



Evaluating the Impact of Whatsapp Media Intensity on Elementary Students' Self-Efficacy Growth

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Abstract

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This study aims to evaluate the impact of WhatsApp media intensity on the growth of elementary school students' self-efficacy. In the context of the current digital era, the use of social media such as WhatsApp has become an integral part of daily life, including in educational contexts. However, there is still a lack of understanding of how intensive WhatsApp use can affect the development of students' self-efficacy at the elementary school level. This research method employs a quantitative approach using questionnaires to collect data from 90 samples of elementary school students who actively use WhatsApp. The data is then statistically analyzed to evaluate the relationship between WhatsApp usage intensity and students' self-efficacy growth. The findings of this study indicate that WhatsApp media intensity has a significant impact on the growth of elementary school students' self-efficacy. These findings underscore the importance of paying attention to social media use in educational contexts, as well as the practical implications for designing more effective learning strategies in the current digital era. In conclusion, this research provides valuable insights into the role of WhatsApp media in enhancing elementary school students' self-efficacy and highlights the importance of integrating technology in educational contexts to support holistic student development..

Keywords: WhatsApp, Media Intensity, Self-Efficacy, Elementary Students

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INTRODUCTION

WhatsApp media is a medium to socialize with each other and is done online that allows humans to interact with each other without being limited by space and time (Singh, 2018). WhatsApp is an instant messaging application for smartphones, when viewed from its function (Farooq et al., 2024). WhatsApp is almost the same as the SMS application that we usually use on old phones (Pustikayasa, 2019). But WhatsApp does not use credit, but internet data so its use requires an internet connection to be able to connect online. This application does not have a limit on the short length of characters used if the internet quota is adequate.

Students with a high level of self-efficacy will be confident and motivated to be brave and earnest in completing any task given, and vice versa (Zhang, 2024). Everyone who has the same ability will be confident. Individuals who instill confidence in themselves are more likely to get success in the task at hand than individuals who do not instill confidence in themselves to succeed in carrying out the task (Allo & Priawan, 2019). A person with a high level of self-



efficacy will tend to have confidence in himself to do things and tasks that are considered difficult so that they succeed, while those with low levels of self-efficacy will be more likely to have no confidence in himself when doing things and avoid tasks that are considered difficult, thus making it difficult for him to obtain success (Gerbino, 2020). At the elementary school level, the online learning method from home is a challenge for students and their parents. Most teachers provide learning through e-learning applications and many learners are given tasks for independent learning. When studying at home, the level of children's desire to continue learning, the independent attitude of students and family support are very influential on the success of learning at home. The learning system from home faces many obstacles. Cultural shock and adaptation become something felt by teachers, students, and parents suddenly. In addition, since the existence of an online system of using social media gadgets, children do not understand themselves, how children manage their time in playing gadgets and schoolwork (Abdul Hadi et al., 2022). Discussion related to the issues raised, namely: 1) Students have indications of gadget addiction, making it difficult to manage learning and playing time, 2) Students misuse gadgets during online learning that should use WhatsApp but are found to open other applications, 3) so that anxiety arises by teachers about student learning patterns in using WhatsApp media, 4) In addition, there is a tendency for students who find it difficult to regulate themselves to work discipline homework or assignments given by the teacher, 5) students are also not very active in following the learning process.

This attitude leads to a personality indicator in self-management known as self-efficacy. Self-efficacy indicators are having confidence and motivation to be able to do and complete certain tasks, optimistic, persistent in learning and never give up in the face of difficulties (Ahmetović et al., 2020). Based on this background, this article is expected to provide information about today's generation of students who tend to use WhatsApp media, the importance of self-efficacy in regulating their self-management patterns. When faced with a situation, there will be an individual's perception and belief in his ability or inability to overcome the difficulties that can arise. Self-efficacy is defined as the self-management ability of an individual necessary to complete tasks to cope with difficult living conditions. The goal of self-efficacy is to contribute to behavior change in individuals, as it is one of the factors that influence behavior change. Bandura thought that belief in one's efficacy was the cornerstone of human agency.

Self-efficacy is the confidence that students have in their abilities (Teng, 2024). The phrase self-efficacy refers to a person's trust in his competence. Self-efficacy is a key component in social theory. cognitive bandura, which is a construction that shows a person's beliefs, about his behavior or ability to succeed in completing his tasks (Lee et al., 2020). After Albert Bandura introduced the term "self-efficacy" in 1977, many began to define self-efficacy. The notion of self-efficacy has developed from a person's belief in his abilities, now there are those who interpret self-efficacy as a person's belief in their ability to complete tasks and overcome obstacles (Terzi, 2024). This statement is in accordance with Baron and Byren's definition of self-efficacy as a person's belief in the

competence he has to carry out activities, achieve success, and overcome difficulties.

