

The Effectiveness of Online Learning through WhatsApp Groups

Meidawati Suswandari¹, Yoel Octobe Purba²

¹ Universitas Veteran Bangun Nusantara, Indonesia; moetis_meida@yahoo.co.id

² Universitas HKBP Nommensen Pematangsiantar, Indonesia; yoeloctobe@gmail.com

ARTICLE INFO

Keywords:

WhatsApp;
Online learning;
Elementary School

Article history:

Received 2021-08-30
Revised 2022-04-11
Accepted 2022-12-16

ABSTRACT

This study aims to determine the effectiveness of online learning through WhatsApp groups at an elementary school in Jaten. This study is a qualitative study that analyzes online learning conducted through WhatsApp groups. Data collection techniques in this study used interviews and documentation. Data analysis uses interactive data analysis, including data reduction, data display, and drawing conclusions. The results show that online learning through WhatsApp groups is less effective in achieving learning objectives. This is due to various factors, including 1) Students do not all have cellphones, and there are still many working parents. As a result, students have to wait for their parents to come home first. 2) Students have difficulty in doing assignments. 3) Less effective in increasing the learning independence of students. 4) Lack of captured material. 5) Students have difficulty in doing assignments. 6) Parents complain because of difficulties in explaining the learning material.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Meidawati Suswandari

Universitas veteran Bangun Nusantara, Indoensia moetis_meida@yahoo.co.id

1. INTRODUCTION

The development of information and communication technology is very rapid, making it easier for people to interact and communicate over long distances, so electronic communication tools have become part of our daily lives by taking a dominant role. , such as radio, television, telephone, cellular phone, smartphone, or even now, tablet PCs have made the world community, including Indonesia move towards global communication changes (Rahartri, 2019).

In the era of information and technological developments as it is today. With the presence of gadgets and applications available to them, humans no longer communicate in one or two ways, such as by telephone or SMS using only pulses, but by using various communication applications that use internet services which are often referred to as online media. Online media also has various types, one of which is social media such as Twitter, Facebook, path and so on.

ICT's impact on the educational landscape is inevitable given its current, accelerated rate of development in the age of globalization. Global pressures call for the education sector to constantly and continuously adapt technological advancements to attempt to improve the quality of education,

particularly when it comes to how information and communication technology is used in the sector, particularly throughout the learning process (Elianur, 2017; Rusni, 2017; Sitepu et al., 2021; Zukirman & Rahayu, 2018).

Especially under circumstances when it is prevalent, The first health emergency in history is the Covid-19 epidemic. Schools have been closed in numerous nations. This truth infuriated the United Nations (UN). The International Organization, which has its main office in New York, USA, noticed that one of the areas most impacted by the coronavirus was education. Even worse, it happened quickly. University students are also among the victims of COVID-19, in addition to those who are enrolled in elementary school (Madrasah Ibtidaiyah), junior high school (Madrasah Tsanawiyah), and high school (Madrasah Aliyah). Students, students, and students are "forced" to study from home because of face-to-face learning at all educational levels, from elementary school/ibtidaiyah to tertiary institutions (Universities), both under the Ministry of Education and Culture of the Republic of Indonesia and those under the Ministry of Religion of the Republic of Indonesia. Deleted to stop the COVID-19 virus from spreading.

On March 2, 2020, it was determined that two people in Indonesia had contracted Covid-19 from a Japanese citizen, which led to the discovery of the case. Indonesia has reported 39,294 positive cases thus far, ranking second in Southeast Asia behind Singapore and ahead of the Philippines (Theresia Ruth Simanjuntak, 2021). Covid-19 has brought many good and bad impacts for all living things and the universe. To prevent cases of Covid-19 transmission, one of them is the online learning policy. The implementation of educational policies during the period of emergency for the spread of the coronavirus disease (Covid-19), specifically point 2 of the circular letter, was made by the Minister of Education and Culture of the Republic of Indonesia.

Online and distance learning are also used in elementary schools with parental supervision. Isman defines online learning as the use of a computer network for educational purposes. Online learning allows students to study whenever they choose and from any location (Ayusi Perdana Putri, Rennita Setya Rahhayu, Meidawati Suswandari, 2021; Ria Puspita Sari, Nabila Bunnanditya Tusyantari, 2021; Sobron Adi Nugraha, 2020). This course is an example of educational innovation designed to address the problem of the diversity of available learning resources. The qualities of the pupils will determine whether a model or learning resource is successful. All the e-learning literature, according to Nakayama, shows that not all students will succeed in online learning. The elements affecting the learning environment and the traits of the pupils are to blame for this. In order to continue the face-to-face learning process, which is hampered by social distance or a lack of crowding together, all students in Indonesia and even all regions of the world that have been exposed to the Covid-19 pandemic must use the internet-based learning method or online learning known as e-learning. Fahmi (2020), Wayne et al. (2020), Widyastuti et al. (2020) stated that earnings have two types, namely synchronous and asynchronous. Synchronous means at the same time.

