WHATSAPP-BASED E-LEARNING IMPLEMENTATION ON VALUES LEARNING PANCASILA IN CLASS V SD NEGERI 122351 INTRODUCTION

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Abstract

The problem in this study is in learning the subject matter of applying Pancasila values. The purpose of this study was to find out the application of Pancasila values through whatsapp-based e-learning by fifth grade students at SD Negeri 122351 Pematangsiantar which were applied at each student's home. This research is a field research, namely research carried out in the community. Based on the purpose of a research carried out, this research is included in descriptive research, because it aims to describe certain characteristics of a phenomenon and tries to describe what exists (it can be about conditions or relationships that exist, opinions that are growing, processes that are ongoing, consequences or effects that happening, or a trend that is developing). Data collection was carried out by interviews and documentation. The population in this study were students, teachers and parents of fifth grade students at SD Negeri 122351 Pematangsiantar. The sample in this study were 20 fifth grade students, 1 fifth grade teacher and 5 parents of fifth grade students at SD Negeri 122351 Pematangsiantar. In analyzing data, namely data collection, classifying data, explaining data and drawing conclusions. The results of this study indicate that fifth grade students at SD Negeri 122351 Pematangsiantar are able to apply Pancasila values at home through learning from WhatsApp. This was obtained from the results of interviews with parents of fifth grade students at SD 122351 Pematangsiantar.

Keywords: E-learning, Whatsapp, Implementation of Pancasila Values

INTRODUCTION

Education is a universal activity in human life because wherever and whenever in this world there are educational efforts. Education is essentially an effort to humanize humans themselves.

Education is a universal activity in human life because wherever and whenever in this world there are educational efforts. Education is essentially a human effort to humanize humans themselves. Even though education is a common phenomenon in every community's life, the philosophy and outlook on life adopted by each nation or a society and even certain individuals causes differences in the system, process and implementation of education, Janwar Tambunan, (2008: 27) .

In short, education can be interpreted as a conscious effort that is threatened to create a learning atmosphere and learning process, so that students actively develop their potential. Learning requires its potential. Learning requires interaction, this shows that the learning process is a communication process, meaning that in the learning process there is

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a process of delivering messages from someone as a source of messages to someone or a group of people as recipients of messages Rudi Susilana and Cepi Riana, (2009:2).

The world is currently experiencing an outbreak of COVID-19. COVID-19 itself is a large family of viruses that cause illness ranging from mild to severe symptoms. Common signs and symptoms of COVID-19 infection include respiratory symptoms such as fever, cough and shortness of breath. With the presence of COVID-19 in Indonesia, it has an impact on the whole community. According to Kompas, 28/03/2020 the impact of the COVID-19 virus occurred in various fields such as social, economic, tourism and education. In a circular issued by the government on March 18 2020, all forces inside and outside the room in all sectors have been temporarily suspended in order to reduce the spread of the corona, especially in the education sector.

During the COVID-19 pandemic, online learning was the only solution to keep the learning process going. This is in accordance with the direction of the Minister of Education that during the pandemic the teaching and learning process was moved to good homes. (Ministry of Education and Culture of the Republic of Indonesia, 2020).

Changes in the learning process from learning directly in class to learning or causing various kinds of obstacles. This is because, in Indonesia, both teachers and students are not used to doing online learning. the main weakness of online learning, namely the lack of meetings between students and teachers, Wardani, (2018: 37).

The right type of learning media to use in online learning is technology-based learning media or what is known as

e-learning, Nair, (2017:46). One of the e-learning learning media that is usually used for online learning, namely WhatsApp. In the case of whatsapp as a learning medium, Andika Prajana (2017: 53) conducted research to provide reinforcement based on this research that the WhatsApp application can be used as a medium for e-learning learning models. Whatsapp itself is a tool for communication that is used by all students and lecturers and is inseparable from needs and communication. In addition to facilitating the delivery of messages or information effectively and efficiently in a timely manner, communication media also functions to increase the attractiveness of the information to be conveyed so that it further enhances, improves and renews their standard of living in line with the development of an increasingly advanced civilization.

