

## ANALYSIS OF *WHATSAPP* SOCIAL MEDIA USE IN THE DISTANCE LEARNING PROCESS AT ISLAMIC ELEMENTARY SCHOOL

Sri Enggar Kencana Dewi<sup>1\*</sup>, Jami Ahmad Badawi<sup>2</sup>, Deni Indrawan<sup>3</sup>, Muh Miftahurrazikin<sup>4</sup>,  
Diah Rizki Nur Khalifah<sup>5</sup>

<sup>1</sup>Universitas Nurul Huda Ogan Komering Ulu Timur, Indonesia

<sup>2,3,4,5</sup>Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

\*Correspondence adress: [enggar@stkipnurulhuda.ac.id](mailto:enggar@stkipnurulhuda.ac.id)

### Abstract

The distance learning policy requires the provision of materials and assignments through social media, namely *WhatsApp*. This study aims to determine the role of the use of *WhatsApp* social media in the distance learning process in Islamic Elementary School (MIN) 4 East Oku. This research is qualitative research. Data collection is conducted by documentation, observation, and interview with 15 students and 3 teachers. The data are analyzed by combining and confirming interview data with observation and documentation data (data triangulation). The results of this study indicate that the use of *Whatsapp* social media by students in the learning process has been going well because students are familiar with the *Whatsapp* media application and are easy to access it. The students feel happy and comfortable following the distance learning process which has an impact on learning outcomes that are quite good. However, there are other factors which cause the distance learning process with *Whatsapp* social media to work well, namely the role of parents who accompany students during the distance learning process.

**Keywords:** *Distance Learning, Islamic Elementary School, Social Media Whatsapp*

### Abstrak

*Kebijakan pembelajaran jarak jauh mengharuskan pemberian materi dan tugas melalui media sosial yakni .Penelitian ini bertujuan untuk mengetahui peran penggunaan media sosial terhadap proses pembelajaran jarak jauh di Madrasah Ibtidaiyah Negeri (MIN) 4 Oku Timur. Jenis penelitian ini yaitu menggunakan penelitian kualitatif. Pengumpulan data dengan cara dokumentasi, observasi, dan wawancara dengan 15 siswa dan 3 guru. Data dianalisis dengan memadukan dan mengkonfirmasi data hasil wawancara dengan data hasil observasi dan dokumentasi (triangulasi data). Hasil penelitian ini menunjukkan bahwa penggunaan media sosial oleh siswa di pada proses pembelajaran sudah berjalan dengan baik karena para siswa sudah mengenal aplikasi media dan mudah dalam mengaksesnya. Para siswa merasa senang dan nyaman mengikuti proses pembelajaran jarak jauh yang berdampak terhadap hasil belajar yang cukup baik. Namun, ada faktor lain yang menyebabkan proses pembelajaran jarak jauh dengan media sosial dapat berjalan baik yaitu adanya peran orangtua yang mendampingi siswa selama proses pembelajaran jarak jauh berlangsung.*

**Kata Kunci:** *Pembelajaran Jarak Jauh, Madrasah Ibtidaiyah, Media Sosial Whatsapp*

## ITRODUCTION

In the current era, we are in the era of the industrial revolution 4.0 in which education in Indonesia really needs to be improved. One of the things which can improve education in Indonesia is by using technology. Human life now both from lifestyle, interaction, and the educational process cannot be separated from the name social media. In the 21<sup>st</sup> century, it is an era of digitalization in which everything is digital and today's children have been recognized as digital and the use of the internet has reached nearly 63 million people which occurred in 2015 (Muhlisian & Putri, 2019). With the rapid development of science and technology, it certainly has a lot of significant effects on human life. At this time humans are required to be able to adapt to the development of science and technology.

In the era of globalization, students cannot be separated from social media so the use of social media in the classroom is very necessary. The power of social media especially appeals to young people in the high-tech era. Accordingly, social networking is very effective if it can be used as a learning environment. The benefit of using social media as a learning environment is determined in the wider aspect of interaction and information sharing. The use of social networks has important consequences for student learning. This shows that social networking is an alternative means of teaching and learning in the era of modern technology (Kamhar & Lestari, 2019).

