interactions can be made between teachers and students, teachers and

teachers, and students with students. The information disseminated varies from material, tasks, and interesting content related to learning and even things beyond learning.

In the learning process using WhatsApp has various challenges especially about interaction with lecturers, interaction with fellow students related to the implementation of work degrees. Therefore, this research was conducted to get an idea of students' perception of the use of social media in the beauty performance learning at Beauty Education Study Program, Department of Home Economics Education, Faculty of Engineering, UNNES.

2 Methodology

This research used Likert scale survey method and descriptive percentage for analyzing the data. The questionnaire was given to 48 students of Beauty Education Study Program who took beauty performance learning. That method was suitable to explore the students' perception toward the usage of social media on beauty performance learning at Beauty Education Study Program, Department of Home Economics Education, Faculty of Engineering, Universitas Negeri Semarang. The survey method with a Likert scale is a quantitative research method for obtaining data with an agree / disagree, satisfied / dissatisfied approach, and so on about interactions with lecturers, interactions with fellow students related to managing the beauty performance learning through perceptions (responses, views, and feelings) students towards the usage of social media on beauty performance learning at Beauty Education Study Program, Department of Home Economics Education, Faculty of Engineering, UNNES.

3 Result and Discussion

Table 1. Analysis Result

No	Statement	SS	S	KS	TS
1	WhatsApp gives easiness in having interaction with lecturers	15	27	3	1
2	Through WhatsApp, interaction with lecturers is easier & closer.	7	25	10	2
3	Expressing the problems faced in preparing for Project Exhibition to lecturers is more comfortable using WhatsApp rather than in face to face meeting.	1	7	26	12
	Using WhatsApp makes miscommunication between lecturers & students more frequent and easier.	13	24	5	3
5	The lecturer explanation through WhatsApp is easy to understand.	0	9	35	2
6	Solving problems faced by students in Project Exhibition can be responded more easily and quickly by lecturers through WhatsApp.	3	20	19	4
7	Students can easily convey the problems by sending photo or picture in WhatsApp.	7	19	15	4
8	Having time flexible communication with the lecturers.	8	29	7	2
9	Lecturers & students communication via WhatsApp runs smoothly as well as face-to-face communication.	2	16	22	6

10	WhatsApp makes me more creative in preparing my project.	5	12	23	6
11	Communication with lecturers via WhatsApp makes me more excited about completing assignments rather than studying face-to-face.	1	10	26	12
12	WhatsApp makes interaction with fellow students easier and smoother.	4	13	24	5
13	I often don't understand lecturers' explanations that are not supported by samples or pictures via WhatsApp.	14	26	4	1
14	Using WhatsApp in preparing the project makes miscommunication between students more frequent and easier.	9	27	10	0
15	Preparing project through WhatsApp contributes greatly to my satisfaction in growing new ideas.	5	12	23	5

Based on the above data, it can be seen how is the students' perception toward the usage of social media on beauty performance learning at Beauty Education Study Program, Department of Home Economics Education, Faculty of Engineering, UNNES. Below is the students' respond for each statement.

a. WhatsApp makes easier for me to interact with lecturers. There are 57.44% students agreed with the statement. It provides an early warning for all of us because the interaction between students and lecturers is very important to build communication in the teaching and learning process.

b. Through WhatsApp, interaction with lecturers is easier & closer. This statement has 53.19% agreed response. It means without face-to-face meeting; the students find easier to have communication.

c. Expressing the problems faced in preparing for Project Exhibition to lecturers is more comfortable using WhatsApp rather than in face-to-face meeting. The student responded to this question with 55.32% disagreement in the questionnaire. This figure indicates that students prefer to express their problems directly or face to face.

d. Using WhatsApp makes miscommunication between lecturers & students more frequent and easier. 51.06% students agreed with the statement. It shows that students will be more understand if the lecturers give directly explanation.

e. The lecturer explanation through WhatsApp is easy to understand; 74.47% less agreed. This is because the delivery of practical material is not as easy as face-to-face delivery.

f. Solving problems faced by students in beauty performance learning can be responded more easily and quickly by lecturers through WhatsApp; 42.55% agreed. Through the WhatsApp media, students can directly and quickly convey the problems they are facing so that students feel helped.

g. Students can easily convey the problems by sending photo or picture in WhatsApp; 40.43% agreed. This social media facilitates the delivery of practice results.

h. Having time flexible communication with the lecturers; 61.70% agreed. In face-to-face meetings, it sometimes a bit difficult then the WhatsApp is very helpful because it can be done more often.

i. Lecturers & students communication via WhatsApp runs smoothly as well as face-to-face communication; 46.80% less agreed.

j. WhatsApp makes me more creative in preparing my project; 49% less agreed.

k. Communication with lecturers via WhatsApp makes me more excited about completing assignments rather than studying face-to-face; 55.32% less agreed.

l. WhatsApp makes interaction with fellow students easier and smoother; 51.06 % less agreed. It is because all students are still completing their assignments, the communication does not run smoothly.

m. I often don't understand lecturers' explanations that are not supported by samples or pictures via WhatsApp; 55.32% agreed.

n. Using WhatsApp in preparing the project makes miscommunication between students more frequent and easier; 57.45% agreed.

o. Preparing project through WhatsApp contributes greatly to my satisfaction in growing new ideas; 49% less agreed.

From the above description, it can be concluded that in online lectures using the WhatsApp media, the interaction between lecturers and students ran smoothly because it can be done at any time. Meanwhile, the interaction among students did not run smoothly. Delivering material, supervising or evaluating student practice material did not run well because WhatsApp did not support student understanding and led to miscommunication. Thus the Whatsapp could not fully support students in preparing their project.

5   Conclusion

The process of interaction between lecturers and students in online lectures using WhatsApp's generally ran smoothly because communication could be carried out at any time, it was easier and more fun because it could express without any constrain. Delivering material, supervising or evaluating student practice material through WhatsApp's did not support student understanding and could lead to miscommunication. Meanwhile, the interaction among students did not run smoothly. Thus, the WhatsApp's could not fully support students in preparing the project.

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