WhatsApp Management for Effective Online Learning in Fiqh Subjects and ITS Implications for Character Education

Tatang Ibrahim

UIN Sunan Gunung Djati Bandung; tatangibra15@gmail.com

ARTICLE INFO	ABSTRACT
Keywords: Effectiveness; Online Learning; WhatsApp; Character Education	The effectiveness of using Whatsapp media as an online learning medium has yet to be tested. Especially if it is associated with character education which is the essence of education itself. This study aims to 1) to find out how the teacher's activities in online-based learning using WhatsApp media at Madrasah Ibtidaiyah, 2) to find out how the learning outcomes of Madrasah Ibtidaiyah students are using WhatsApp media, 3) to find out how the parents of Madrasah Ibtidaiyah students respond to the use of WhatsApp as an online-based learning media. The research method used is descriptive quantitative, which produces findings that 1) teacher activity in online-based learning using WhatsApp media is still low with a percentage of 69.30% being in the sufficient category. 2) student learning outcomes using WhatsApp as an online learning medium have not been achieved classically with a percentage of 76.9%. 3) parents' responses to WhatsApp as an online learning medium are positive with a percentage of 82%. The use of WhatsApp as a learning medium at the Madrasah Ibtidaiyah level is less effective, so the implication is that it does not support the implementation of Character Education at Madrasah Ibtidaiyah.

Corresponding Author:
Tatang Ibrahim
UIN Sunan Gunung Djati Bandung; tatangibra15@gmail.com

1. INTRODUCTION

The effectiveness of using WhatsApp as a learning medium in elementary schools must be tested, especially if it is associated with character education which is the essence of education itself. Although it has become a popular application used by many teachers, its use as a learning medium remains to be questioned. Good learning media are interesting learning media, can develop understanding, and encourage students to be more creative. Can WhatsApp meet the criteria above? Many people still doubt it.

WhatsApp is widely used in the learning process because it is easy to use by students and teachers wherever and whenever, thus it contained several features that helped teachers to deliver the

materials, such as voice-note, attach file (e.g. photo, words, pdf, etc). A survey conducted in a study showed that the use of WhatsApp at the SD/MI level in 2020, with a percentage of 100% was used as an online learning medium (Daheri, Juliana, & Deriwanto, 2020).

WhatsApp is generally used as a medium to interact. WhatsApp can also be said to be one of the media that is almost similar to BlackBerry Messenger (Suryadi, Ginanjar, & Priyatna, 2018). Meanwhile, according to Rahartri (2019) WhatsApp is one of the social media used to facilitate communication so that the message conveyed is easily accepted by the target. The use of WhatsApp is one of the media that is widely used by the people of Indonesia. Based on the survey results, WhatsApp is the most used instant messaging application with 2 billion users in 2019 (Annie, 2020). In 2019 WhatsApp was ranked first for platforms used in learning with a percentage of 95.96% (Saputra, 2019). In 2020 a survey was also conducted regarding applications used during the online learning process, WhatsApp ranks first with a percentage of 87.2%, secondly Google Classroom with 41.3%, and thirdly Youtube with 15.6% (Kristina, Sari, & Nagara , 2020).

In this study, WhatsApp was used by teachers in Fiqh learning at Madrasah Ibtidaiyah Naelushibyan, Bandung Regency and was associated with character education that had been integrated into their learning. Fiqh subjects are subjects that are taught to students from Madrasah Ibtidaiyah (MI) to universities. Fiqh subjects are applied with the aim that students can easily believe in the material, understand, appreciate and can practice each material presented based on existing Islamic teachings. This is done in various ways, such as with guidance or by providing training. Fiqh is also a science that discusses Syar'i Law (As-Syar'iyyah) and has to do with the daily lives of students, be it in matters of worship or Muamalah. From the object of the problem, it is necessary to have a high understanding of this Fiqh subject (Harisudin, 2019).

When learning fiqh is done face-to-face, there are usually still many obstacles, therefore Fiqh learning requires practice in each of its sub-discussions, especially in lower classes. This is done to increase students' understanding of the material being taught. Therefore, teachers are required to have broad insight and knowledge about various media and learning methods. And now the challenges are increasing when learning has to be online based due to the Covid 19 pandemic. Fiqh learning which is usually carried out by explaining and carrying out practices carried out by teachers and students directly, has now changed with teacher explanations through online media, one of which is WhatsApp media (Azimah & Hakim, 2020).

So it is important to review whether the use of WhatsApp is effectively used in the lower class. Based on these problems, the researchers are interested in conducting a study entitled "The Effectiveness of WhatsApp as an Online Learning Media for Fiqh Subjects at Madrasah Ibtidaiyah and its Implications for Character Education".

2. METHODS

This research was conducted using a descriptive quantitative research method that aims to determine the effectiveness of WhatsApp as an online learning medium for low-grade fiqh subjects at Madrasah Ibtidaiyah and its implications for character education. This research was conducted at Madrasah Ibtidaiyah (MI) Naelushibyan, Bandung, which focused on all lower grade students, namely grades 1-3, then lower grade teachers and parents. The amount of students in lower grade is 60 students, which included 3 teachers, and 60 parents.

