WHATSAPP BASED LEARNING IN THE MIDST OF COVID-19 PANDEMIC: A FIELD STUDY IN MI SHIBYANUL ISLAMIYAH JEMBER

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Abstract

This study aims at analyzing WhatsApp based learning on the achievement and learning difficulties of elementary school students. The method used in this research was descriptive qualitative with a case study approach. The population of this research is elementary schools of MI Shibyanul Islamiyah on Jl. Gurami no.60 Dukuhmencek Sukorambi Jember. Through purposive sampling technique from several informants. Informants consist of headmaster, teachers, parents of students, and students. Data collection in this study was carried out by: (1) interviews; (2) observation; and (3) documentation. The data collected through interviews, observation and documentation were then analyzed using inductive descriptive techniques. Data analysis was performed by data reduction data display, and conclusion. The results of the research of the three respondents agreed with WhatsApp-based learning. It's WhatsApp-based learning an application there are obstacles experienced by teachers, parents and students, including the lack of facilities, and students bored the learning process.

Key words: Learning from Home, Covid-19 Pandemic, WhatsApp based learning,

Background of the Study

The transformation of the world of education in Indonesia has occurred since the Covid-19 pandemic in early 2020. The Covid-19 emergency situation forced the government to close public facilities, including educational institutions. The implementation of face-to-face learning activities has begun to be replaced by the implementation of Distance Education or also called by Learning from Home. This system requires educational institutions, teachers, students, and even parents to be technologically proficient because learning is done through a network or commonly known as online learning. According to Muhamad Anshori, the benefits of internet technology in the field of education are as a tool or media in the learning process at

school[1]. Another of that the students had to be active and understanding well about the material given by the teacher[2]. Because when they learn from home sometimes, they less focus in doing their task. They prefer to play games all day long than do a task given by the teacher.

Information technology which was called E-Learning (a learning process that uses electronic media as a learning tool) had a very large contribution to the teaching and learning process in educational institutions. One of the schools applying E-Learning during the Covid 19 pandemic is MI Shibyanul Islamiyah. MI Shibyanul Islamiyah which is located in Dukuhmencek, Sukorambi, Jember, is held since 1st of July 1964. Year by year, this school develops well shown by the activities, the total number of the students, and the achievement. Currently, the teachers consist of 16 persons, covering 6 male teachers and 10 female teachers. Meanwhile, the total number of the students are 126 students[3].

Technology is a variety of innovations to modify objects or nature to meet human needs[4]. Teaching and learning by online media become the essences learning in this midst of Covid Pandemic 19, because it is an activity which need to think critically, and it is one of the most important aspects to keep learning while at home. The government asks all of students start from kindergarten till students of university to keep learning at home, not at school, in order to avoid spreading covid 19. The Ministry of Education and Culture issued Circular No. 15 of 2020 concerning "Guidelines for Organizing Learning from home in an emergency Period for the Spread of Covid 19[5]". The circular stated that: "The purpose of implementing Learning from Home is to ensure the fulfillment of students' rights to receive education services during the Covid-19 emergency. Education and communication are two fields that cannot be separated from

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[1] Muhamad Anshori, "Pengaruh Metode E-Learning Edmodo Model Terhadap Hasil Belajar Siswa Pada Pembelajaran PAI (Studi Kasus di SMK Al-Qodiri Jember)", Jurnal *Pendidikan,* Volume 18 No. 2, Agustus 2020, h. 354.

[2] Maghfirah, Naily Inayatul, *"Improving students' Reading Comprehension Through Think Pair Share at the Second Language Class of MAN II Batu".* Jurnal Pendidikan, Volume 14 No. 1, April 2018

[3] Dokumen 1, *Permendikbud* (Kurikulum MI Shibyanul Islamiyah) Tahun Ajaran 2020-2021, h. 11

[4] George S. Morrison, *"Pendidikan Anak Usia Dini Saat Ini,* terj. S. Gunawan (Yogyakarta: Pustaka Pelajar, 2016)*,* h. 720.

