THE UTILIZATION OF WHATSAPP MEDIA AS A STUDENT'S DIGITAL LITERACY
MEDIA IN DISTANCE LEARNING IN SMA PRIVATE
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ABSTRACT

Whatsapp as one of the most influential social media and is widely used by people in Indonesia. Students in Indonesia in the digital era are currently using devices in their daily activities both at school and outside of school. However, most of these students use social media applications, especially Whatsapp, only for social media, even though in this application, there are benefits that can improve digital literacy skills. The purpose of this study was to determine: 1) the use of WhatsApp as a media for students 'digital literacy and 2) the students' digital literacy skills seen from their language skills. The method used in this research is observing, taking notes, and studying the literature. This research is a qualitative descriptive study. The results of this study are, 1) the level of digital literacy of students with whatsapp social media is still lacking and 2) the improvement of students' digital literacy skills in terms of language skills, namely, listening, speaking, reading, viewing, and writing.

1. PRELIMINARY

Social media has become a part of life for people in the world, especially in Indonesia. The use of social media is increasing day by day due to current digital developments and innovations. Social media is one of the basic digital needs of people in Indonesia. Social media consists of WhatApp, Instagram, Facebook, Line, and so on. Internet users in Indonesia are very large, and have an impact on the use of social media. As explained by Watie (2011: 69), the emergence and development of the internet brings new ways of communication in society. Social media is here and changes the paradigm of communication in today's society. Communication is not limited to distance, time and space. It can happen anywhere, without having to face to face. Even social media is able to negate social status, which is often a barrier to communication. Another opinion was expressed by Mulawarman and Nurfitri (2017: 36), he explained that the evolution that occurred in the field of technology and internet innovation caused not only the emergence of new media. Various aspects of human life, such as communication and interaction, also experience changes that were previously unexpected. The world seems to have no boundaries, so there is no secret that can be covered. We can find out about other people's activities through social media, while not knowing and having never met face-to-face or being outside the network with that person. From some of the opinions above, it can be concluded that social media does not recognize space and time, making it easier to communicate with people who are far away. Social media can facilitate us as social media users, so we can know anyone, even if we don't know them. Students who are affected by the use of social media are currently many students who have social media in the form of WhatsApp, Instagram, Facebook, Youtube, and so on. The student's use of social media is only limited to communicating with other friends. One of the social media that is often used is WhatsApp. Regarding why students / adolescents spend more of their time only on social media, as stated by Hoechsmann and Poyntz (2012: 24) with all the media options available today, it is not surprising that teenagers or students today become people who can master a lot. media because they can spend more time with social media, compared to teenagers or past students. WhatsApp has various functions, including being able to send messages, group chat, share photos, videos, and documents. However, the use of social media is not used as a literacy medium by students. Students only spend time with Whatsapp as social media, limited to sending messages, photos and
documents that do not contain literacy at all. As a result, students tend to be apathetic to the existence of WhatsApp as a social media that can be used for media literacy.

In addition to the examples above, students' literacy skills in utilizing social media such as WhatsApp can be seen in the use of language. The language used is Indonesian which is good and correct. Social media, especially WhatsApp, has a group feature, so that every user, including students, can send messages directly to group members using various languages. However, students only take advantage of the use of language as limited as their closest social environment. Students often do not consider the correct and correct use of Indonesian language important. Other Indonesian language activities such as reading, writing, and listening also do not have a significant effect on students' literacy skills through WhatsApp social media. Good and correct understanding of the use of Indonesian for the development of student literacy is still lacking. Therefore, the importance of this study is to determine the use of WhatsApp as a medium for students 'digital literacy and students' digital literacy skills seen from their language skills.

Digital literacy is the ability to understand and use information from various digital sources, and the ability to use technology and information from digital devices effectively and efficiently in various contexts, such as academics, careers, and everyday life (Gilster in Kurnianingsih, et al, 2017: 62).

Kusuma (2011: 402) argues that it is undeniable that this new media / digital media is more familiar with young children than parents or teacher. Banning is no longer an option. Raising awareness to engage in critical dialogue can help them / students to better understand the meaning of their digital experiences. From Kusuma's opinion above, it can be concluded that parents must always monitor, supervise and guide how children use social media, so that they are wiser in their use.

2. RESEARCH METHODS

This research approach, namely, descriptive qualitative. The research method in this study is to observe, take notes, and study literature. Data and data sources in this study are opinions or perceptions from interviews with grade IX junior high school students. Data collection techniques use interview and observation techniques. The data analysis technique uses interactive data analysis techniques.

3. RESEARCH RESULTS AND DISCUSSION

1. Use of WhatsApp as a Media for Student Digital Literacy

Sharing course material (using the Forward feature) WhatsApp has a feature that can save documents in the form of pdf, microsoft word, excel, and powerpoint. Therefore, when using WhatsApp sharing documents in the format/ form above is much easier. Apart from being able to save documents in the form or format above, WhatsApp can also forward messages, making it easier for students to share with other friends. An example of its application is when a student thinks of material that has been summarized or recorded at school, if there are friends who need them because their notes are incomplete, they can be shared with other friends using the forward feature. The forward feature makes it easy to send or forward to another friend, without having to open the file manager on the device.

However, it should be noted that the forward feature can cause the spread of fake news or hoaxes to spread quickly. Therefore, the forward feature on WhatsApp is used only as needed, not carelessly sharing something that is not yet clear. The role of parents here is very important. Parents must monitor what students get on the WhatsApp they use, so that parents can be aware of the spread of untrue news.