Data collection techniques used are in the form of observation, tests and questionnaires. The observations were made to determine the activities of low-grade teachers when the learning process was being carried out using online learning media in the form of WhatsApp. While the test is used to see student learning outcomes on Fiqh subjects while learning to use WhatsApp media. We can also say that learning outcomes are the end of a teaching and learning process, examples of the implementation of learning outcomes can be seen in the report cards (Fitrianingtyas, 2017). So based on this theory, this research takes student learning outcomes from the results of special odd semester

report cards in fiqh subjects. And a questionnaire to find out responses from parents regarding the use of WhatsApp as an online learning medium.

The data analysis technique in this study was through quantitative descriptive analysis with the help of the IBM SPSS Statistics application. Analysis of data on teacher activities through observation using the formula below:

$$S = \frac{R}{N} \times 100\%$$

By achieving a very good category or good category, the teacher's activities can be said to be effective (Jarmita & Hazami, 2013). Meanwhile, the criteria for teacher activity can be seen in the table below:

Table 1: Teacher Activity Criteria

Activity (%)	Criteria
86 – 100	Very good
76 – 85	Good
60 – 75	Enough
55 – 59	Less
≤ 54	Very Less

Purwanto (Asmuni, 2020)

For data analysis of student learning outcomes, it is possible to calculate individual mastery and classical completeness with the following formula:

$$\text{Individual Completeness} = \frac{T}{T_t} \times 100\% \text{ (Trianto, 2018)}$$

Meanwhile, classically, according to Trianto (Nurhusain, 2021) learning outcomes are said to be complete if 85% of students have completed learning individually based on the KKM that has been determined by the teacher concerned. And learning outcomes are said to be effective if they reach the KKM and complete classically. Classical completeness can be calculated using the following formula:

$$P = \frac{number\ of\ completed\ individuals}{total\ numbers\ of\ students} \times 100\%$$

In addition to the analysis of observations and learning outcomes, in this study, data analysis was also carried out on a questionnaire using the following formula:

$$P = \frac{f}{n} \times 100\%$$

3. FINDINGS AND DISCUSSION

In addition to the analysis of observations and learning outcomes, in this study, data analysis was also carried out on a questionnaire using Teacher Activity Observation Results.

The results of the research on the effectiveness of WhatsApp as an online learning medium on fiqh subjects were carried out in the lower class of MI Naelushibyan, Bandung Regency, which focused on student learning outcomes, parental responses and teacher activities in lower classes in the learning process. Observations of teacher activities were carried out in June by researchers to three teachers, namely low grade teachers (1-3). The results of observing the activities of low-grade teachers produced various amounts.

Observations of teacher activities were carried out through 12 statements with a maximum score of 12. The results of these teacher activity observations varied, ranging from scores of 7, 8 to 11 which resulted in different percentages. Based on the calculations for grade 1 teachers it produces a percentage of 62%, while grade 2 teachers produce 92% and for grade 3 teachers it produces a percentage of 54%.
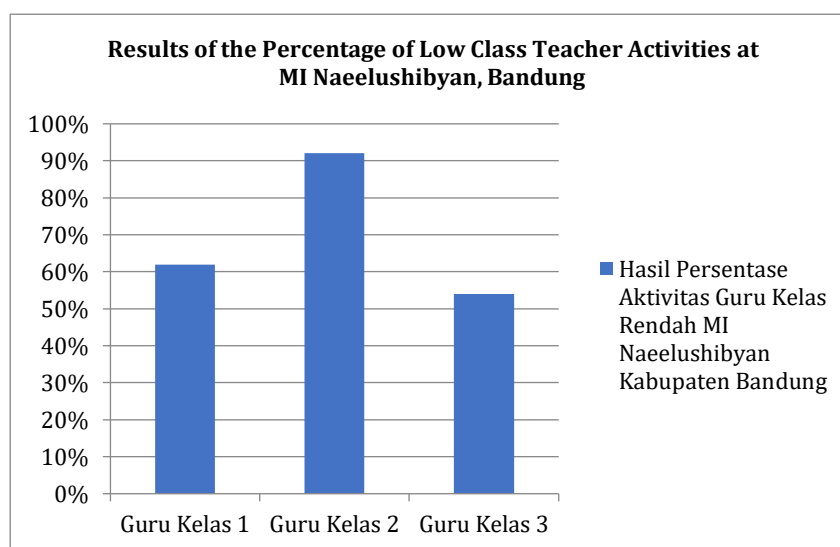
Figure 1 Results of teacher activity observations

Based on Figure 1, it can be concluded that the activities of low grade teachers at MI Naelushibyan resulted in the following average scores:

Table 2 Recapitulation of Teacher Activity Observation Results

Teachers	Percentage of teacher activity (%)	Average
1	62%	
2	92%	
3	54%	
category		Enough

From the data in table 2, it can be explained that the results of the observation of the activities of low-class teachers at MI Naelushibyan, Bandung Regency, show sufficient criteria with a score of three teachers being observed, which is an average of 69.30%.

