

The Use of WhatsApp Application as A Learning Method at SMP IT Nurul Ilmi Jambi

Ahmad Saefulloh

Universitas Palangka Raya, Indonesia

E-mail: ahmadsaefulloh791@gmail.com

Abstract:

This article tries to see how far the effectiveness of WhatsApp as a social media application is used as a means of teachers in educating and improving the quality of learning. WhatsApp (WA) is a new breakthrough for educators to communicate to students and parents of students in providing information services related to school learning programs that are connected in a chat group. This article aims to see how teachers use WhatsApp as a learning communication tool. This research was conducted at SMP IT Nurul Ilmi Jambi having its address at Jl. Julius Usman RT.18 Pematang Sulur Village, Telanaipura Jambi City. This research is a qualitative descriptive study. Data collection by observation method, direct interview and documentation. Techniques used in data analysis are data display, data reduction and conclusion. The data validity technique uses source triangulation. The results showed that in order to support the learning activities of students at SMP Nurul Ilmi Jambi, the teacher made the WhatsApp application an educational application involving teachers, students and parents. The use of WA in learning activities serves as an educational tool, means of evaluation, means of connecting information, as well as a means of consulting services and establishing friendship. Teachers establish

communication groups through WhatsApp between teachers and students, and teachers with parents. Obstacles in the field found that not all students and parents of students actively participate in the discussion.

Keywords: *learning methods, teaching media, WhatsApp*

A. Introduction

The use of online media as a means of education today has begun to be an alternative in educating. In delivering educational materials, an educator can have an account on social media such as; Facebook, Twitter, LINE, WhatsApp, Path or other online media such as; Youtube, Instagram, Weblog, LinkedIn and so on. Aside from being a means of education, the application of social media is also carried out as a means of da'wah, business facilities, means of distributing news, means of gathering time, and other forms of communication. Fadly said in Al-Tsiqoh journal that online media is very effective for preaching, his research states that the correlation test results show that the old correlation coefficient of smartphone use with activities seeking information about Islamic da'wah is 0.8035, and even 46% very often seek literature on religious knowledge through online media.

This shows that the material of Islamic da'wah delivered through online media is very effective, especially for smartphone users or smartphones. Fadly Usman, 'The Effectiveness of Using Online Media as a Da'wah Facility', Economic Journal and Islamic Da'wah (Al-Tsiqoh), 2016 In health promotion too, that the effectiveness of social media in reaching the community of users of Watshapp is faster and more efficient to introduce its products. In this case, Nopriyan said that this facility was very helpful in health promotion using images and text through the WhatsApp application.¹ One of the researchers the impact of the use of social media on the dissemination of product halal notices, Mohd Anuar Ramli said that a positive influence can increase the profit of a country's halal industry, whereas negative motives can hinder the development of the halal industry. The impact actually has implications for users, industrial entrepreneurs and

¹ Nopriyan Ekadinata dan Doni Widyandana, "Health Promotion Using Images and Text in WhatsApp Applications to Posbindu Cadres," *Public Medical News*, 2017.

halal authorities. In his research, the dissemination of halal and haram information was very effective through social media facilities such as Facebook, Line, Instagram, and WhatsApp.²

Likewise with education, teachers and lecturers are also not spared in the use of this media as a means of delivering educational materials because this is seen as more comprehensive delivery and saves energy, no need to pay big costs especially having to go somewhere. One Arabic language teacher uses the WhatsApp application to provide a learning module that is done in a tutorial. According to him this method facilitates learning by means of discussion and question and answer, so that he can do other activities, in addition to learning tutorials are also still carried out.³

The research aims to see the extent to which the effectiveness of learning carried out by teachers at SMP IT Nurul Ilmi Jambi with social media tools such as WhatsApp. This education unit provides internet facilities to support teacher performance in making learning devices. The curriculum used refers to the Integrated Islamic curriculum based in Jakarta. This research limits the focus of research on how teachers use the WhatsApp application as a learning method, as well as the effectiveness of achieving student achievement through interactive communication between classroom teachers and parents.

