

## STUDENT PERCEPTION OF LEARNING VIA *WHATSAPP*

Khotimatul Husna<sup>1✉</sup>, Suyadi<sup>2</sup>, Evi Selva Nirvana<sup>3</sup>

<sup>(1) (2)</sup> Early Childhood Islamic Education, UIN Sunan Kalijaga

<sup>(3)</sup> Early Childhood Islamic Education, UIN Fatmawati Sukarno

DOI: 10.29313/ga:jpaud.v7i2.11973

### Abstract

Learning or lectures carried out by universities are currently still conducting learning with two methods, namely offline learning and online learning. Fatmawati Sukarno State Islamic University students have studied using these two methods, but for sixth semester students learning is done online. This perception of learning through whatsapp needs to be known in order to improve the learning system carried out through whatsapp media later. This research method uses qualitative methods. The source of the data comes from observations and interviews conducted with ten students of early childhood education at Fatmawati Sukarno State Islamic University. The benefits of learning through whatsapp according to students, learning feels more relaxed and flexible, important notes are still stored in whatsapp, and eases the burden on students. However, the disadvantages of learning through WhatsApp according to students are lack of focus when learning, less interactive, and mobile phone storage space that fills up quickly.

**Keywords:** Student; Learning; Whatsapp.

---

Copyright (c) 2023 Khotimatul Husna, Suyadi, Evi Selva Nirvana.

✉ Corresponding author :

Email Address : 20204032005@student.uin-suka.ac.id

Received May 29, 2023. Accepted December 25, 2023. Published December 27, 2023.

## INTRODUCTION

Indonesia is a country that has a large population, Indonesia is ranked fourth with a country that has a large population (Nisa, 2022). Covid 19 is a disease that has just been discovered in 2019 which makes affected people feel tightness in the chest so that it can take the lives of people affected by Covid (Hidayani, 2020), the spread of the Covid virus is very fast (Dewantara & Nurgiansah, 2020). The death rate caused by Covid 19 continues to soar day by day (Ilpaj & Nurwati, 2020), so that with this phenomenon making Indonesia a country that has a large population, proper prevention needs to be carried out so as not to cause casualties. The impact caused by Covid 19 is not only felt by some Indonesian people, but all people feel the impact of this Covid 19 pandemic (Dewi, 2020).

The impact of Covid 19 that is most felt by the Indonesian people is in the fields of economy, health, and education. The economy experienced by most Indonesians during the Covid 19 pandemic was very bad, many people had difficulty getting the opportunity to work in a company, merchandise that was increasingly empty of buyers, daily needs that were difficult to meet due to the difficulty of finding a livelihood (Hanoatubun, 2021). However, people are increasingly concerned about their own hygiene and the surrounding environment, this is done to avoid the Covid 19 virus (Ulfa & Mikdar, 2020). Another field that has felt the impact of the Covid 19 pandemic is the field of education, students and students are given policies to carry out learning at home, this is very clear in making educators unable to prepare learning that must be done from their respective homes, there are many obstacles passed by educators and students or students, one of which is the internet network (Syah, 2020).

The government provides this policy so that the spread of the virus does not spread widely and quickly (Putra, 2021). This online learning has been running for a period of two years, this makes educators have to become more creative individuals because learning is done in a different way than before, namely learning carried out at home. Learning carried out by universities is also carried out in their respective homes. Various ways are developed by universities in Indonesia to conduct distance learning. Lecturers as educators who are directly involved in transferring knowledge to students must have innovation and creativity so that learning continues properly even though it must be done at their respective homes. The increase in use in cyberspace increased rapidly during the pandemic, this is because all work and learning is done through laptops or *smart phones* that are directly connected to the internet (Ulfa & Mikdar, 2020). Universities must carry out a culture that can easily adjust to the circumstances that occur, but still consider the opinions of related students in order to improve the program to be implemented (Argaheni, 2020).