Education takes place simultaneously between teachers and students. This enables online communication between teachers and students. Synchronous training implementation calls for both teachers and students to have simultaneous internet access. Teachers hand out papers or presentation slides as learning resources, and students have the option of immediately listening to presentations online. Additionally, pupils have the option of directly addressing an instructor or using the chat box. Synchronous training simulates a real classroom setting, but it is virtual (virtual), and all participants are connected online. A virtual classroom is another term frequently used to describe synchronous training.

The Covid-19 pandemic in the world has made various efforts to break the chain of transmission. Covid-19 has forced various aspects of life to change. The government has decided to work from home. Learning is also required online. This is done to prevent widespread transmission due to massive interactions. Physical distancing is one of the hopeful strategies to break this disease's transmission chain. The changes forced by Covid-19 are so fast. Causing preparation for various changes to be not optimal. The business world, for example, has experienced many declines due to

being "late" in adjusting. "Bankruptcy" can be seen in the occurrence of massive layoffs. This is also felt by the world of education. Readiness to study online (online) set by the government is almost non-existent. In schools, in this case, teachers are required to try to create learning so that it continues to run even though it is not at school. They were known for online learning (Coman et al., 2020; Dhawan, 2020; Mishra et al., 2020).

The various media utilized for online learning are numerous. This service has been offered for a long time on a number of platforms. For instance, Google Suite for Education, Microsoft Office 365 for Education, Your School, Smart Class, Teacher Room, Edmodo, Google Classroom, Learning House, and Zenius. This is a platform for microblogging, as the name implies. However, using an online learning platform to master a new system takes time. It is possible to have a beneficial effect on the learning process if it is comprehended. Even professors or lecturers, meanwhile, may not always comprehend how to employ these mediums, particularly parents from diverse origins. As has been done in SD N Jaten 3, online learning through the WhatsApp Grub is considered less effective, learning through the WhatsApp Grub in grade 3 SD N Jaten 3, the student response is very less in the less active group in the group, it's a pity because they are not used to playing Cell phones, so they find it difficult when they have to access the assignments that the teacher gives to students, moreover, many parents do not have sophisticated cellphones, so that the victims are their children who are hampered from participating in online learning. Systematic assignment of assignments, namely the first week the teacher only, then the next week again the students collect the assignments that have been given by the teacher, and take the next assignment.

According to Hartanto, WhatsApp is a smartphone messaging program that is essentially comparable to BlackBerry Messenger. Because WhatsApp Messenger uses the same internet data plan as email, online browsing, and other activities, it is a cross-platform messaging app that enables communication without charging SMS rates. The 3G/4G or WiFi connection is used by the WhatsApp Messenger program for data transfer. We can share files, send files back and forth, swap images, and more by utilizing WhatsApp. WhatsApp is a tool for both local and international communication. It is a tool for verbal or written communication that can save messages and is particularly convenient to use as a communication medium since it can be carried anywhere. It is installed on smartphones (Suryadi et al., 2018).

Ngazis thinks that the number of WhatsApp users in May 2018 was 1.5 billion and has sent 65 billion messages through the WhatsApp application and WhatsApp web per day. A year after being acquired by Facebook, the message traffic generated by WhatsApp users in a day reached 30 billion messages. A number of messages are sent worldwide per day (Rahartri, 2019).

This is where the problem is. There is no time to learn everything together. Covid-19 has suddenly arrived and forced everyone to stay at home. Then the teacher must be able to use a variety of media that are familiar to parents. The hope is not to make it difficult for parents to use the media. The learning process continues. One of them is WhatsApp social media.

The use of WhatsApp Grub as a learning medium occurs a lot at the elementary school level. Of course, for various reasons. At the higher education level, WhatsApp is only one medium. In contrast to elementary schools, from a survey conducted by researchers, 100% of online learning only uses WhatsApp group media Susilawati & Supriyatno, (2020); Bahasoan et al., (2020). It is interesting and important to examine how effective online learning through WhatsApp Grub is, especially at the elementary school level, what obstacles are faced and how parents respond. Therefore, this study aims to determine the effectiveness of online learning in class at SD N Jaten 3 Karanganyar during the pandemic.

