THE EFFECTIVENESS OF USING WHATSAPP GROUP AS MEDIA STUDENT LEARNING DURING THE COVID-19 PANDEMIC AT SMP Negeri 4 WOJA

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Abstract
This research aims to determine the Effectiveness of Using WhatsApp Groups as a Learning medium for Students during the Covid 19 Pandemic at SMP Negeri 4 Woja. This research is an experimental type of quantitative research that applies treatment to one of the experimental classes. The population in this study were all students of SMP Negeri 4 Woja which consisted of 6 classes with a total of 142 students. The sample used was 56 students in classes IXA and IXB. Data collection techniques used were data collection techniques using tests, interviews, observation, and documentation. The data were obtained through tests, interviews, observations, and documentation, then the research data were analyzed using descriptive statistical analysis and inferential statistical analysis. Of 78.21, the standard deviation of 4.924, the highest score (maximum) 88, and the lowest score (minimum) 70. While the average score of Civics learning outcomes of students who use WhatsApp Group learning media is 85.18, the standard deviation of 3.334, the score is the highest (maximum) 90, and the lowest score (minimum) 80. Based on the results of the t-test on the posttest the sig value with the t-test is 0.000

Keywords: Effectiveness, WhatsApp Group, Learning Media
INTRODUCTION

Since the Covid 19 pandemic that hit the world, including Indonesia, everyone the activities of various sectors are experiencing obstacles due to pandemic. To prevent the spread of Covid-19, all learning activities in schools must be discontinued and redirected to online or online and offline or offline learning. The learning system that has been carried out by teachers and students face-to-face in the classroom in every educational unit must be replaced by meeting online due to the COVID-19 pandemic. According to Listiana (2020), the learning motivation of students who take part in learning has decreased during this pandemic.

On March 24, 2020, the Ministry of Education, Culture, Sports, Science and Technology, and Technology has issued Circular No. 4 on Implementation Education Policy in 2020 during the emergency spread of the covid-19 virus outbreak. Teachers must convey knowledge to students even though it is done online with the help of applications such as Whatsapp, Google Meet, Zoom, and so on. Not it is undeniable that distance learning reduces interaction between students and students and between teachers and teachers. Therefore, in distance learning, teachers can use the help of media that allows the process of interaction between teachers and students (Prawiyogi et al., 2020).

Students also feel bored, because every day is struggling with materials and tasks that must be completed, so it’s not uncommon for parents to replace students to complete their tasks (Sudirman, 2020). Online learning is distance learning with communication, and interaction using the help of internet technology (Sadikin and Hamidah, 2020).

Learning media is an important part of successful learning for students. As a channel or intermediary of information from educators to participants and students. When choosing learning media, When choosing learning media, more effective learning. Rusman (2017) believes that the principles of These include: effectiveness, relevance, efficiency, and usability.

WhatsApp media is one of the communication media and sources of communication information that is often used by educators and students (Afniabar, 2020). WhatsApp is a chat application that can be downloaded to smartphones via the internet (Jumiatmoko, 2016). WhatsApp is one of the technologies which can be used as a learning tool (Rahartri, 2019). Nadya Wahyuni (2018) explains that WhatsApp is a cross-platform messaging application that uses the same Internet plan for email and web browsing, this allows us to exchange messages without being charged SMS fees. In the field of education, WhatsApp plays an important role.

Besides, as a tourist destination, English also needs to be considered to support the success of communication with foreign tourists, English is an essential aspect of communication. English exists as a global language. Therefore English is widely regarded as a global language (Anggayana, Nitiasih & Budasi, 2016). It is even known as an international language (Asriyani, Suryawati & Anggayana, 2019). It is done to minimize errors in grammar or English grammar aspects, such as the use of tenses in sentences (Lindawati, Asriyani & Anggayana, 2018).

The skills and components of the language contained in them are still general and less relevant to the needs of student (Sudipa, Susanta, & Anggayana, 2020). Grammar is a set of rules contained in certain languages (Lindawati, Asriyani & Anggayana, 2019). It is possible to develop their communicative competence in four language skills, namely listening, speaking, reading, and writing skills (Asriyani, Suryawati & Anggayana, 2019).

The primary energy source in terms of language sounds is the presence of air through the lungs (Anggayana, Suparwa, Dhanawaty, & Budasi, 2021). Languages studied can contribute to the Language Development and another researcher around the world (Anggayana, Suparwa, Dhanawaty, & Budasi, 2020).

