

# Use of Social Media as E- Learning Media on the Understanding of Alifa Kids Kemang Sari Paud Students in the Period of March-June 2020

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## ABSTRACT

The rapid development of technology has significantly impacted the role of the internet and social media in society. Their use is no longer limited to connecting those far away or simply seeking information. Social media is now also being used for educational purposes, or e-learning . This study was conducted to determine how the use of social media as a learning medium impacts early childhood understanding. Interviews, questionnaires, observations, and literature review were used throughout the study. The goal was to assess the understanding of early childhood students during e-learning . The respondents in this study were 17 parents of students at Alifa Kids Kemang Sari Kindergarten. Each respondent was asked several questions related to the use of social media for e-learning as a learning medium for children in early childhood education. The results of processing respondent data show that the use of social media as an e-learning learning medium is not appropriate because the number of students who do not understand the material is greater than the number of students who understand the content of the material displayed on learning media via social media.

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## INTRODUCTION

The emergence of social media has also successfully displaced the dominance of conventional mass media. This is driven by its flexible and open nature. Any information can spread more quickly through social media without restrictive journalistic regulations. As a result, even in a superpower like the United States, social media's dominance has even succeeded in ousting newspapers.

Social media developed by communication technology has made people "addicted", its users are willing to spend time with their mobile phones, most of the users easily believe information that is not necessarily true (*hoaxes*). Technology also carries messages Communication technology has opened up wide opportunities for the circulation of pornographic images or videos.

Another challenge is the increasingly diverse backgrounds of social media users, while the use of social media for a variety of purposes is increasingly unstoppable. The dynamic nature of social media makes it a popular destination for young people to express themselves, unleash their creativity, and foster critical thinking.

Because information is the primary source of power, it's possible for people to work and learn from anywhere and at any time, including working from home. While doing other tasks, people can engage in activities that utilize that information. Because society's reliance on information is so high, this is what's called an information society.

*physical distancing* regulations require the public to stay at home to curb the spread of *the coronavirus*. No companies or educational institutions are conducting work or learning by visiting company buildings or schools as usual. Like it or not, many parents have had to adapt to distance learning or *e-learning methods* so that their children can continue to receive adequate learning and stimulation.

## RESEARCH METHODS

Research methodology can be classified into qualitative and quantitative research. Qualitative research uses qualitative data such as interviews, participant observation, and document data to understand and explain social phenomena. Bavelas describes a misconception between quantitative and qualitative research. Quantitative research uses numbers, is parametric, statistical, empirical, objective, deductive, hypothesis testing, experimental, laboratory, artificial, and generalizable. Qualitative research, on the other hand, does not use numbers, is nonparametric, without statistics, is not empirical, subjective, inductive, exploratory, nonexperimental, real-world, natural, and nongeneralizable.

Good research methods will produce new paradigms in the development of science. The results of paradigm thinking are always inadequate and open to further change. In other words, the results of thinking through paradigm shifts will always be relative, as they depend on data and facts obtained from the real world, which are then analyzed according to scientific principles.<sup>38</sup> The scientific principles in question are:

research results of phenomena that occur by conducting research and collecting data and facts.

In this research, a qualitative analysis approach was employed, which implies a description of data using words and sentences. This approach aims to understand social situations, events, roles, interactions, and groups. This approach is also called a phenomenological approach, a subjective or interpretive approach. It views humans as active, in contrast to objective approaches or behavioristic and structural approaches that assume humans are passive.<sup>39</sup> The author used a qualitative research method in compiling this thesis. Qualitative research is research that emphasizes *the quality* or most important aspect of a product or service. The most important aspect of a product or service, in the form of events, phenomena, and social symptoms, is the meaning behind the event, which can serve as a valuable lesson that passes with time without leaving any benefit.<sup>40</sup>

According to John W. Creswell (Ghony, 2017:28), *qualitative research is an inquiry of understanding based on distinct methodological traditions of inquiry that explore social or human problems. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting.* This means that qualitative research is a process of inquiry of understanding based on distinct methodological traditions that explore a social or human problem. The researcher builds a complex, holistic or

comprehensive picture, examines words, reports detailing the views of native speakers, and conducts the study in a natural setting.

Qualitative research aims to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of individuals and groups, and some descriptions to find principles and explanations that lead to inductive conclusions. 41 The work steps for describing an object, phenomenon, or social setting of research are written in narrative writing. This means that the data and facts collected by qualitative researchers are in the form of words or images. Describing something means describing what, why, and how an event or phenomenon occurs.