[5] Kemdikbud, Surat Edaran No 15 Tahun 2020 tentang Pedoman Penyelenggaraan Belajar Dari Rumah dalam masa darurat penyebaran Covid 19, www.kemdikbud.go.id.

family and society. So, by considering some aspects the schools doing teaching and learning process with online media, it is doing based on the grade of the schools. In this study, the writer focused on knowing the use of WhatsApp Application in the process of teaching and learning the elementary school at MI Shibyanul Islamiyah Jember. Jumiatmoko (2016) told that, WhatsApp is an internet-based application that allows each user to share various kinds of content according to the supporting features.[6]

Digital literacy is knowledge and skills to use digital media, communication tools in using and utilizing them wisely and intelligently according to their uses in everyday life[7]. So, it can be concluded that digital literacy is an effort that is needed by individuals in this sophisticated era to filter information accurately. Another effort to support digital literacy is the use of appropriate applications and in-depth understanding of the information obtained. As we know that there are three parts of Digital Literacy. Wheeler, 2012 told that there are nine important elements in digital literacy, namely: (1) Social networking, digital literacy provides a way of how good social networking should be; (2) Managing Digital Identity, the way to use proper identity in various social networks; (3) Trans literacy, ability to exploit all different platforms; (4) Maintaining Privacy, understanding all types of cybercrime and display online identity as necessary, (5) Organizing and sharing content; (6) Repurposing content, (7) Filtering and selecting content, (8) Self Broadcasting, aims to provide interesting ideas[8].

One of the communication media as a source of information that is often used by students and teachers is WhatsApp. Teachers and students take advantage of WhatsApp because the WhatsApp application makes it easier to convey information, it is more effective and also used as a medium of communication between teacher and students when giving materials/assignments. The use of WhatsApp made easier for teachers to control student learning. So, the use of WhatsApp must indeed be done in the current era of globalization because basically the WhatsApp application is intended to help or facilitate human activities. So, by utilizing the WhatsApp application, it is very helpful

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[6] Jumiatmoko. (2016). *Whatsapp Messenger Dalam Tinjauan Manfaat Dan Adab*.

[7] Herawati, E. (2011). Komunikasi dalam Era Teknologi Komunikasi Informasi. *Humaniora*, *2*(1), 100–109.

[8] Wheeler (2012). Digital Literacy for Engagement in Emerging Online Cultures

in communication activities between students and teachers. This is in according with the strategy for using social media such as Facebook, WhatsApp, Instagram, Twitter and so on. These various social media facilities are an effective alternative in an effort to connect between individuals so that harmonious and mutually beneficial relationships can be established[9].

Based on observations done by researcher that the average student achievement of MI Shibyanul Islamiyah in general there are problems, especially in terms of learning discipline. This is possible because of the influence of the use of Wathshap social media so that it can affect learning achievement and the low learning discipline of students. Based on the description mentioned, the researchers interested in conducting more in-depth research on the use of Wathshap social media and its influence on student learning discipline, case studies on students at MI Shibyanul Islamiyah.

The results of this study were expected to be useful or beneficial for educational observers and academics[10]. This research is expected to provide benefits for the development of science, especially those related to social behavior problems related to the development of educational science according to the dynamics of the times, especially in the management of formal educational institutions as an important instrument in realizing quality and integrity education, both intellectual, emotional and dimensional aspects. spiritually. Meanwhile, from the practical aspect, this research was expected to be taken into consideration in determining policies and developing long-term educational program implementation by managers of educational institutions in general and especially by the researched institutions to obtain inputs or recommendations in improving the quality of basic education. and secondary education related to development and learning methodologies

However, there are some difficulties applying WhatsApp at basic level, namely; limited signal, students who are using mobile phone for learning for the first time, some of the students do not have supporting tool like mobile phone/ laptop/ Wi-Fi, most

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[9] Rosenberg, Marc. J. 2001. *E-Learning: Strategies for Delivering Knowledge in the Digital Age.* Mc Graw-Hill Company: USA.

