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## The Effectiveness of Using WhatsApp Social Media as Learning Media at Elementary School

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### ABSTRACTS

The existence of the Corona Virus outbreak has changed the learning system in schools. Learning is carried out online, most elementary schools carry out online learning through WhatsApp social media. This is done so that the spread of the Corona Virus does not spread and does not cause casualties. This study aims to determine how effective online learning through WhatsApp social media is on students' knowledge at Elementary School. The results obtained are that learning activities carried out through WhatsApp tend to be less effective, this is because 35.1% of the 37 students still do not understand the material provided by the teacher and 43,% of students or nearly half of the 37 students who learn through WhatsApp feel burdened. Thus, the essence of the Education is not fulfilled.

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## 1. INTRODUCTION

The COVID-19 pandemic that occurred in the world made habits in various aspects of life change. No exception to the world of education, teaching and learning activities must be carried out online as determined by the government (Dwivedi *et al.*, 2020; Khalil *et al.*, 2020). This aims to prevent the spread of the COVID-19 virus which can be transmitted through massive interactions.

Education is an effort to improve the quality of individuals in facing the times, this is also supported in the Preamble to the 1945 Constitution of the Republic of Indonesia which mandates to be able to educate the life of the nation (Zuhairi & Aprijani, 2009). However, in practice, the results of the 2018 Program for International Student Assessment (PISA) study organized by the Organization for Economic Cooperation and Development (OECD) show that the ability of Indonesian students to read has an average score of 371 with an average OECD score of 487. Then the math score reached 379 with an OECD average score of 487, and for science scores the Indonesian average score reached 389 with an OECD average score of 489. The PISA report is considered important for the progress of education in a country because it provides a new perspective, and provides an overview of the quality of education in a country, including Indonesia (Sellar & Lingard, 2014).

Reliable and competent educators are needed to improve the quality of education in Indonesia. In addition to competent educators, the use of media as learning is also very important for increasing competence in three aspects, namely cognitive, affective, and psychomotor. Learning is a process of interaction between learners, teachers, and teaching materials. Learning media (teaching materials) is a tool that can stimulate the thoughts, feelings, and willingness of students so that it can encourage a good teaching and learning process (Nurtanto *et al.*, 2020).

Learning activities in the pandemic mass like now are very different. Schools are competing to create appropriate learning media so that students can still understand what they are learning even though it is online (Sujarwo *et al.*, 2020). There are many media used to study online. Examples of widely used media include, Google Classroom, Teacher's Room, Zenius, Rumah Belanja, Smart Class, Your School, and video conference platforms such as Zoom Meet and Google Meet. Some of them existed before the pandemic occurred. However, not all teachers can use the technology mentioned above.

The learning media that is easiest to use and widely used in elementary school education is the WhatsApp social media. WhatsApp Messenger is a messaging application for smartphones. WhatsApp Messenger is a cross-platform messaging application that allows us to exchange messages without credit, because WhatsApp Messenger uses internet data packages. The WhatsApp Group feature on the WhatsApp application is deemed ideal to be used as a means of discussion between students and teachers in delivering information.

Dale in his theory states that the value of media in learning is divided based on the value of experience. The experience level with the highest value is the most concrete experience, while the lowest experience level is the most abstract. Thus, from this theory it can be concluded that, the more real media used and the more involved students are in learning, it will help achieve meaningful learning activities.

## 2. METHODS

This research is a descriptive qualitative research that will utilize qualitative data which is then described descriptively. We collect data online via WhatsApp, either via personal chat or telephone. Besides, the author also collects data via Google Form. The resource persons that the author chose were students, teachers, and parents of students at Public Elementary School (SDN 1) in Kedokanbunder, Indonesia.