Online learning media is one of the best solutions during a pandemic (Dewantara & Nurgiansah, 2020), by using an application that requires a stable network, learning can still be carried out even though the Covid 19 pandemic does not support the occurrence of ordinary learning. The application of learning carried out in this network certainly requires the right strategy, so that learning is still on track, not just complete in transferring knowledge to students (Putra, 2021). Various media used by educators from early childhood education to tertiary education such as teacher rooms, class rooms, zoom, google doc, google forms, *whatsapp*, and media that have been developed by their respective institutions (Dewi, 2020). All universities carried out online learning from 2020 to 2021, but in 2022 many universities have relaxed regulations regarding learning carried out remotely and allowed students to conduct face-to-face learning while still implementing existing health protocols (Nissa & Haryanto, 2020). One of the universities that has conducted face-to-face learning is the Fatmawati Sukarno State Islamic University Bengkulu college, but face-to-face learning applies to semesters two, four, and eight, while in semester six it continues to carry out online learning in order to continue the implementation of the Real Work Lecture (KKN) program carried out on sixth semester students. This policy is enforced so that lectures continue to be carried out properly and the KKN program continues to be carried out properly.

Online learning conducted by sixth semester students conducts learning with various media, one of which uses *whatsapp* media. Before students are dispatched to their respective KKN locations, students conduct learning using zoom media, but after being dispatched to the KKN location each student has problems with a very bad network at the KKN location, so learning must

be carried out using *whatsapp* media that does not require a very strong network. Learning through *whatsapp* requires students and lecturers to be more active, because lecturers cannot see one by one students who listen to learning carefully, lecturers can only see students who are active in learning by asking, answering, refuting, or strengthening. This study looks at the perspective of students as the main actors in learning carried out through *whatsapp* media regarding the benefits and disadvantages of learning.

## METHODOLOGY

This study used descriptive qualitative method. Data sources in this study are interviews and observations. Interviews were conducted with 20 respondents and literature in previous studies. The respondents in this study were students majoring in Early Childhood Islamic Education at Fatmawati Sukarno State Islamic University who had conducted online learning using the *whatsapp* application. Observation by following learning carried out using *whatsapp* media.

## RESULTS AND DISCUSSION

The first lecture when students are already at the KKN location using zoom media, but many students are constrained by networks because the KKN location occupied by students does not have a strong and stable network. Many students have tried to enter the zoom application that has been provided, but because the signal is not strong and stable, students only go in and out up to a few times. Knowing the condition of students in KKN locations that are constrained by networks, learning is transferred to *whatsapp* media that does not require a strong network. During lectures, students seem to be very active by asking, answering, and refuting other friends' answers. Lectures via *whatsapp* are only carried out when the signal does not support the lecture which results in lectures being disrupted and students cannot get their learning rights properly. *Whatsapp* is the right solution when the network is unstable and students get their right to study well. *Whatsapp* itself is an application that functions as a communication tool today (Indaryani & Suliworo, 2018), *whatsapp* has many uses such as sending messages, documents, videos, photos, making calls, and so on (Pustikayasa, 2019). Learning done through *whatsapp* media certainly has its own advantages and disadvantages. This study discusses the benefits and disadvantages of learning via *whatsapp* according to students involved in it.

### Benefits of Learning Through *Whatsapp*

#### *More Flexible Learning*

Learning activities through *whatsapp* feel more relaxed and flexible, because when learning via *whatsapp* students and lecturers can do the learning. According to Ananda F and M, learning carried out through the *whatsapp* application feels more relaxed and flexible because it does not have to do learning in a special place, but learning can run well. Relaxed learning activities make students more comfortable. The pandemic that occurred in Indonesia also had an impact on the mentality of Indonesian people, especially students who have a high adventurous spirit, so that when they don't meet with friends, it will have an impact on student anxiety (Fauziyyah et al., 2021). Lecturers support students by conducting relaxed and flexible learning, thus providing a reduction in student anxiety levels during the pandemic (Deliviana et al., 2021).

#### *Important Notes are Still Stored in Group Discussions*

Learning carried out online does not rule out the possibility of still recording important discussions during learning. Other learning media also still require high enough focus so that important notes will not be left behind. Learning using *whatsapp* media makes all discussions recorded in groups, this makes students no longer need to feel anxious for fear of important notes being missed, such as the opinion of student M who said that they could look back at the opinions of friends about discussions that forgot to be recorded or left behind. Taking notes in learning will help students get good grades (Suyedi & Idrus, 2019).