Based on the previous description, self-efficacy can be interpreted as a belief in one's own ability or competence to achieve goals or complete tasks successfully. When a person has self-efficacy, then the individual will be more likely to engage in certain behaviors because the individual believes that they can do it successfully (Feldman, 2014). So basically, self-efficacy is a person's confidence in their competence. Everyone has different beliefs in themselves, so it can be said that someone has a different level of self-efficacy in himself. Someone with low self-efficacy will avoid learning tasks that are considered difficult, while someone who has a high level of self-efficacy will try to master learning activities very eagerly. Although individuals have the same level of intelligence, it is possible that different results can occur due to the level of self-efficacy possessed by everyone. Self-efficacy was characterized as an internal state that guides and maintains behavior, and it was unavoidable that there would be a significant link between self-efficacy and learning. The learning process is the stages of educator and student activities in organizing learning programs (Kopper et al., 2020). So it can be concluded that someone who has a high level of self-efficacy has a personality that can manage himself and believe in his abilities so that in the learning process the individual will be motivated to persevere and do everything that is required to be completed while someone with a level of self-efficacy Low will do the opposite, that is, the individual will be easily pessimistic, unable to manage himself well and not believe in his abilities.

WhatsApp Media

Media application WhatsApp sharing social network. There are at least three social network sharing applications that stand out and many users in Indonesia, especially for this type. Namely Facebook, Google Plus, and Path. Professional network sharing app. Users of professional network-sharing applications generally consist of academics, students, researchers, government employees and observers (Fox, 2022). Several professional networking applications that are quite popular in Indonesia include LinkedIn, Scribd and SlideShare. Photo sharing network applications are very popular for the people of Indonesia. According to its character, this application spreads more social communication material that is more relaxed, not serious, sometimes contains a lot of strange, exotic, funny, and even scary elements. For this reason, the dissemination of government programs is also effectively carried out through this application. Of course, the material you distribute will also have to adjust the character of the app. The material can be in the form of trade mission visits to unique areas, exotics, markets, or specific trading communities. Some applications that are quite popular in Indonesia include Pinterest, Picasa, Flickr and Instagram.

The indicators of the intensity of WhatsApp media use are duration and frequency. The duration of use of WhatsApp media refers to the length of time someone uses WhatsApp media. The duration is also influenced by a person's motives in accessing WhatsApp media, and the cost of using the internet. The duration of use is expressed in units of a certain period (for example, per minute or hour). Frequency refers to the understanding of how often or times someone

uses WhatsApp media. Frequency is expressed over a period (e.g. per day, per week or per month (Foster & Neal, 2012; Yalman, 2016)). Not so different from duration, frequency is also influenced by the motive of using the internet, and the cost of using the internet).

METHODS

This study used a quantitative approach. This type of research is correlational research that aims to analyze weather with other variables (Creswell, 2014; Gergen, 2015). The purpose of this study was to see whether there was intensity in the use of WhatsApp media with the self-efficacy of high-grade students of Makassar City. This research place will be carried out at SD Inpres Batua Makassar City. There are 2 variables in this study, namely the dependent variable / independent variable with the symbol (X), namely the intensity of WhatsApp media use, and as a dependent variable / variable bound to the symbol (Y), namely self-efficacy. Below is an overview of the research design. The sampling technique used in this study is Non-Probability Sampling by Purposive Sampling. Purposive sampling is performed to draw sample members from the population. Purposive sampling technique is carried out based on the consideration of researchers regarding which samples are most appropriate, useful, and considered to be representative of a population (representative). So, the samples are 90 students used in this research.

Research Procedure

This research begins with the preparation of initial reporting, namely compiling the background, problem formulation, objectives, and benefits of this research. Next is a literature study that aims to see the theory underlying the variables studied, which can be found in various references, be it books, journals, or studies related to what this research discusses. Next is to compile instruments that will be variable measuring instruments that will later be studied. This instrument consists of indications obtained from literature studies.

