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## The Effectiveness of Utilizing The Whatsapp Application as an Online Learning Media During The Covid-19 Pandemic at SDN Ciater 1

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### ABSTRACT:

The Physical Distancing and Social Distancing Policy is an action in which everyone is asked not to be close to one another and to avoid gatherings and gatherings in all forms to prevent the spread of COVID-19. COVID-19 has not seen anyone spread, including elementary, junior high, high school and college students. Therefore, all school and college activities such as teaching and learning activities (KBM) must be carried out at home or online through distance learning to prevent the spread of COVID-19. This study aims to determine the use of the WhatsApp application as an online learning medium during the COVID-19 pandemic. The method used in this study is a research and development method (Research and Development) with a qualitative approach, aiming to produce a product in the form of problem-based learning media and test the usability of the product. The results of this study are that the application of using the WhatsApp application as a learning medium during the Covid-19 pandemic is very appropriate and in line with the Minister of Education and Culture Circular Letter Number 12. Number 3 of 2020 concerning Implementation of Online Learning. Use it because this application is simpler compared to other online applications. In addition, the WhatsApp application is easy to operate and has many features. The implementation of online learning at SDN Ciater 1 using the WhatsApp application as a learning tool is not good because of various perceived obstacles.

**Keywords:** Online Learning, Covid-19, Social Distancing, Quality of Education.

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## **INTRODUCTION**

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Currently the world is facing the Corona Virus Disease or COVID-19 pandemic. This pandemic has spread to all regions of the world and the infection rate and number of deaths so far are still very high, this has become a global crisis that is dangerous for anyone and anywhere (Zuhdi, 2020). Many countries have been affected by this virus, one of which is Indonesia. As of December 26, 2020, the number of positive COVID-19 patients in Indonesia reached 693 thousand patients, with 564 thousand patients recovering and 20,589 patients dying. The Indonesian government immediately responded to the COVID-19 pandemic by adopting a policy of implementing physical and social restrictions to minimize transmission of COVID-19.

Physical and social restriction policies are measures that urge everyone not to come close to each other and to avoid all types of gatherings and gatherings to prevent the spread of COVID-19 (Hidayatullah et al., 2020). No one is spreading COVID-19, including among elementary, middle, high school, and college students. Therefore, all school and college activities such as teaching and learning (CBM) must be conducted at home or online through distance learning to prevent the spread of COVID-19. Distance learning is a choice, even a necessity. On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular No. 4 of 2020 on the implementation of education policies during

the emergency period of the spread of COVID-19. The notice explained that the learning process will be conducted at home through distance learning. Learning at home through online/distance learning is designed to provide students with a meaningful learning experience without the need to complete all syllabus assignments for transition and graduation requirements. Learning at home can focus on teaching life skills, which is also relevant to the Covid-19 pandemic; learning activities and assignments for learning at home may vary according to individual interests and conditions of students, including taking into account gaps in access/learning facilities at home ;Evidence or results of home learning activities that elicit qualitative and useful feedback from teachers without providing quantitative scores/values.

The educational landscape will change and demand the readiness and ability of teachers to implement learning that is more adaptive, flexible, independent, contextual, relevant, humane and independent (Armiati & Yanrizawati, 2020). During the Covid-19 pandemic, schools must continue to teach students (Wibowo & Khairunas, 2020). Learning activities are guided by teachers online through distance learning using online learning media. Distance learning is education where students are separated from teachers and learning uses various learning resources through communication, information technology and other media (Astuti & Solikhah, 2020). Online-based learning continues to be pursued by all education stakeholders, so that learning

continues as it is. E-Learning is a technology that has made a major contribution to the improvement of the learning process (Rachman, 2019). Distance learning is nothing new, technology has made a major contribution to improving the learning process.

Learning media innovations continue to be developed by utilizing technology. The concept of IT-based distance learning can be in the form of video conferencing, video learning or chatting. One application that can be used to support distance learning is WhatsApp, as used at SDN Ciater 1. Whatsapp learning media has various features that support teachers and students to interact and collaborate online. So that the use of this media is very suitable for use during a pandemic.