Even though Indonesia consists of various dialects, it is not an obstacle (Anggayana, Budasi & Suarnajaya, 2014).
Speaking English has become a conversation that is often done by foreign tourists (Anggayana, Budasi, & Kusuma, 2019). In these services, facilities, and service quality spearhead in terms of giving a good impression of service (Anggayana & Sari, 2018). In the cultural tourism industry is included (Redianis, Putra & Anggayana, 2019). Since Balinese people conduct many cultural and religious activities (Budasi, Satyawati, & Anggayana, 2021). The tourism sector can provide economic, social and cultural benefits for all stakeholders of tourism stakeholders (Osin, Pibriari & Anggayana, 2019). One of the developments in tourism is to open opportunities for the millennial generations to conduct tourism in tourism village synergizing different parties, namely, the community and the Government (Osin, Purwaningsih, & Anggayana, 2021). Observing the growth and development of world tourism which continues to move dynamically and the tendency of tourists to travel in various different patterns is an opportunity as well as a challenge for all destinations (Suarthana, Osin, & Anggayana, 2020). It is not surprising that the tourism industry is an important economic sector, where most people work in the tourism industry (Budasi & Anggayana, 2019). The progress of a nation is largely determined by the quality of education of its population (Anggayani & Osin, 2018).

The tourism sector continues to be encouraged because this sector is a mainstay in generating public income and foreign exchange for the country (Suryawati, & Osin, 2019). The development of tourism industry will affect the increasing income of the community around attractions and the creation of employment opportunities (Osin, Kusuma, & Suryawati, 2019). Many language expressions can be used to greet and offer help to the customers. In using those expressions, choosing the proper expression that suits the situation and the degree of the formality is essential (Anggayana, 2022).

The interests of tourism began to explore the potential of the region and as much as possible to package it into alternative tourism products (Suryawati, Dewi, Osin, & Anggayana, 2022). The existence of the tourism industry today has increased significantly both in quantity and quality, which is able to make an economic contribution to the country’s foreign exchange (Osin, Pibriari & Anggayana, 2020).

Based on the description above, the author takes the title of the research “Effectiveness of using WhatsApp groups as a learning medium for students " during the Covid 19 pandemic at SMPN 4 Woja''.

METODE

This research will be carried out at SMPN 4 Woja with the address at Jalan Lintas Sumbawa Bima, Bara village, Woja sub-district, Dompu district, NTB. The research was conducted from January 2022 to April 2022. This type of research is experimental research. The research design used a pre-design test and pre-test control group design.

The population in this study were students of SMPN 4 Woja who use a WhatsApp media group of 142 people. The sample in this study was students in class IX which consists of 56 people, 28 people who use WhatsApp groups (experimental class) and 28 people who use WhatsApp group media (control class).

RESULTS AND DISCUSSION

Results

a) Pretest Results

The data from the students' pretest results were obtained before the students received treatment. This data collection was carried out in two classes, namely the experimental class with 28 students and the control class with 28 students. The data obtained from the experimental class and control class pretest results are as follows.

<table>
<thead>
<tr>
<th>Class</th>
<th>Learning Media</th>
<th>Learning Outcomes</th>
<th>Average</th>
<th>Med</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>WhatsApp</td>
<td>Kognitif</td>
<td>41.07</td>
<td>40</td>
<td>20</td>
<td>60</td>
</tr>
</tbody>
</table>
Based on the table above, it can be interpreted that the pretest results of the experimental class and control class students are not significantly different, namely the average value of 41.07 and 41.96.

Tabel 2. Percentage Gain of Experimental Class Pretest Results

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>Very good</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>80-89</td>
<td>Good</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>70-79</td>
<td>Enough</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>60-69</td>
<td>Not enough</td>
<td>3</td>
<td>11%</td>
</tr>
<tr>
<td>0-59</td>
<td>Very less</td>
<td>25</td>
<td>89%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on table 2, above, it can be seen that of the 28 students in the experimental class there were no students who got the very good, good, and sufficient categories while in the less category there were 3 students or 11%, and for the very poor category, there were 25 students or 89%.

Tabel 3. Percentage Gain of Control Class Pretest Results

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>Very good</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>80-89</td>
<td>Good</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>70-79</td>
<td>Enough</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>60-69</td>
<td>Not enough</td>
<td>3</td>
<td>11%</td>
</tr>
<tr>
<td>0-59</td>
<td>Very less</td>
<td>25</td>
<td>89%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on table 3 above, it can be seen that of the 28 students in the experimental class there were no students who got the very good, good, and sufficient categories while in the less category there were 3 students or 11%, and for the very poor category, there were 25 students or 89%.

b) Posttest Results

The student's post-test result data is obtained after the students get treatment in the form of learning using WhatsApp learning media for the experimental class and learning using Civics books for the control class. The data obtained, namely, the average post-test results that have been calculated by statistical calculations with the help of SPSS 22.0 For Windows, are as follows:

Table 4 can be seen that the post-test results obtained by students shows the achievement results with the order of the average value of the experimental class and control class, namely 85.18 and 78.21. This shows that the average value of the experimental class is higher than the control class. Meanwhile, the minimum value for the experimental class is higher than the control class, which is 80 for the experimental class and 70 for the control class. The standard deviation of the control class is higher than the experimental class, namely the control class value is 4.924 and the experimental class is 3.334.