However, when online learning is running, there are several obstacles that students pass, for example, such as: 1). Lack of motivation during learning, 2). The activity of some students is less due to not meeting in person, 3). Student learning is not optimal as a result of learning online for the first time using the whatsapp application. At present, school children, be it elementary, junior high, high school, have also used the WhatsApp application to fulfill online learning, because currently face-to-face meetings are not possible due to the COVID-19 pandemic. The whatsapp application is used to help the learning process between teachers and students without being hindered by space and time.

The liveliness of the learning process can be seen from the class group response/replies and the process of returning assignments according to the class learning schedule. Therefore online learning from home is carried out using the whatsapp

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application or whatsapp group where learning in this group carries out learning that is quite interesting for students where the teacher provides material via the whatsapp group then the teacher delivers videos that are quite interesting or related to the material presented so that students are not bored with online learning.

With WhatsApp learning at this time it is hoped that students who study from home using the WhatsApp application can improve learning. It is hoped that students will not get bored of improving learning outcomes during the pandemic with the material delivered by the class V teacher in the whatsapp application so that learning takes place and student learning outcomes increase.

Based on this description, the researcher intends to maximize student learning outcomes which are then made in the form of a proposal entitled "Implementation of Whatsapp-Based E-Learning Learning Against Learning Pancasila Values Class V at SD Negeri 122351 Pematangsiantar".

LITERATURE REVIEWS

Study

Sardiman, (2010: 20) states that learning is a change in behavior or appearance, with a series of activities such as reading, observing, listening, imitating and so on. Learning is an activity, both physical and psychological which results in new changes in behavior in individuals who learn in the form of relatively constant abilities and are not caused by maturity or something that is temporary. According to Slameto that learning is a process carried out by a person to obtain a new change in behavior as a whole as a result of his own experience in interacting in his environment.

Learning according to BF Skinner's view, (2016: 18) creates conditions of opportunity with reinforcement, so that individuals learn more seriously and actively with rewards and praise from the teacher for their learning outcomes. Skinner went into further detail by differentiating between two kinds of response. The first is the respondent response, which is caused by certain stimulants called eliciting stimuli that cause relatively fixed responses, for example food that causes salivation. In general, such stimuli precede the response they elicit. Both operant responses, namely responses that arise and develop, are followed by certain stimuli which are called reinforcing stimuli or reinforces because these stimuli reinforce the responses that have been made by the organism. So, a person will become more active in learning if he gets a prize so that his response becomes more intensive or stronger.

Learning in the view of Robert M.Gegne, (2015: 43) is a change that occurs in human abilities after continuous learning which is not only caused by a growth process. Learning occurs when a stimulus situation together with the contents of the memory influences the individual in such a way that his behavior changes from the time before he experienced the situation to the time after he experienced the situation. So in conclusion learning is the existence of a stimulus that simultaneously with the contents of memory affects changes in behavior from time to time. Therefore, learning is influenced by internal

factors in the form of memory content and external factors in the form of stimuli that come from outside the individual who learns.

E-learning

Munir, (2009: 169) states that E-learning can be defined as a form of information technology applied in the field of education in the form of virtual worlds. The term e-learning is more precisely intended as an effort to create a transformation of the learning process that exists at school or in college into a digital form that is bridged by internet technology.

*E-learning*is a form of learning model that is facilitated and supported by the use of information and communication technology. Mayer, (2008:10) states that E-learning has characteristics including: 1). have content that is relevant to the learning objectives; 2). Using instructional methods, such as examples and exercises enhance learning; 3). Using media elements such as words and pictures to convey learning material; 4). Enables direct, teacher-centred learning or designed for self-directed learning; 5). Build understanding and skills related to learning objectives either individually or improve group learning performance.

Meanwhile, according to Rusman, (2011: 264) e-learning has characteristics, including: 1). Interactivity, 2). Independence, 3). Accessibility, 4). enrichment.

*E-learning*In my opinion, it is a form of learning model that is carried out by utilizing information and communication technology and allows distance learning or independent learning by utilizing internet quota in using e-learning in a distance learning.