The term media can be explained as a means of delivering messages or communicators to the communicant. The social meaning refers to a meaning of cooperative work, namely the existence of a cooperative character called complementary in order to form the character which exists in society. In addition, it can help during the social distancing period that has occurred lately (Sukrillah et al., 2017).

The current spread of the virus, namely the Covid-19 virus to Indonesia, is still continuing. The virus is not new but there has been a lot of scientific research that says that this virus is able to mutate to form new genetics in which this virus is one type but can change and change uniforms (Ramadayanti, 2020). As a result of this pandemic, all activities have been temporarily suspended with the implementation of a lockdown by the government as an effort to eradicate the virus as stated in Law no. 6 of 2018 which states for quarantine to take effect starting on March 16<sup>th</sup>, 2020 (Ramadayanti, 2020). Looking at the current conditions, there is an increase in transmission of Covid-19, the government has made a policy for students in Indonesia to study at home. With this policy, learning is carried out remotely or online, namely by using gadgets and social media properly. In the research of Dewi et al., (2021) learning during the Covid-19 period applying odd and even learning in high and low classes can be carried out according to established regulations (Enggar et al., 2021).

The use of social media attracts the attention of many people who make them happy with the social world because they can easily share anything such as photos, videos with the world. Social media can also let them know what most people are doing that has been poured into social media. Many make a good community from the family environment, friends or other groups which allow them to interact at any time with this social media (Wulandari, 2018). In addition, social media is a means used to interact with each other which is supported by the use of the internet and liaison applications. The form of communication used to be different from now which tends to be more interactive, open, where everyone can participate (Najamuddin et al., 2019).

*Whatsapp* social media which is often abbreviated as "WA" is one of the communication-based social media created by developers in order to facilitate communication between humans in this increasingly advanced era. *WhatsApp* is a cross-platform messaging application which is used to interact and exchange information with the help of the internet. From this application, it is expected that someone including students with the guidance of both parents can maximize it as a medium for learning from home whose tasks are given by the teacher via *WhatsApp* messages in the form of video image messages or voice messages. During this pandemic, studying at home is highly

recommended, therefore a facility is needed, one of which is through social media for learning activities (Suryadi et al., 2018).

As for the results of several previous studies that *WhatsApp* social media as a learning medium, namely as an education, evaluation tool, a means of connecting information, as well as a means of consulting services (Alaby, 2020). In an effort to support the continuity of the education and learning process, learning can be carried out without being limited by space and time, meaningly, that learning continues even though it is not face to face in class (Pustikayasa, 2019). The use of *whatsapp* as a digital literacy media, students are still very lacking and increasing students' digital literacy skills in terms of language skills, namely listening, speaking, reading, and writing. The use of *WhatsApp* social media on student activity has an influence with the difference between before and after its use (Widhiyasari et al., 2019). Then, there is the influence of *Whatsapp* social media which has learning motivation and there is a high relationship with these two variables (Sahid, 2020).

According to Sriwahyuni et al., (2019) learning outcomes from the use of social media have a positive influence and impact on student learning development and student attitudes. This is evidenced by changes in attitudes towards friends, teachers, parents, and student attitudes both at school and at home. In general, students use cellphones as a tool to find information because of encouragement from friends and even teachers so that students are not left behind from the development of science and technology. According to Umam & Amaniyah (2021) the use of interactive video teaching materials during online learning can help foster self-regulated learning in students.

The definition of a learning process according to Chaplin in Muhibbinsyah (2015), is a change, especially regarding changes in behavior or psychological changes. In the psychology of learning, the learning process means part of special ways or steps that cause changes to achieve certain results. So, the learning process can be interpreted as a process of the stages of behavioral change both cognitive, affective, and psychomotor which occur in students. Changes experienced by students certainly hope for changes which are oriented towards the better. In this case, including the learning process through social media.

