



Improving Activity and Learning Outcomes Through Group Work via WA Group

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ABSTRACT

The covid-19 pandemic has a huge impact on human activities, including the education sector, especially the teaching and learning process. In the midst of the covid-19 pandemic, teaching and learning activities are still being carried out even though they are not carried out face-to-face but online. One alternative to support this online teaching and learning process is to use WA groups. The purpose of this study was to determine the activities and learning outcomes carried out through WA groups. This study also aims to determine the improvement and learning outcomes of students through group work. This research uses quantitative methods by collecting data through in-depth surveys. The survey used in this research is a google form conducted online. The results of this study show that students' activities and learning outcomes increase when the group work learning process is conducted through WA Group. WA Group is also beneficial for students, because it saves the use of internet quota. The disadvantage of using WA Group in the process of increasing student activity is that students are easily influenced by other chats that can distract students from the teaching and learning process. The conclusion of this study explains that increasing student learning activities and outcomes through WA Group is very effective because students can use various features that can be accessed through WA Group.

Keywords: Covid-19, Education Sector, WA group

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INTRODUCTION

Covid-19 is an infectious disease caused by a virus that originated in China (Kooraki et al., 2020; Liu et al., 2020; Wang et al., 2020). The transmission of this disease is very fast, so it has a lot of adverse effects on human activities, especially in the field of education. One way to prevent the transmission of the covid-19 virus is the implementation of physical distancing. One of the applications of this physical distancing is the implementation of the learning process from home through online learning for

students and college students (Bayham & Fenichel, 2020; Chu et al., 2020; Nicola et al., 2020). Online learning done from home requires different learning media than the learning media done at school. There are various learning media that can be used to support the learning process during the covid-19 pandemic (Basheti et al., 2021; Plummer et al., 2021; Sparrow et al., 2020). This learning media mostly uses online-based media and needs to use internet quota to use the media.

Along with the development of technology at this time, it allows the teaching and learning process to be through the use of smartphones that are increasingly affordable by the community and the use of social media is increasing (Han, 2021; Meiryani, 2020; Pei et al., 2022). Seeing the trend of using social media lately, educators and students can utilize it as a learning media from home. The use of this technology-based media can foster and increase student learning activities, because access to its use is easier and the information obtained is also faster and more up-to-date (Coman et al., 2020; Radianti et al., 2020; Rasheed et al., 2020). And the use of this media also minimizes spending on internet quotas, making it easier for students and teachers to utilize the media in the learning process. And the use of this technology-based media can make students better understand the material provided by the teacher and can maximize student participation in the learning.

There are quite a lot of learning media that can be used to support the learning process (Al Salman et al., 2021; Kapasia et al., 2020; Mishra et al., 2021). The online learning process generally uses the google classroom application, google meet, zoom meeting, and others. This media allows students and teachers to meet face to face. In addition to the above applications, online learning can also use the WhatsApp application, which is widely used by Indonesians (Buechner, 2020; Guo et al., 2021; Krishnan et al., 2021). WhatsApp is widely used by the community to communicate both privately and in groups. Apart from being used as a communication medium, the WhatsApp application can also be used by teachers as a medium to support the learning process carried out online (J. Chen & Neo, 2019; Cotrin et al., 2020; Y. Zhang et al., 2018). WhatsApp features that can be used as learning media are using WhatsApp groups that can allow teachers and students to discuss the material being studied.

Online learning will make students think more creatively and be motivated to solve their problems. Therefore, the use of the WhatsApp application can be used as an alternative media in online learning (Chu et al., 2020; Martins et al., 2021; Pouwels et al., 2021). The use of WhatsApp also provides benefits for educators and students because it saves on the use of internet quotas and can share learning materials in the form of images, videos, ppt, pdf, doc, or audio and directly ask students for responses. The use of the WhatsApp application also has a positive impact on student learning outcomes because students can have group discussions about the material studied outside of class hours (Bandal & Oak, 2019; Debauche et al., 2018; Ifeoma L. & Chukwudi, 2022). The use of WhatsApp groups as a learning medium needs to pay attention to what methods the teacher will use so that the learning continues to run effectively and so that there is no overlap, so that it can increase student learning activities and results for the better.

