

WHATSAPP-BASED ONLINE LEARNING ON SOCIAL SCIENCE SUBJECTS FOR FIFTH-GRADE STUDENTS IN MIN 9 HULU SUNGAI SELATAN

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ABSTRACT

The current situation due to the covid-19 pandemic has forced all parties with various considerations to issue a policy. One of them is closing schools by replacing face-to-face with online learning. The purpose of the study was to determine whatsapp-based online learning in Social Studies subjects Class V at MIN 9 Hulu Sungai Selatan as well as the supporting and inhibiting factors of learning. Data collection techniques using in-depth interviews and documentation. Furthermore, it was analyzed descriptively qualitatively. The results of this study indicate that whatsapp-based online learning in social studies subject class V at MIN 9 Hulu Sungai Selatan has been running smoothly, it can be seen through the planning, implementation and evaluation stages of learning. Planning with the teacher to make an appropriate lesson plan. The implementation of learning begins with preliminary, core and closing activities. Learning evaluation is carried out through post-test either with assignments or tests. Supporting factors are efficient quotas, mastery of teacher technology and coordination of teachers and parents. The inhibiting factors for the unstable internet network, limited mastery of technology owned by parents, the difficulty of controlling in following lessons make teachers less aware of which students already understand and do not understand.

Key Words: whatsapp; online learning; social science

INTRODUCTION

The world today is still shocked by the outbreak of the coronavirus or covid-19 which spreads very quickly and is very dangerous. Viruses that have not found a cure or vaccine have caused significant changes in various fields of life. Several countries in the world, including Indonesia, have been declared to be in a state of national emergency, due to the spread of COVID-19 which is increasingly spreading to various regions and the increasing number of deaths of patients infected with COVID-19.

This has resulted in changes due to policy reforms by the government to reduce the spread of this virus, which is essentially a human process in developing themselves so that they are able to face changes and problems within themselves. The existence of the coronavirus or covid-19 in the world of teaching certainly affects the new policy, namely the existence of a protocol that requires that learning be done at home and not as usual which requires learning in class or at school.

According to Dian Ratu Ayu, et al (2020; 41) this was done because the government's recommendations for social and physical distancing as well as recommendations for working, studying, and praying at home must be followed. Coupled with the implementation of PSBB (Large-Scale Social Restrictions) in several areas that have become the red zones of COVID-19, which has made people completely restricted from carrying out activities outside the home

with strict protocols assisted by government officials who immediately took to the streets to ensure the implementation of this PSBB is running as it should. Therefore, the usual lesson face changed to online learning or online. Learning in this network applies to all levels of teaching in Indonesia, from elementary schools to colleges or universities both under the auspices of the Ministry of Education and Culture of the Republic of Indonesia and those under the auspices of the Ministry of Religion of the Republic of Indonesia.

According to Aan Hasanah, et al in Dabbagh, N. (2007) explained that there are several characteristics of students in online learning activities, including 1) High and independent learning spirit in online learning. 2) Mastery and understanding of technology, especially laptops and smartphones which are often used in online learning. 3) Interpersonal and communication skills are needed in interacting with fellow students in online learning. 4) Collaborate in learning that is carried out online, therefore students and teachers are able to interact in a discussion forum. 5) Independent learning skills that become characters in online learning require students to be able to search, find, and conclude for themselves the material that has been studied. These five characteristics of online learning activities determine success in the learning process carried out.

According to Deni Sutisna, et al (2020: 87) Technology has an important role in the world of education, so that the learning process is more modern. Technological developments always produce the latest innovations in the form of hardware and software sophisticated that are easily accessible. Various applications with various supporting features have been launched. Some existing applications are capable of being media online learning, from which was deliberately created as a learning portal online form of application or website to applications that are not specifically made for learning online as messaging apps such as WhatsApp that is also used by several teachers as forum discussion in online learning. The use of various *existing platforms* as a place for online learning to take place has also been widely used by teachers and fifth-grade students at MIN 9 Hulu Sungai Selatan, where it is known that Hulu Sungai Selatan is one of the yellow zone areas affected by COVID-19 so the local government has also imposed PSBB in this region. Learning activities that are still active in class V at MIN 9 Hulu Sungai Selatan must also be carried out online. The online learning process is left to the teacher both regarding the system and media or applications that will be used in this online learning process. Teachers who prefer to use messaging applications such as WhatsApp are easier to use and it can be ascertained that most or even all students have downloaded or had the application on their smartphones.