Seeing these condition, Putri in Muhlisian & Putri (2019), argues that an educator has a tough task that requires them to quickly adapt to current developments that are not far from technology. Parents must always get used to supervising their children in anticipation of this rapid technological development. Educators must be able to bring out and develop the potential of students so that they can adapt to this era.

Based on observations frmed by researchers at several elementary schools that many educators carry out the learning process using gadgets because besides, it is practical in bringing to school but to be used as a means of communication with those who are far away from where they are. The application operated in the learning process is *WhatsApp* because it is one application that is easy to follow by educators who may not be accustomed to using distance learning tools. Likewise with students and parents, it is very easy to follow in the distance or online learning process.

From the description above, we can understand that a lot of student learning outcomes during a pandemic are obtained through a learning process carried out using *WhatsApp*-based social media. With advances in existing technology, student, teacher, and parent are equally required to work together in good learning activities with the current situation. Good learning outcomes are obtained from a good process. From here, we are interested in knowing the role of using *WhatsApp* social media in the learning process and learning outcomes of elementary school students.

## **RESEARCH METHOD**

The research method used is a qualitative research method. Researchers used data collection techniques by means of observation, interview, and documentation. The researcher observed 15 students at MIN 4 Oku Timur during the distance learning process. Researchers also distributed questionnaire to students to obtain maximum data. The number of items submitted are 20 statement items with indicators that are applied as guidelines to determine the use of *Whatsapp* social media in the student learning process. To support the results of the questionnaire the author also conducted in-depth interviews with 4 teachers. The interview used by the researcher is a semistructure interview where in the implementation, it is more free and finds problems more openly where the parties invited to the interview are asked for their opinions and ideas (Sugiyono, 2019). As for strengthening the results of observational data, interviews, and questionnaire, the researcher also conducted documentation in the form of student learning outcomes and the required documents. The data obtained are tested for validity using data triangulation techniques. Next, the researcher conducts an analysis by reducing the data, presenting the relevant core data, and drawing conclusions.

## **RESULTS AND DISCUSSION**

### **Research Result**

With the Covid-19 outbreak, the government issues a policy by implementing online learning for elementary schools (studying at home). With the use of *WhatsApp* social media, the learning process in elementary schools is a solution taken by teachers because it is very easy to use and very fast to learn how to use.

Based on the results of the study, the use of social media in the student learning process by observing and distributing questionnaire obtains 20 statement indicators given to 15 student respondents who state that students prefer to study online (study at home). This means that the use of social media in the learning process makes students more comfortable. This is in line with a study which explained that the basic needs of students, such as a sense of pleasure and comfort, greatly determine the comfort of students in learning (Bujuri, 2018).

Therefore, the purpose of using social media in the student learning process in this study is quite successful. As according to Komalasari & Saprudin (2017), the goal in the technology-based learning process must be able to improve students' abilities in cognitive, affective, and psychomotor aspects and develop students' talents and interests in personal coaching efforts towards positive whole human development and can know, recognize, and distinguish between the relationship of one subject with other subjects. Thus, the use of gadgets and social media is not always negative, but there are positive things that can support the spirit of student learning.

According to Vygotsky in Suryadi (2010), learning can create various mental processes which are maintained only when a person interacts with adults or collaborates with other friends. The development of skills acquired only in the process of learning (without assistance) in problem solving is called actual development, and development caused by interaction with teachers or students of other higher skills is called potential development. The zone close to further development is defined as the distance between actual development and potential development. In addition, Vygotsky explained that the learning process takes place in two phases. That is, the first stage is carried out in mutual cooperation, the second stage is carried out individually, and the internalization process is carried out. In the process of interaction, both teachers and students need to acquire the following skills: Mutual respect, confirmation of the truth of the other party's statements, negotiation and adoption of each other's developing opinions.