The weakness of using this WhatsApp application is that students are easily influenced by other chats that can interfere with student concentration in the teaching and learning process. The next weakness is that educators and students must be connected to internet services to use this media, otherwise the educators and students cannot use WhatsApp as a learning media (Cicmil & Gaggiotti, 2018; Ngambeki et al., 2021). The purpose of this study was to determine the increase in student activity and learning outcomes through group work via WA group. Whether it has gone well or not, so that it can find out whether the learning objectives are successful or not. And also to find out whether the learning media used has made changes to student learning outcomes as well as learning styles and student learning processes, so that teachers can design more creative and innovative learning styles if this WhatsApp group media is successfully used.

The benefits of this research are to increase student interest in online learning using WA group media. Provide skills for teachers in solving problems that arise in the online learning process (Kuleto et al., 2021; Toarniczky et al., 2019; H. Zhang & Gibson, 2021). As well as providing benefits for improving the quality of learning in schools, especially in online learning. The benefit for researchers is to add new experiences in applying student learning methods, especially using this WA group media, so that it can improve student learning outcomes through group work via WA group (Francis et al., 2020; Klimova, 2021). And we can find out and hone the student's independence in doing the tasks given by the teacher (Balverdi et al., 2020; Seidel et al., 2018). And the benefit of this research is to find out whether the student is responsible in every learning process, so that it can foster a character that is in accordance with what religion commands.

Relevant research according to Oktiani's opinion suggests that motivation encourages students to be able to carry out a behavior, including in learning, students move to get good learning results (I.-C. Chen et al., 2020; Francavilla et al., 2018). So the use of learning media based on the WhatsApp group application is very important in supporting the improvement of student learning activities and results through group work, both in the online and offline learning process. It can be seen that WA not only functions as a medium for daily communication but can also be widely utilized (Ebener & Hasselhorn, 2019; Nasir et al., 2019; Sintim et al., 2021). This is in line with what Saefullah said, which sees that the current WA function is not only limited as a medium for long-distance communication in everyday life but has also been widely utilized as a medium in the learning process and also facilitates education and distance learning.

Researchers took the title of this research because of the rampant transmission of the covid-19 virus which requires the teaching and learning process to be carried out online and carried out at home, this aims to break the chain of spreading the covid-19 virus. As well as the presence and progress of social media, especially WhatsApp as a sophisticated information system at this time, so that educators are required to be able to adapt to the development and progress of ICT, by developing their own or utilizing existing technology. In the WhatsApp application there are several features that can be used as a learning media in groups by creating groups. With this group, educators and students can discuss the material to be studied optimally, because of the ease of accessing information

quickly and precisely. It also makes it easier for students to discuss the material they are learning even though they are discussing it outside of subject hours. As well as in the use of technology-based learning media, it is not easy for teachers to use, especially teachers who are elderly. So the teacher must be able to use various media that are often used by students. The purpose is not to make it difficult for students to use the media in the learning process so that it continues to run well and smoothly.

The covid-19 pandemic which has an impact on education really requires innovation in designing a learning media that can be used in learning from home. The use of WhatsApp groups can be an alternative media that can be used by educators. Apart from being used as a medium during learning from home, WhatsApp groups can also be used when in class if the teacher cannot be present in the classroom. The teacher can inform through the WhatsApp group, so that the learning process can still be carried out even though there is no teacher in the class. Based on experience and data from other studies, it is said that the implementation of the online learning process using the WhatsApp group media is considered effective as a learning medium, because considering this application is very efficient in using internet quota compared to other applications. And this WhatsApp group application is one of the learning media that is quite simple, because its use is quite easy and can be accessed by all teachers and students.

RESEARCH METHODOLOGY

The type of research method used by researchers is quantitative method. Quantitative method is one type of research method which basically comes from a theoretical framework, the ideas of experts, the experience of researchers which is then developed into several problem points and then provides a solution to the problem proposed to obtain more accurate data with the support of observations in the field conducted online (Dalipi et al., 2022; Heindl & Liefner, 2019). The observations made were in the form of a survey via google form. The questions that researchers provide in the form are a combination of general questions to more in-depth questions. Questions distributed through google form get respondents around 40 students who are middle level students and upper level students. From the data obtained, it can be said that students predominantly consider WA groups to be effective as an alternative learning media.