### *Lighten The Burden on Students*

Learning carried out online requires a lot of quota, so that more expenses are spent. The use of learning media that requires turning on the camera will quickly consume quota. *WhatsApp* media is a media that is very familiar to students and lecturers, so it is easy to use by all groups (Hakim, 2020). According to Ananda R, *whatsapp* media can provide relief to students in terms of quotas and signals that do not require a strong signal.

### **Disadvantages of Learning Through Whatsapp**

#### *Reduced Focus*

Learning carried out with *whatsapp* media does not require students to show their faces, students only need to keep monitoring and understanding the learning carried out in it. But often people around students do not understand that the student is conducting lectures so that people who are around students such as family or assume that the student is chatting on *whatsapp* as usual, so that people around students will invite to chat too or that student parents reprimand not to play with *mobile phones*. The events experienced by these students can make students' focus divided, so that students cannot fully focus on learning which makes students lag behind and lack understanding of learning (Adi et al., 2021). According to Ananda R, N, A said that learning via *whatsapp* does not look like doing lectures so many invite chat and it is difficult to focus on learning. The level of student focus in understanding learning is very necessary, because when students are not focused on learning it will make the material difficult to understand.

#### *Less Interactive*

The activity of delivering material in lectures via *whatsapp* also feels less interactive, because in providing answers and responses, students do not do it alternately but simultaneously. Giving answers and responses simultaneously makes students confused and takes time to read one by one to understand what is conveyed by other students. According to Ananda S, lectures using *whatsapp* feel less interactive, because it is difficult to understand the opinions of other friends who send their opinions simultaneously, so when they will give a response, friends have changed discussions. Interactivity in responding to material in lectures is very important for online learning (Napitupulu, 2020).

#### *Full Handphome Storage Space*

*WhatsApp* media requires quite a lot of storage space if in it there are many *files* that need to be stored, such as photos, videos, documents and so on. Important materials and documents are sent via *whatsapp*, whether learning is done via *whatsapp* or other media. The storage space becomes full because in addition to ordinary conversations, there are also other documents. The disadvantage of learning via *whatsapp* that is often complained about is that the storage space on the *cellphone* fills up quickly, so it is necessary to delete several other documents (Agung Mahardini, 2020). Many students complain about the full storage space of *mobile phones* when learning is carried out via *whatsapp*.

## **CONCLUSION**

Learning carried out by universities during the pandemic generally uses learning carried out at their respective homes. Learning activities use certain applications that are in accordance with policies and agreements between lecturers and students. The transition period between the pandemic era and the *new normal* era has made several universities use *the blanded* learning method which aims to make face-to-face and distance learning carried out well and balanced. Many universities are still implementing online learning, one of which is the state university of Fatmawati Sukarno State Islamic University. However, only sixth-semester students do online learning, because these students carry out KKN programs and lectures simultaneously. There are benefits and disadvantages of learning through whatsapp according to students. The benefits felt by students are that learning feels flexible, important notes are not left behind, and ease the burden

on students. The disadvantages of learning done through *whatsapp* are less focused when learning, less interactive, and mobile storage space is full quickly.

## ACKNOWLEDGMENTS

We would like to express our gratitude to Universitas Islam Negeri Fatmawati Sukarno and Universitas Islam Negeri Sunan Kalijaga for providing support in writing this article and do not forget to express our gratitude to the students involved in this research.