Researchers also emphasized objectivity and honesty, demonstrated by explaining the research objectives to informants. Furthermore, informants' identities were kept confidential, ensuring that the research results would not impact the informants who provided the information. The data and information used in this study were obtained through observation, indirect interviews, and questionnaires. Information was obtained from direct observation, questionnaire results, and photographs of activities. This information was in the form of documents and event notes that were processed into data.

Therefore, the researcher directly observed, participated in activities, and approached the phenomenon that occurred due to the COVID-19 pandemic, which required all students of Alifa Kids Kemang Sari Kindergarten to conduct distance learning through social media *YouTube*, *WhatsApp*, and also *Zoom* together with parents at home. The research was conducted by collecting data, compiling and describing the phenomenon to obtain results in the form of a clear picture of the role of social media as a medium for distance educational learning or *e-learning*.

## DISCUSSION

### Summary of Interview Results Through Questionnaires

Next, the author will present the interview results from the questionnaires answered by the respondents. Seventeen respondents answered the questionnaire based on their experiences assisting children with *e-learning* at home.

The results of the interviews are presented in several points, consistent with the research focus explained in the previous chapter. The following points are included:

#### **Are you familiar with social media like *Whatsapp*, *Youtube* and *Zoom*?**

To this question, the author found a variety of answers from the parents of students who responded. Here are the various answers:

- a. The parents of Muhammad Zhafran (3 years), stated that they were very familiar with social media.
- b. Qiano's parents (4 years old) stated that they were quite familiar with social media.
- c. The parents of Wisyah (3 years old) stated that they are also quite familiar with social media.
- d. Khanza's parents (2 years old) also stated that he was quite familiar with social media.
- e. The parents of Raditya (6 years old) stated that they were quite familiar with social media.

- f. The parents of Faiz (4 years old) stated that they were quite familiar with social media.
- g. The parents of Aisha (2 years old) stated that they were quite familiar with social media.
- h. The parents of Khaira (3 years old) stated that they were quite familiar with social media.
- i. The parents of Alifa (4 years old) stated that they were quite familiar with social media.
- j. The parents of Naara (4 years old) stated that they were quite familiar with social media.
- k. The parents of Kalila (5 years old) stated that they were quite familiar with social media.
- l. The parents of Cenna (3 years old), stated that they were quite familiar with social media.
- m. The parents of Fathar (2 years old) stated that they were quite familiar with social media.
- n. The parents of Fatima (3 years old) stated that they were quite familiar with social media.
- o. The parents of Gea (5 years old) stated that they were quite familiar with social media.
- p. The parents of Shanum (3 years old) stated that they were quite familiar with social media.
- q. The parents of Nera (5 years old) stated that they were quite familiar with social media.

Based on respondents' answers to questions about their use of social media platforms like *WhatsApp*, *YouTube*, and *Zoom*, the majority were quite familiar with the social media platforms used during *e-learning*. The authors then sought to determine whether parents were aware of the role of social media as an educational learning tool. The authors posed a second question:

**Do you know that one of the functions of social media like *WhatsApp*, *YouTube*, and *Zoom* is as an educational learning tool ?**

Respondents responded to the author's question with various answers, namely as follows:

- a. The parents of Muhammad Zhafran (3 years), stated that he knows the function of social media as an educational learning tool for children.
- b. Qiano's (4 years old) parents stated that they know the function of social media as an educational learning tool for children.
- c. The parents of Wisyah (3 years old) stated that they know the function of social media as an educational learning tool for children.
- d. Khanza's parents (2 years old) also stated that they know the function of social media as an educational learning tool for children.
- e. The parents of Raditya (6 years old) stated that they know the function of social media as an educational learning tool for children.
- f. The parents of Faiz (4 years old) stated that they know the function of social media as an educational learning tool for children.
- g. Aisha's parents (2 years old) stated that they know the function of social media as an educational learning tool for children.
- h. The parents of Khaira (3 years old) stated that they know the function of social media as an educational learning tool for children.

- i. Alifa's parents (4 years old) stated that they know the function of social media as an educational learning tool for children.
- j. The parents of Naara (4 years old) stated that they know the function of social media as an educational learning tool for children.
- k. The parents of Kalila (5 years old) stated that they know the function of social media as an educational learning tool for children.
- l. The parents of Cenna (3 years old) stated that she did not yet know the function of social media as an educational learning tool.
- m. The parent of Fathar (2 years old), m stated that he knows the function of social media as an educational learning tool for children.
- n. The parents of Fatima (3 years old) stated that they know the function of social media as an educational learning tool for children.
- o. The parents of Gea (5 years old) stated that they know the function of social media as an educational learning tool for children.
- p. The parents of Shanum (3 years old) stated that they know the function of social media as an educational learning tool for children.
- q. The parents of Nera (5 years old) stated that they know the function of social media as an educational learning tool for children.

