

An Analysis Of Whatsapp Usage In Online Learning At Elementary School: A Literature Study

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Abstract: Technology can be used to promote learning activities by allowing students to connect, communicate, and be creative with their classmates and teachers at school. The learning media that will be used are at the very least the most commonly used media by teachers, students, and other educational institutions, in the hopes of making it as easy as possible for teachers and students to use these learning media and therefore continue the learning process. Teachers and students can use Whatsapp to collaborate in online learning. This article aims to describe the literature about WhatsApp usage in online learning at elementary school. The literature study was used to answer the questions about student learning outcomes by using WhatsApp, the effectiveness of WhatsApp as an online instructional media in schools, supporting and inhibiting factors faced by teachers, parents, and students during online learning. This study was a systematic review. The data was used from original research articles. The selection of articles was carried out through a process of identification, screening, and eligibility. The study found that WhatsApp usage in online learning at elementary school significantly rising the students studying outcomes. It's proven that WhatsApp is more effectively used than other applications. The supporting factors of WhatsApp usage are handphone usage, laptop, internet data, and teacher's perfect preparation. While the inhibiting factors are internet network disturbances, students who weren't independent, and the lack of supervision in learning. In contrast to online learning, which is exclusively based on the teacher's side, the research findings that may be presented are on students' own teaching and learning processes. Furthermore, teachers' abilities, students' abilities, and parents' abilities must all be considered before using WhatsApp for online learning.

Keywords: Whatsapp; Online Learning; Elementary School

1 Introduction

The continuity of education in Indonesia cannot be separated from two important factors, they are studying and learning. Learning is an interaction between teachers and students both inside and outside the room to improve students' abilities (Afandi, et al., 2013). While learning definition itself, is a series of processes that regulate, direct, and organize the environment around students so they can grow and encourage students to carry out learning activities. According to Rozi and Hanum (2019), this 21st-century learning requires students to master the skills of Communication, Collaboration, Critical Thinking, and Problem Solving, and Creative and Innovative (4C). For this reason, it is necessary to have a learning activity that provides a fun and meaningful learning experience for students to achieve learning purposes.

During the Covid-19 pandemic, as it is today, in education, changes occur so rapidly. Previous learning carried out by a face-to-face system in the classroom must now be shifted to online learning. Almost every school tries to prepare for the implementation of online learning. Online learning is learning that occurs between teachers and students without having to meet face to face in the classroom. Through online learning, students are expected to be able to access every task given by the teacher with assistance from parents. This is in line with the opinion of Buselic M., Tavakcu T., (in Latip, 2020) who emphasized that the core of online learning is how a teacher chooses proper learning based technological method to deliver the learning material for the students even though not having direct encounter. Therefore, online learning is trying to take advantage of existing information and communication technology.

Technology was used to facilitate the activities of the teaching and learning process. In line with the opinion of Tounder (in Selwyn, 2011) which says that digital technology in an educational institution acts as a means to support learning activities which include the means to access information on learning resources, support facilities for learning activities and assignments. This technology acts as a medium in implementing learning that can provide space for students to be able to interact, communicate and discuss between students and teachers in elementary schools. In other words, technology has a very important role as an interaction medium that can transfer information or learning materials in a series of online learning implementations.

The learning media that will be used least the most common media that can be used by teachers, students, and other educational institutions so that it will not become a difficult problem for teachers and students to use these learning media. Learning media must also be adapted to existing environmental conditions so that both teachers and students can carry out learning activities by using these media. This is where the real problem lies, which teachers, students, parents, and the school environment do not have much time to learn everything together. For this reason, teachers must be able to use a variety of familiar media that can be used by parents and students in the hope of not making a difficult problem for parents and students to use these media so that the learning process continues. One of the media that is the teacher's choice is the WhatsApp application.

The use of the Whatsapp application occurs a lot in the elementary school environment. This is in line with a survey conducted by Rosarians (2020) which states that 100% of researchers online studying is using only WhatsApp group media. Teachers and students can carry out learning in an online learning room using Whatsapp. This one is a form of preventing the transmission of Covid-19 that can be done in the education sector. Through the Whatsapp application, teachers can take advantage of the group chat feature to communicate and deliver learning materials to students without direct face to face.