B. Theoretical Review

Currently there are many forms of social applications that can be installed on smartphones / smart phones. How to install also does not require a long time, users can install applications such as Facebook, WhatsApp, Line, Instagram, Twitter, Path, Massanger, and other chat applications through the Play Store available on the smartphone. Users only need an internet quota to download it. This convenience is almost installed on all Android-based mobile phones. One of them is WhatsApp, why is this social application used? Of course the answer is repeated again to the users.

² Mohd Anuar Ramli, Mohammad Aizat Jamaluddin, Abdul Qayyum Aminuddin & Mohammad Najib Hamdan, "Spread of False Notices Regarding Halal Products and Their Implications for Halal Industry," dalam *Conference Paper*, 2015, <https://doi.org/10.13140/RG.2.1.3308.3361>.

³ Nor Faezah Mohd Hamidin, "Use of the 'WhatsApp' Application in Learning & Teaching (P & P) IN KUIS," *e-proceeding of the Global Conference on Technology in Language Learning 2015.*, 2015.

However, the results of research on social applications that are often used as a means of an activity are WhatsApp applications.⁴ WhatsApp or more commonly called WA has become a "communication portal" for social networks that changes the way people communicate someone faster and stays connected. Several studies have shown that the use of WA becomes broader in learning and becomes an effective tool. WA is not only easy to use, but also helps encourage independent learning in the social environment for students and places controls for student learning.⁵

WhatsApp is an instant messaging application for smartphones, if seen from its function WhatsApp is almost the same as the SMS application that we usually use on old phones. But WhatsApp doesn't use credit, but internet data. This application has no limit on the length of short characters during an adequate internet quota.⁶

WhatsApp was created in early 2009 by Ian Koum, a Ukrainian immigrant who lives in Mountain View, California. Ian Koum has the desire to give smartfren users how to share instant statuses like "I am busy" or "At the gym" with their community. This is why this application is called WhatsApp. The name of this application was chosen because it sounds like "what up" which means "what about what". At first it was only used to communicate with a list of contacts stored directly on a smartphone that has been affiliated in a geographic application.⁷

WhatsApp was first launched on the iPhone and is only used by iPhone users. Then Apple introduced a "push" notification on iOS in June 2009. Seeing this, Koum made use of the new feature to be paired in the WhatsApp application so that everyone registered was contacted by his cellphone when sending status, he would get a sign. So that slowly people are starting to use

⁴ Mohamed Nazul Ismail dkk., "WhatsApp: Maya Communities in Easy Transfer Communication Technology," *Sains Humanika*, 2014.

⁵ Adhi Susilo, "Using Facebook And Whatsapp To Leverage Learner Participation And Transform Of The Open University Of Indonesia Use of ICT in Course Delivery," *Journal of Open and Distance Education*, 2014.

⁶ Nor Faezah Mohd Hamidin, "Use of the 'WhatsApp' Application in Learning & Teaching (P & P) IN KUIS," *e-proceeding of the Global Conference on Technology in Language Learning 2015.*, 2015.

⁷ Noor Aezuan Hashim dkk., "WhatsApp Messenger Application among Business Students In Malaysia – An Exploration," *Student Personnel Journal*, 2015.

this application as a Massagging Service and status update.⁸ WhatsApp is not the first as a messaging service platform and uses a user's telephone number to log in, unlike the application on Skype or Gtalk where the user registers using an account. Likewise, BlackBerry Messenger (BBM) also does the same thing but is limited to BlackBerry devices.

Since the beginning of 2009 WhatsApp has started to be used thoroughly so that it becomes a giant social application by expanding into Android, BlackBerry applications and other platforms, it also continues to add new features to outperform.⁹

C. Methods

This research is a qualitative descriptive study. Data collection using observation, direct interview and documentation methods. Interviews were conducted based on purposive sampling by involving 4 grade VIII teachers with each class teacher having 30 students. The techniques used in data analysis are data display, data reduction and conclusion drawing. The data validity technique uses source triangulation. The approach in this study uses a comparative approach, namely comparing the effectiveness of the use of the WA application as an educational tool with educational methods that do not use the WA application. Based on the results of these comparisons, the researchers conducted an analysis of this educational method so that they got the right data reduction.