2. METHODS

This study uses a qualitative approach. According to Kasim & Antwi (2015); Hitchings & Latham (2019), qualitative research is research that is interpretive or uses an interpretation that uses the point of view of the subject of the research actor. A qualitative approach is used in this study to describe the

implementation of online learning at SD N Jaten 3. The online learning referred to in this study is learning that uses learning media that can be accessed using internet services, especially through WhatsApp Grub. In addition, a qualitative approach is more effectively used in this study because it can explore research data in depth. Informants were selected using purposive sampling. While the informants in this study were teachers of SD N Jaten 3. Data collection procedures indicate ways that can be taken to obtain the required data. The types of data used in this study are primary data and secondary data. Primary data is original data collected by researchers independently, meaning that primary data cannot be taken from previous studies, because primary data is obtained from research subjects directly. Primary data in this study was obtained through collecting data from interviews and direct documentation to representative respondents.

Interviews are a question and answer activity to get the depth of information through phenomena that arise during research, especially regarding the online learning process during the Covid-19 pandemic in class III SD N Jaten 3. Documentation is searching for data through documents, photos and files/portfolios used by teachers in Online learning process during the Covid-19 Pandemic. Furthermore, from all the data collected through interviews accompanied by the permission of the researcher, and the consent of the respondents, and recorded with a voice note.

The stages of the descriptive analysis model in this study according Najamuddin et al., (2022) consist of: a). Data reduction; is a process of selecting, focusing on simplification, abstracting and transforming rough data that emerges from notes written in the field. Data reduction takes action. b). Data presentation; is data that refers to narrative text and will be simplified on complex information. c) Drawing conclusions or verification; is a compilation carried out based on inductive patterns that is verified during the research. Furthermore, the meanings that emerge from the data need to be tested for correctness, robustness and suitability through checks and crosschecks. The following is a flow chart of data analysis techniques in this study.

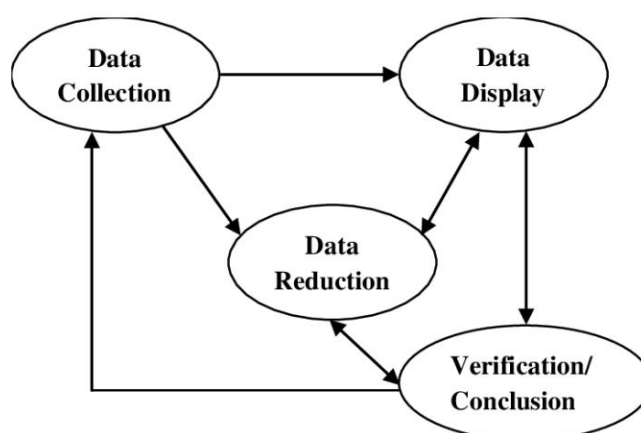


Figure 1. Data Analysis Techniques

3. FINDINGS AND DISCUSSION

Results

The results of the research at SD N Jaten 3 related to the purpose of describing the implementation of WhatsApp-based online learning at SD N Jaten 3, including:

3.1. Learning is carried out through WhatsApp Group as a medium of communication between students and teachers during the Covid-19 pandemic.

Learning activities in class III SD N Jaten 3 are not carried out face to face, but through the WhatsApp Group. Face-to-face learning is considered ineffective, because during the current pandemic, everyone is required to keep their distance and stay away from crowds to comply with the

health protocols set by the government. Moreover, at an early age, children do not really understand this deadly virus.

In addition to face-to-face, learning can be done through Grub WhatsApp. If only texting communication then this does not require a large quota so that the cost is low. In addition, through WhatsApp you can send images, voice notes to videos. Be WhatsApp as the most widely used application related to teacher and parent communication during this Covid-19 Pandemic.

How exactly is the learning process via WhatsApp this group. Most teachers assign certain assignments according to the usual learning schedule and students submit assignments to school collectively one week after assignments are given. When collecting assignments, third grade students at SD N Jaten 3 must continue to adhere to health protocols, such as wearing masks, maintaining distance, diligently washing hands.

The assignments given by the teacher via WhatsApp can be studied by students in the textbooks they already have and students can also do the existing exercises. Unfortunately, the explanation of the material is still very lacking in detail from the teacher via grub messages, especially since videos are quite rare.