[10] Edi Suryadi, M. Hidayat Ginanjar, M. Priyatna. (*Penggunaan Sosial Media Whatsapp Dan Pengaruhnya Terhadap Disiplin Belajar Peserta Didik).* Studi kasus. Edukasi Islam, Jurnal Pendidikan Islam Vol.07, No. 1 1

students use mobile phone for gaming than learning using WhatsApp, the interaction between teachers with the students is not effective, understanding of the material presented is not optimal.[11]

Method

In this chapter, the researcher describes the data and research results, the researcher focused in using qualitative research, it intended to understand the phenomena about what was experienced by research subject, for example behavior, perception, motivations, actions, etc. Holistically accompanied by descriptions in the form of words and language[12]. The application of learning using the WhatsApp application, the data was successfully collected by researchers through interview techniques, observation, and documentation. The interview and observation technique were used as a tool to obtain as much data as possible on various matters relating to the problem being studied. To obtain authentic and balanced data, documentation techniques were used as supporting data. The approach of the study used in this study was qualitative approach, in which the data gathered and analyzed were in the form of qualitative. Furthermore, the research design was field study. Field study was a study done systematically in the field through observing, interviewing, and having documentation. This study was done in MI Shibyanul Islamiyah, it is an Islamic elementary school, located in Jl. Gurami No.60 Dukuhmencek, Sukorambi, Jember, Jawa Timur.

The researcher conducted observations, interviews and document studies to obtain data. This observation was where researcher directly observed how the online learning process in a basic level. Interviews were being conducted with parents to explore the learning process that has been observed. The data collection method covered documentation, observation, and interview. Documentation was done to collect data related to the research object, such as; school profile and stakeholders, total number of the teachers and students, etc. Interview was done to collect data to answer the research

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[11] Jumiatmoko. (2016). Whatsapp Messenger Dalam Tinjauan Manfaat Dan Adab. *Wahana Akademika*, *3*(1), 51–66. https://doi.org/10.21580/wa.v3i1.872

[12] Lexy. J Moleong, *Metodologi Penelitian Kualitatif (*Bandung: PT. Remaja Rosdakarya, 2013*)*, h. 6.

problem. The interviewees were the headmaster of MI Shibyanul Islamiah, the teachers, the students' parents, and the students. In addition, the researcher used random sampling technique in determining the teachers and the students who were interviewed. Further, the data analysis applied in this study is Miles and Huberman theory. Miles & Huberman (1994: 10) stated that data analysis consists of three fundamental activities, namely: data reduction, data display and conclusion formulation or interpretation[13].

Finding

Online learning of elementary schools in Indonesia was actually a compulsion. The Covid-19 pandemic that spreads so fast that almost all countries in the world forced the Government to close schools immediately. Starting March 16, 2020, the government asked schools to be closed (CNN, 2020) (Nufus, 2020) (Purnamasari, 2020). Although in fact the readiness to learn online was almost non-existent. According to Sahidillah & Miftahurisqqi (2019), the use of WhatsApp Groups as a learning medium can also improve the digital literacy of its users. Materials delivered through videos, discussions via voice notes, and material texts delivered via chat will indirectly increase digital literacy capacity in listening, writing, speaking, and reading.[14]

In fact, online learning requires a great effort from teachers and parents, it is not as simple as it often. Teachers and parents were required to create an integrative learning environment and fulfill various essential components of learning, namely discursive, adaptive, interactive and reflective[15]. From those explanation the parents and teacher should give more a comfortable environment for the students to make the learning process run well.

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[13] Miles, M.B. & Huberman, A.M. 1994. Qualitative Data Analysis: Second Edition. London: SAGE Publication

[14] Sahidillah, MW & Miftahurrisqi P. *WhatsApp Sebagai Media Literasi Digital Siswa*. Varia Pendidikan. 2019. Volume 31 No.1.