Considering the background and some of the opinions above, the authors were interested in conducting a study entitled "Literature Study: An Analysis of WhatsApp Usage in Online Learning at Elementary School". Then the formulation of the problem in this study is as follows: (1) How are student learning outcomes using WhatsApp?; (2) How is the effectivity of WhatsApp as an online instructional media in schools? (3) What are supporting and inhibiting factors faced by teachers, parents, and students during online learning by using WhatsApp?. The purposes of this research are as follows: (1) To describe student learning

outcomes by using WhatsApp (2) To describe the effectiveness of WhatsApp as an online instructional media in schools (3) To describe supporting and inhibiting factors faced by teachers, parents, and students during online learning by using WhatsApp.

2 Methodology

The literature study method was applied in this research. Secondary data acquired from scientific journals was used as a data source. Look for articles containing the phrase "whatsapp use in online learning." A Google Scholar search yielded as many as 30 articles with publication dates ranging from 2019 to 2021. The papers were chosen following a process of identification, screening, and eligibility, resulting in the selection of 10 publications that were related to the research objectives. The author examines each of the ten articles in depth one by one in order to get solutions from the previously defined study.

3 Results and Discussion

Based on 30 articles after identification, screening, and eligibility, so we found that 10 articles are relevant to the research purposes. This article focuses on discussing the analysis of WhatsApp usage in online learning at elementary school.

Student Learning Outcomes by Using WhatsApp

Based on a research article from Fatmawati, et al (2020) which said that learning through Whatsapp media affects student learning outcomes. This is indicated by the scores obtained by students is higher than usual. Even students who get high scores are students who usually get standard scores in the class. It is reciprocal with research conducted by Machfud (2019) which states that the use of blended learning by using WhatsApp group application can improve student learning outcomes from 36% in the pre-cycle and increase to 57.14% in the first cycle and increase to 85.7 % in the second cycle.

The Effectivity of WhatsApp as an Online Instructional Media at Elementary School

Based on the article by Shodiq, et al (2020) in their research, it is stated that apart from being a learning media, the use of WhatsApp in learning activities aims as a means of education, evaluation, information link, and as a means of consulting services between teachers, students, and parents. Using WhatsApp as an online instructional media, teacher needs to pay attention to learning methods that allow learning to occur effectively. Because online learning is very concerned about effectiveness and accuracy in choosing learning media that is suitable for the situation of students. One of the media that can be used is Whatsapp because Whatsapp is equipped with various features such as features for sending messages, pictures, videos, sounds, creating groups, and others and easy to operate.

This opinion is supported by Iskandar's statement (2020) that the use of WhatsApp groups as learning media helps teachers and students in teaching and learning activities. Students who do not understand the learning material provided by the teacher can contact the

teacher directly to ask for learning materials and the teacher can share learning materials with students personally.

It is reciprocal with Sulastri, et al (2020) which states that the use and utilization of WhatsApp at Tanjungsari Elementary School were proven to be more effective and easy to use than other applications, especially at the elementary school level. This is based on the fact that there is still a lack of knowledge in the use of technology in elementary school students. Of course, this opinion is also supported by the statement of Fatmawati, et al (2020) which states that the WhatsApp application used as an online instructional media is considered more practical than other applications. The features in the WhatsApp application are more supportive in achieving effective academic communication.

However, it is different from the research conducted by Daheri, et al (2020) which states that the use of WhatsApp as an online instructional media is considered less effective in achieving learning purposes. This is due to various factors. According to him, the capacity of teachers, the ability of students and parents should be an important consideration before implementing online learning by using WhatsApp. In addition, according to him, serious efforts are needed from various parties in building an effective online learning system that does not tolerate the low quality of learning on the grounds of the Covid-19 pandemic.