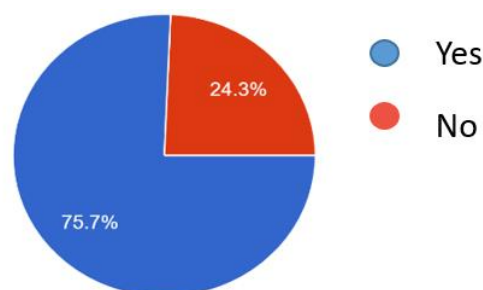
## 3. RESULTS AND DISCUSSION

The survey on the effectiveness of using WhatsApp social media as a learning medium in SD 1 Kedokanbunder was conducted on 37 Grade 6 students and was strengthened by the opinions of teachers and student guardians. In addition, evaluation of the tasks that have been given as reinforcing data from this research was also carried out. **Table 1** is questionnaire results that can be obtained via Google form.

Based on **Figure 1**, whether the interaction between students and teachers is good during the learning process 75.7% of students answered YES and 24.3% answered NO, which means that students are not awkward when learning and tend to be active, but from the teacher and author's information, there are more students' WhatsApp groups discuss things outside of the learning material.

**Table 1. Questionnaire List**

| No | Proposed Question  | Yes | No |
|----|--|-----|----|
| 1  | Are you interacting with the teacher well when doing online learning?          | 28  | 9  |
| 2  | In general, the learning carried out by most of the teachers is fun?           | 30  | 7  |
| 3  | Do you easily understand the online learning material provided by the teacher? | 24  | 13 |
| 4  | Are you satisfied with the learners who have been implemented by the teacher?  | 32  | 5  |
| 5  | Are you burdened with using WhatsApp as a place to study?                      | 21  | 16 |

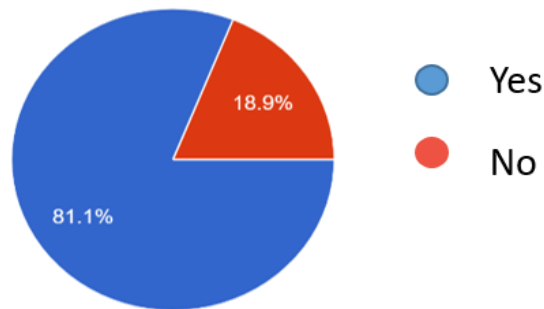


**Figure 1.** Interaction between student and teacher analysis

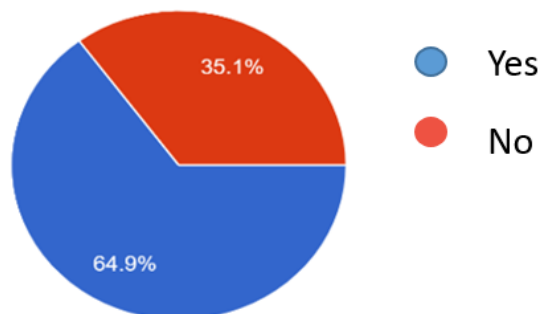
According to **Figure 2**, a comfortable and pleasant learning atmosphere allows students to focus and pay attention to what is being learned. On the other hand, an uncomfortable and boring learning atmosphere will disturb students' learning concentration. Of course it would be futile to hope for optimal learning outcomes. From the data obtained, 81.1% of students are happy with the learning atmosphere provided by the teacher and only 18.9% of students feel less happy when learning.

**Figure 3** shows that student understanding is the most important aspect in teaching and learning activities, the aim of the school is to provide understanding to students who previously could not. From the picture above, it is found that 64.9% of the 37 students can understand the material provided via WhatsApp and 36.1% of students do not understand the material provided, there are several reasons why students do not understand the material provided by the teacher, one of which is The teacher does not care less about the learning activities carried out through WhatsApp, this is explained by the teacher that there are some students who do not do online learning because they prefer to play video games.