D. Result and Discussion

This research was conducted at Nurul Ilmi Middle School located on Jl. Julius Usman RT. 18 Kelurahan Pematang Sulur, Telanaipura, Jambi City. This school is under the auspices of the Integrated Islamic School Foundation (SIT) Nurul Ilmi which has been established for 9 years with a total of more than 2000 students. In this school students are prohibited from carrying mobile phones, students who will contact their parents are given a communication device by their class teacher or by borrowing another teacher's cellphone.

⁸ Ayu Wulandari, "Use Of Jargon By Community Chatting Whatsapp Group," *Transformatics*, 2016.

⁹ Pujo Pranowo Jati, "Analysis of the Effect of Whatsapp Applications on the Performance of Employees at PT. First Position Group. " *Influence, Analysis of Whatsapp, Application Performance, Against, Employees.*, 2016.

SIT Nurul Ilmi is one of the selected Islamic schools from many schools, ranging from kindergarten to senior high school, but for this study the focus of the study was 4 junior high school class teachers, plus 60 students (2 classes). The reason the researchers made SMP IT Nurul Ilmi as the object of research was the large number of technologically literate teaching staff because they were young. With the internet facilities provided to support the teachers to make the development of social media as a means of delivering educative material. One of them is making the WhatsApp application an educational application that involves between teachers, students and parents.

1. The Use of WA in Educational Activities

a. As a means of education

WhatsApp is a chat application that can accommodate as many as 257 contact people in a group. Members in the WA group are smartphone owners who also install this application through the Play Store. After the application is installed, the owner's mobile number will appear automatically in the form of an WA account and will be directly connected via the internet network. After connecting to each other, the addition of chat group members can be added so that group members only make one status / writing in the group and other members can read it. This saves time and energy efficiency in delivering information. WA as a means of education in relation to learning activities is a tool for controlling one's speech, attitudes and character. In this case, if the group contains school students, WA is a window to observe student activities while controlling them.

Junior High School Teacher Nurul Ilmi makes WA a means of controlling student attitudes. Students' attitudes can be formed through multi-dimensional communication.¹⁰ Students will maintain their speech patterns in communicating among fellow members. This will bring out a good character, a positive habit to become a character. For example, when a dirty message is released, the teacher can immediately reprimand and correct. One of the class VIII F, Ustadzah Mela said that he as the homeroom teacher continued to observe the flow of discussion among the students in the group. When there is a distorted conversation, he is immediately involved in the conversation, and if it is personal, the advice will be conveyed through japri / contacting

¹⁰ Key Word "The Concept of Persuasive Da'wah Communication in the Qur'anic Perspective," *AT-TABSYIR: Journal of Islamic Broadcasting Communication*, 2015.

directly personally through chat. So that the student does not feel humiliated in the group community.

A side from being a speech control, he also said that WA as a means of education aimed at forming a socialist soul. As an example, when a friend is not in class due to an accident, the teacher can provide concrete samples due to the accident and the cause of the accident. When a student does not make his homework assignments at home, the teacher can remind him at night. When a student is alerted by the homeroom teacher at the school, a teacher can find a way out through discussion in the group. Likewise in matters of worship, a teacher can remind prayers, recite and memorize when the time comes. In addition, the teacher can make a list of honesty by creating a list of students who have prayed or finished memorizing. Many more examples of other activities that can be controlled by teachers through WA.

Based on the example of the use of WA which is educational in nature, there are at least 3 important elements that must be maintained by a teacher. First, the teacher acts as traffic, which is to regulate the order of discussion and immediately warn in a good way if a member starts breaking. Second, the teacher as a friend is that the teacher does not act like a boss whose employees want to be feared. The point is that teachers embrace students to discuss, offer good choices and get involved in student conversations so that the atmosphere of the discussion seems warmer and responsive. Third, the teacher as a clarification of the intention is that the teacher must provide the correct clarification of the ongoing conversations. If not, students will have a wrong understanding in looking at a direction of conversation. It should also be noted that, the character of students is very diverse when chatting. There are students who look flat in commenting, some are full of emotion, some are wise, and some are joking. In this case, a clarification is needed to explain the character of the member so that there is no misunderstanding.