The increasing use of media and digital technology has affected everyone, one of which is MI/SD primary school students. According to Carvalho et al., (2020) in his research, there is an

assumption and emphasis that as educators, it is necessary to use technology to train students' learning focus on critical thinking about media content. On the other hand, there is a blend that emphasizes students on understanding media and technology as a language for social interaction and communication, as the result, the development of field technology, the opportunity to solve problems, creativity and innovation. Therefore, technical education is provided in proportion to the development of thinking skills and expertise in technical skills in technological technical processes (Fitri, 2017).

Students must participate actively in the learning process. This principle is actively participate in the participation of children actively participate in learning activities, and you can get in-depth experience in research data and ultimately improve your child's understanding of your child. The Chinese proverb says, "I rely on, and I forget, I see and I remember. When I try, I understand that I am very important to understand what the active part is extracted. Active students as the most important, it can be mentally. In form of activity, student interaction, CIS and Teacher engage in student interaction, CIS and pumpkin, and use professor-specific techniques and tools such as books.

This is in accordance with the findings of research conducted by Nurkhin & Fachrurrozie (2018) in which the teaching process of students applying gadgets and social networks is carried out to carry out a learning process which can improve the quality of learning and learning outcomes. Forms of using social media for learning include assignment, discussion, quiz, learning resource, and playing YouTube video.

The future challenge for educators and education researchers is about how to effectively use digital technology currently being developed, such as *Whatsapp*, as a learning tool to improve student achievement. Because of the Industrial 4.0 era, the world of education cannot be separated from the impact of the development of digital technology, therefore, according to Najamuddin et al., (2019), further research is needed to develop learning activities that combine digital technology such as *Whatsapp* and Facebook to improve student achievement. This is a task given to future educational researchers.

This is also supported by the concept of The Building blocks of digital media literacy that students' knowledge and skills will develop when they are involved in media production and digital media analysis in the student learning process. Students are not only objects in learning but also as subjects who play an important role in the growth of their own learning. The metaphor of 'digital building blocks', can be used to describe the conceptual understanding and knowledge production that lead to the development of digital media (Dezuanni, 2015).

The role of social media in the world of education is unavoidable and has become a part of learning both among students as a communication medium or just as a chat with fellow friends and learning resources which can be obtained outside of teaching and learning activities in the classroom (Suryadi et al., 2018). As the results of research in the field, the use of *Whatsapp* social media also has an impact on the learning process and even on student learning outcomes. Based on interviews with 3 teachers, information was obtained that the effectiveness of learning to use social media is 1 respondent who had difficulty. Furthermore, in providing subject matter 3 respondents felt no difficulty in providing material to students and asked parents to guide their children in learning and in student assignments, 3 respondents do not find it difficult and of course the tasks given are not far from the material and increased students' awareness of the environment around and in learning outcomes 3 respondents obtain good results from their students although there are some students who still don't understand and don't work but everything is good.

According to respondent 1, Mrs. RAS, at the school, she is currently working at, she follows the Government's policy of doing online or studying at home. Otherwise, it will be dangerous for students. Until now, learning at home is still effective as long as parents help their children to learn. The provision of material is still carried out through *WhatsApp* social media every day and making

videos or recordings to clarify the material so that students are able to understand well. The assignment also varies, one of which is giving the task of making videos about "shopping" material. The task is also adjusted to the characteristics of students. Meanwhile, very few parents complain about learning activities at home. It's just that, parents complain about the impact of covid-19 on the economy. Social media is often applied for learning, namely *Whatsapp*, compared to using Google Classroom, many parents do not understand. Due to parental support and adequate gadget (mobile phone), student learning outcomes while studying at home look quite good. So far, students get satisfactory grades and are diligent in delivering the results of the assignments. To measure student learning outcomes is studying at home, namely through the tasks given during the student learning process. According to her, the difficult thing during the learning process at home is when assessing student learning outcomes. The teacher must assess one by one through student assignments that have been accepted via social media *whatsapp*. Suggestions for the future make it a lesson about covid-19 that we must always maintain personal and environmental hygiene. For parents at home, even though it is normal to return to school, make it a habit to accompany children to study or do homework at home.