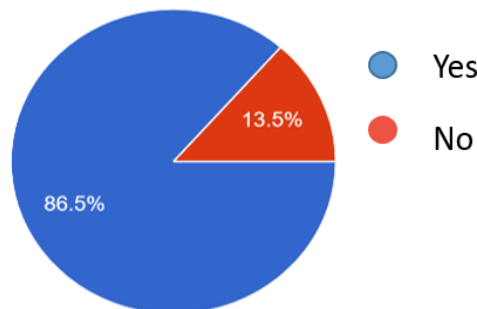
Based on **Figure 4**, student satisfaction is when he feels he understands what he is learning and is comfortable learning. From the data obtained, 86.5% of students were satisfied learning with the teacher via WhatsApp and 13.5% were dissatisfied.



**Figure 2. Teaching condition during online teaching**



**Figure 3. Ease of understanding the subject of learning analysis**



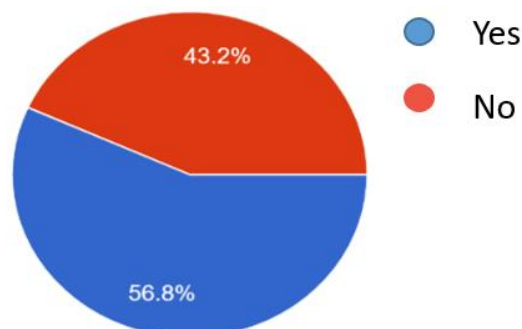
**Figure 4. Student satisfaction during online learning**

The use of WhatsApp as a learning medium is an option for teachers at SDN 1 Kedokanbunder because it is considered easy to use. **Figure 5** shows that 56.8% of students are not burdened with learning through WhatsApp, slightly different from 43.2 students.

The factor that greatly influences why students feel burdened is the use of quotas because the results of interviews with teachers and student guardians said that not all of them have a quota every day to study. Apart from the quota, it is also difficult to understand the material when studying online, another factor that makes students burdened because parents cannot teach the material provided by the teacher, and students are also embarrassed to ask questions personally or in groups when study hours are over.

In this study we summarize evaluation result in teaching and learning in this case. Evaluation is an adaptation of the English "evaluation" which is defined as an assessment or assessment. Evaluation is an activity carried out with regard to the process of determining the value of a thing. Meanwhile, evaluation is a process of considering a thing, thing or symptom by considering a variety of factors which is then called Value Judgment. The instrument used for evaluation is the result of assignments that have been given during teaching activities. This is done in order to classify the data that has been collected via Google form. The assignments given by the author, namely summarize the important points in the author's learning video and Doing practice questions in the book. **Table 2** shows the results of the collected assignment.

From the data above, there are still many students who tend to ignore the assignments given, this is evidenced by the assignments collected for Indonesian subjects from 37 students who collected only 14 assignments, only 14 students in Arts subjects collected, 7 students' Social Studies, Science. Assignments for the first assignment 9 students the second assignment 6 students.



**Figure 5. WhatsApp as a learning medium**

**Table 2.** The results of the collected assignment

| No | Subject             | Question answered | Question Unanswered |
|----|---------------------|-------------------|---------------------|
| 1  | Indonesian Language | 14                | 23                  |
| 2  | Arts                | 14                | 23                  |
| 3  | Science             | 12                | 25                  |
| 4  | Social 1            | 9                 | 28                  |
| 5  | Social 2            | 6                 | 21                  |

#### 4. CONCLUSION

Learning activities carried out through WhatsApp tended to be less effective, although 81.1% of the 37 students learning through WhatsApp tended to be fun and 86.5% of the 37 students were satisfied but 35.1% of the 37 students still did not understand the material provided by teacher, this is one of the factors why students do not submit assignments, from the description of the student's guardian, if the material is not understood, the assignment is not done. That way the essence of education is not achieved. 43% of students or almost half of the 37 students who learn via WhatsApp feel burdened, this is because there is no quota facility and the smartphone used is also not own ownership, some are using their neighbors' smartphones.

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#### 6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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