According to Huriyah (2019: 77) Social Sciences (IPS) is a lesson that combines basic concepts from social science, compiled using educational and psychological approaches so that it is meant for students in their lives. Social studies subjects at the elementary school level aim to enable students to understand and develop basic social knowledge and skills to be useful for students in the environment and students' daily lives. This pandemic has changed the learning system, just like what happened to students in Social Sciences (IPS) subjects who use the application WhatsApp in conducting online learning since face-to-face learning has been replaced by learning online during the outbreak of the covid-19 virus.

According to Ahmad Maulani, et al (2021: 36) Learning is done at home in the implementation of online learning carried out through media such as WhatsApp, google meet, google form, zoom and so on that can be accessed. WhatsApp is a cross-messaging application platform that allows us to exchange messages without SMS fees because WhatsApp messenger uses the same internet data plan for e-mail, web browsing, etc. (Wikipedia). According to Deni Sutisna et al (2020: 94) its advantages also have wide coverage in various fields of information. The features of the application WhatsApp are messaging services, group chat with a capacity of up to 256 contacts in it, allowing connecting on the web and desktop, voice and video calls, allowing for sharing photos and

videos, allowing sharing documents or files, and making voice messages (voice notes), and others.

Research on WhatsApp-based online learning has been carried out by several researchers, but what distinguishes it from other research is where this research emphasizes at the elementary school level with social studies subjects that children still need assistance from people. This research was conducted at MIN 9 Hulu Sungai Selatan with social studies subjects in the learning system with the various features available on the application which WhatsApp are considered adequate to be used as media or a place for online learning to take place. According to Agus Hariyanto (2019: 81) learning by using the WhatsApp application must pay attention to several important things, as follows:

1. All students have an application that has been installed on their smartphones.
2. A special group of subjects was formed which was taught by the teacher in each class.
3. The group consists of all students in the class and subject teachers.
4. It is recommended that students use their real names and profile photos so that they are easily recognizable.

Using WhatsApp by paying attention to the things above as a medium or place for online learning can be put to good use. The use of this application makes the author very interested in knowing WhatsApp-based online learning in Social Sciences Class V subjects at MIN 9 Hulu Sungai Selatan as well as the supporting and inhibiting factors of this learning.

RESEARCH METHOD

The type of research used in this study is a qualitative descriptive approach. The qualitative descriptive approach is an approach to describe actual events or facts in the form of descriptions or sentences. This study seeks to observe, examine and examine the factual situation and conditions that occur at the research location knowing-based online learning *WhatsApp* in social studies subjects for class V at MIN 9 Hulu Sungai. The subjects of this research are teachers who teach social studies subjects and fifth-grade students at MIN 9 Hulu Sungai Selatan who use the application WhatsApp in the learning process in Social Science (IPS) subjects. Data collection techniques used (1) in-depth interviews with data and information collected by asking directly to informants by telephone to find out what happened (2) Documentation with techniques for obtaining data and information from documents and archives, for example; data on the number of teachers, students, and includes data on the general description of the existence associated with the school. Data analysis carried out in this study was guided by data analysis techniques. According to Miles and Huberman in Sugiyono (2017: 247), that analysis activity consists of three flows of activities that occur simultaneously, namely data reduction, data presentation, and conclusion drawing/verification.

RESULTS AND DISCUSSION

a. Online Learning Planning for Social Science Subjects

Teachers prepare tools in the form of syllabus, lesson plans, strategies to be used, and teaching materials before carrying out online learning. The preparation of lesson plans related to the syllabus is made simply, consisting of learning objectives, learning activities, and assessments. Online learning emphasizes the process of delivering material in learning using expository strategies. This strategy is the process of delivering material verbally or verbally by conducting discussions and lectures to students with the hope that students are able to think critically in mastering the material being studied. According to I Made Alit Mariana (2016: 2) Lesson Plan is a planning process with its derivatives so that the implementation of learning can run smoothly and well and inspire.