This means that the readiness of all parties is absolutely necessary. Learning through Grub WhatsApp is also carried out by SD N Jaten 3, especially in class III. This was stated directly by the third grade teacher when interviewed.

"The strategy I use in learning is the WhatsApp Grub media, I only give instructions to the children to do the questions in the homework book through the WhatsApp Grub, and students collect their learning results to school a week after the assignment is given". (interview with third grade teacher at SD N Jaten 3).

3.2. The guardians of students admitted that they complained about online learning like this.

This makes parents of students overwhelmed in accompanying their children to study at home, because on the other hand the guardians of students do not really master the material taken by their children, and many students understand the material that is delivered directly by the teacher than from their parents.

In addition, a natural difficulty experienced by parents in this learning process is related to the very varied backgrounds of parents. For highly educated parents, guiding their children to study at a high level of elementary school is not too difficult. And even then not in all subjects, in certain subjects still parents are not easy to learn and guide their children. This is what one parent calls parental overburden. Naturally, some parents complain about this. They are in a dilemma with their busy schedules, they have to spend more time accompanying their children to study.

In this lesson many parents complained. This was conveyed by the third grade teacher at the time of the interview.

"Many parents complain about learning like this, because parents find it difficult to teach their own children, it's different if in elementary school they must listen to what the teacher says and the material taught by the teacher is easier to understand than being taught by parents at home". (interview with third grade teacher at SD N Jaten 3 Karanganyar).

The use of Whatsapp social media as a means of organizing seminars is something new. Seminars conducted online can reach more seminar members, because they do not require a special place to hold seminars. In addition to the effectiveness of the venue, the online seminar time is carried out in the afternoon towards the evening, where many people will attend the online seminar while they are resting (Wiladatika et al., 2020).

The benefits of WhatsApp are felt by most people. According to Rahartri (2019) he use of the WhatsApp program is very effective with the support of its features compared to other instant messaging applications. The speed of messages without a long time to be delayed, able to operate in weak signal conditions, large capacity for sending text, voice, photo and video data, without

advertising interference and the nature of its distribution makes WhatsApp one of the alternative media in providing information and improving performance.

Seeing the various conveniences and benefits offered, it is not surprising that WhatsApp is used by all groups ranging from teenagers, adults, to the elderly. WhatsApp is also not limited by certain socioeconomic classes, but is used by all classes, from low, middle, to upper economic classes. In further developments, the WhatsApp application is not only used to communicate and exchange messages, but currently WhatsApp is also used for learning purposes at school.

The teacher's statement at SD N Jaten 03 that utilizes WhatsApp media in anticipating online learning while communicating learning to students during a pandemic. However, the implementation is still less effective because the teacher is only unidirectional in providing assignment instructions and explanations. This was acknowledged by the teacher at SD N Jaten 03 who said that there were limitations in receiving information by students and parents from the WhatsApp group because the abilities of parents and students' understanding of each other were different.

This is similar to the results of research from Rahmansari (2018) in a study entitled the role of the WhatsApp application in organizational communication for employees of the Environmental and Hygiene Service of Sidoarjo Regency. The results showed that using the WhatsApp application, there were several obstacles faced by employees or superiors from the Sidoarjo Regency Environmental and Hygiene Service, one of which was if one of the members experienced a low battery. This obstacle is quite disturbing, because it hinders the communication that occurs, causing the risk of receiving errors and slow responses from Service employees. In addition, another obstacle that can have an impact is when employees find it difficult to get a good signal, especially for employees who work in the field. This of course can slow down communication, such as reports on conditions in the field which are slow, so that the handling process carried out by the Environment and Hygiene Office of Sidoarjo Regency is also experiencing delays.

We can also see other obstacles in the research results by Okvireslian (2021) which states that there are obstacles in the use of WhatsApp as a learning medium in the network To Package B Students UPTD SPNF SKB Cimahi City, namely signal interference which makes WhatsApp difficult to access, another obstacle is the ineffectiveness of the learning process, teachers cannot directly see the seriousness of students, mobile phone memory is quickly filled with incoming documents, not all students have online learning support tools at this time, the reasons are the lack of trust in the given cellphone, lack of interaction between teachers and other students, and learning using WhatsApp.