The development of information technology always has a very high role and contributes to the development of the world of education during a pandemic. In the history of the development of education, information technology is part of the media used to convey and receive information. The main factor of online distance education is known as distancing learning, which so far has been considered a problem because there is no interaction between students and teachers. However, with internet media it is possible to interact with students and teachers, either in real time or not. Online learning or distance learning itself aims to meet educational standards by using information technology through the use of interconnected computer devices or gadgets between

students and teachers. However, with the use of this technique, learning still happens correctly. As explained in our Social Research Digital Report 2020 released at the end of January 2020, given that most Indonesians are currently using the internet, with this information technology, hopefully learning will go smoothly, where Nearly 64% of Indonesia's population is connected to the Internet. The number of Internet users in Indonesia has reached 175.4 million out of a total population of approximately 272.1 million, an increase of approximately 17% or 25 million users compared to last year 2019. Several information technologies that are used as learning media include using the Whatsapp application (Astini, 2020).

The online learning system is an implementation of distance education through online. This learning system aims to increase equal access to better and quality learning as it provides opportunities for students to take courses through the online learning system. Primary school learning also uses distance learning. Through distance learning, students have flexible study time and can study anytime and anywhere. Students can interact with teachers using WhatsApp application etc. This type of learning is a pedagogical innovation that addresses the challenges of the availability of different learning resources. The success of the model or learning medium depends on the characteristics of the students.

The distance learning process can be successful and of good quality if the

learning objectives are met. The learning process can take place if the cooperation between teachers and students is well established. The process of distance learning is also influenced by the condition of the internet, infrastructure supporting distance learning and teachers' IT literacy (Salim et al., 2020). Often in the process of distance learning at SDN Ciater 1 there are obstacles experienced by teachers, parents and students which cause problems. Constraints experienced by the teacher such as the teacher being unable to monitor students in carrying out the assignments given, learning time is reduced so that it is impossible for the teacher to fulfill the teaching hour load and the teacher has difficulty communicating with parents as partners at home. Obstacles experienced by parents are that there are some parents who stutter technology, memory fills up quickly, lack of motivation to learn from parents, difficulty for parents in understanding lessons and motivating children when accompanying them to study at home.

Constraints experienced by students namely internet disturbances, high internet quota prices, difficulty concentrating on learning from home and complaining about the severity of assignments from the teacher. Increased feelings of stress and boredom due to continuous isolation have the potential to cause anxiety and depression for students. Lack of interaction between educators and students as well as between fellow students. In distance learning activities by utilizing the use of

online learning media, there are three theories that can review these learning activities. Behavioristic theory is a theory that discusses changes in a person's behavior based on an experience. Behavioristic theory emphasizes the formation of visible behavior from the results of the learning process. The second is cognitive theory. In a cognitive theory, individual behavior can be directed through the individual's point of view and also his experience in situations that have a relationship with a goal. Because, in individual behavior is dynamic. It is this dynamic nature that is influenced by the learning process. The third is communication theory, basically the media that is often used in learning is communication media.

In the learning process, of course, do the communication process. Communication by students with teachers or teachers with other students. This research focuses on the effectiveness of using the WhatsApp application as an online learning medium during the COVID-19 pandemic at SDN Ciater 1 which was considered quite good in the distance learning process or not. The benefit of conducting this research is to find out the impact and response of each student who is currently studying at SDN Ciater 1 towards distance learning using WhatsApp online learning media. Then, this research is also useful for finding a solution to the use of online learning media that is applied by the school to its students so that distance learning using IT-based media can be

optimal so that students at SDN Ciater 1 still benefit from the distance learning process at amidst the COVID-19 pandemic.

This study aims to determine the use of the WhatsApp application as an online learning medium during the COVID-19 pandemic, to find out what are the obstacles that occur in using the WhatsApp application as an online learning medium during the COVID-19 pandemic at SDN Ciater 1 and to find out what are the solutions which was carried out to overcome obstacles in using the WhatsApp application as an online learning medium during the COVID-19 pandemic at SDN Ciater 1.

## **RESEARCH METHODS**

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The method used in this study is a research and development method (Research and Development) with a qualitative approach, aiming to produce a product in the form of problem-based learning media and test the usability of the product (Iskandar, 2009).

In this study the authors used two data sources, namely: Primary and Secondary. As for the primary data in writing this thesis are school principals, teachers, students in Utilizing the WhatsApp Application as an Online Learning Media during the COVID-19 Pandemic. In this study, documentation and questionnaires are secondary data sources.