Table 5. Percentage of Experimental Class Posttest Results

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>Very good</td>
<td>5</td>
<td>18%</td>
</tr>
<tr>
<td>80-89</td>
<td>Good</td>
<td>23</td>
<td>82%</td>
</tr>
<tr>
<td>70-79</td>
<td>Enough</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>60-69</td>
<td>Not enough</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>0-59</td>
<td>Very less</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>

The percentage from the table shows that of the 28 students in the experimental class/questionnaire experiment, 5 students get a percentage in the very good category or 18%, and the good category is 23 students or equivalent to 82%, while the percentage in the enough, less and very poor categories 0 students.

Table 6. Percentage Gain of Control Class Posttest Results

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>Very good</td>
<td>6</td>
<td>22%</td>
</tr>
<tr>
<td>80-89</td>
<td>Good</td>
<td>7</td>
<td>25%</td>
</tr>
<tr>
<td>70-79</td>
<td>Enough</td>
<td>11</td>
<td>39%</td>
</tr>
<tr>
<td>60-69</td>
<td>Not enough</td>
<td>4</td>
<td>14%</td>
</tr>
</tbody>
</table>
Based on the percentage from the table above, it shows that of the 28 students in the control class 6 students get the very good category or 12%, while in the good category there are 7 students or equivalent to 25%, enough category 11 students or 39%, and the less category there are 4 students or 14%.

c) Interview result
In the use of WhatsApp groups as online learning media, there are inhibiting factors experienced by teachers and students. This is following what was conveyed by the Deputy Principal Mr. Khairuddin, S. Ag through the results of the interview.
"General conditions are that the main factors that become obstacles and are often technically complained about are signal disturbances, heavy rain accompanied by lightning, and power outages cause signal strength to weaken. Furthermore, the situation of parents and guardians who still do not understand the development of technology. And the lack of motivation of parents to encourage their children's enthusiasm for learning." (Interview, January 17, 2022)

The same thing was also conveyed by Mrs. Endang Widiarna, SE guardian class IXA SMP Negeri 4 Woja. said the following: 
"The obstacles that are often encountered during online learning activities using the WhatsApp application as a medium in learning, in my opinion, are as a teacher the first obstacle, the lack of communication between teachers and students and participants with students. This is because sometimes students use cell phones belonging to their parents or siblings, but their use is also limited. Not like when learning face to face. This online learning is something new for students, which is usually done in person, students can ask the teacher anything they want to know, now it is done online from home. Second, the network is disrupted, which causes some students to miss or not attend lessons. Third, the teacher cannot see the seriousness of students' learning directly. Parents do not motivate their children to study. then fifth, the phone memory is full. This is due to a large number of downloaded photo, video and document files" (Interview 18 January 2022).

This statement was also made by Devi Rahmawati, a class IXA student. Devi says:
"When learning online, Devi can barely understand the material presented, sir. This is because the internet signal is slow, sometimes the cellphone memory also fills up quickly because there are still photos, videos and other images that cannot be opened" (Interview 18 January 2022)

The same statement was also conveyed by Radika Al Azhar, a class IXA student: 
"The obstacle that we often encounter is that the Handhopne signal is not smooth, sir, sometimes it takes too long to download the learning video given by Mrs. Endang. Then the cellphone memory fills up quickly because there are too many photos and videos in it". (Interview January 19, 2022).

Discussion
a) The effectiveness of using WhatsApp Groups as a learning medium for students during the Covid 19 pandemic at SMPN 4 Woja.

WhatsApp group online learning media is effective in improving student Civics learning outcomes because it can be seen in the post-test results of students to the respondent class and the experimental class is very different, which is that the experimental class post-test has increased compared to the respondent class, it can be seen from the students' scores. It can be concluded that the experimental class and the control class have significant differences.
This is in line with Jalianus & Ambiyar's (2016) explanation that the development of science and technology (IPTEK) has
brought significant changes to human life today, especially in the social, economic, educational, and cultural fields. Furthermore (Jalianus & Ambiyar, 2016), state that the development of media and information technology in the world of education includes the implementation of online learning. This is one of the learning methods carried out by the school elements to keep up with the times. This statement is reinforced by (Dewi, 2020: 56) who explains that online/online learning in a network is distance learning that can make it easier for students to gain knowledge.