WhatsApp is an application with a very large number of users (Nobre et al., 2020). In Indonesia alone in 2019 it was reported that 143 million people used WhatsApp (Sujarwoto et al., 2021), However, in grade III SD N Jaten 3 they still use WhatsApp groups because they are less interactive in online learning. Meanwhile, there is a need for effective online learning during the COVID-19 pandemic through direct and indirect virtual learning. Or what is commonly called synchronous and asynchronous. For example, synchronus in the form of a virtual zoom meeting or google meeting application. If the asynchronous application is in the form of a learning video packaged by the teacher himself with the teacher's youtube page. Even though explanation videos or tutorials can provide a better understanding than just being given practice questions (Munir, 2017; Wijayanto, 2021).

Point 2 of the Circular Letter No. 4 of 2020 Concerning the Implementation of Education Policies During the Emergency Period for the Spread of Corona Virus Disease (Covid-29) has also been issued by the Minister of Education and Culture of the Republic of Indonesia in support of this. It states that homeschooling is permitted outside under the following restrictions: First, online/distance learning is utilized at home to give students a meaningful learning experience without placing additional pressure on them to complete all curricular requirements for grade promotion and graduation. Second, learning at home can concentrate on imparting life skills knowledge, like as knowledge about the Covid-19 epidemic. Third, different students may have different learning activities and homework assignments depending on their personal preferences and circumstances, including the

availability of resources for learning at home. Fourth, without having to supply quantitative scores or values, teachers receive qualitative feedback about the results of students' at-home learning activities.

The recommendation from the Government to reduce activities outside the home, teaching and learning activities are carried out online, as well as work that can be done at home, the Work From Home (WFH) policy is made. WhatsApp is one of the media used with applications that are not only in the form of text or writing, WhatsApp also provides services for sending contact numbers, sending editable images, audio, video calls that can be made in groups or individually. word, pdf or excel, and send the location by GPS or Gmaps (Sari, 2018; Uhamka & Baron, 2020).

In fact, online learning requires a lot of effort on the part of teachers and parents, not as simple as it often is. Therefore, teachers and parents are required to create an integrative learning environment and fulfill various essential components of learning, namely discursive, adaptive, interactive and reflective (Daheri et al., 2020; Nurdin & Anhusadar, 2020; Wahyudi & Nurodin, 2021). Of course, this begins with training to understand each other's applications (Suryadi et al., 2018).

Another thing that arises during online learning, especially when sent via WhatsApp groups, is that it makes it difficult for parents when both parents have to work outside the home. The time you have at home is very minimal, namely in the early morning or late afternoon until late at night. Plus if both parents do not have a sophisticated cell phone. Of course, it will be difficult for their children to study, and require their children to join friends whose families already have sophisticated cellphones. Another problem is the boredom of children studying every day without friends. Studying with peers is certainly different from studying only with parents.

Furthermore, it is difficult to measure the affective value or student behavior. When friendship creates positive competition between peers, it encourages children to learn better. In addition, peers do have a considerable influence on various children's behaviors (Nasution, 2018; Syatori & Nuryadien, 2018).

However, if the competition is in a negative direction, it will destroy the child's future with his behavior. So the role of teachers and parents during online learning needs to monitor the behavior of their students/children. Internalizing behavior or building character is also the task of teachers and parents (Musawammah, 2021). The example of parents is an important aspect in this regard (Fabiani & Krisnani, 2020). Especially when children are not in school, parents automatically get assignments for this. Parents, especially during this pandemic, are highly expected to be role models for their children (Muthmainnah, 2015).

Likewise the opinion of Trisnani (2017) that the use of social media can also easily create a forum where individuals can communicate with each other and exchange ideas with each other. In this case, it will be very easy for individuals to communicate and comment on various topics and cases discussed by other individuals. Individuals can also build assumptions, emotions and beliefs through comments or the viewpoints and thoughts of other individuals on social media, this allows us to reactively comment and draw conclusions.

The role of the teacher is also the same by being actively involved in trying to create innovative and not boring learning strategies during the pandemic and students learning from home. A teacher preparing before providing learning services is one of the determining factors for learning success, especially in online learning where there is a distance between students and students.

Therefore, in this study, students must know the principles of learning and how students learn. Effendi et al., (2021); Pendi et al., (2021); Sungkono (2008) states that delivery tools are not a determining factor for learning quality, but subject design determines learning effectiveness. One of the reasons a teacher should do to choose the right learning strategy apart from implementing WhatsApp Groups is to promote meaningful learning. So whether or not learning is effective can be known through the behavior between the learner and the learner. How do students respond to what students.