The process of developing (not just compiling) lesson plans is an effort to implement various theories, both teaching materials, and teachers and learning theories that are poured into the form of a Learning Implementation Plan (RPP). According to Mulyasa (2017: 101) learning planning includes at least three activities, namely identification of needs, formulation of basic competencies, and preparation of learning programs. Planning is related to the implementation of teacher learning by knowing the needs that must be met. Overall planning in online learning for Social Sciences (IPS) subjects is good with the syllabus, lesson plans, in the accuracy of the selection of strategies used by teachers in online learning and teaching materials that are appropriate to make learning difficult.

b. Implementation of online learning in Social Science Subjects

Based on the results of research at MIN 9 Hulu Sungai Selatan, it was found that learning in Social Science subjects in class V at MIN 9 Hulu Sungai Selatan was carried out with three activities, namely preliminary activities, core activities, and closing activities. It is carried out according to the learning schedule, which is at 07.30-finish. The use of WhatsApp with the group chat feature in online learning of Social Sciences in class V is quite good and adequate, although not all features are used. However, students welcomed the use of WhatsApp during online learning. According to students, this application is easy to use and is familiar in everyday life to send messages or call each other with family or close friends.

This application is very possible to use with notifications on every incoming message, of course, making it easier for users to find out incoming messages or information. When approaching learning hours, students *stay* in front of their smartphones or do other activities waiting for the notification of incoming messages via WhatsApp, then check whether the incoming message is notified from the *group chat* by the teacher or not. The Social Science subject teacher gave greetings at the beginning of the lesson sent through group chat and gave 15 minutes for students to take turns for students to type their names as a sign of attendance. After about 15 minutes the teacher asked questions at the beginning of the lesson to start interaction with students and then continued with the discussion.

Online learning through question and answer or discussion according to the material that should be implemented. This question and answer begin when the discussion is deemed sufficient by providing answers to reciprocal questions between the teacher and students, the teacher also gives assignments according to the material being taught and provides explanations regarding the questions given to students. If no more questions are asked and the learning time is almost over, the teacher closes the online learning. According to Jaka Wijaya Kusuma and Hamidah (2020: 101) the applications WhatsApp with group features are usually used as a forum for discussion in solving a problem and helpful in distance learning communication. In line with Aida Dwi Rahmawati and Abdul Khamid (2020: 112) the application WhatsApp makes it easier to ask questions when assignments or subject matter cannot be understood. This application is also used by teachers because it is well known among teachers and on average all numbers are connected to the application WhatsApp.

c. Evaluation of Online Learning for Social Science Subjects

At this stage the teacher evaluates class V learning at MIN 9 Hulu Sungai Selatan, sometimes carrying out a pretest, but it is often carried out in a post-test in the implementation of learning at the end of learning in the form of assignments or tests. Usually analyzed to determine the students' completeness in learning. According to Novita Puspa Dewi (2020: 265) Learning evaluation is adjusted to the learning objectives. The domains that the teacher uses in the evaluation consist of cognitive, affective, and psychomotor. In the cognitive domain, the teacher evaluates by giving questions. In the affective domain, the teacher conducts an assessment by looking at the activity and discipline of the assigned task. As for

the psychomotor domain, the teacher assesses through practice and memorization in the form of videos and recordings. According to Mulyasa (2017: 109) the evaluation of learning outcomes is carried out to find out changes in behavior in the formation of student competencies which is carried out by assessment, basic ability tests, the final assessment of teacher units and certification, benchmarking, and program assessment.

The output produced in determining the success of the teacher is seen from the evaluation results. Therefore, when the material has been taught, the teacher evaluates the abilities possessed. The value of something important in learning, usually the value is taken from assignments or tests in answering questions. The assessment is carried out to determine the extent of student progress and learning outcomes. Through the assessment, it can also be known in addition to the level of teacher achievement, both at the school, region, and region. Evaluation has a very important role in influencing decision-making on learning outcomes. With the evaluation of a teacher can find out which components are less functioning or functioning in influencing learning outcomes in the form of positive student behavior.

d. Supporting Factors for Online Learning for Social Science Subjects Online

Learning by utilizing WhatsApp is also preferred over other applications, one of which is due to the use of less internet quota when compared to using other applications for online learning. These factors influence the smoothness of learning. Regarding understanding the material, students must read well the material in the student book accompanied by parents with an explanation guide from the teacher who is distributed so that students can ask questions related to the material discussed. According to Husna Nur Huuda (2020: 2) The existence of the teacher plays an important role in making students understand and understand the subjects presented.