Data Collection Techniques

The data collected in this study was carried out with various techniques, namely, Initial Observation, Observation was carried out to find difficulties or problems that occurred in the field as a background for the research. In this activity, interviews were conducted with homeroom teachers and principals who said that there were personality variations in students' self-management difficulties called self-efficacy in the use of gadgets and WhatsApp media. Questionnaire, this study used a questionnaire / questionnaire technique. This study used a questionnaire in the form of a psychological scale for the research stage and a questionnaire on the use of WhatsApp media. It is used to assess non-cognitive characteristics. Therefore, psychological scales are used to obtain self-efficacy data in the form of explanations of a person's attitude or character. The psychological scale used is a self-efficacy scale with a modification of the Likert scale which has four answer choices, namely very appropriate (SS), appropriate (S), not appropriate (TS), very inappropriate (STS). The respondent will answer according to his circumstances by giving a checklist in the answer column provided. While in the questionnaire of the use of WhatsApp media, how often they use and utilize WhatsApp media which has four answer choices, namely very

appropriate (SS), appropriate (S), not appropriate (TS), very inappropriate (STS). There are two types of statements in the questionnaire made, namely positive statements and negative statements.

Data Analysis Techniques

Descriptive analysis was carried out after collecting data on self-efficacy and use of WhatsApp media, namely making a frequency distribution table to categorize the frequency of each variable into three categories, namely the high category, moderate category, and the low category. The linearity test is used to find out whether the regression line between the two variables, namely the independent variable and the dependent variable, is a linear line or not.

RESULTS & DISCUSSION

Results

The results of this study will describe the purpose of the research conducted, first to determine the intensity of the use of WhatsApp media for high-grade students of SD Inpres Batua Makassar City. Second, knowing the picture of self-efficacy in high class students. Third, knowing the relationship between the intensity of WhatsApp media use on the self-efficacy of high-class students. Data was obtained using instruments in the form of questionnaires that use the Likert scale in the form of self-efficacy scale questionnaires and questionnaires on the intensity of WhatsApp media use to determine the relationship between the intensity of WhatsApp media use on student self-efficacy. This questionnaire was used by 90 high-grade students.

Self-efficacy

Descriptive analysis of the self-efficacy variable resulted, the categorize of the self-efficacy variable can be seen in the table below. Based on the average value and standard deviation above, the self-efficacy category Students are presented in the following table.

Table 1. Percentages of Student Self Efficacy

	Frequency	Percentage (%)
High	17	19%
Moderate	62	69%
Low	11	12%
Total	90	100%

As many as 69% of the total students have a moderate level of self-confidence. This may reflect circumstances where many students have sufficient confidence in their own ability to complete tasks and challenges encountered in the school environment. As many as 19% of students have a high level of confidence. This suggests that some students who have strong beliefs in their own abilities, may have a positive attitude toward themselves and high confidence in their ability to achieve academic and personal goals. Only about 12% of students have low levels of self-confidence. This could indicate the presence of certain challenges or obstacles in building self-confidence, perhaps due to internal (such

as low self-confidence) or external (such as school or social factors). The following figure illustrates the distribution of data from each category:

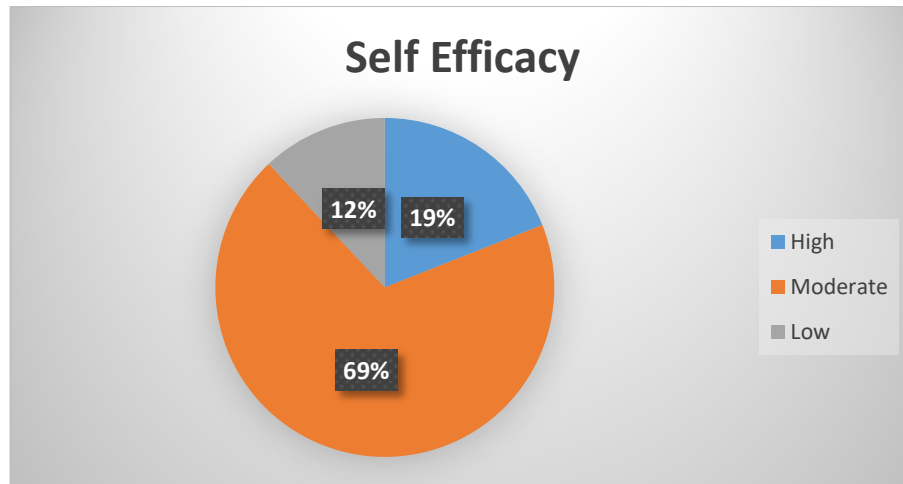


Figure 1. Self-Efficacy Categorization Graph

Intensity of WhatsApp Media Use

Descriptive analysis of the variable intensity of WhatsApp media use categorizes the variable intensity of WhatsApp media use can be seen in the table below. Based on the average value and standard deviation above, the category of intensity of students' WhatsApp media use is presented in the following table.