Supporting and Inhibiting Factors Faced by Teachers, Parents, and Students During Online Learning by Using WhatsApp

The online learning process in elementary schools during the Covid-19 pandemic has become a challenging and new thing for educators. At first glance, in practice, online learning seems easy to implement. When teachers and students have devices and laptops and are connected to the internet, learning can be carried out. However, the fact is that teachers find various supporting factors as well as obstacles/inhibiting factors in their implementation.

The results of research conducted by Rahmawati (2020) states that the supporting factors for online learning at MI Miftahul Ngreco are the least the availability of components such as mobile phones, laptops, internet data packages, and textbooks. This opinion is supported by research by Setyaningsih, et al (2020) which states that the implementation of distance or online learning at SDN Karangrena 03 uses technology-assisted media for the Whatsapp group application. The supporting factor for this online learning is that in its implementation the teacher prepares perfect planning and there are no time constraints for teachers, students, and parents in using the WhatsApp application to communicate.

On the other hand, it was also stated that the inhibiting factor during online learning is that most parents cannot continue to accompany their children in learning because each parent has a job that cannot be left behind. Not to mention if the task given by the teacher requires more explanation, of course not all students and parents master the material provided by the teacher so that learning motivation in students decreases (Setyaningsih, et al., 2020). Another opinion was also expressed by Rahmawati (2020) which stated that the inhibiting factor for online learning was that teachers were unable to fully explain learning materials to students. In addition, interest, motivation of students, and economic factors are also inhibiting factors in this online learning.

In line with this, Dewi, et al (2020) mention several obstacles in online learning that students are not familiar with distance learning culture because so far the learning system implemented is a face-to-face learning system in class. In other words, students are accustomed to being in school to interact with teachers and their friends. With this online learning method, students need time to adapt in the face of new changes that will affect their learning absorption. In addition to students who experience obstacles, parents also have to face obstacles such as increased spending to buy internet quotas in achieving online learning for their children. Other impacts are also felt by teachers where not all teachers are proficient in using internet-based technology as a means of supporting the learning process.

Turning to the opinion conveyed by Nuryanti, et al (2021) who stated that although WhatsApp-based learning was one of the alternative methods carried out in Elementary Schools in Porong District, Sidoarjo Regency since the Covid-19 pandemic took place, in its application several obstacles experienced by teachers, parents, and students, causing difficulties in understanding the subject matter including inadequate quotas, mastery of various technologies from teachers, parents, and students and less efficient time.

Based on these inhibiting factors, the school seeks ways to overcome these obstacles by utilizing teachers being able to use technology that is following the needs of learning materials to make it easier for teachers to carry out the learning process (Setyaningsih, et al., 2020). In addition, the support and cooperation of parents in learning are needed to achieve learning objectives. For this reason, communication between teachers, schools, and parents as well as the creativity of a teacher must run smoothly to achieve learning goals (Dewi, et al., 2020).

4 Conclusion and Recommendations

Based on the study of 10 articles, it can be concluded that WhatsApp usage in online learning at elementary schools can improve learning outcomes and students' learning motivation. It can be proven that WhatsApp is more effectively used than other applications in online learning. In its implementation, there are supporting factors and inhibiting factors/obstacles faced by teachers, students, and parents who are accustomed to using WhatsApp and in practice, the teacher prepares better preparation and there are no time constraints for teachers, students, and parents in using the WhatsApp application to communicate. While the inhibiting factors faced were internet network disturbances, not yet independent students in using WhatsApp, and lack of supervision in learning.

Researchers hope that the results of this literature study can be a reference and continue to be evaluated for other researchers and can be used as study material in analyzing WhatsApp usage in online learning in elementary schools. Based on the results of the research, suggestions that can be conveyed are that in the teaching and learning process it is necessary to have student independence so that the online learning process that occurs does not only depend on the teacher's aspect. In addition, the capacity of teachers, the ability of students and parents must be an important consideration before implementing online learning using WhatsApp. Teachers also need to pay attention to learning methods that enable effective learning to occur and to build sustainable partnerships between students and parents.

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