b. As a means of evaluation

WA also functions as a means of evaluating, both evaluating activities, evaluating test scores, and evaluating student attitudes during the learning process in school. As an evaluation of activities for example in ceremonial activities. A teacher can provide constructive input when students become executors. For example, by saying that his appearance is good, but needs to be improved or needs to be maximized during flag raising, or when reading the constitution the tone of his voice needs to be improved and other forms of

praise. Just as expressed by Mrs. Lina guardian class VIII A, when giving criticism in the local group related to the implementation of the ceremony. Mrs. Lina made WA group as a means to convey polite input in criticizing the results of student activities. Then as a means of evaluating repetition and daily values, the teacher can provide motivation to students whose grades are low to convey their difficulties in answering questions, so that the solution to the students' problems can be solved.

Conversely for students who get high scores the teacher can give comments so that the value is maintained and even increased again. Mr. Hermawan as homeroom VIII C said that sometimes he expressed criticism of students who received low test scores through japri to related students, this was intended so that students did not feel discouraged and humiliated. As well as evaluating attitudes, a teacher can write a message in a group so students can follow school rules, the teacher has the right to remind students who are disrespectful and reprimand the student in a good way. One example of how this is done is by posting a story, both the story of Prophet Joseph to his father, but also the story of the Prophet, a scholar named Uwais al-Qarni, explained Mrs. Aulia as guardian of class VIII E. Thus, indirectly the moral message in the story give advice to children who want to be advised.

Based on some of the examples above, the WhatsApp application will be effectively used as a means of evaluation in education if it has three elements. First, the teacher should give constructive criticism, not the other way around, which would lower students. Second, the teacher continually motivates the results of student performance, even though the results are not optimal. Third, evaluation of attitudes can be done with other people's stories to take moral messages that are educational.

c. As a means of connecting information

The WA application can be used as an information link.¹¹ Both information from the school to students, the school to parents, and vice versa. The use of WA to pass on information is very helpful and is more comprehensive.¹²

¹¹ Nor Faezah Mohd Hamidin, "Use of the 'WhatsApp' Application in Learning & Teaching (P & P) IN KUIS," *e-proceeding of the Global Conference on Technology in Language Learning 2015.*, 2015.

¹² David R. Tobergte dan Shirley Curtis, "Utilization of Whatsapp Applications in Blended Learning Based Learning in Smk N 1 Sragen," *Journal of Chemical Information and Modeling*, 2013, <https://doi.org/10.1017/CBO9781107415324.004>.

Once upon a time when there was no handheld communication device, information received from the teacher was conveyed by word of mouth by way of visiting a friend's house one by one. However, this method seems to have changed to be effective with the presence of smartphones. Through the WA application, sudden information can occur and change instantly. To ask things that have not been understood yet the response is faster, so it does not require much time to achieve accurate information.

At Nurul Ilmi Middle School, information can be done outside school hours. The school principal informs all teachers and homeroom teachers that tomorrow morning students will bring cleaning tools to carry out the goro. Not long after, the teacher and homeroom teacher continued the same message in the student group and student guardian. Even the need for cleaning tools can be made a list of lists in the group so that the various forms of cleaning tools. Another example is a holiday notice, the teacher continues the instructions from the Foundation Chair that on certain dates the teaching and learning activities are closed because of teacher meetings or other activities. When the Hajj month begins to arrive, the principal informs the teacher that this 2018 sacrifice target is one cow per local. This information is also quickly disseminated to parents and students through the WhatsApp group. So that there is discussion and dialogue outside the hours of learning activities. In this case the delivery of vision and mission indirectly has synergized between the school, students and teachers in implementing education. So, this WA application will be effectively used as an information tool in relation to education as having at least three elements.