Table 2. Percentage of Student WhatsApp media usage

	Frequency	Percentage (%)
High	12	13%
Moderate	70	78%
Low	8	9%
Total	90	100%

From the table above, we can see that many students (78%) use WhatsApp moderately. This may reflect daily communication habits among students, where WhatsApp being one of the main tools for communicating, exchanging information, and engaging in school groups or projects. A small percentage of students (13%) use WhatsApp in high numbers, for specific reasons such as active involvement in various groups, extracurricular activities, or the need to communicate with their friends intensively for academic or social purposes. Another few students (9%) use WhatsApp in low numbers. This can be due to a variety of factors, including different communication preferences, limited access to devices or the internet, or even awareness of limits on screen time and social media use. As such, the table provides a comprehensive overview of WhatsApp usage patterns among students, which can be valuable information for educators and policymakers to understand communication and technology trends among younger generations. The following figure illustrates the distribution of data from each category:

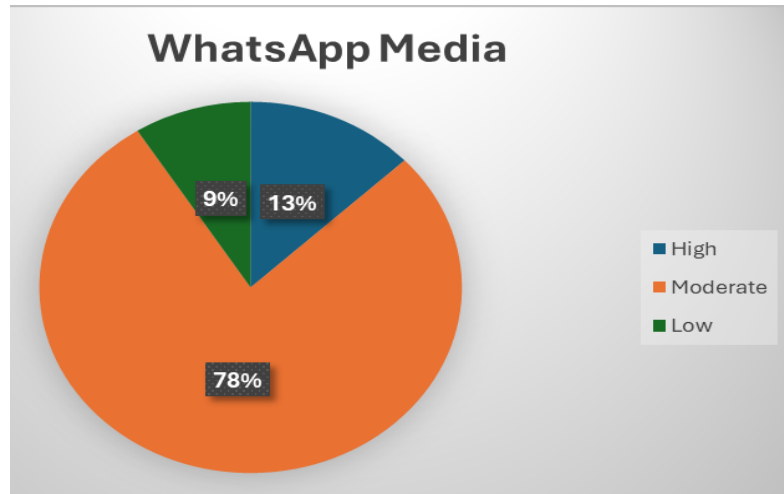


Figure 2. Graph Categorization of WhatsApp media usage intensity

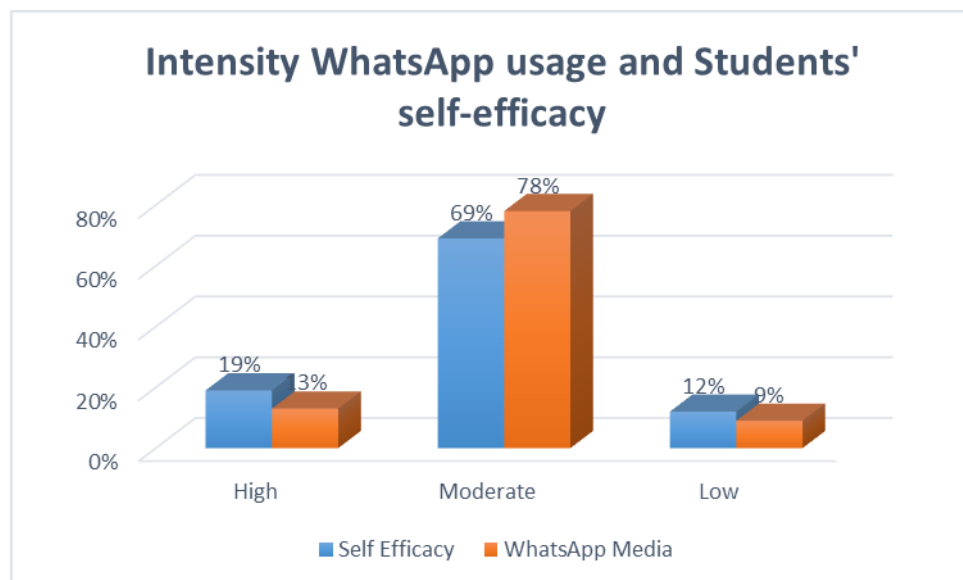


Figure 3. Intensity of WhatsApp usage and Self-Efficacy

From the first table, we see that many students (78%) use WhatsApp moderately. This shows that WhatsApp is one of the main communication tools among students. Meanwhile, from the second table, we see that most students (69%) have a moderate level of confidence.

DISCUSSION

Analysis of two tables covering students' use of WhatsApp and their confidence levels provided deep insight into the relationship between social media use behavior and psychological factors such as self-confidence. A comprehensive understanding of these relationships can assist educators and school counselors in

designing strategies and programs that support student development in various aspects.