Based on the respondents' answers to the question about one of the functions of social media as an educational learning tool, the average respondent was aware of this function. Only one of the 17 respondents stated that they were not yet aware of the function of social media as an educational learning tool. The author then posed the third question:

**Are there any other benefits from social media that parents feel apart from being an educational learning tool?**

Responses from iparents varied widely. Below, the author presents the answers from respondents:

- a. The parents of Muhammad Zhafran (3 years old), said that not only is social media a learning medium, it is also useful as a means of entertainment to relieve stress for both parents and children at the appropriate level.
- b. Parents of Qiano (4 years old), said that social media is useful as a means of communicating and searching for information.
- c. The parents of Wisyah (3 years old), said that social media functions as a means of seeking references.
- d. The parents of Khanza (2 years old), did not answer the question.
- e. The parents of Raditya (6 years old) said that another function of social media is as a medium for sharing experiences.
- f. Faiz's parents (4 years old), did not answer the question.
- g. Aisha's parents (2 years old) said that social media is a place to find new experiences regarding learning media and can be done anywhere.
- h. Parents of Khaira (3 years old), feel that there are benefits other than being an educational learning tool.

- i. Parents of Alifa (4 years old), feel that there are benefits other than being an educational learning tool.
- j. Naara's parents (4 years old) said that social media is a means of communication.
- k. Parents of Kalila (5 years old), said that social media is a means of communication.
- l. The parents of Cenna (3 years old) have not yet seen any other benefits from social media as an educational learning tool. Furthermore, they believe that social media is inappropriate for early childhood education. This is because young children don't yet understand that social media is for learning, not entertainment.
- m. Parents of Fathar (2 years old), said that social media is used to communicate with teachers and friends at school.
- n. The parents of Fatima (3 years old), said that another benefit of social media is as a medium for seeking information apart from television, magazines and newspapers.
- o. Parents of Gea (5 years old), feel that there are benefits other than being an educational learning tool.
- p. The parents of Shanum (3 years old), stated that another benefit is as a communication tool with teachers at school.
- q. The parents of Nera (5 years old), said that another benefit is as a means of seeking information and entertainment.

From all the respondents' answers, the author concluded that the majority of parents at Alifa Kids Kemang Sari Kindergarten perceived other benefits from social media, such as communication, information seeking, and entertainment. However, some also felt that using social media as an educational learning tool for early childhood was not yet appropriate. The author then posed the following question: **Can parents easily access social media such as *WhatsApp* , *YouTube* , and *Zoom* as e-learning media?**

In response to this question, all respondents stated that access to social media for *e-learning* at home was easy. This is because parents are working from home during the pandemic and have internet or *Wi-Fi connections* , making accessing these social media platforms easy. The authors then posed another question:

**Is the guide provided for accessing social media easy to understand?**

Respondents responded to the author's question with various answers, namely as follows:

- a. The parents of Muhammad Zhafran (3 years old), agreed that the guide sent was easy to understand.
- b. Parents of Qiano (4 years old), agree that there is ease in delivering guidance for accessing social media for *e-learning*
- c. The parents of Wisyah (3 years old) expressed their disagreement with the ease of delivery of the study guide provided.

- d. Parents of Khanza (2 years old), agreed that the guide sent was easy to understand.
- e. Parents of Raditya (6 years old), agreed that the guide sent was easy to understand.
- f. Parents of Faiz (4 years old), do not agree that the guide sent is easy to understand.
- g. Parents of Aisha (2 years old), agreed that the guide sent was easy to understand.
- h. Parents of Khaira (3 years old), agreed that the guide sent was easy to understand.
- i. Parents of Alifa (4 years old), agreed that the guide sent was easy to understand.
- j. Parents of Naara (4 years old), agreed that the guide sent was easy to understand.
- k. Parents of Kalila (5 years old), agreed that the guide sent was easy to understand.
- l. Parents of Cenna (3 years old), do not agree with the guide sent being easy to understand.
- m. Parents of Fathar (2 years old), agreed that the guide sent was easy to understand.
- n. Parents of Fatima (3 years old), do not agree with the guide sent being easy to understand.
- o. Parents of Gea (5 years old), agreed that the guide sent was easy to understand.
- p. Parents of Shanum (3 years old), agreed that the guide sent was easy to understand.
- q. Parents of Nera (5 years old), agreed that the guide sent was easy to understand.