First, the information delivered is really important information. It is feared that if the teacher conveys joke-like information, then the authority and dignity of the teacher will fall before the parents and the students themselves, so that any subsequent information will not be taken seriously. Second, the information submitted uses clear and precise language, both time, place, technique and other supporting data. Third, the information submitted is related to the purpose of the group being made. As for if you want to spread other information, group members must ask permission from the admin (class teacher) whether the info is useful for the group's purpose or not. Or by making certain days to post other information, both business advertisements, religious knowledge, and politic issues. Thus, the purpose of the group as a means of information in the field of education runs in an orderly manner.

d. As a means of consulting services and establishing friendship

One of the other educational goals is as a means of consultation and establishing harmony. For example, the mother of a student who wants to share stories in a group about her child's lying attitude at home and how to improve that trait. This consultation can be done in groups or in privacy. For that, a teacher must be wise in answering the mother's complaints. Do not let the teacher blame or issue an expression that demeans the mother's child or makes the mother embarrassed in the forum group. In this case Mrs. Aulia has been asked for a solution regarding this matter.

The way in which the teacher from the VIII E homeroom teacher is not directly giving an answer, but conveying to other mothers in the group who want to convey their ideas and ideas related to this problem. In this way, there was a discussion that was long enough to finally find one way, namely by giving rewards and punishments. Reward is given by the mother when the child does not do a lie again, and punishment are given when lying. One form of punishment that can be given is by reducing the child's pocket money. This makes children try to get extra pocket money and reduce lies. Vice versa, the more often the child lies, the more the reduction in pocket money will be. This is done until the negative nature is completely gone.

Discussions and consultations in this group chat between mothers gave birth to a sense of solidarity and fostered intimacy between them. So that when parents deliver their children to school, a close relationship is created. When together waiting for hours to go home from school, the mother made an appointment to meet and gather together to discuss the developments of the baby. The conversations carried out were no longer felt awkward, because each of the mothers had brought the discussion material to be told to other mothers. So that there will be mutual exchange of solutions and enrich parents' insight in educating children appropriately. Problems between parents are certainly different and diverse. Of the various problems and solutions that are told a little more surely there is something useful for solving the problems of each child. This is what is expected from communication between mothers in WhatsApp, where they have indirectly helped school programs in the form of peer parenting. Peer parenting is an

effective way of solving a child's problem between parents.¹³ Although there are indeed parenting activities in school, discussions within WA are also an effective form of parenting, because they are looking for solutions for good their children.¹⁴

Based on the example above, the WhatsApp application acts as a glue on the relationship between parents and teachers in building the character of their children. They can also exchange ways to deal with children so that inspiring steps can be found in dealing with children. The use of WA is an innovative step of learning. Learning can be done at any time, not necessarily face to face, but can still communicate.¹⁵ The presence of this technology must be welcomed with a positive spirit, so that the function of the technology is channeled to positive activities. Just as the utilization of WA applications above has occupied a positive role for the advancement of the world of education.¹⁶

All the roles and objectives of the WhatsApp application above are done in two ways; first, make a discussion group. That is by entering all parents' cellphone numbers into one group. Of course the WhatsApp application must be installed on the smartphone. Secondly, in addition to group chat, it can also be done privately by chatting in one direction. This keeps things more confidential and more flexible in asking questions. For teachers as well, so as not to cause embarrassment for the teacher himself or the parents, chatting on a personal basis is more effectively done to discuss serious problems. This maintains the authority of a teacher in providing solutions, and raises its own beliefs for parents of students towards teachers who educate their children. If this trust has been established, then each school program set for students will

¹³ Kirby Deater-Deckard, "Parenting Stress and Child Adjustment: Some Old Hypotheses And New Questions," *Clinical Psychology: Science and Practice*, 1998, <https://doi.org/10.1111/j.1468-2850.1998.tb00152.x>.

¹⁴ Diana Baumrind, Robert E. Larzelere, dan Elizabeth B. Owens, "Effects of Preschool Parents' Power Assertive Patterns And Practices On Adolescent Development," *Parenting*, 2010, <https://doi.org/10.1080/15295190903290790>.

¹⁵ Zahiah Binti Kassim, Abdul Razaq, dan Bin Ahmad, "E-Learning: The Evolution of the Internet in Lifelong Learning," in *Proceedings of Regional Conference on Knowledge Integration in ICT 2010*, 2010.