Regarding the Implementation of Educational Policies in the Emergency Period for the Spread of Coronavirus Disease, the Minister of Education and Culture of the Republic of Indonesia released

Circular Letter No. 4 of 2020. (Covid-19) which applies to all people who are educated in Indonesia. Besides having to learn online, another obstacle is the lack of online learning support facilities as experienced by some students at SD N Jaten 3, it can indeed be said as an obstacle in the learning process, but efforts must still be made as much as possible, remembering, as a parent it is obligatory give the best for their children, including wealth in the form of education. On the other hand, the level of student interest in learning also determines whether or not online learning will be effective given the face-to-face learning culture that is still ingrained in the self. As a result, it is common for many students to feel bored or disinterested during online learning activities, which prevents them from achieving the desired learning outcomes.

4. CONCLUSION

The results showed that online learning through WhatsApp groups in class III at SD N Jaten 3 Karanganyar was less effective in achieving learning objectives. This is due to various factors, including: 1) Students do not all have cellphones and there are still many working parents, as a result students have to wait for their parents to come home first. 2) Students have difficulty in doing assignments. 3) Less effective in increasing the learning independence of students. 4) Lack of captured material. 5) Students have difficulty in doing assignments. 6) Parents complain because of difficulties in explaining the learning material. These suggestions for online learning need to be thoroughly evaluated. The capacity of teachers and the ability of parents must be an important consideration. It takes serious efforts from all parties to build an effective online learning system.

Suggestions regarding the appropriate use of this whatsapp application. It is hoped that users will be smarter in their placement so they don't use and take advantage of technological sophistication for things that are less useful. Like a double-edged sword, the use of a technological sophistication can be in the right position if the user places it according to its function but will have a negative impact if the user does not understand the placement.

REFERENCES

- Ayusi Perdana Putri, Rennita Setya Rahhayu, Meidawati Suswandari, P. A. R. N. (2021). Strategi pembelajaran melalui daring dan luring selama pandemi covid-19 di SD N Sugihan 03 Bendosari. *Jurnal Prima Magistra*, 2(1), 1–8.
- Bahasoan, A. N., Wulan Ayuandiani, Muhammad Mukhram, & Aswar Rahmat. (2020). Effectiveness of Online Learning In Pandemic Covid-19. *International Journal of Science, Technology & Management*, 1(2), 100–106. <https://doi.org/10.46729/ijstm.v1i2.30>
- Coman, C., Țîru, L. G., Meseșan-Schmitz, L., Stanciu, C., & Bularca, M. C. (2020). Online teaching and learning in higher education during the coronavirus pandemic: Students' perspective. *Sustainability (Switzerland)*, 12(24), 1–22. <https://doi.org/10.3390/su122410367>
- Daheri, M., Juliana, J., Deriwanto, D., & Amda, A. D. (2020). Efektifitas WhatsApp sebagai Media Belajar Daring. *Jurnal Basicedu*, 4(4), 775–783. <https://doi.org/10.31004/basicedu.v4i4.445>
- Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, 49(1), 5–22. <https://doi.org/10.1177/0047239520934018>
- Effendi, A., Fatimah, A. T., & Amam, A. (2021). Analisis Keefektifan Pembelajaran Matematika Online Di Masa Pandemi Covid-19. *Teorema: Teori Dan Riset Matematika*, 6(2). <https://doi.org/10.25157/teorema.v6i2.5632>
- Elianur, C. (2017). Pemanfaatan aplikasi whatsapp sebagai sarana diskusi antara pengawas dan guru Pendidikan Agama Islam. *Jurnal As-Salam*, 1(2), 1–14.
- Fabiani, R. R. M., & Krisnani, H. (2020). Pentingnya Peran Orang Tua Dalam Membangun Kepercayaan Diri Seorang Anak Dari Usia Dini. *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, 7(1), 40. <https://doi.org/10.24198/jppm.v7i1.28257>
- Fahmi, M. H. (2020). Komunikasi Synchronous Dan Asynchronous Dalam E-Learneing Pada Masa