[15] Oktavian, R., & Aldya, R. F. (2020). Efektivitas Pembelajaran Daring Terintegrasi di Era Pendidikan 4.0. Didaktis: Jurnal Pendidikan dan Ilmu Pengetahuan, 20(2). https://doi.org/10.30651/didaktis.v20i2.4763

One of the data gathered in this study was the result of interview covering interview with the headmaster, the teacher, the student's parent, and the student. When the researcher asked about how the learning from home was done, the headmaster of MI Shibyanul Islam, Mrs. Laila said that,

> *"Belajar dari rumah di sini, kebanyakan guru melaksanakannya menggunakan HP* (Hand Phone) *melalui WA* (WhatssApp). *Guru mengucapkan salam, menyapa anak-anak, dan menanyakan apakah sudah siap dengan kegiatan pembelajaran hari itu, di awal kegiatan. Kemudian guru menyampaikan materi, kegiatan, atau tugas yang harus anak-anak perhatikan dan lakukan. Hal tersebut dilakukan dengan* chat *(tulisan), kadangkala dengan pesan suara.(voice note)"*[16]

In short, learning from home conducted by MI Shibyanul Islamiyah was done through mobile phone, especially WhatssApp application. Every learning activity, the teachers will greet the students and make sure that everyone is ready to start learning that day in the beginning. After that, the teacher delivered the learning materials and activities to the students. The teachers did those activities by texting, sometime through voice message. In another word, she also said that,

> *"Awal mula dari pembelajaran menggunakan WhatsApp Ini adalah karena diawali pada masa pandemi yang mengharuskan pembelajaran dilakukan melalui jarak jauh atau disebut dengan Belajar Dari Rumah sehingga mengakibatkan pembelajaran di MI Shibyanul Islamiyah dilaksanakan dengan menggunakan teknologi yaitu berupa aplikasi WhatsApp. Penerapan metode yang diterapkan di lembaga sebelum adanya pandemi dilaksanakan secara langsung (tatap muka) dengan menggunakan media yang disediakan oleh sekolah, namun karena adanya pandemi ini maka penerapannya harus dilaksanakan melalui aplikasi WhatsApp.*[17]

Dealing with the problems of implementing learning from home, the headmaster said:

> *"Masalah yang dihadapi guru dan murid dalam kegiatan belajar dari rumah ini ialah tidak semua siswa atau orang tua siswa memiliki HP* (Hand Phone). *Sehingga, sekolah menerapkan kepada siswa yang tidak memiliki HP untuk berkunjung ke rumah temannya yang memiliki HP dan yang terdekat untuk bersama-sama mengikuti kegiatan belajar."*

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[16] Ibu Mrs. Laila, Kepala Sekolah MI Shibyanul Islamiyah, *wawancara,* Ds.Dukuhmencek Sukorambi Jember.

[17] Ibu Mrs. Laila, Kepala Sekolah MI Shibyanul Islamiyah, *wawancara,* Ds.Dukuhmencek Sukorambi Jember.

According to the headmaster of MI Shibyanul Islamiyah, one of the problems faced by the teachers and the students during learning from home activities was that some students do not have a mobile phone with them, even their parents. Hence, the school provided an alternative way by asking the students who do not have mobile phone to visit their nearest friend's home to study together by waiting the WA message from the teacher.

While the reason for choosing WhatsApp online media based on interview with one of the teacher, Mrs. Setya Indra L.

> *"Berawal dari berbagai macam pertimbangan untuk menggunakan beberapa aplikasi yang dapat digunakan untuk pembelajaran online, yang pada akhirnya menggunakan aplikasi WhatsApp. Alasan mengapa sekolah kami menggunakan aplikasi WhatsApp yaitu dikarenakan aplikasi terebut sangat simple dan mudah untuk digunakan semua kalangan. Dimulai dari anak sekolah tingkat SD sampai orang dewasa, atau orang tuapun menggunakan aplikasi WhatsApp".[18]*

In short, learning using WhatsApp application is very easy and simple to use especially for children / students in Elementary school.

Another teacher explained us about the process of teaching and learning using WhatsApp, while in the process of teaching and learning at home here is the teacher explanation:

> *"Guru memandu pembelajaran dengan cara membuat video simple tentang sapaan dan materi yang akan dipelajari lalu video tersebut dishare atau dibagikan ke WA grup. Orang tua atau wali murid mendampingi anak dalam menyaksikan video tersebut. Setelah video tersebut dipahami orang tua terus mendampingi anak untuk memahami materi dan tugas yang disampaikan."[19]*

Another interview from one of the teacher of MI Shibyanul Islamiyah, talking about the students' task.