WhatsApp application

Enterprise, (2012) states that Whatsapp is a messaging application for smartphones with a basic similar to a Blackberry messenger where the use of WhatsApp itself is a social media chat where information is exchanged between individuals and within groups. WhatsApp is also a cross-platform message that allows us to exchange messages without SMS fees, because WhatsApp Mesangger uses the same internet data package for email, web browsing and others. Whatsapp messenger uses a 4G or WIFI connection for data communication. The advantage of whatsapp compared to other social media is that the media can send or send text messages, images, audio.

similarWeb, (2016) stated that the WhatsApp application is one of the most popular mobile-based applications. Indonesia is one of the societies whose people use the WhatsApp application the most as a medium of communication. This whatsapp application is one of the methods used by students in ongoing learning, especially at this time, namely, during the COVID-19 pandemic, online learning was the only solution so that the learning process continued. This is in accordance with the direction of the Minister of Education that during the pandemic the teaching and learning process was moved to the house.

Changes in the learning process from direct learning in class to online learning certainly raises various kinds of obstacles. This is because, in Indonesia, both teachers and students are not used to doing online learning. Wardani, (2018: 17) states that the main

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weakness of online learning is the lack of intensity of meetings between students and teachers. Therefore, as a teacher, you must be able to organize learning so that the quality of online learning can be improved. Therefore, the solution that can be implemented so that learning continues is through learning from whatsapp media, because with this media the teaching and learning process can be carried out so that learning is not left behind by the closure of school buildings.

In this study, what is meant by e-learning is a WhatsApp learning tool or media designed by researchers to help make learning easier. Using whatsapp media can make students more free to study online from home, especially learning Pancasila points. Where WhatsApp media can not only send chat messages but can send video, audio and can even video call directly to find out an explanation of the material presented.

METHODS

Place and time of research

a. Research Place

This research was conducted at SD Negeri 122351 Pematangsiantar located on Jl. Cover Paper. Siopat Temperature Village. East Siantar District in class V students.

b. Research time

The time of this research was carried out from July 2020 to October 2020.

Approach and Type of Research

Based on the formulation of the problem above, namely regarding the implementation of whatsapp-based e-learning on learning Pancasila values in class V SD Negeri 122351 Pematangsiantar, this research includes qualitative research that is descriptive in nature, namely research that aims to describe and reveal facts that exist in study. Therefore, this research is in the form of research that uses data collection or as much information as possible about events that exist in the research area. Descriptive qualitative approach is a study that produces descriptive data in the form of written or spoken words from people and observable behavior Lexy J. Moelong, (2000:6).

Through research on the implementation of whatsapp-based e-learning on learning Pancasila values in class V SD Negeri 122351 Pematangsiantar, it aims to understand the phenomena that arise in the observation process.

Research Population

In conducting research, it is always related to the object to be studied either in the form of objects, people, or events. This requires a large population and a small one. Sugyono, (2008: 13) says that "population is a generative area consisting of objects/subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions".

Furthermore Sukardi, (2009:14) says that the population is "all members of groups, animals, events, or objects that live together in a place and are planned to be the target of

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conclusions from the final results of a study. The objects in this study were fifth grade students at SD Negeri 122351 Pematangsiantar TA. 2020/2021 with a total of 20 people and parents of students.

Sample

The sample is part of the population itself. The population is for example residents in certain areas, the number of teachers and students in certain schools Sugiyono, (2017: 215). So determining the sample in qualitative research is done when the researcher begins to enter the field and during the research. In this study, the researchers used a sample of 20 fifth grade students, one class teacher, namely the fifth grade teacher, and 5 parents of students in the WhatsApp-based e-learning implementation research on learning Pancasila values in class V SN Negeri 122351 Pematangsiantar.

object

What is meant by the object of research is the subject of research by the Indonesian Dictionary, (2000). According to Supranto, (2000:21) the object of research is a set of elements which can be in the form of people, organizations or goods to be studied. The objects in this study were fifth grade teachers at SD Negeri 122351 Pematangsiantar and parents of fifth grade students at SD Negeri 122351 Pematangsiantar.

subject

What is meant by the research subject is the person, place or object to be observed. The subjects in this study were fifth grade students at SD Negeri 122351 Pematangsiantar.