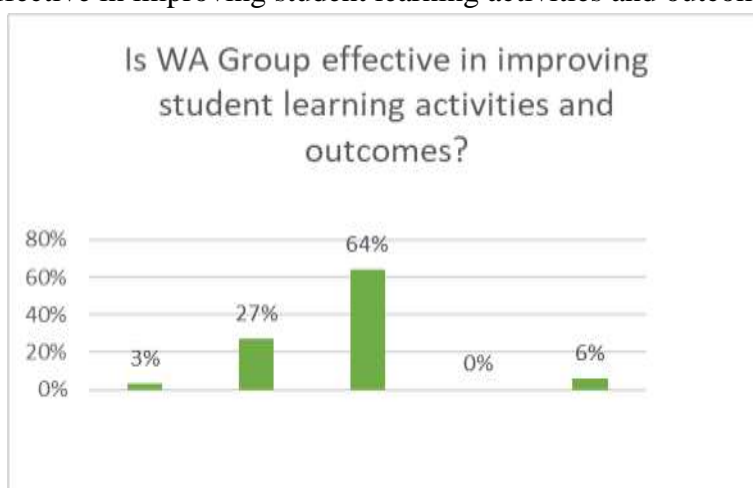
The source of this research was taken by the researcher through a survey conducted online via google form to middle to high school students. In the survey, the researchers discussed whether the WA group is effectively used as a learning media that is useful for increasing student learning activities and results (Le Tourneau, 2022; Loued-Khenissi et al., 2019). And how important this WA group is used as a learning medium, and to find out what obstacles occur if this WA group is used as a learning medium (Piper et al., 2018). Before the researchers submitted a questionnaire through google form, the researchers had asked questions with the help of the lecturer, where the questions asked were related to the discussion of the research that the researchers would do which referred to increasing learning activities and results through group work via WA group.

The results of the study were obtained from a survey conducted through a google form that researchers distributed to 40 students consisting of intermediate to upper level students. Furthermore, the data that researchers have obtained from the survey results will be developed using quantitative methods to determine the percentage and utilization of WA groups in increasing student learning activities and outcomes. The data obtained in this study will be developed in the form of diagrams and described more specifically by being equipped with diagram images and the number of people who have answered the questions that have been asked, after the images and diagrams are described the researcher also includes conclusions from the results and discussions that have been obtained. So that the data analyzed by researchers will produce stronger information and can be used as a guide for further research.

RESULTS AND DISCUSSION

The results obtained from research conducted by researchers are that the use of the WA group application as an alternative media in improving student learning outcomes is effective. Because from the results of the data that has been obtained, many students are brave in providing responses related to problem solving due to the limited practical tools and materials that will be used. From the survey conducted through google form, 40 people responded consisting of middle to high school students. In the google form the researcher asked 10 questions given to students, so that researchers get data that will be described in accordance with what has been obtained. The benefit of this research is to find out whether this WA group is effective as a medium in learning to increase student activity and learning outcomes so that teachers can create or design learning models that will be used.

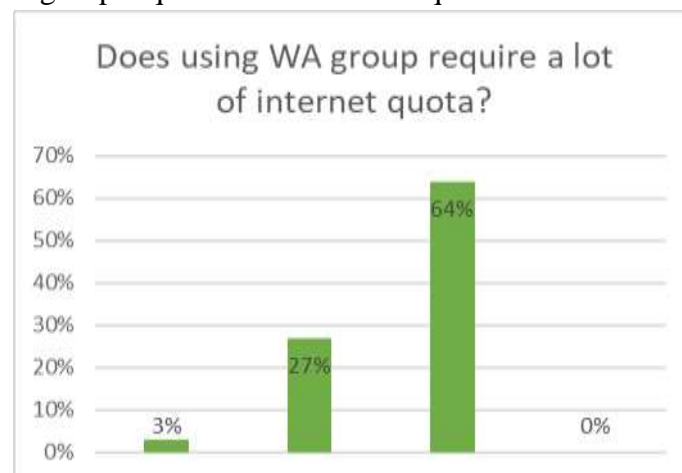
Is WA group effective in improving student learning activities and outcomes?