> *"Hasil dari tugas anak akan dikirim kembali kepada guru berupa foto atau video melalui WhatsApp jalur pribadi. Jadi tugasnya berupa tutorial yang*

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[18] Ibu Mrs. Setya Indra L, Guru Kelas MI Shibyanul Islamiyah, *wawancara,* Ds.Dukuhmencek Sukorambi Jember.

[19] Mr. Rizal, S.Pd, Guru Kelas IV MI Shibyanul Islamiyah, *wawancara,* Ds.Dukuhmencek Sukorambi Jember.

dibagikan di WA grup, sedang hasilnya dikirim melalui japri (jalur pribadi)".[20]

Furthermore, Mrs. Setya as the teacher of MI Shibyanul Islamiyah explained as follow:

> *"Kemandirian anak dalam menyelesaikan tugasnya ini akan melatih mental mereka agar terbiasa tidak tergantung pada orang lain, sehingga ketika mereka memiliki suatu masalah mereka akan mencoba melakukan penyelesaiannya sesuai kemampuan sederhana mereka. Dan hal ini secara tidak langsung membuat daya pikir anak lambat laun akan berkembang sesuai harapan".*[21]

So that, as the teacher should educate students to be an independent student. At least the students could do the task by their self.

One of students' parent told dus about their duty during the process of teaching and learning at home:

> *"Saya sebagai wali murid di sini bertugas sebagai pendamping dan fasilitator dari anak saat belajar dari mulai menyimak video atau tugas dari guru sampai pada proses pengumpulan tugas. Saat proses pelaksanaan tugas saya memberi penjelasan pada anak sampai anak mengerti dan memahami, selanjutnya saya akan memberikan motivasi anak belajar mandiri agar nantinya anak memiliki pengalaman belajar yang berkesan".*[22]

So, parent should accompany their children in the process of teaching and learning using WhatsApp application, in order to the students more focused for their learning process.

Then, one of students said that:

> *"Saya merasa kesulitan jika harus belajar online, karena saya tidak punya HP sendiri. Sehingga saya harus numpang ke teman saya. Selain itu saya juga tidak punya uang untuk membeli paket data apalagi untuk membeli HP. Setiap pembelejaran online saya harus dstsng ke rumah teman saya untuk numpang HP agar saya tetap mengerjakan tugas yang diberikan oleh bapak/ ibu guru".*[23]

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[20] Mr. Rizal, S.Pd, Guru Kelas IV MI Shibyanul Islamiyah, *wawancara,* Ds.Dukuhmencek Sukorambi Jember.

[21] Mrs. Setya , Guru MI Shibyanul Islamiyah, *wawancara,* Ds.Dukuhmencek Sukorambi Jember.

[22] Mrs. Nining, Wali Murid MI Shibyanul Islamiyah, *wawancara,* Ds.Dukuhmencek Sukorambi Jember.

[23] Aisyah, siswa Kelas IV (Empat) MI Shibyanul Islamiyah, *wawancara,* Ds.Dukuhmencek Sukorambi Jember.

In short, the student got difficulties because she didn't have mobile phone to learn by online using Whatsapp Application. But she always had a high spirit to learn although he had to go to her friend's house.

Another student said:

> *"Salah satu yang saya suka dari Pembelajaran Jarak Jauh (PJJ) ini adalah saya mempunyai waktu lebih banyak untuk berkumpul bersama keluarga. Biasanya Ummi dan Abi saya bekerja di luar rumah. Selama wabah Covid-19 ini, Ummi dan Abi tidak bekerja di kantor. Alhamdulillah, ada kebijakan dari kantor mereka agar pegawai bekerja dari rumah (*Work from Home*). Saya senang sekali karena sepanjang hari bisa bertemu mereka di rumah. Ummi mendadak jadi guru private saya dan adik saya, Seruuuu....!*[24]

One of other students said that he felt happy when he learned from home by online media using WhatsApp, because he can gather with his parent all day long, besides he can learn with his parent at home.