Data Collection Technique

Data collection technique is a way or effort to obtain information materials or facts, statements or facts that are correct and can be accounted for for their truth. In addition to using the right method, research also needs to choose relevant data collection techniques. The use of techniques and the use of appropriate data will be able to obtain objective data Morgono, (2004:36). Data collection techniques in research are intended to obtain relevant and accurate data.

RESULTS AND DISCUSSION

Research Result

The research was conducted through interviews and documentation studies with research subjects of fifth grade students at SD Negeri 122351 Pematangsiantar, teachers at grade V at SD Negeri 122351 Pematangsiantar and parents of fifth grade students at SD Negeri 122351 Pematangsiantar. The results of the research were analyzed by researchers using qualitative descriptive techniques, which means that researchers will describe, describe all the collected data so as to be able to obtain a general and comprehensive picture.

Interview With Fifth Grade Students at SD Negeri 122351 Pematangsiantar

The conclusion from the results of interviews with students in using whatsapp media in online learning is that all students feel very bored in learning conducted from whatsapp media. there are many packages that must be used in learning in the use of whatsapp in online learning, there are no textbooks available when learning online or studying from home, the material provided by the teacher from whatsapp media is not explained directly, resulting in students having difficulty doing the assignments given by the teacher, and sometimes students don't do their assignments because of limited internet quota and too many assignments,

Learning through whatsapp students find it very difficult to use whatsapp during learning because they are not used to learning online rather than learning face to face. In this case the teacher is expected to be creative in providing material and providing explanations, but the limitations of the internet quota mean that students can only learn by accepting assignments without much explanation of the material.

Interview With a Class V Teacher at SD Negeri 122351 Pematangsiantar

a. Attitudes of fifth grade elementary school teachers at SD Negeri 122351 Pematangsiantar towards technology.

Class V teacher at SD Negeri 122351 Pematangsiantar always tries to keep up with the times and technology. Information and communication obtained by grade V teachers through television, the internet and through other media. Especially at this time, education is being hit by the COVID-19 virus so learning is being held remotely and online. So, like it or not, teachers have to follow what is called technological progress and must study it, so that learning can still be carried out properly. In this case the fifth grade teacher uses or utilizes the Whatsapp application as a medium for delivering material to students, where the fifth grade teacher creates a whatsapp group. Where learning can continue to run well, and students can learn with the material presented such as pictures,

Based on the results of the research study and theoretical study above, the researcher can conclude that all teachers or grade V teachers at SD Negeri 122351 Pematangsiantar support the development of information technology and its benefits in learning. And the availability of using the WhatsApp application can also be carried anywhere like a cellphone, and can also be used via a computer. So its use is simple and not a hassle for teachers and also for students.

b. Utilization of the WhatsApp application by Class V teachers at SD Negeri 122351 Pematangsiantar.

WhatsApp media has never been used in learning before, because previously learning was only done face-to-face, but some teachers have used it, but using the WhatsApp application is not for the teaching and learning process.

Forms of utilizing the WhatsApp application can use mobile phones as well as computers, teachers convey learning by delivering material, sending learning pictures

and videos, and teachers can also hold face-to-face meetings with their students even though remotely, namely by making video calls in learning.

c. Obstacles in the application of whatsapp media for class V teachers at SD Negeri 122351 Pematangsiantar.

Based on the results of research in class V SD Negeri 122351 Pematangsiantar is constrained by several factors:

1) The first factor is the increase in teachers' outgoing money as a result of learning via whatsapp.
2) The second factor is that not all students understand the learning given.
3) The third factor is the occurrence of saturation between students and teachers when learning takes place, especially when dealing with students who have difficulty understanding learning.
4) The fourth factor is the teacher's motivation and attitude in dealing with any uncertain developments. Some teachers think that using the WhatsApp application requires quite a long preparation so that it disrupts learning hours. Some teachers think that the use of WhatsApp media is useful but not yet necessary for the learning process.
5) The fifth factor is the availability of mobile phones for both teachers and students.
6) The sixth factor is that not all students have an internet package.