2. Distance Learning (PJJ)

(Using the voice note feature)

Distance Learning (PJJ) can be carried out by students and teachers who are members of a particular group. This learning can be done according to the needs and agreements of the teacher and students. Distance Learning (PJJ) can occur, if there is a meeting where the teacher is unable to teach, then it gives an announcement to the students so that tonight they can carry out the PJJ.

Distance Learning (PJJ) can use the WhatsApp social media. WhatsApp is used as a medium for discussion. Initially the teacher gave material to the students in the group, then the teacher gave instructions to work on the questions or have an opinion about the material. When students express their ideas or opinions, they must be accompanied by names and absent numbers, so that the teacher can directly assess all students who participate in the group. This learning will be more interesting if all students are active in the learning. Teachers here are required to be creative in developing material to be taught through Distance Learning (PJJ) using WhatsApp. Another feature of WhatsApp is that it can send Voice notes or a voice recorder. Sound recorders can be used for students to express their opinions. If there is a speaking ability test, students can use the voice notes feature. The teacher's assessment can be in the form of how students express their opinions using the voice notes (voice recorder) feature.
Research conducted by Suryadi, et al (2018) with the title Use of WhatsApp Social Media and Its Effect on Student Discipline in Islamic Education Subjects (Case Study at YKPI Bogor Chemical Analysis Vocational School), explained that WhatsApp affects student learning discipline, so that activities student learning decreased and weak in participating in learning.

The research above was carried out when learning in class. If it is carried out with a more attractive method, students can also be more interested in learning and social media is used as a means of learning, it can actually improve student learning discipline. According to research from Alqahtani, et al (2018), entitled WhatsApp: An Online Platform for University-Level English Language Education, shows that the use of social media, such as WhatsApp, can enable students to understand and engage in using it as part of learning.

3. Share material via Whatsapp Story

WhatsApp allows students to be able to share material via status. Students can share subject matter or other knowledge by using features on WhatsApp, namely, WhatsApp Story or status on WhatsApp. Students can share photos, videos, or website links using status.

Status on WhatsApp can be seen when students save each other's phone numbers, so they can see each other's statuses. WhatsApp Story is a medium for sharing and listening to students outside of student-owned chat groups. Share photos, videos, or website links that many people may not know, so that if other students see the status they can comment.

Replying to the status or commenting on the status of other students is one form of student language skills. If the status has been responded to by other students, there will be a discussion, so that the status on WhatsApp can be important as suggestions for student digital literacy.

4. Increasing Students' Digital Literacy Ability seen from their Language Ability

a. Listen

Listening is one of the earliest students' language skills. Listening is synonymous with audio or sound. Digital literacy using social media WhatsApp allows students to improve their language skills. The WhatsApp social media has a feature, namely, voice notes (voice recorder), which can increase students' ability to understand texts / expressions / opinions of other students.

b. Talking

Students' digital literacy is related to another aspect of language skills, namely speaking. The aspect of talking to students can be improved by using social media.

WhatsApp. WhatsApp can improve students' ability to speak, supported by using the voice notes feature or voice recording. The voice notes feature can be used as a student assessment when in Distance Learning (PJJ) with material about speaking.

c. Read

Reading through social media such as WhatsApp is very efficient and effective as a medium for digital literacy for students. One of them is exchanging information about learning materials, a list of tasks to be done and an exam grid. The delivery of this information is spread quickly and is able to reach all students. Reading activities that involve social media such as WhatsApp can have an impact on the development of language skills for students.

Its good effect is that it is a form of innovation in learning that can provide quick and easy access without the need for a lot of money. For example, photocopying the subject matter, simply taking a photo of the subject matter, then you can send messages via WhatsApp. The bad effect is that students become unfocused and easily switch or become addicted to social media. The cause of this is not using the learning media, but for other things, such as creating statuses, sending go-sip messages, even spreading hoaxes. Therefore, students and teachers must work together and coordinate in using WhatsApp as a literacy medium.

d. Viewers

Viewing on social media, such as WhatsApp, is used to view learning video posts. Teachers can use videos that can be downloaded from Youtube or spread via WhatsApp for the sake of learning. For example, learning poetry in Indonesian. Such learning requires video as an audio-visual media which of course must require the ability to view students properly and correctly. Besides that, features in WhatsApp such as forward make it very easy for anyone. in sharing messages in the form of videos.

e. Write

Writing on social media, such as WhatsApp, can be used for media literacy learning. How to raise awareness of writing using good and correct Indonesian through social media such as WhatsApp. The writing that is most concerned with is the use of standard and non-standard vocabulary. Sometimes or often,
students in writing words through social media such as WhatsApp do not pay attention to the rules of language use or are limited to their immediate environment. Local languages are sometimes still used in writing WhatsApp.

4. CONCLUSIONS
The use of WhatsApp as a medium for digital literacy for students includes three things, namely
1. Share course material on WhatsApp, the forward feature makes it easy to send or continue to other friends, without having to open the file manager on the device.
2. Distance Learning (PJJ), another feature of WhatsApp is that it can send Voice notes or voice recorders. Voice recorders can be used for students to express their opinions. If there is a speaking ability test, students can use the voice notes feature.
3. WhatsAppStory is a medium for sharing and listening to students outside the chat group that students have. Share photos, videos, or website links that may not be known to many people, so that if other students see the status they can comment.

Students' digital literacy skills are related to students' language skills, namely 1) listening, 2) speaking, 3) reading, 4) viewing, and writing.

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