## **RESULTS AND DISCUSSION**

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### **A. Research Results**

#### 1. Implementation of the WhatsApp application as a medium in learning at Ciater 1 Public Elementary School

Based on observations made by researchers implementing learning at SDN Ciater 1, this is by using online learning media as a tool in the learning process. The results of observations show that learning at SDN Ciater 1 uses the WhatsApp application as a learning medium. The teacher plays an important role in the selection of applications that are used according to the situations and conditions of students, because no matter how good the application is, if students and teachers cannot use or use it, then learning will not be effective and will make learning more difficult.

The learning process is carried out using the WhatsApp application. This is in accordance with what was conveyed by the Principal, Ms. Teti Puspasari, S.Pd M, M, who said it like this:

"In an age of increasingly advanced technology like today, of course teachers must keep up with the times by taking advantage of technology as a learning medium. In accordance with the Circular from the District Office regarding the implementation of learning from home in response to this situation, the school issued a policy to

implement online learning. All teachers can use the WhatsApp application to learn automatically by utilizing the WhatsApp application as a learning communication medium, it really helps teachers to continue carrying out the learning process even though it is carried out from home. (Interview with Principal 26 February 2022).

Agreeing with the statement above, Ms. Nuraidah, S.Pd, homeroom teacher for class V1 B also said that: "Learning in this network is carried out with government regulations, namely circular letter No. 4 of 2020 issued by the government demanding that learning activities be carried out at each other's homes. students independently. Therefore using WhatsApp really helps me in the process of conveying information and discussions. (Interview 26 February 2022).

Figure 1. Screen shot of the online learning process using the WhatsApp Group in class V1 B SDN Ciater 1

In the process of implementing online learning, preparations are needed that can support the achievement of teaching and learning activities and their implementation is carried out according to the prepared plan (RPP). In accordance with the results of an interview by the

researcher with the homeroom teacher of class V1 B on 2022 that:

"The steps for implementing online learning by utilizing the WhatsApp application really require planning in advance, first, namely making a Learning Implementation Plan for Learning From Home (RPP BDR) which is enforced during the current pandemic. Which is in the RPP BDR we must first. So in this RPP BDR there is a plan for implementing learning activities, first the preliminary activities, then the core activities, up to the closing activities. For its implementation, I make teaching materials, both in the form of learning videos, and share video links that are in accordance with the material being taught, and also make materials in PDF form. Next I will upload the material to the class WhatsApp group, then I also always provide a question term for students to ask if there are difficulties."

This was also conveyed by the school principal, Ms. Teti Puspari, S.Pd M, M that:

"Actually online learning is something that is still very new and not easy, so in its implementation the teacher will first make a Learning Implementation Plan, or now it is called a 1-page RPP. What is certain is that in the RPP there is a design of learning activities. So the way the teacher carries out this online learning process is in the core

activities, the teacher will make teaching material videos and then send the learning material videos to the group. Then the assignment will be corrected by the teacher concerned. (Interview 26 February 2022).

This statement was reinforced by Siti Ersila Inaya and Alfhina Rokhmah Permata Hadi, students of class V1 B, that:

"The learning process activities by utilizing WhatsApp, Ms. Ida will send lesson material in the WhatsApp Group, then Mrs. Riska will give questions and other assignments to work on, and after the assignment is completed, Mrs. Ida asks that her assignments be collected in the form of photos or videos. via private chat or through the WhatsApp group." (Interview 02 March 2022).

Application features that are commonly used to assist the learning and discussion process are the WhatsApp Group, video features, photo features, and documents. The WhatsApp Group Messenger feature in the WhatsApp application can make it easier for teachers in the learning process. This was said by the principal, that:

"Because from the start a WA group was made per class, meaning each class is in online learning. So it's just a matter of continuing, the feature that is often used is the WhatsApp Group, the Whatsapp

group is used to exchange information, give assignments and materials. Because apart from the class teacher and subject teacher, I myself, who as the school principal, am also in each WhatsApp Group to monitor activity in the group. (Interview with Principal 26 February 2022).

This statement was also reinforced by the homeroom teacher for class V A, Mrs. Desi Rusmawati, who said the following:

"Online learning to break the spread of the Covid-19 chain is carried out by utilizing the class WhatsApp Group feature as an information center, as well as a medium for delivering material and collecting student assignments. Apart from the WhatsApp Group feature, I also take advantage of other features such as photos, videos and documents. The photo feature is usually used for submitting assignments and the results of student assignments, I use the video feature to provide video learning material. And I usually use documents to send teaching materials in the form of PDF, word, or power point." (Interview with homeroom teacher February 26, 2022).