According to respondent 2, namely Mrs. UH, at the school she is currently working at following government regulations to carry out learning activities at home (online). As for the learning process, it is less effective because students are not monitored and of course not according to schedule. In giving assignments, as a teacher, you must give assignments at the beginning after the learning ends which students can then send via the *Whatsapp* application or can also come home if their house is not far. Due to the covid-19 outbreak, the materials taught are also about covid-19 and don't forget the thematic lessons in student books. Applications that are often used for online activities are more using the *Whatsapp* application and several learning video links from YouTube. Learning is not optimal because there are some parents who tend to care less about their children so it is difficult for teachers to assess students. Assessments which are often used using knowledge assessment and personality assessments because many are at home, personality assessments are more emphasized, such as whether the child continues to perform the Duha prayer and is obligatory, especially the midday prayer, such as habituation at school when at home. The difficulty experienced is that it was difficult to explain the learning material because there are parents who do not understand the material being discussed. The point is that the child must listen to the teacher directly. Hopefully in the future, this epidemic will end soon so that students can go to school normally as usual.

According to respondent 3, namely Ms. LN, the school she is currently working at following the government's recommendation to study at home but for the student learning program which is on TVRI TV station it is only as a supporting material. Effective or not learning at home depends on the coordination of parents at home, teachers, and parents must be able to cooperate and parents are involved in everything but there are some parents who complain that learning from home is not effective. Balancing between tasks, parental conditions, and references to achieve standards in school is indeed a bit of a hassle so it is less effective. Submission of learning uses video if it is enduringly can be uploaded on the school's Youtube and then share the link to the *WhatsApp* group and it can also be with a voice recording. If many parents do not understand the explanation through the video, the teacher makes it clear by using writings. The assignment given to students are not too burdensome for children and of course look at the abilities of parents. The task is as easy as using a printed book, the child works according to the lesson schedule as usual. The task is the daily habituation of students. As for example, it is indirect habituation regarding protecting oneself from covid-19 How to protect yourself from covid-19 by always washing your hands with soap until clean. Furthermore, the habit is photographed by the parents of the students and then sent to the *whatsapp* group as a sign that the student is present. Habituation activities which are usually carried out at school must continue even at home such as performing ablution, reciting the Koran, dhuha prayer and midday prayer. For self-study, we mostly use the *WhatsApp* application but there are

also teachers who use the Facebook application. For the results of our own learning, we have emphasized which we should not burden students and parents at home because of the different capacities of parents, the most important thing is that every day students take attendance in the *WhatsApp* group and then do the assigned tasks as well as possible.

From the results of the researchers' observations on the role of using social media in student learning outcomes by conducting in-depth interviews with 10 items of questions to 3 respondents, namely elementary school teachers SD/MI, it obtained data that many of the students played an active and alert role in completing the assigned tasks by the teacher. This can be interpreted that interviews regarding the role of using social media in student learning outcomes showed positive results even though many of the parents complained about the ineffectiveness of studying at home. In Fadhilah's research, the collaboration of parents and teachers has an influence on student learning outcomes, namely through: parenting, morning activities, home visits, and self-development projects consisting of 15 extracurricular activities. Through this process students experience the formation of morals, especially in spirituality, responsibility, discipline, sportsmanship, creativity, love for the homeland, gratitude and sincerity in doing (Fadhilah & Nurahman, 2021).

In order to reform the traditional education system which is considered out of date and not in line with the dynamics of the times which are developing more rapidly and intensively due to the development of science and technology, it is very important to change the teaching model. Information and communication technology in education serves as a link to enable the transfer of knowledge without completely hindering the original model of face-to-face learning in the classroom. Utilizing information and communication technology for the implementation of the learning process can ultimately improve student learning outcomes and the individual quality of student in terms of using technology more precisely and usefully (Setiadi, 2019).