- Pandemic Covid-19. *Jurnal Nomosleca*, 6(April), 68–76.
- Hitchings, R., & Latham, A. (2019). Qualitative methods I: On current conventions in interview research. *Progress in Human Geography*, 44(2), 389–398. <https://doi.org/10.1177/0309132519856412>
- Kasim, H., & Antwi, S. K. (2015). Qualitative and Quantitative Research Paradigms in Business Research: A Philosophical Reflection. *European Journal of Business and Management Online*, 7(3).
- Mishra, L., Gupta, T., & Shree, A. (2020). Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. *International Journal of Educational Research Open*, 1(June), 100012. <https://doi.org/10.1016/j.ijedro.2020.100012>
- Munir. (2017). Pembelajaran Digital. In *Alfabeta*.
- Musawammah, M. (2021). Peran orangtua dan guru dalam membentuk karakter anak di Kabupaten Demak. *Jurnal Al-Hikmah*, 3(1), 54–70.
- Muthmainnah, M. (2015). Peran Orang Tua dalam Menumbuhkan Pribadi Anak yang Androgynius Melalui Kegiatan Bermain. *Jurnal Pendidikan Anak*, 1(1), 103–112. <https://doi.org/10.21831/jpa.v1i1.2920>
- Najamuddin, N., Sahrip, S., Siahaan, K. W. A., Yunita, W., & Ananda, R. (2022). The Impact of The Dissemination of The Covid-19 Epidemic on Social Development in Early Children. *International Journal of Elementary Education*, 6(2). <https://doi.org/10.23887/ijee.v6i2.45336>
- Nasution, N. C. (2018). Dukungan Teman Sebaya Dalam Meningkatkan Motivasi Belajar. *Al-Hikmah*, 12(2), 159–174. <https://doi.org/10.24260/al-hikmah.v12i2.1135>
- Nobre, G. P., Ferreira, C. H. G., & Almeida, J. M. (2020). Beyond Groups: Uncovering Dynamic Communities on the WhatsApp Network of Information Dissemination. In *International Conference on Social Informatics* (pp. 252–266). Springer. https://doi.org/10.1007/978-3-030-60975-7_19
- Nurdin, N., & Anhusadar, L. (2020). Efektivitas Pembelajaran Online Pendidik PAUD di Tengah Pandemi Covid 19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 686. <https://doi.org/10.31004/obsesi.v5i1.699>
- Okvireslian, S. (2021). Pemanfaatan Aplikasi Whatsapp Sebagai Media Pembelajaran Dalam Jaringan Kepada Peserta Didik Paket B Uptd Spnf Skb Kota Cimahi. *Comm-Edu (Community Education Journal)*, 4(3), 131. <https://doi.org/10.22460/comm-edu.v4i3.7220>
- Pendy, A., Suryani, L., & Mbagho, H. M. (2021). Analisis Keefektifan Pembelajaran Online di Masa Pandemi Covid-19 pada Mahasiswa Pendidikan Matematika. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 19–27. <https://doi.org/10.31004/edukatif.v4i1.1661>
- Rahartri. (2019). “Whatsapp” Media Komunikasi Efektif Masa Kini (Studi Kasus Pada Layanan Jasa Informasi Ilmiah di Kawasan PUSPIPTEK) Pusat Data dan Dokumentasi Ilmiah - Lembaga Ilmu Pengetahuan Indonesia. *Visi Pustaka*, 21(2), 147–156. https://www.google.com/url?sa=t&source=web&rct=j&url=https://ejournal.perpusnas.go.id/vp/article/download/552/pdf&ved=2ahUKEwiN-4qy7I3qAhXVT30KHYwcB_84ChAWMAh6BAGAEAE&usq=AOvVaw0pDngziXQY2CH474N74V5p
- Rahmansari, R. (2018). Penggunaan Aplikasi WhatsApp dalam Komunikasi Organisasi Pegawai Dinas Lingkungan Hidup dan Kebersihan Sidoarjo. *Jurnal Ilmiah Manajemen Publik Dan Kebijakan Sosial*, 1(2), 77–90. <https://doi.org/10.25139/jmnegara.v1i2.788>
- Ria Puspita Sari, Nabila Bunnanditya Tusyantari, dan M. S. (2021). Dampak pembelajaran daring bagi siswa sekolah dasar selama covid-19. *Jurnal Prima Magistra*, 2(1), 9–15.
- Rusni, A. (2017). Penggunaan media online whatsapp dalam aktivitas komunitas one day juz (ODOJ) dalam meningkatkan minat tilawah ODOJER di Kota Pekanbaru. *Jom Fisip*, 2(1), 1–15.
- Sari, S. (2018). Kegunaan Whatapps Sebagai Media Informasi dan Media Pembelajaran Pada Mahasiswa Ilmu Komunikasi STISIP Persada Bunda. *Medium*, 6(2), 16–26. [https://doi.org/10.25299/medium.2018.vol6\(2\).2408](https://doi.org/10.25299/medium.2018.vol6(2).2408)
- Sitepu, E., Novi,), & Sagala, J. Y. (2021). Pengaruh Komunikasi Melalui Grup Whatsapp Untuk