Based on the results of interviews and observations as well as documentation of the implementation of learning using WhatsApp application, the researchers concluded as follows:

1) Before carrying out learning activities, the teacher ensures that all guardians of students have joined the WhatsApp group.

2) In class groups, the teacher provided guidance on how to learn for children accompanied by parents.

3) The material is provided by sending a video tutorial along with a voice message, which the child will listen to with parental assistance.

5) Parents act as motivators, mentors and facilitators.

Discussion

Based on the findings mentioned previously, there are some problems that found in the middle of teaching and learning by online: the first obstacle in learning from home activities during the Covid-19 pandemic is that the signal problem. As the writer

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[24] Aulia, siswa Kelas V (Lima) MI Shibyanul Islamiyah, *wawancara,* Ds.Dukuhmencek Sukorambi Jember.

known that the students of MI Shibyanul Islamiyah mostly from a village. This finding is in line with the result of a research done by Agust, Subroto, Utami, Ramadhanti, Pratiwi, and Wahyuni (2021: 87) that the main problems mostly faced by the students in distance or online learning are poor internet connection and internet data. Somehow, internet connection is the most important aspect in online learning. Without internet connection, online learning is impossible.[25]

Then, the next problem experienced in that school was the first time using mobile phone in learning using WhatsApp. So, the students had to pay attention well to the teacher when explaining the material. In order to make really understand the material given by the teacher. Besides, some of students didn't have supporting tool; like mobile phone and Wi-Fi, so they could not do the task given by the teacher. But, some of the students ask or borrow the handphone to their friends when they want to submit their tasks. Next, the students mostly prefer gaming than learning using WhatsApp. Actually, when the students learning using WhatsApp the parent should accompanied their children to learn, to make them focused in joining process teaching and learning with the teacher. Next problem experienced by the students was the interaction of teachers with students was not optimal, because sometimes the students less focused in joining the process of teaching in learning using WhatsApp. The last students' problem in doing process of teaching and learning by WhatsApp was understanding of the material presented is not optimal. The way of the teacher's explanation was given the material or task in a chat, or sometimes using voice note in explaining the material in order to make the students understand for the teacher explanation. Then, the students felt bored joining the class using WhatsApp, of course they wouldn't optimally understand the material. So, it's a teacher's job to look for another way in the process of teaching and learning for a happy learning.

Based on the theory mentioned, teachers are required to have a high level of creativity. There are teachers who are willing to teach their students from house to house because they cannot be online. There are also students who are asked to come to

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[25] Uma, K. 2021. Challenges of E-Learning During Pandemic Situation. In C. Subbulakshmi, and R. Radhika Devi. (Eds.) *Covid - 19 Pandemic: Issues on Sustainable Development Goals* (p.294). Tamil Nadu: Shanlax Publications.

the teacher's house and so on. The teacher tries to adjust to regional conditions, parents' abilities and so on (Herliandry et al., 2020). WhatsApp Groups does not require a large quota so the cost is low. In addition, through WhatsApp you can send images, voice notes, and videos. WhatsApp is also an application with a very large number of users (Pertiwi, 2020). Indonesia in 2019 was reported that 143 million people used WhatsApp (Wardani, 2019). WhatsApp is the most widely used application by the community, especially by teachers, students, and guardians of students.

Conclusion

Covid-19 pandemic makes a big change to several systems in our daily life, one of them was educational system. Educational minister makes a decision that teaching and learning process is done through online, commonly known as learning from home. Face to face teaching and learning activities turn into virtual teaching and learning through internet network. MI Shibyanul Islamiyah is one of the schools which conduct learning from home. Most of the MI Shibyanul Islamiyah teachers use WhatsApp in conducting teaching and learning process. However, some teachers still felt that the teaching learning and process through WhatsApp was not effective due to the lack of internet signals and some students even their parents did not have a mobile phone.

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