## 2. Barriers to using the WhatsApp application as a medium in learning at SDN Ciater 1

In utilizing the WhatsApp application as a medium in learning, various obstacles were still found,

both by teachers and by students. This was explained during the author's interview session with the school principal, Mrs. Teti Puspasari, S.Pd M, M, namely:

"Overall, the main obstacle that is often complained about is the technician's problems, usually signal interference, especially if the weather is rainy, and the electricity will experience blackouts, causing signal strength to slow down. Then the condition of the parents of students who are mostly still technologically illiterate and the lack of student motivation from their parents.

"This was also explained by Ms. Nuraidah, S.Pd, homeroom teacher for class VI B SDN Ciater 1, she said the following:

"The inhibiting factor during online learning by utilizing the WhatsApp application as a medium in learning, according to me personally as a teacher, is the first obstacle, the lack of interaction between teachers and students and between students. This is caused because students use mobile phones belonging to both parents, their use is also limited. Unlike when learning face to face. A learning process like this is something that is still new to children, which is usually done in person, students can ask the teacher anything they want the child to know, now it is done online at home. Second, disruption to the network, this factor causes many

students to miss or cannot attend lessons. Third, teachers cannot monitor students directly how serious students are in learning. Many parents of students complain that their children are difficult and not enthusiastic about learning. Then fifth, cellphone capacity slows down. This happens because the cellphone memory is full due to the large number of downloaded photo, video and document files. (Interview 26 February 2022).

This statement was also supported by Siti Ersila Inaya, a class V1 B student. Saying:

"During online learning, Inaya was not able to understand the material presented by Sis. Apart from the signal being difficult, sometimes my mom also brings her cell phone to work, so I have to wait until mom comes home, the cellphone memory fills up quickly" (Interview 02 March 2022)".

This was also conveyed by Alfina Rokmah Permata Hadi, a class IV B student that:

"The signal is bad, Sis. It's sometimes difficult to download the learning videos given by Ms. Ida. Then the cellphone memory fills up quickly because there are too many photos and videos too." (Interview 02 March 2022).

From the results of the interviews with the informants, the authors conclude that there are

several obstacles to using WhatsApp as a medium in learning at Ciater 1 Public Elementary School:

a. Network interruption

Network disturbances that occur during the implementation of online learning will definitely have an impact on the access learning process. This factor occurs when bad weather or other factors slow down the signal. Therefore, learning becomes late or late according to the scheduled time.

b. Lack of interaction between teachers and students

From the results of interviews with informants, online learning causes a lack of interaction between teachers and students. Likewise, interaction between students and their friends, especially when using the WhatsApp application as a learning medium, is also limited. One of the reasons is the convenience of parents' cellphones, and students' interaction with teachers and friends is very limited. Because parents bring cellphones to work.

c. Lack of motivation to learn from parents

From the results of interviews with parents at SDN Ciater 1, various reasons, such as being busy with work, often do not accompany their children to study at home.

d. Phone memory is full quickly.

Full cellphone memory will definitely slow down cellphone usage. Judging from the results of the interviews, the number of photos sent in the form of homework and learning materials was very large, causing abnormal cell phone operation.

3. Solutions for using the WhatsApp application as a medium in learning at SDN Ciater 1.

Solution is a solution to a problem or a way out of solving something

problem. The solution to several obstacles put forward by the statement was also reinforced by Ms. Teti Puspasari, S.Pd M, M as the school principal. He said that:

"The solution that I can come up with as a school principal is to always provide input to all parents of students to be able to work together to accompany their sons and daughters in the learning process in this network. To overcome other obstacles, the teacher usually always gives instructions. (Interview 26 February 2022).

In line with this, Mrs. Nuraidah, S.Pd, homeroom teacher for class VI B in her interview said that:

"Because online learning is still very new, I really understand situations like this, to overcome this first, because of signal interference, the time for collecting assignments is increased. For a difficult task, like

making a video, I'd give it a maximum of 2 days to complete. For assignments that can be completed in a day, but because the signal does not support sending student work results, I provide additional time until the evening at 21.00 WIB. The lack of interaction between teachers and students will certainly affect the effectiveness of learning. For this reason, occasionally I will interact directly with students to complete homework while they are at school or return theme books according to instructions from the teacher. I do this activity every Saturday, of course while adhering to health protocols. Then I

always invite parents of students to jointly accompany their children in the online learning process. Then to overcome the problem that the cellphone memory is full due to the large number of photos and videos, usually the task file may be partially deleted.