Based on the respondents' answers, the author concluded that some parents still don't understand the guidelines provided for accessing social media. However, the majority of parents understand the guidelines for accessing social media platforms like *WhatsApp*, *YouTube*, and *Zoom Next*, the author posed the following questions:

**Can students participate in *e-learning activities* through social media such as *WhatsApp*, *YouTube*, and *Zoom* according to the schedule provided regularly?**

Respondents answered this question as follows:

- a. The parents of Muhammad Zhafran (3 years old) stated that Zhafran was not yet able to follow the schedule according to the schedule given.
- b. Qiano's parents (4 years old) stated that Qiano was able to follow the learning according to the set schedule.
- c. The parents of Wisyah (3 years old) stated that Wisyah was not yet able to follow the schedule according to the schedule given.

- d. The parents of Khanza (2 years old) stated that Khanza was not yet able to follow the schedule according to the schedule given.
- e. The parents of Raditya (6 years old) stated that Raditya was not yet able to follow the schedule according to the schedule given.
- f. The parents of Faiz (4 years old) stated that Faiz was not yet able to follow the schedule according to the schedule given.
- g. Aisha's parents (2 years old) stated that Aisha was not yet able to follow the schedule as per the schedule given.
- h. The parents of Khaira (3 years old) stated that Khaira was not yet able to follow the schedule according to the schedule given.
- i. The parents of Alifa (4 years old) stated that Alifa was not yet able to follow the schedule according to the schedule given.
- j. The parents of Naara (4 years old) stated that Naara was not yet able to follow the schedule according to the schedule given.
- k. The parents of Kalila (5 years old) stated that Kalila was not yet able to follow the schedule according to the schedule given.
- l. The parents of Cenna (3 years old) stated that Cenna was not yet able to follow the schedule according to the schedule given.
- m. The parents of Fathar (2 years old) stated that Fathar was not yet able to follow the schedule according to the schedule given.
- n. The parents of Fatima (3 years old) stated that Fatima was not yet able to follow the schedule according to the schedule given.
- o. The parents of Gea (5 years old) stated that Gea was not yet able to follow the schedule according to the schedule given.
- p. The parents of Shanum (3 years old) stated that Shanum was able to follow the learning according to the set schedule.
- q. The parents of Nera (5 years old) stated that Nera was not yet able to follow the schedule according to the schedule given.

## CONCLUSION

After the author conducted research, collected data, interviewed, and observed the problem of using social media as a learning medium for the understanding of students at Alifa Kids Kemang Sari Kindergarten, the author reached the following conclusions: Parents of students experience other benefits from social media, namely as a means of entertainment and information. *WhatsApp* is an effective means of communication between parents and teachers. However, the use of *WhatsApp*, *YouTube*, and *Zoom* as learning media is considered inappropriate for *e-learning* for early childhood. Parents, both respondents and learning companions, stated that for early childhood, face-to-face sessions with teachers are still necessary. Parents feel there is a lack of interaction during *e-learning*. Parents, as companions, encountered various obstacles when learning at home with their young children. This was expressed by parents when answering open-ended questions. Some of these

obstacles include: Children have difficulty focusing on educational learning materials provided via *YouTube* and tend to want to watch videos that are not related to learning. Children get bored easily and are not interested in educational videos provided via social media like *YouTube*. Children are fussy and find it difficult to focus during virtual face-to-face sessions via *Zoom* and *Whatsapp Video Call*. Children have difficulty following the learning schedule on time. Parents have difficulty implementing learning materials for their children. Parents are not yet able to fully accompany their children during the *e-learning process*. These obstacles significantly impact students' understanding of the learning material. This is also due to the fact that the existing materials don't inspire students' curiosity. There's no connection between the students and the modules provided by the curriculum team. The e-learning implemented by Alifa Kids Kindergarten, Kemang Sari, is considered ineffective for early childhood education. The lack of optimal interaction between teachers, students, and parents as facilitators impacts the effectiveness of the *e-learning*. The suggestions that the author can provide as material for consideration by both the teaching team and parents are as follows: For Alifa Kids Kemang Sari Kindergarten, the distance learning or *e-learning process* implemented in early childhood educational institutions should be reconsidered. The current *online learning* approach has not been stimulating children's curiosity. For example, teachers visit students and implement health protocols, then learn together using social media to watch educational videos. Alternatively, schools could prepare activities that engage students, such as coloring with watercolors or making hand *puppets*. Innovations in social media and technology are needed to make distance learning for early childhood engaging and enjoyable. Parents should strive to support their children during *online learning* using social media to create a comfortable learning environment, encouraging them to focus and participate in learning, and foster a positive learning environment. This will help children become accustomed to learning, both during and outside of the pandemic. This will also help them become familiar with the e-learning media they will use. For other researchers, the author suggests researching the use of social media in relation to other current phenomena. ongoing. Because in this modern era, information and communication technology has become the primary medium used by society. The social media used is also very diverse and deserves further exploration.

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