The results of a survey conducted through a google form conducted by researchers to 40 students, 7 people strongly agreed and 7 students also agreed that this WA group was effective in increasing student learning activities and results, because the use of WA groups could increase student activity in learning and better learning outcomes so that the effectiveness of using this WA group could have a positive effect on student learning

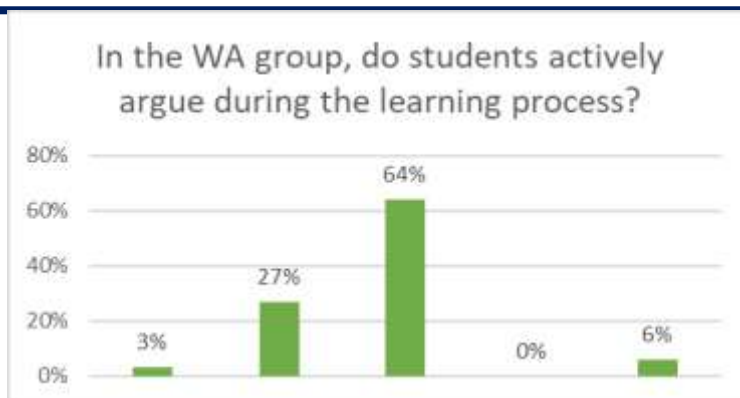
outcomes. Then 12 other students disagreed that the WA group was effective for improving student learning outcomes, and the rest of the students responded that learning was more effective if it was done offline or by meeting in person so that it made it easier for students to understand and ask questions directly because sometimes if via cellphone it was interrupted by the network so that the learning process was no longer effective and could make student learning activities and outcomes decrease.

Does the use of WA group require a lot of internet quota?

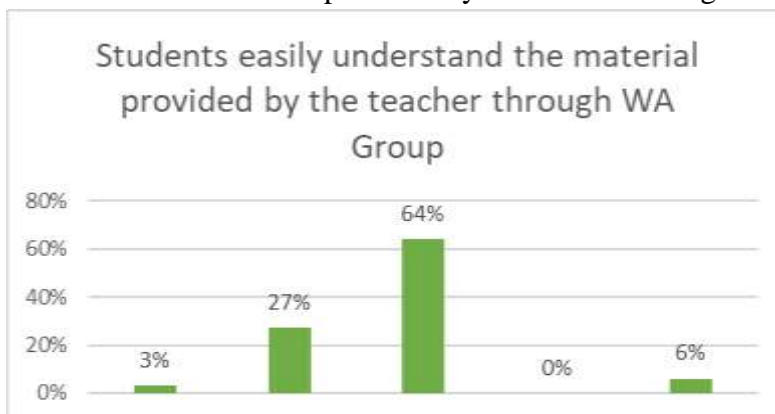


The results of a survey conducted with middle to high school students answered that the use of quotas for WA groups only requires a quota that is not too much. Learning conducted through WA groups is less likely to use internet quota, so that in the survey results obtained as many as 7 people strongly agree with the opinion that the use of WA groups uses a small quota, because these students think that the use of WA groups requires a small internet quota compared to the use of other online applications such as online face-to-face applications or commonly referred to as zoom meetings, google meets and applications that conduct online face-to-face and 7 other people also think that the use of WA groups uses a small internet quota. And from the results obtained, 13 students answered that the use of the WA group requires a lot of internet quota, because apart from being used as a learning medium it is also used for a combination of providing material in the form of videos, photos, pdfs, documents, ppt and others. So that to use it requires a lot of internet quota. That is the reason some students think that they disagree regarding the use of internet quotas in WA groups that are less.

In the WA group, are students actively arguing during the learning process?



