

Users' Perceptions of the WhatsApp Usefulness in Learning

Lestari Widodo¹

State University of Malang, East Java, INDONESIA

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Abstract

The purpose of this study was to know users' perception towards WhatsApp in several aspects such useful, ease of use, ease of learning and satisfaction. Descriptive method and questionnaire developed by Lund, A. M (2001) were used in this study. This questionnaire was consisted of 30 questions and translated to Indonesian. The subjects of this study were 175 participants who were of different age and professions. The result of this study shows that the participants give positive response for every aspect. The mean response of participants' perception argued that WhatsApp is useful, ease to use, ease to learning and give satisfaction. Therefore, WhatsApp can implement in learning system.

Keywords: WhatsApp, user' perception, learning.

1. Introduction

Technology expansion in the 21st century was very fast. The technology can help people' job rapidly and easily. An example is the use of software or application. Public facilities and professionals have mobile device connected with Internet in a range of fields (Giordano, 2014). The development of new application was to facility communication among users with improve taking, strong and transmission pictures (Al-Hadithy, 2012). There is new trend in the Information Communication Technology (ICT) in the world called social networking. Many definitions and views about social networking refer to tools that facilitate people to meet, interact and discuss ideas (Anderson, 2010). One of them is WhatsApp.

Whatsapp sends message in real time and is as one of the most popular application of communication in the 21th century (Ahad & Lim, 2014). WhatsApp facilitate in texting or communicate real time, include to share easy information (e.g. contact list) or media content (e.g. audio, video file, pictures, and located data). The last years, there were many literatures investigated the use of WhatsApp (Church & Oliveria, 2013; Soliman & Salem, 2014; O'Hara et al., 2014; Devi & Tevera, 2014). WhatsApp was the most extensive mobile application for people to

¹ PhD student.

send message such share text and content (e.g., audio, video, picture, location and data) (Karpisek, 2015).

The studied by Ahad (2014) showed that WhatsApp used students in discussion term and share information related to material of study, part of their daily life communication with family, friends and relative. Moreover, students improved critics’ issue of used WhatsApp frequency which included necessary to attend WhatsApp message immediately, sometimes inappropriate information or contents of media, mobile connection and habit such as addict (e.g. disturb in their study).

In Indonesia, forty percent of population are using WhatsApp (<https://www.statista.com/statistics/291540/mobile-internet-user-whatsapp/>). It showed that the most of people know and use WhatsApp. Therefore, it needs to know the response of users towards WhatsApp on the some of aspects such as useful, ease of use, and ease of learning. It can become basic to implement WhatsApp on various area such learning.

2. Method

This study was descriptive research to know users’ perception of WhatsApp. This study was used quantitative research design. The data were collected by using questionnaire developed by Lund (2001). The redaction of questionnaire was appropriate application which was studied and was translated to Indonesian. The questionnaire questions consisted of 5 parts such the identity of respondent, useful aspect, ease of use aspect, ease of learning aspect, and satisfaction aspect. Each aspect has a few different questions. The scale was used in this questionnaire was likert scale that has modification become 4 scales (Hadi, 1991). The data were collected through online form. The technology expansion rapidly makes online survey to become more effective. The subject of this study were 176 participants. The data analyzed by calculation percent of each aspect. The interpretation of analyze become conclusion.

3. Finding

3.1 Demographics

The participants of this study were consisted of 54.29% male and 45.71% female. The participants have experience to use WhatsApp application. There are many kind of their age who 16th to 35th years. The data are shown in Figure 1.