Based on the results of research and theoretical studies, it can be concluded that the factors hindering the application of whatsapp media by class V teachers at SD Negeri 122351 Pematangsiantar, namely: 1). Increased money out, 2). Not all students understand the lesson, 3). There is saturation between teachers and students, 4). Not all students have cell phones, 5). Not all have packages/month, 6). Lack of motivation.

Interviews With Parents of SD Negeri 122351 Pematangsiantar students

a. First Interview
    The results of interviews with parents in online learning are the limited use of mobile phones while studying, due to the fact that there are two children who want to use cellphones during learning.
b. Second Interview
    The results of interviews with parents in online learning are that they are always asked to do assignments.
c. Third Interview
    The results of interviews with parents in online learning, during online learning the child's honesty decreases in doing school work.
d. Fourth Interview
    The results of interviews with parents in online learning, learning became erratic, mostly playing rather than studying
e. Fifth Interview

The results of interviews with parents in online learning, mostly playing rather than studying, during online learning children's learning decreases.

Documentation

The results of data collection from documentation techniques in this study are listed in the attachment sheet. The documentation that became the instrument in the research was the results of photo documentation of activities in the implementation of learning via WhatsApp, photo documentation of the results of interviews with teachers and parents of fifth grade students at SD Negeri 122351 Pematangsiantar.

Data Display

In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories (Sugiyono, 2017: 249). The most frequently used to present data in qualitative research is narrative text. By displaying data, it will make it easier to understand what happened, plan further work based on what has been understood. The display data contained in this data reduction is, students are bored in learning from whatsapp, students are unable to do assignments from whatsapp media as a result of teacher explanations that are not directly available, not all students are able to respond well in learning and students are able to apply values -the value of Pancasila at home on learning from WhatsApp.

So from the results of the display data that has been collected, it is known that not all students respond well to learning that takes place from WhatsApp, students who are active in learning, not all students can be active, because they are constrained by available cellphones and limited internet quota they have. so that in ongoing learning it causes students to be unable to be active and respond in whatsapp due to limited internet packages and limited cellphones they have. While learning via whatsapp makes students experience a decrease in learning, there is only a slight increase, because not all students like learning from whatsapp, because learning via whatsapp really makes students bored in learning,

Sometimes students do their assignments well because they are accompanied by their parents. some students cannot do all assignments but only some assignments can be done properly. when learning via whatsapp students are always active in asking questions because a lot of material is not understood, and parents also don't understand it, so students ask the teacher only about things that are very important. During learning via whatsapp students can still be honest in doing school work, and are able to apply Pancasila values at home and in the home environment, because students have been educated so that they are used to always being polite to others and always being honest with the assignments given,

Discussion

Syaiful Bahri Djamarah (2002: 201), learning difficulties are a condition where students cannot learn normally, due to threats, obstacles or disturbances in learning. Learning difficulties occur because of obstacles in obtaining learning outcomes, such as students who are lazy to study and have low IQ levels. Factors that influence students'

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learning difficulties are family and community factors. How to educate parents and family harmony. Factors of motivation, talent and interest in receiving subject matter become disturbed.

In the research method sub-chapter, it has been explained that this research uses descriptive qualitative. Qualitative descriptive is to describe and describe the phenomena that exist, both natural and human engineering and describe the existing data along with the situation that is happening. whatsapp is a messaging application for smartphones where one of the methods used by students in learning takes place, especially at this time, namely during the COVID-19 pandemic, online learning is the only solution so that the learning process continues. Researchers see the current learning phenomenon that is held remotely, where they only do learning from home and cannot meet in person or face to face. which is one of the solutions used by class V teachers in the learning process takes place, namely by using the whatsapp group. Where the use of this media is very helpful for class V teachers in the distance learning process.

a. Student

In interviews conducted with fifth grade students at SD Negeri 122351 Pematangsiantar regarding the use of the whatsapp application in online learning, some students experienced boredom and discomfort in learning that took place from whatsapp. Some students experience difficulties in participating in direct learning, because the teacher does not explain the material directly, and some students have difficulty using the WhatsApp application in learning. Students feel that learning from WhatsApp is very difficult, because students are not used to distance learning, or learning through the WhatsApp application, students are not free to ask questions in the WhatsApp application, because of the limitations of their cellphones, limitations by the internet quota students have. In learning through the WhatsApp application, not all students do their assignments well, where some students have to do their assignments when their cellphones are available and their parents don't bring them to work. And when learning is done from WhatsApp, not all students understand the material provided by the teacher.