- Meningkatkan Kinerja Karyawan Di Pt. Smartphone Lenovo Medan. *Jurnal Ilmiah Ilmu Komunikasi*, 6(1), 20–32.
- Sobron Adi Nugraha, T. S. & M. S. (2020). Studi pengaruh daring learning terhadap hasil belajar matematika kelas IV. *Jurnal Inovasi Pendidikan*, 1(3).
- Sujarwoto, Saputri, R. A. M., & Yumarni, T. (2021). Social Media Addiction and Mental Health Among University Students During the COVID-19 Pandemic in Indonesia. *International Journal of Mental Health and Addiction*, 1–15. <https://doi.org/10.1007/s11469-021-00582-3>
- Sungkono. (2008). Pemilihan dan penggunaan media dalam proses pembelajaran. In *Majalah Ilmiah Pembelajaran* (Vol. 4, Issue 1, pp. 71–79).
- Suryadi, E., Ginanjar, M. H., & Priyatna, M. (2018). Penggunaan media sosial whatsapp dan pengaruhnya terhadap disiplin belajar peserta didik pada mata pelajaran Pendidikan Agama Islam. *Edukasi Islami : Jurnal Pendidikan Islam*, 7(01), 1. <https://doi.org/10.30868/ei.v7i01.211>
- Susilawati, S., & Supriyatno, T. (2020). Online Learning Through WhatsApp Group in Improving Learning Motivation in the Era and Post Pandemic COVID -19. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 852. <https://doi.org/10.17977/jptpp.v5i6.13670>
- Syatori, A., & Nuryadien, M. (2018). Hubungan Antara Pergaulan Teman Sebaya Dengan Motivasi Belajar Mata Pelajaran Sejarah Kebudayaan Islam Siswa Kelas Vii *Al-Tarbawi Al-Haditsah: Jurnal ...*, 1–14. <http://www.syekhnurjati.ac.id/jurnal/index.php/tarbawi/article/view/2854>
- Theresia Ruth Simanjuntak. (2021). Sejarah Hari Ini: 2 Maret 2020, Warga Depok Terkonfirmasi sebagai Pasien Pertama Covid-19. *Kompas.Com*, 3(March), 6.
- Trisnani. (2017). Pemanfaatan Whatsapp Sebagai Media Komunikasi Dan Kepuasan Dalam Penyampaian Pesan Dikalangan Tokoh Masyarakat. *Jurnal Komunika : Jurnal Komunikasi, Media Dan Informatika*, 6(3). <https://doi.org/10.31504/komunika.v6i3.1227>
- Uhamka, A. F., & Baron, R. A. (2020). Pemanfaatan whatsapp sebagai media komunikasi di masa pandemic covid-19 (studi pada komunitas pita oren alumni fisip Uhamka). *Jurnal Utilitas*, 6(2), 26–35.
- Wahyudi, & Nurodin. (2021). Efektivitas Whatsapp Sebagai Media Pengentasan Masalah Belajar Daring. *Cons-Iedu*, 1(02), 69–75. <https://doi.org/10.51192/cons.v1i02.164>
- Wayne, D. B., Green, M., & Neilson, E. G. (2020). Medical education in the time of COVID-19. *Science Advances*, 6(31). <https://doi.org/10.1126/sciadv.abc7110>
- Widyastuti, H., Mulyaningtyas, D., & Brajawidagda, U. (2020). E-learning readiness in Hinterland of Batam. *JJournal Politecnic*, 1(1), 1–7.
- Wijayanto, A. (2021). *Yang Terdepan Dalam Menghadapi Pembelajaran Daring*. <https://files.osf.io/v1/resources/8z5cd/providers/osfstorage/60d590b2e779a500e2a0c145?format=pdf&action=download&direct&version=1>
- Wiladatika, B., Megantari, M., Abidin, Z., & Putro, E. (2020). Pemanfaatan Media Sosial Whatsapp Sebagai Sarana Sarana Penyelenggaraan Seminar Online. *Jurnal Ilmu Komunikasi Dan Bisnis*, 5(2), 292–312.
- Zukirman, & Rahayu, C. (2018). Popularitas WhatsApp sebagai media komunikasi dan berbagi informasi akademik mahasiswa. *Shaut Al-Maktabah Jurnal Perpustakaan, Arsip Dan Dokumentasi*, 10(WhatsApp, Communication Media, Information Sharing, Academic, Students), 27–38. <https://doi.org/10.15548/shaut.v10i1.7>