¹⁶ Indah Permata Hati, "Impact of the Implementation of Electronic Following (E-Spt) Letters on the Effectiveness and Admission of Value Added Tax (Case Study at Pratama Batu Tax Office)," *Student Journal of Taxation*, 2016.

be well received and create good cooperation between the school and parents.
17

2. Achievements Achieved

The use of this application is based on achievement, morals, and absorption of children's material. through the use of WA, the above three things can be jacked up properly so as to give birth to a maximum educational goal. Then the participation of three parties is needed in this regard, namely teachers, students, and parents as a connector for the school's vision and mission at home. If these three parties are compact in carrying out the objectives of national education, namely to educate the life of the nation, then the true educational goals will be created.¹⁸ In Islam the purpose of education is to increase piety to the creator¹⁹. This is a goal that is substantial and has high value. To get the title of takwa there are many obstacles faced by believers, namely obeying the commands of Allah SWT and avoiding His prohibitions.

Based on this goal, it is necessary to take strategic steps to achieve it, one of which is through the use of rapid media development. Like water just released from a large dam flowing so swiftly flooding the entire area. Likewise with the presence of technology that gave birth to application programs and features on smartphones continues to grow and fill the memory spaces of the smartphone itself. Some of the application features that continue to grow are chat applications or messaging services that are equipped with images, sounds, emojis, even video calls. This application continues to arrive starting from positive and negative chat applications. Therefore, SMP IT Nurul Ilmi tries to use chat applications to have a positive impact and eliminate negative elements. The trick is to install just one WhatsApp application on the teacher and student smartphone, this method will slowly eliminate the tendency to use negative applications. Some of these negative cahating applications include com frog, nono live, mono live and other applications that feature pornographic nuances. This is what triggers a person's mind to be damaged, including our own students. if it is not immediately straightened out with positive things, they will slowly try to

¹⁷ Ariza Novianti dan Ami Fauziah, "SMS Based Primary School Information System." *Information Technology Application National Seminar 2009 (SNATI 2009)*.

¹⁸ Indonesia, "Law Of The Republic of Indonesia No. 20 Of 2003 Concerning The National Education System," Law Of The Republic of Indonesia (2003).

¹⁹ Muhammad Haris, "Islamic Education in prof Perspective. H.M Arifin," *Ummul Quro*, 2015.

recognize and follow the applications that are age-limited and become a tendency to keep opening them.

The role of educators and parents to get involved in the world of application becomes a necessity, even the obligation to find out.²⁰ With the aim of parents and educators can provide positive application choices that support children's development, especially in supporting their education. A positive smartphone application can support a student's achievement.²¹ For example, the presence of applications "teacher's room, jarimatika, algebra, fast English, fast Arabic, memorized quran and other applications that can be downloaded through the play store can support children's insight. This application is educational and useful at his age. These choices are given by the teacher at SMP IT Nurul Ilmi Jambi. This is so that children can boost their performance for the better.

The presence of WhatsApp utilization as a tool for controlling students at home makes the teachers easily provide guidance to students to install these useful applications. When students experience problems, they can immediately be communicated to the teacher through WA. As done by Mrs. Mela, that she encouraged students to find out the function of the application "Teacher's Room" to study subject matter that needed further explanation. In this application, users will get many benefits such as video tutorials on explanations of mathematics, physics, astronomy and other videos. Users can also order tutors according to the needs of students who have spread throughout Indonesia. To get an explanation video according to the subject matter needed, users can subscribe by paying a monthly fee of Rp. 30,000. This application can continue to be used as long as the user is still subscribed so that online tutors who are members of the teacher room application can provide material explanations according to the needs of students.

Based on the benefits provided by this positive application, SMP IT Nurul Ilmi continues to innovate learning that requires teachers to keep abreast of technological developments so that students can use technology properly. The use of the right technology is if technology provides positive benefits

²⁰ Fathul Wahid, "The Role of Information Technology in the Modernization of Nation Education," *Media Informatics*, 2005.