The use of WhatsApp groups as learning media in the network/online based on the Circular of the Minister of Education and Culture is very appropriate. This is clarified by (Afniobar and Dyla, 2020) stating that the use of WhatsApp groups can make it easier for users to share information. This is also reinforced by the results of research (Utomo, S.W & Ubaidillah, 2018) that the use of WhatsApp groups in learning is to facilitate the dissemination of information, communication, and discussion. On the other hand, learning media serves as a learning resource that can support the learning process to be more efficient. The use of learning media can support the learning process even though the learning activities do not run effectively.

Therefore, based on the results of descriptive statistical analysis obtained and supported by the theory carried out by researchers using the WhatsApp group online learning media, in the posttest the experimental class experienced an increase or there were differences in student learning outcomes with the control class. So, it can be concluded that applying the WhatsApp group online learning media is effective on the Civics learning outcomes of class IX students of SMPN 4 Woja.

The results of the paired sample t-test above show that the value of sig. (2-tailed) is 0.000, the df value is 26, the t-count value is 16.835, the t-count is -16.835, which can have a positive meaning of 16.835, and the mean paired differences are -43,519. It can be concluded that sig.(2-tailed) 0.000 < 0.05, and the t-count value is 16.835 > t-table 2.056. This means that there is an effect of effectiveness on the use of WhatsApp groups.

b) Barriers to the use of WhatsApp Groups as a learning medium for students during the Covid 19 Pandemic at SMPN 4 Woja.

From the results of interviews with the respondents, the author concludes that the factors that hinder the use of WhatsApp Groups as a learning medium for students during the Covid-19 Pandemic at SMPN 4 Woja:

1) Network disruption
   Of course, it hampers the learning process when there is a network disruption during the implementation of online learning. This greatly affects access to learning that is not in line with expectations. This factor occurs when the signal slows down due to bad weather or other factors. Therefore, learning can be delayed according to the planned time.

2) Disconnected interaction between teachers and students
   Based on the results of interviews from several respondents stated that online learning is a lack of interaction between student educators. This also causes the lack of interaction between students and their friends to be limited, especially when using the WhatsApp application as a learning medium. In addition, another thing that breaks the interaction between teachers and students is that students do not have cellphones and use their parents' cellphones for continuous learning. That's what hinders the online learning process, typing on the parent's cellphone used by students and suddenly the parents need their cellphone. Therefore, parents take their cell phones with them to their workplaces.

3) Lack of motivation to learn from parents.
In addition, based on the results of interviews with parents at SMPN 4 Woja that they lack the motivation to learn for their children for various reasons, such as being busy with work.

4) Mobile phone memory fills up fast.
On the other hand, the inhibiting factor for the learning process is due to the loading of the cellphone memory causing the cellphone memory to be full which will slow down the use of the teaching and learning process. From the results of interviews with respondents that many photos and other documents sent from various WhatsApp groups or other friends make the operation of cell phones abnormal.

CONCLUSION
Based on the results of research and discussion on the effectiveness of using WhatsApp groups as a learning medium for students during the COVID-19 pandemic at SMPN 4 Woja, the conclusions are:

1. Civics learning outcomes of students who do not use WhatsApp group learning media have an average score of 41.96, a standard deviation of 13.287, while the highest score is 65, and the lowest score is 20 in the pretest, while the posttest has an average score of 78.21, the standard deviation of 4.924, the highest score of 88, and the lowest score of 70. Civics learning outcomes of students who use the WhatsApp group learning media have an average score of 41.07, the standard deviation of 11.576, while the highest score is 60 and the lowest score is 20 at the pretest, while the post-test has an average score of 85.18, a standard deviation of 3.334, the highest score is 90, and the lowest score is 80.

Based on the results of hypothesis testing after treatment (Post-test) that the significant value (sig.2-tailed) with the t-test is 0.000 <0.05, which means that there is a difference in the Civics learning outcomes of students. So the average Civics learning outcomes of students who use WhatsApp group learning media are better than the average Civics learning outcomes of students who do not use WhatsApp group learning media. So the use of WhatsApp groups as an effective learning medium in improving student learning outcomes during the COVID-19 pandemic at SMPN 4 Woja.

2. Barrier factors in the effective use of WhatsApp groups as a learning medium, namely (1) signal interference, (2) Lack of interaction between teachers and students, as well as between students and their peers, (3) teachers' lack of monitoring of students in doing the assigned tasks, (4) lack of motivation to learn from parents for students, and (5) memory is full quickly.

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