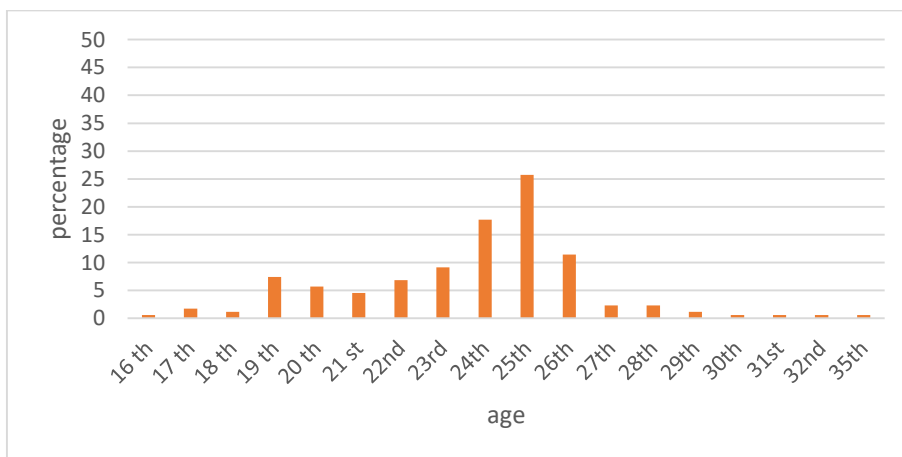


Figure 1. Percentage of participants

Figure 1 shows that the most of number participants are in 25th years old. In another word, the domination of participants were they who have age 19th to 26th years old. Moreover, the participants have many kinds of professions. The occupation of participants are shown in Table 1. The participants come from many places in Indonesia.

Table 1. The participants' professions

Profession	Percentage
Students in University	67,43%
Health	1,71 %
Entrepreneur	15,43 %
Researcher	1,14 %
Students	2,86 %
Teacher	7,43 %
Lecturer	1,71 %
Government employees	1,71 %
Artist	0,57 %

The participants come from 5 islands in Indonesia such Sumatera, Java, Bali, Kalimantan, and Sulawesi. The percentage of participants were from Sumatera, such Jambi (17.14%), Lampung (1.71%), South Sumatera (1.14), North Sumatera (2.28 %) and West Sumatera (0.57 %). Percentage of participants were from Java Island, such East Java (26.28 %), Yogyakarta (21.71%), Banten (0.57), Jakarta (4.57%), Central Java (13.14%), and West Java (6.85%). The participants come from others islands such East Kalimantan (0.57%), South East Sulawesi (0.57%), South Sulawesi (0.57%), Bali (1.14%) and the students from Indonesia in abroad (1.14%)

3.2 Useful

Table 2. Users' perception towards Whatsapp on useful aspect

Aspects	SD (%)	D (%)	A (%)	SA (%)
WhatsApp helps me be more effective	0	2.8	39	58.2
WhatsApp helps me be more productive	0	7.9	66.1	26
WhatsApp is useful	0	0	42.9	57.1
WhatsApp gives me more control over the activities in my life	0.6	28.2	58.2	13
WhatsApp makes the things I want to accomplish easier to get done	0	13.6	68.4	18.1
WhatsApp saves me time when I use it	0.6	16.4	66.1	16.9
WhatsApp meets my needs	0	3.4	72.9	23.7
WhatsApp does everything I would expect it to do	0	26.6	63.8	9

Note: Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA)

Based on Table 2, the users of WhatsApp give positive response such as WhatsApp helps users be more effective. The introduction of sophisticated communication service through internet has changed the interaction way among users. It makes user can change text message

such file, audio, video and pictures (Anglano, 2014). The result supported by Norfaezah (2015) shows that WhatsApp can help students to share many things with lecturer. The contents of WhatsApp makes users more productive. It showed by users’ percentage 66.1% “agree” and 26% “very agree”.

The users of WhatsApp give positive response because it can make users more productive. The instant message of WhatsApp can become potential for everyone such as a bridge to share information between teacher and students. The quickly change and develop in ICT influences all aspects in the life (Fattah, 2015). One of them is in education area. This application can help student to share study materials.

The participants feel that WhatsApp is easy to use so they gave the positive response. As social media has a wide prospect in society which is above almost one from four persons in world used social media (Burke et al., 2010). WhatsApp is agreed people’ necessary. In another context, WhatsApp was used as the aware technology that was supported pleasure for family member who lives separated (Brown et al., 2007). Technology was a vital thing in the world now and created easy for everything (Bansal & Joshi, 2014).

WhatsApp makes the things I want to accomplish easier to get done. This result supported by the result of previous study. Community Communication Forum (FKM) and users’ ICT in form of WhatsApp group were an effective communication way for two directions (Dialogical Communication) between a company and heir so Independent Waste Bank CSR Program can be accepted and implemented in complicity participant way with people especially in Kebon Manis Northern Cilacap district (Nurjanah, 2017).