In distance learning via WhatsApp, not all students like learning from WhatsApp, because there is a level of boredom for children learning via WhatsApp, where they are dissatisfied with the teacher's explanation only through the WhatsApp group. And in learning via WhatsApp, some students like and understand learning that is done via WhatsApp.

b. Teacher

In an interview with the fifth grade teacher at SD Negeri 122351 Pematangsiantar regarding the use of whatsapp in the teaching and learning process. Students in learning conducted via WhatsApp are not all active every hour of learning, due to limitations by their cell phones and internet quota. While learning via WhatsApp, not all students respond well in the WhatsApp group to ongoing learning. Most students cannot be active while learning is taking place due to limited cellphones or being brought to work by their parents,

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so the teacher gets a good response, sometimes at night, when the cellphone is available. Not all students can complete their school assignments on time either, due to limited internet and cellphone quotas. And some students are always active and always good at responding in the whatsapp group every hour of ongoing learning. The teacher also experienced problems when learning took place via whatsapp, which was caused because not all students were active and responded in groups and were constrained by internet packages in sending material to students.

c. Parent

Obstacles for parents when learning children use whatsapp media, namely, the addition of outgoing money that must be used in filling internet quota, so that children can always respond well to learning in the WhatsApp group. Parents also experience obstacles such as increasing parental workload during the day, because of guiding and educating children at home. The difficulties faced by parents of students are numerous, where parents must really become complete teachers at home, parents must also become study partners like at school. And during the learning hours which are carried out via whatsapp, students are never left behind from the application of Pancasila values applied at home in everyday life. Even though learning is done via whatsapp, students never forget to apply Pancasila values at home properly. Because implementing Pancasila values has become a routine for children and has been taught since childhood.

The conclusion from the discussion, in online learning that is currently used by fifth grade students at SD Negeri 122351 Pematangsiantar, some students experience reduced interest in online learning. Online learning causes children to study only temporarily and learn only when there are school assignments. Some of the fifth grade students only study when there are school assignments. When school work is over, it's time for the child to play around. Therefore, the child has more time to play so that his interest in learning decreases.

Based on the results of interviews with teachers, students and parents of fifth grade students at SD Negeri 122351 Pematangsiantar, it can be concluded that students are able to apply Pancasila values at home when learning via WhatsApp. This is known from the results of interviews with parents of students who stated that their children were able to apply Pancasila values at home, even by doing online learning. Students are also active and able to respond in learning via whatsapp, where this is known from the results of teacher interviews, which state that some students are able to respond well in groups about learning, but not all are able to respond in a timely manner, because it is caused by the limitations of their cellphones and limitations by the internet quota owned by teachers and students.

CLOSING

Education is a planned conscious effort to create a learning atmosphere and learning process, so that students actively develop their potential.

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Based on the results of the research and discussion, it can be concluded that students can apply whatsapp media to Pancasila values in class V SD Negeri 122351 Pematangsiantar. This can be seen in teachers and students who have been able to apply whatsapp media in the teaching and learning process. The results of students being able to apply Pancasila values at home can be found out from their parents. In this study, parents mentioned that their children could apply Pancasila values at home, even with distance learning.

Students are able to respond and be active in learning from the whatsapp application but not all students are able to be active and respond in learning using whatsapp. This is known from the teacher interview data, where students were able to respond well about learning taking place from WhatsApp but not all, due to limitations by cellphones and very limited internet quota. There is additional money out for teachers, parents and students when using WhatsApp in learning. In learning via WhatsApp, it causes students to get bored and bored of learning through WhatsApp. The uncertainty of the motivation that will be given by the teacher to students every day because learning that is not face-to-face results in less teacher motivation.

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