²¹ Afifah Rahma, "The Effect of Smartphone Use on Student Life Activities," *Fisip Journal*, 2015.

and does not harm other users.²² Through the use of this appropriate technology students of Class VIII IT Middle School get improved learning outcomes than before. Smartphone applications such as jarimatika help them learn accurate tricks when answering math questions. Through its own breakthrough the formula of "fast math" which is taught in the application of jarimatika makes children learn independently. Through the questions presented, the child gets a formula for a new question as a matter of enrichment from school. Thus, when the child gets a problem when completing, the child will ask the teacher at the school, so the teacher must know this application.

This demand is utilized by SMP IT Nurul Ilmi Jambi in harmonizing technological developments with today's modern school curriculum. Students' achievements began to appear at the end of the learning evaluation, from the data collected through the recapitulation notes of grades VIII F, that there were 50% of students increasing the value of mathematics with an average of 87 from the previous 82. This shows an increase in the quality of learning through application of positive applications that are socialized through the use of WhatsApp social media.

3. Negative Impact

Some examples of the use of the application above are also inseparable from the negative effects that can be caused. Like the use of increased quota, a lot of battery usage, and radiation. However, this can be prevented by limiting usage time. In addition, one way that can be done to maintain health is to comply with the rules for using the right gadget / smartphone. Like not doing it in a state of sleep, in the dark, and in a charging state. The teacher can give a group consultation time starting at 19.00 WIB until 21.00 or before that. Such technical matters need to be addressed by all group members to avoid the negative impacts caused.

4. Positive Impact

However, besides the negative impacts above, there are also many positive benefits. This depends on the use itself, if social media is used for educational needs, work needs, even the needs of da'wah will have a positive impact. In the previous article, the author said that the positive impact of the internet is

²² M-Edukacation, "Definition of Information and Communication Technology in Education," *January 31*, 2013.

very much if used properly. This is in accordance with the command of Islam to use a healthy internet in accordance with the word of Allah SWT in the letter at-Tahrim verse 6 that Allah SWT ordered parents to guard the family generation from the torment of hellfire, from the punishment of Allah, one of which is due to use wrong internet. Some positive effects caused by the use of the WhatsApp application as a learning tool are that the teacher can control students well, the teacher can direct the use of applications that support learning, and the teacher can open the student's questioning room widely within 24 hours.

5. Obstacles Encountered

The application of the WhatsApp application as a means of transferring learning materials to support educational goals is inseparable from the obstacles faced. Every application of any educational method must be inseparable from shortcomings.²³ Through these shortcomings an educator can make improvements and innovate the method used. The term that is more popular now is ATM (Observe, Imitate and Modify).

An educator is required to always observe, both methods, strategies, and good teaching styles. A good educator is one who wants to apply the results of his observations for the quality of the knowledge he has. After doing what has been observed, an innovative educator modifies, adds and subtracts according to their needs and abilities. To support it, it can be done independently or discuss it with fellow teaching groups. In Jambi City this teaching group has been formed, starting from the elementary, middle to high school teacher teaching group activities known as KKG and MGMP.

Through this teacher community, the obstacles faced can be solved together while providing new insights for other teachers in innovating their teaching style. Included also with the application of this WA application, as for the obstacles found by the teacher of SMP IT Nurul Ilmi in applying it such as busy teachers at home in serving the family, the absence of adequate internet facilities, and the teacher could not see students who were serious or not directly.

²³ Taufik, "Character Education in Schools: Understanding, Method of Application, and Role of Three Elements," *Journal of Educational Sciences*, 2014.
Borneo International Journal of Islamic Studies, 1(2), 2019

E. Conclusions

Based on the above research, the authors conclude that the effectiveness of using the WhatsApp application in learning that the author did at SMP IT Nurul Ilmi Jambi is inseparable from its function and role. First, as a means of education namely WA as a tool to control speech, attitudes and character of a student. Second, as a means of evaluation, which includes evaluation of activities, evaluation of test scores, and evaluation of student attitudes during the learning process in school. Third, as a means of connecting information both from the school to the students, the school to the parents, and vice versa. The use of WA to forward information is very helpful and is more comprehensive. Fourth, as a means of consulting services and establishing friendship, that WhatsApp is used as a media for consultation through messages as well as a means of connecting ukhuwah between teachers and parents of students, as well as between parents of the students themselves. Constraints found in the application of WhatsApp applications as one of the learning methods is the active participation of group members who are not comprehensive. This scientific study is inseparable from the shortcomings, therefore it is expected that the reader can provide constructive input.