3.3 Ease of use

Table 3. Users’ perception towards WhatsApp on ease of use aspect

Aspect	SD (%)	D (%)	A (%)	SA (%)
WhatsApp is easy to use	0	0	45.2	54.8
WhatsApp is simple to use	0	0	48	52
WhatsApp is user friendly	0	0	66.7	32.8
WhatsApp requires the fewest steps possible to accomplish what I want to do with it	0	19.8	66.1	14.1
WhatsApp is flexible	0	4	72.9	23.2
Using Whatsapp is effortless	0	0.5	60.5	39
User can use it without written instructions	0	13.6	58.8	27.7
User don't notice any inconsistencies as I use it	0	16.9	66,3	16.9
Both occasional and regular users would like it	0	3.4	67.2	29.4
User can recover from mistakes quickly and easily	0	27.7	62.7	9.6
User can use it successfully every time	0	11.3	67.8	20.3

The Table 3 showed users’ perception toward the ease to use WhatsApp. Nowadays, the jobs used whatsapp and other application to send instant message were found such service to more close way and private to communicate with friends, better basic needs in association (Karapanos, Teixeira & Gouveia, 2015).

WhatsApp is easy to learning because the procedure in WhatsApp is easy. WhatsApp needs steps which is to get what user want in WhatsApp. It means that there is not difficult. The result supported by Mistar and Embi (2016) shows that the students’ attitude towards WhatsApp were in high level. It is because WhatsApp is ease to use, to learn, to share knowledge quickly and to give information easily in discussion.

3.4 Ease of learning

Table 4. Users' perception towards WhatsApp on ease of learning aspect

Aspect	SD (%)	D (%)	A (%)	SA (%)
User learned to use it quickly	0	4	65	31.1
User easily remember how to use it	0	1.1	59.3	39.5
WhatsApp is easy to learn to use it	0	2.8	56.5	40.7
User quickly became skillful with it	0	5.6	61.6	32.8

Based on Table 4, participants give positive response because WhatsApp is easy to learn. It shows on percentage in "agree" and "strongly agree".

4. Satisfaction

Table 5. Users' perception towards WhatsApp on satisfaction aspect

Aspect	SD (%)	D (%)	A (%)	SA (%)
User satisfied with WhatsApp	0	0.6	67.2	32.2
User would recommend it to a friend	0	1.1	67.8	31.1
WhatsApp is fun to use	0	2.3	29.4	68.4
WhatsApp works the way I want it to work	0	8.5	70.6	20.9
WhatsApp is wonderful	0	12.4	65	22.6
User feel I need to have whatsapp	0	0	60.5	39.5
WhatsApp is pleasant to use	0	1.1	68.4	30.5

5. Discussion

The importance of mobile learning was improved since the beginning of 21th century (Fattah, 2015). Application that can use in mobile learning was WhatsApp. WhatsApp is smartphone application for sending instant message (Mistar & Embi, 2016). In this study, participants gave positive perception towards useful, ease of use, ease of learning and satisfaction aspect.

WhatsApp has potential to use in learning. The researcher often was found their students that ask with them: "Are you use WhatsApp?" or "Are you use chat?" Mobile device provide significant chance to help students become more independently and has potential to change process of transfer of learning and teaching in high education (Bansal & Joshl, 2014). Another study shows the relationship between parent and teacher through WhatsApp. Use of WhatsApp enables communication between parent and teacher, and to build relationship one another as participation in education system (Mayangsari & Aprianti, 2017).

The most of discussion in group was almost in middle of night. Students were supported a fact that M-learning is flexible to access the kind of resource to study wherever and exactly when (Jaradat, 2014). Turkle (2012) argued that we prefer technology to create our feel related to ways that we can control. WhatsApp prefers to use to connect between social and people who they want, it is like that people use same social application (Mongeau & Henningsen, 2015).

6. Conclusion

WhatsApp is useful for each user. WhatsApp has contents to change text, file, audio, video, and picture. Moreover, WhatsApp is ease to use and to learn. Based on useful and ease aspect, WhatsApp gives satisfaction for users, so WhatsApp can be implemented in and outside of classroom. The shipping of WhatsApp instant message has potential to bridge and share information between educator and students (Rambe & Chipunza, 2013).

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