## REFERENCES

- Adi, N. N. S., Oka, D. N., & Wati, N. M. S. (2021). Positive and Negative Impact of Distance Learning during the Covid-19 Pandemic. *Journal of Imiah Education and Learning*, 5(1), 43. <https://doi.org/10.23887/jipp.v5i1.32803>
- Agung Mahardini, M. M. (2020). Situation Analysis of Using Google Classroom in Physics Online Learning. *Journal of Physics Education*, 8(2), 215. <https://doi.org/10.24127/jpf.v8i2.3102>
- Argaheni, N. B. (2020). Systematic Review: The Impact of Online Lectures During the Covid-19 Pandemic on Indonesian Students. *Placentum: Scientific Journal of Health and Its Applications*, 8(2), 99. <https://doi.org/10.20961/placentum.v8i2.43008>
- Deliviana, E., Maria Helena Erni, Princess Melina Hilery, & Novi Melly Naomi. (2021). Management of Student Mental Health for Optimizing Online Learning During the Covid-19 Pandemic. *Journal of Selaras : Studies of Guidance and Counseling and Educational Psychology*, 3(2), 129–138.
- Dewantara, J. A., & Nurgiansah, T. H. (2020). The Effectiveness of Online Learning during the Covid 19 Pandemic for PGRI Yogyakarta University Students. *Basicedu Journal*, 5(1), 367–375. <https://doi.org/10.31004/basicedu.v5i1.669>
- Goddess, W. A. F. (2020). Impact of Covid-19 on the Implementation of Online Learning in Elementary Schools. *Educational : Journal of Educational Sciences*, 2(1), 55–61. <https://doi.org/10.31004/edukatif.v2i1.89>
- Fauziyyah, R., Awinda, R. C., & Besral, B. (2021). The Impact of Remote Learning on Student Stress and Anxiety Levels during the Covid-19 Pandemic. *Journal of Biostatistics, Population, and Health Informatics*, 1(2), 113. <https://doi.org/10.51181/bikfokes.v1i2.4656>
- Judge, L. (2020). Selection of Online Learning Media Platforms in the New Normal Era. *Justek : Journal of Science and Technology*, 3(2), 27. <https://doi.org/10.31764/justek.v3i2.3516>
- Hanoatubun, S. (2021). The effect of profitability, leverage, liquidity and company size on the share return of pharmaceutical companies on the IDX. *Edupsyscouns*, 2(1), 146.
- Hidayani, W. R. (2020). Risk factors associated with Covid 19 : literature review. *Journal for Healthy Societies (Jukmas)*, 4(2), 120–134. <https://doi.org/10.52643/jukmas.v4i2.1015>
- Ipaj, S. M., & Nurwati, N. (2020). Analysis of the effect of death rates due to Covid-19 on people's mental health in Indonesia. *Focus : Journal of Social Work*, 3(1), 16. <https://doi.org/10.24198/focus.v3i1.28123>
- Indaryani, E., & Suliworo, D. (2018). The impact of using WhatsApp in increasing student motivation in physics lessons. *Proceedings of Quantum National Seminar*, 25, 25–31.
- Napitupulu, R. M. (2020). The impact of the Covid-19 pandemic on distance learning satisfaction. *Journal of Educational Technology Innovation*, 7(1), 23–33. <https://doi.org/10.21831/jitp.v7i1.32771>
- Nisa, A. (2022). *4 Most Populated Countries in the World, Some Have 1 Billion Citizens*. Bobo.Id. <https://bobo.grid.id/read/083144084/4-negara-penduduk-terbanyak-di-dunia-ada-yang-punya-1-miliar-warga?page=all>
- Nissa, S. F., & Haryanto, A. (2020). Implementation of face-to-face learning during the Covid-19 pandemic. *Journal of IKA PGSD (PGSD Alumni Association) UNARS*, 8(2), 402. <https://doi.org/10.36841/pgsdunars.v8i2.840>
- Pustikayasa, I. M. (2019). WhatsApp groups as a learning medium. *Widya Genitri : Scientific Journal of Hindu Education, Religion and Culture*, 10(2), 53–62.

<https://doi.org/10.36417/widyagenitri.v10i2.281>

Son, R. A. R. & M. D. (2021). Feedback as a Crucial Component to Increase Student Engagement in Online Learning. *Journal of Education*, 10(2), 54–63.

Suyedi, S. S., & Idrus, Y. (2019). Learning obstacles that affect student learning outcomes in learning basic design courses majoring in IKK FPP UNP. *Gorga : Journal of Fine Arts*, 8(1), 120. <https://doi.org/10.24114/gr.v8i1.12878>

Shah, R. H. (2020). Impact of Covid-19 on Education in Indonesia: Schools, Skills, and Learning Processes. *SALAM: Journal of Social and Cultural Syar-I*, 7(5). <https://doi.org/10.15408/sjsbs.v7i5.15314>

Ulfa, Z. D., & Mikdar, U. Z. (2020). The Impact of the Covid-19 Pandemic on Learning, Social and Health Behavior for FKIP Students of Palangka Raya University. *JOSSAE : Journal of Sport Science and Education*, 5(2), 124. <https://doi.org/10.26740/jossae.v5n2.p124-138>