The first table gives an idea of the pattern of WhatsApp use by students. From the table, it can be concluded that many students (78%) use WhatsApp moderately. This shows that WhatsApp has become one of the main communication tools among students, with many of them relying on the platform to interact, exchange information, and engage in group or social activities. This moderate use of WhatsApp reflects daily communication habits among students, who often rely on technology to maintain connections with their friends outside the school environment. Meanwhile, the second table presents the distribution of students' confidence levels. From this table, most students (69%) have moderate levels of self-confidence, followed by those with high (19%) and low (12%) levels of self-confidence. It provides an overview of how students assess their own abilities and potential in dealing with challenges and situations in school and social settings.

When these two tables are linked, we can try to understand if there is a correlation between WhatsApp usage patterns and students' confidence levels. Students with moderate or high levels of self-confidence may feel quite comfortable using social media such as WhatsApp to interact with their friends, follow groups, or engage in other social activities. They might use WhatsApp as a tool to expand their social network, support friends in a group, or even lead a discussion or project. On the other hand, students with low levels of self-confidence may tend to use WhatsApp in fewer or less intensive amounts (Pustikayasa, 2019; Singh, 2018). This could be due to a lack of confidence in interacting with others through those platforms or it could be due to different communication preferences. However, it is important to remember that correlation does not necessarily mean causality. While there is a link between WhatsApp usage patterns and students' confidence levels, there is no direct evidence to suggest that one factor causes the other. Other factors such as family environment, school culture, and personal experiences can also influence both students' confidence levels and WhatsApp usage patterns. To gain a more comprehensive understanding of the relationship between WhatsApp usage and students' confidence levels, follow-up studies combining quantitative data with interviews or qualitative surveys may be needed (Jansson-Boyd, 2018). Through this approach, researchers can gain a deeper understanding of how social media usage patterns such as WhatsApp affect students' psychological and social aspects, including their self-confidence.

Educators and school counselors can use the findings from this research to design strategies and programs that support students' confidence development as well as understand how digital technologies like WhatsApp can be positively leveraged in education. They can integrate approaches that promote self-understanding and social skills development in learning activities, as well as provide appropriate mentoring for students who may experience challenges in building their confidence. Thus, an analysis of the pattern of WhatsApp use by students with their confidence levels can provide a broader view of the role of social media in the formation of student identity and well-being in this digital age. While there is a link between WhatsApp usage patterns and students' confidence

levels, it's important to remember that correlation doesn't necessarily mean causality. Other factors such as family environment, school culture, and personal experiences can also influence both students' confidence levels and WhatsApp usage patterns. To gain a more comprehensive understanding of this relationship, follow-up studies combining quantitative data with interviews or qualitative surveys may be needed. Through this approach, researchers can understand more deeply about how social media usage patterns such as WhatsApp affect students' psychological and social aspects.

Based on the results of the study, it was found that students tend to use WhatsApp media in their daily activities. This is related if you review the results of filling out the questionnaire on the intensity of WhatsApp media use by students whose category results are moderate (Fox, 2022). That way students continue to complete their tasks or obstacles both in the form of assigned tasks and organize themselves in doing schoolwork, because these students have optimism and are confident that they can do well in exams even though they are faced with difficult questions so that these students have a high probability of being able to manage themselves well. In addition, self-efficacy is a psychological factor that has a significant influence on student success in completing tasks or problems faced. In other words, self-efficacy has a relationship with the intensity of WhatsApp media use in students.

CONCLUSION

This study evaluated the effect of the intensity of WhatsApp media use on the growth of self-confidence of elementary school students. Through an analysis of tables that included students' WhatsApp usage patterns and their confidence levels, the study provides important insights into the relationship between social media usage behavior and psychological factors. The results showed that many students used WhatsApp moderately, reflecting the platform's important role in daily communication among primary school students. In addition, most students have moderate levels of self-confidence, with a small percentage having high and low levels of self-confidence. Analysis of both tables shows a potential correlation between WhatsApp usage patterns and students' confidence levels. Students with moderate or high levels of self-confidence may tend to actively use WhatsApp as a tool to expand their social network, support friends in groups, or even lead discussions or projects. On the other hand, students with low levels of self-confidence may tend to use WhatsApp in fewer or less intensive amounts. In conclusion, this study provides a broader view of the role of social media in the formation of student identity and well-being in this digital age. The results can help educators and school counselors design strategies and programs that support students' confidence development and understand how digital technologies like WhatsApp can be positively utilized in education.

CONFLICT OF INTEREST

Concerning the research, authorship, and publication of this paper, the author(s) reported no potential conflicts of interest.

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