References

- Baumrind, Diana, Robert E. Larzelere, and Elizabeth B. Owens. *"Effects of Preschool Parents' Power Assertive Patterns and Practices on Adolescent Development."* Parenting. 2010.
- Deater-Deckard, Kirby. *"Parenting Stress and Child Adjustment: Some Old Hypotheses and New Questions."* Clinical Psychology: Science and Practice. 1998.
- Ekadinata, Nopryan, and Doni Widyandana. *"Health Promotion Using Images and Text in WhatsApp Applications to Posbindu Cadres."* Public Medical News. 2017.
- Hashim, Noor Azuan, Nor Liza Abdullah, Rosmah Mat ISA, and Hawati Janor. *"WhatsApp Messenger Application among Business Students In Malaysia - An Exploration."* Student Personnel Journal. 2015.
- Hati, Indah Permata. *"Impact Of The Implementation Of Electronic Following (E-Spt) Letters On The Effectiveness And Admission Of Value*

- Added Tax (Case Study at Pratama Batu Tax Office).*" Student Journal of Taxation. 2016.
- Indonesia. *Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System.* 2003.
- Ismail, Mohamed Nazul et al. "*WhatsApp: Maya Communities in Easy Transfer Communication Technology.*" Humanika Science. 2014.
- Jati, Pujo Pranowo. "*Analysis of the Effect of WhatsApp Applications on the Performance of Employees at Pt. First Position Group.*" *Influence, Analysis of WhatsApp, Application Performance, Against, Employees.* 2016
- Kassim, Zahiah Binti, Abdul Razaq, and Bin Ahmad. "*E-Learning: The Evolution of the Internet in Lifelong Learning.*" In Proceedings of Regional Conference on Knowledge Integration in ICT. 2010.
- Key, word. "*The Concept of Persuasive Da'wah Communication in the Qur'anic Perspective.*" AT-TABSIR: Journal of Islamic Broadcasting Communication. 2015.
- Muhammad Haris. "*Islamic Education in prof Perspective.* H.M Arifin. "Umul Quro. 2015
- M-Education. "*Definition of Information and Communication Technology in Education.*" January 31, 2013.
- Mohd Anuar Ramli, Mohammad Aizat Jamaluddin, Abdul Qayyum Aminuddin & Mohammad Najib Hamdan. "*Spread of False Notices Regarding Halal Products and Their Implications for Halal Industry.*" In Conference Paper. 2015
- Nor Faezah Mohd Hamidin. "*Use of the 'WhatsApp' Application in Learning & Teaching (P & P) IN KUIS.*" 2015 e-proceeding of the Global Conference on Technology in Language Learning. 2015.
- Novianti, Ariza, and Ami Fauziah. "*SMS Based Primary School Information System.*" Information Technology Application National Seminar 2009 (SNATI 2009).
- Rahma, Afifah. "*The Effect of Smartphone Use on Student Life Activities.*" Fisip Journal. 2015.
- Susilo, Adhi. "*Using Facebook And WhatsApp To Leverage Learner Participation And Transform Of The Open University Of Indonesia Use of ICT in Course Delivery.*" Journal of Open and Distance Education. 2014.

- Taufik. "*Character Education in Schools: Understanding, Method of Application, and Role of Three Elements.*" *Journal of Educational Sciences.* 2014.
- Tobergte, David R., and Shirley Curtis. "*Utilization of WhatsApp Applications in Blended Learning Based Learning in Smk N 1 Sragen.*" *Journal of Chemical Information and Modeling.* 2013.
- Usman, Fadly. "*The Effectiveness of Using Online Media as a Da'wah Facility.*" *Economic Journal and Islamic Da'wah (Al-Tsiqoh).* 2016.
- Wahid, Fathul. "*The Role of Information Technology in the Modernization of Nation Education.*" *Media Informatics.* 2005.
- Wulandari, Ayu. "*Use Of Jargon By Community Chatting WhatsApp Group.*" *Transformatics.* 2016.