Student learning outcomes

The results of the research that focused on student learning outcomes were obtained from low grade students from grade one to grade three with various grades. The learning outcomes are obtained from the value of special report cards on fiqh subjects. At this stage, the results of the student learning test consisted of six students who completed the first grade, the second grade who completed the KKM as many as 10 students and finally the third grade students who achieved the KKM score were only 14 students.

To clarify the results of individual completion of each class, it can be seen from the following diagram:
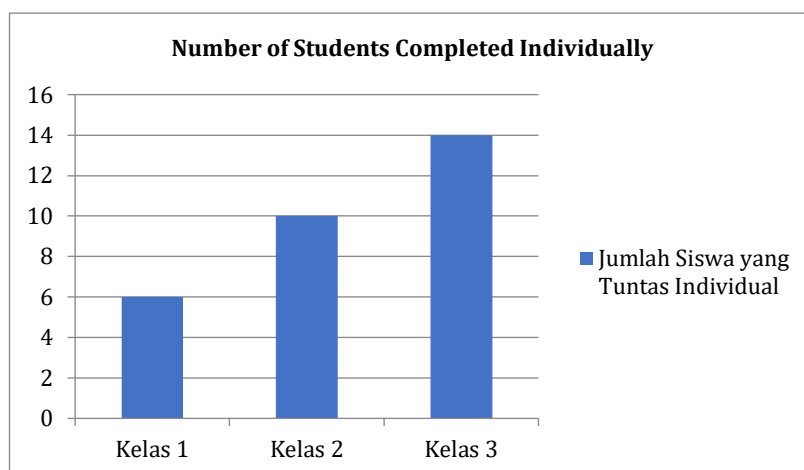
Number of Students Completed Individually

Figure 2   *Number of students who completed individually*

Based on the picture above, it can also be described about classical completeness where the results reach a value of 76.9%. From these calculations, amounting to 76.9%, the low class MI Naelushibyan Bandung Regency has not achieved classical completeness, because 76.9% < 85%.

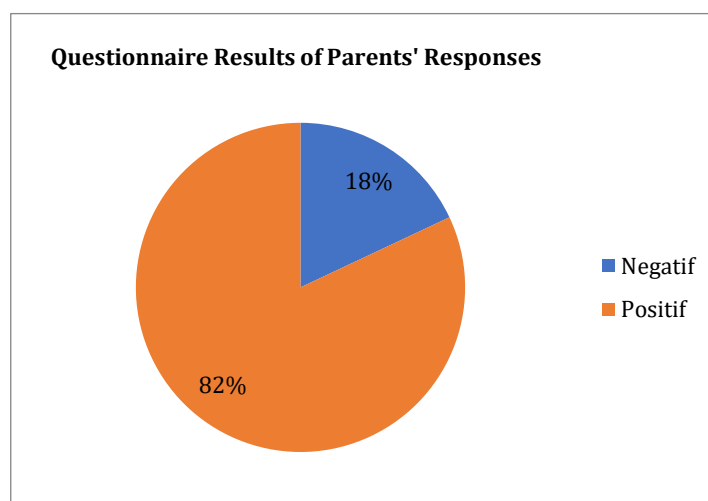Results of the Student's Parents' Response Questionnaire

Figure 3 Percentage of Parents' Responses

From the results of Figure 3. It can be seen that of the 39 parents' responses, they responded differently, ranging from negative to positive. Based on this, it can be explained that with a percentage of 82%, parents' responses are responses with positive criteria, where this response is the largest response in MI Naelushibyan Bandung Regency regarding the effectiveness of using WhatsApp in fiqh subjects in low grades. Then followed by 18% who expressed a negative response to the use of WhatsApp. The reasons stated that WhatsApp still has weak to know that students have already understand the discussion cause the interaction happened indirectly instead of it looks like directly.

4.   CONCLUSION

Based on the research that has been done, it can be concluded that WhatsApp is not effectively used as an online learning medium for low-grade fiqh subjects at MI Naelushibyan, Bandung Regency. This can be proven by looking at several points, including (1) teacher activity in online-based learning using WhatsApp learning media in low-grade fiqh subjects at MI Naelushibyan Bandung Regency is still low, with a percentage of 69.30% in the sufficient category, (2) student learning outcomes in fiqh subjects using WhatsApp as an online learning medium in the lower class of MI Naelushibyan Bandung Regency, have not been achieved classically with a percentage of 76.9%, (3) parental responses to WhatsApp as an online learning medium in fiqh subjects low class in MI Naelushibyan, Bandung Regency, resulted in a positive response with a percentage of 82%. So it can be concluded that the use of WhatsApp as an online learning medium at Madrasah Ibtidaiyah does not support character education.

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