In line with Inaya, Class V1 B students who said that:

"Ms. Ida always gives extra time for collecting assignments. Assignments can be collected the next day, Until 8 pm, according to the agreement previously reached. To overcome difficulties in understanding the material, I will ask for help from my brother, father or mother. To deal with a full cellphone memory, usually you will delete some unnecessary

files. (Interview with Siti Ersila Inaya, 02 March 2022).

Also published by Fina, a class V1 B student, said that:

"Usually if there is no signal, I will do my assignments outside the room, then Mrs. Ida always gives extra time if the signal is experiencing interference. Then if my cellphone's memory is full, Mama will delete files that are less important." (Interview with Alfhina Rokhmah Permata Hadi, 02 March 2022).

From the results of the interviews with the informants above, the authors can conclude several solutions to the obstacles above. Among others:

- a. Additional time for completing and collecting assignments. Signal interference will greatly hinder the implementation of online learning. Therefore, based on interviews with class V1 B teachers and class V1 B students, it was found that the solution is to allow more time for sending and doing homework in accordance with the agreement.
- b. Hold a meeting once a week to interact Through interviews with the homeroom teacher for class V1 B, the teacher will interact with students once a week according to the schedule for submitting assignments or returning the theme book instructed by the teacher. This activity is also carried out to explain tasks that are still

not understood by students. this activity process is carried out every Saturday with a shift system and continues to follow the government's recommendations to continue implementing health protocols.

- c. Providing input to parents of students based on the results of interviews concluded that to be able to overcome obstacles regarding the lack of motivation of parents of students, and also a lack of parental assistance. Teachers always provide input or invite parents to be able to work together by guiding, encouraging and accompanying their children during the implementation of the online learning process.
- d. Deleting some unused files, full memory will slow down the cellphone capacity. For this reason, the solution is to delete some unnecessary files so that the cellphone can operate properly again.

## **B. Discussion**

### **1. Implementation of the WhatsApp application as a medium in learning at Ciater 1 Public Elementary School**

Learning is an activity performed and experienced from birth or birth to after death, which is equivalent to lifelong learning (Hariyanto, 2011). Learning should also be a process in which the learner is guided or supported during the

learning process. The role of a teacher as a guide is different from that of many struggling students. Of course there are many differences in learning, eg. B. There are students who can digest, and there are students who digest slowly. These two differences lead teachers to identify learning strategies appropriate to each student's situation. Basically the learning process is the result of interrelated learning to optimize the goals that have been set. Learning is basically a form of interactive activity between teachers and students in providing teaching with various existing learning resources (Hanafy, 2014).

Online learning refers to learning that uses multimedia technologies, virtual courses, videos, online animated texts, emails, voice messages, teleconferencing and online video streaming during its delivery (Kuntarto, 2017). Online learning is a program of study courses with the aim of reaching a strong and wide-ranging group of participants via the Internet network, with an unlimited number of participants. Learning can be done in bulk, for free or for a fee (Bilfaqih & Qomarudin, 2015). Online learning will find those leveraging web networks with the openness, availability, adaptability, and capacity to enhance various types of learning collaborations (Sadikin, 2020). The progress of innovation and

data exchange has resulted in changes and progress in various fields, especially in the field of training. The task of data innovation and correspondence in the field of teaching is very important and can provide accommodation for educators and students in the learning cycle.

This internet learning can be done through large and unlimited students. Furthermore, the use of internet learning can be obtained anytime and anywhere so that there is no time limit in using teaching materials. just.

The ideal online learning must follow the patterns that have been mentioned. First, you have to prepare the appropriate learning material. Learning materials are derived from competency achievement indicators, so that the lesson materials presented by the teacher will implement content standards. Online learning materials must also consider constructivism theory which makes students play an active role. Learning media should also be used to facilitate the learning process (Basri, 2015).

Interactions in distance learning are of course different from face-to-face interactions, in long-distance interactions. In a distance learning system, you must be able to create teaching and learning interactions that don't actually exist (abstract) but make it happen as if students and teachers are in the same room.

Distance education requires high interaction between teachers and students, even in remote areas.

At this time social interaction in everyday life is influenced by the use of smartphones which can enter all circles and their use is not limited by space and time, of course, providing an important role in social interaction. The use of smartphones in all circles, of course, also enters the realm of relationships between teachers and students, students and students, as well as students and outsiders.