## **Discussion**

The facts above prove that the impact of social networking is not only negative. Social media can actually have a very positive impact on students in the learning process. It depends on how parents and teachers or caregivers guide their children in using them for learning activities. Therefore, the role of the entire community, especially adults, is needed to guide children of primary school age.

The development of digital technology is currently at a very high level. This is due to advances in technology that connect humans and devices. Literally, the world is lumped together into a huge network. Unlimited learning resources are available on your laptop or portable device. This rapid development of communication is also known as the communication revolution. If this situation is not addressed properly in the world of education, it will be marginalized in the digital era. Therefore, the introduction of digital systems in education is very necessary.

Facts on the ground, it is not easy for every teacher to enter the digital world. As according to Anggaraeni (2018), the level of technical and media literacy among teachers is only 20% from 14%. This means that only one-fifth of teachers have technical knowledge including the ability to access, filter, process, and use information technology appropriately. This fact raises general concern because Indonesia is not consistently in the past, namely the Industrial Revolution era 1.0–3.0 (Sulistya, 2019). Likewise, teachers in SD/MI require a fairly long process of mastering technology, especially in the learning process.

Teachers can take advantage of the power of social media as a feature of social networks, namely firstly in terms of accessibility. Social networks are more accessible to the public at a reasonable price. Secondly, in terms of usability, social networks are relatively easy to use because they do not require special skills and training. Thirdly, in the aspect of relevance (closeness), social networks can cause audience reactions to be faster. Fourthly, in terms of persistence, social media can directly replace comments or simplify the editing process (Nurhayati, 2016). fifthly, the

characteristics of social media are used by teachers so that it really helps the distance learning process.

By using and utilizing the characteristics of technological media, it can facilitate the distance learning process during the covid-19 pandemic. Therefore, teachers should be encouraged to use social media by utilizing the internet network in the form of accessibility, connectivity, flexibility and various learning interactions (Sadikin & Hamidah, 2020). As the technological media used by teachers in SD/MI in this case is *whatsapp*, it is operated as an alternative in the learning process during the covid-19 pandemic (Pertiwi et al., 2022). The feature used in the learning process is *WhatsApp* Group (WAG). This feature is a feature which is very easy to use by educators and students carrying out learning such as discussion, sending assignment, or learning materials every day according to the schedule (Pratama, 2019).

However, there is a weakness in using social media which applies the internet, in this case *WhatsApp*, when you don't have a good connection. Teachers and students must also always have sufficient quota in accessing *WhatsApp*. In addition, if students are not serious in participating in learning, it will hamper the time or not on time and it will be difficult to control the learning activities (Maulana, 2021). In distance learning, student learning outcomes can be better because at home parents also accompany until the completion of learning activities. Therefore, the distance learning process really requires good cooperation with parents.

## CONCLUSION

Based on the results of the research which has been carried out, the process of student learning activities using social media, especially the *WhatsApp* application, runs well. Students are able to carry out learning activities at home in accordance with government recommendations. The process of student learning activities using *WhatsApp* social media at home can be concluded to be quite successful because students gain comfort and pleasure in participating in distance learning. This also has an impact on student learning outcomes which are quite good. However, there are some teachers and students who complain about the lack of parental roles in guiding their children when studying at home. In other words, learning at home is less effective for certain parents and teachers because teachers must be able to establish good cooperation with parents so that students are not lazy in doing learning activities.

The uneven use of gadget, especially *WhatsApp* social media, makes it an obstacle for teachers to teach and assess students who study from home. Learning outcomes which are usually successfully carried out at school, at home sometimes, become unattainable and it takes more time to reach the target. Therefore, learning through gadget media or social media must be further improved so that social media-based learning can catch place as well as possible.

This research can be an illustration of how important the benefits of social media are in the distance learning process. However, the limitation of the researcher only looks at the role of using *Whatsapp* social media in the learning process. Therefore, the researcher considers it important to do further research on the use of other social media in the learning process in elementary school.

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