For those who prefer to use their hearing in learning, they can simply open the audio file containing the delivery of the material explained by the teacher to increase their understanding of the material being taught other than what is in the student book. The messages in the form of teacher explanations that are considered important can be given an asterisk so that they become starred messages that will make it easier to find the message when needed. For example, when there is an assignment or you want to repeat a lesson or certain material that has been drowned by new messages and the message has previously been given an asterisk, it can be found in a special place for starred messages so there is no need to scroll through long chats in group chats. The supporting factor is no less important, the role of parents towards students who carry out online learning by conducting guidance and supervision. Coordination of teachers and parents is also needed in providing information about student progress in online learning. So far, online learning on Social Science subjects by utilizing the application WhatsApp is fairly good and running smoothly. Good communication between teachers, parents, and students makes learning more meaningful and makes students not feel it is too hard to carry out online learning during the covid-19 pandemic.

This is in line with the opinion of Novita Puspita Ayu (2020: 254). The advantages of WhatsApp group-based online learning are: First, the involvement of parents is higher in accompanying student learning. Second, there is no time or place limit. Students are free anytime and anywhere to do their assignments with notes that must be collected on that day. Third, the relationship between parents and children is closer. Parents and children have more time to study together.

e. Inhibiting Factors for Online Learning for Social Science Subjects

The use of the application WhatsApp as a place for online learning to take place, namely the existence of network constraints for those who live with inadequate internet

network coverage greatly affects the online learning process. Constraints in the form of difficulty finding an internet network are a common obstacle in online learning using any application, as well as what happens with the WhatsApp application. In the application WhatsApp, a bad network will result in new information or messages not coming or being slow to enter (slow), and very slow and sometimes even not being able to download files shared by teachers. To deal with this, many students are willing to choose to go to certain places that can reach the internet in their area to take lectures online so that they can still follow the lesson well. In some areas, the spread of internet affordability has encountered several obstacles so that it becomes slow. According to Bao, et al (2020: 114), the use of many platforms in groups causes overload.

Online learning in Social Sciences subjects, which are partially explained and presented in writing, requires students to be patient in reading while listening to the material and discussing matters related to the material being discussed. Like it or not, they have to stay monitored and participate in discussions in a group chat in front of their smartphone screen or in front of their laptops accompanied by their parents so that they can understand the material well and try to be actively involved in ongoing discussions. According to Agus Hariyanto, et al (2020: 6) Parents are more extravagant in taking time for their children to accompany online learning and forcing them to use technology, so inevitably they must be ready to learn to use technology. Parents prepare distance learning in improving the quality of their children.

In addition, students must ensure that their WhatsApp is always active during online learning and continue to follow discussions to avoid missing out on information, especially information in the form of messages containing assignments that must be collected in only a short time. In addition, the difficulty of controlling students who are serious or not serious in taking lessons makes the teacher less aware of which students really understand or who still do not understand the material that has been given. Herliandy, et al (2020) The most important thing is that maximum learning in this pandemic creates learning skills to achieve maximum results. According to Briliannur Dwi C, et al (2020:36) the spirit of learning triggers the effectiveness of learning online, considering the culture of face-to-face learning activities is still attached. So that the feeling of boredom or boredom comes to students. It can be identified the student's response to the teacher when learning takes place. In line with the opinion of Novita Puspa Dewi and Isue Laila Sari (2020: 257) WhatsApp group applications used in learning can create learning environments and activities to achieve goals. These two things are very important in designing a lesson because the learning objectives often cannot be delivered optimally.

CONCLUSION

Based on the results of the research and discussion above, several conclusions can be drawn, namely online learning has been running quite smoothly and well, it can be seen from the learning stages by choosing the Whatsapp application as a place for online learning to take place. Before starting learning activities, there is a syllabus, lesson plans, in the accuracy of the selection of strategies used by teachers in online learning and appropriate teaching materials to make learning more focused. Through preliminary activities, core activities, and closing activities that make learning implementation. Learning evaluation is often carried out in post-test on the implementation of learning at the end of learning in the form of assignments or tests.

Factors supporting the use of Whatsapp are preferred over other applications in addition to saving quota, the use of this application is supported by the group chat feature, file sharing feature, and audio feature as a place for learning Social Science subjects for class V at MIN 9 Hulu Sungai Selatan. The inhibiting factors are unstable or slow internet networks,

lack of knowledge of technology owned by students' parents and teacher difficulties in knowing students who understand or who do not understand the material provided.

Based on the conclusions above, here are some suggestions from the authors:

1. Principals, teachers, and staff are expected to pay attention and provide complete facilities related to facilities in supporting the learning process.
2. Parents are expected to have a high sense of care for their children by guiding educational development so that the goals of learning can be realized.
3. Students are expected to always foster a passion for learning so that what they aspire to is achieved.

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