Of course, the arrangement and provision of a variety of effective and enjoyable activities is highly dependent on the teacher's ability to manage learning from the initial, core and closing activities, which allows the learning atmosphere to be built to be fun and effective. In addition, online learning interactions can be carried out in various ways, teachers can use a variety of methods that involve students both emotionally and conditionally. Various games can be made by teachers to create effective and fun learning interactions (Finali & Fitriyah, 2017).

The implementation of the use of the WhatsApp application as a medium in the online learning process according to the circular of the Minister of Education and Culture is very appropriate for using the WhatsApp application as a medium in the online learning process. Based on

the conclusions of the interviews and observations conducted with the informants, namely February 26 and March 3, 2022 at SDN Ciater 1, it can be concluded that teachers at Ciater 1 Public Elementary School utilize the WhatsApp application as a supporting medium for effective online learning.

2. Barriers to using the WhatsApp application as a medium in learning at Dasae Negeri Ciater 1 School

Based on the results of interviews with informants on 26 February and 02 March 2021, it can be concluded that the obstacle to using the WhatsApp application as a medium in learning is the first obstacle is interference with the network, students will be hampered in sending assignments if the network does not support it. The second obstacle is the lack of interaction between teachers and students because parents often bring cellphones to work. The third obstacle is the lack of parental motivation. Parents at SDN Ciater 1 have various reasons, such as being busy with work and often not accompanying their children. to study at home. The fourth obstacle is the solid cellphone memory. When the cellphone memory is full, this of course will affect cellphone performance.

3. Solutions for using the WhatsApp application as a medium in learning at SDN Ciater 1

Of the several obstacles that have been described above, there are several efforts or solutions implemented to overcome the obstacles that have been described, including:

- a. Additional time for completing and collecting assignments. Based on the results of interviews with the homeroom teacher. VI B, As we all know, the solution implemented is to provide extra time in submitting and processing assignments according to the difficulty level of the task. This is in line with the opinion of the teacher that the solution to dealing with students who experience problems regarding network disturbances is to give students time to complete assignments.
- b. Holding a meeting once a week to interact through interviews with Ms. Nuraidah, S.Pd homeroom teacher for class V1 B, the teacher will interact with students once a week according to the schedule for submitting assignments or returning the theme book instructed by the teacher. This activity is carried out to explain tasks that are still not understood by students. This activity process is carried out every Saturday with a shift system and following the sanitation protocol recommended by the government.

- c. Providing input to parents of students based on the results of interviews concluded that to be able to overcome obstacles regarding the lack of motivation of parents of students, and also a lack of parental assistance. Teachers always provide input or invite parents to be able to work together by guiding, encouraging and accompanying their children during the implementation of the online learning process. This is in line with Mrs. Desi stating that the solution to overcoming problems from parental factors is to always communicate with parents to take the time to accompany students during the learning process.
- d. Deleting some full memory files will make the cellphone capacity slower. For this reason, the solution is to delete some unnecessary files so that the cellphone can operate properly again.

## **CONCLUSION**

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Based on the description above, implementing the use of the WhatsApp application as a medium for learning in the midst of the Covid-19 pandemic as it is at this time is very appropriate and in accordance with the Minister of Education and Culture Circular Letter No. 3 of 2020 concerning the implementation of online learning. Utilization because this application is simpler compared to other online

applications. In addition, the operation of the WhatsApp application is also easy, and has many features. The implementation of online learning at SDN Ciater 1 by utilizing the WhatsApp application as a learning tool is not effective, this is due to various perceived obstacles. The stages of implementing online learning are planning the implementation of learning (RPP), at the implementation stage the teacher provides material during online learning by utilizing the class WhatsApp Group. Then at the evaluation stage the teacher will correct the students' work and record it in the grade book. The teacher also makes a report on the results of learning activities every day.

The most common obstacles encountered in using the Whatsapp application as a learning medium include: Internet interference, Lack of interaction between educators and students and between fellow students, Teachers also cannot monitor students in carrying out assignments given, Lack of motivation to learn from parents and Memory is full quickly.

The solution to overcoming obstacles to using Whatsapp as a learning medium in increasing learning effectiveness at Ciater 1 Public Elementary School that can be done by teachers is by minimizing all obstacles, including: Additional timeframe for sending assignments, Interacting once a week according to assignment collection schedule or theme book exchange , Provide input to parents of students about the importance of collaboration between parents, teachers and students and delete some files.

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