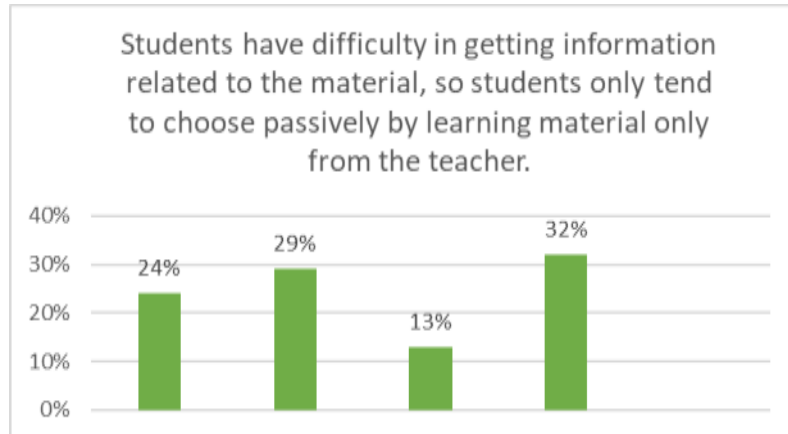
Judging from the diagram that has been presented above, it states that many students think that the use of WA groups makes students less active because it is easy for students to be influenced by other chats that are not intended to discuss material but discuss other topics. And it is also easy for students to become less focused because these students feel that no one is watching them. Therefore, students do not participate actively in the learning process. Meanwhile, some students, around 11 students, agree and argue that the use of WA groups can make students even more active in the learning process. Because using WA groups or online-based learning media can make students study and ask more in-depth questions related to the material discussed because it can be done outside of class hours so as to make these students understand more about the material being studied. Then the rest of the students also argue that the WA group does not make students more active and only certain people are active in the WA group. And another opinion that has been obtained from the data is that the student is active in the learning process in the WA group depending on the student's emotions and feelings, whether his emotions are fine or not. Students easily understand the material provided by the teacher through the WA group



According to the data that has been collected, researchers can explain that almost all students argue that in the WA group students do not understand the material provided by the teacher without a direct explanation from the teacher which requires direct or face-to-face learning. This happens because of the limited media or tools to convey material by the teacher, so students only rely on the material provided by the teacher through the WA group. Learning through WA groups is also difficult if students will make presentations directly, so the material provided is difficult for students to understand. They also argue that some students are not the type of people who can understand the material without

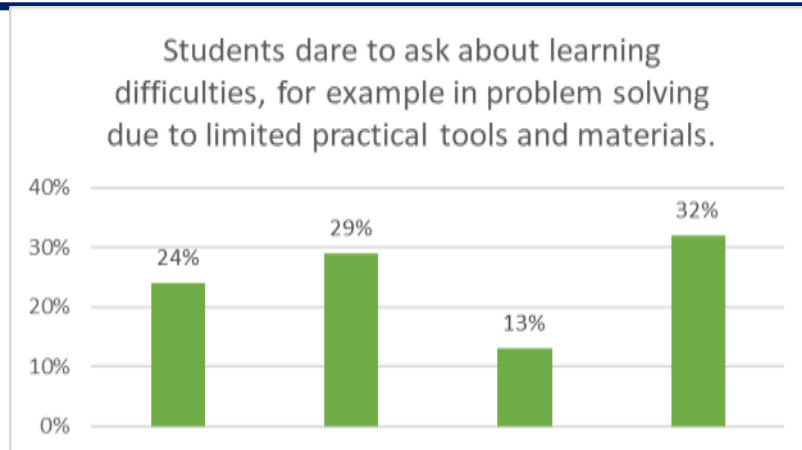
being explained, but must need practice in understanding the material. There are also some of these students who think that only by the teacher giving the material can the student understand it without any direct explanation given by the teacher. And it also depends on the material provided by the teacher, whether the material provided is interesting or not, because the perspective is that the capture power of each student is different and also the IQ of each student is also different.

Students have difficulty in getting information related to the material, so students tend to choose to be passive by learning material only from the teacher.



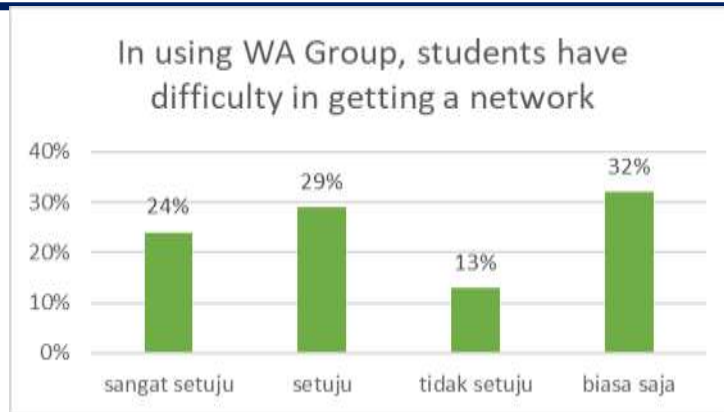
The results of the data that have been collected are many dominant students who agree that students have difficulty getting information related to the material provided, so students only tend to choose passively by learning material only from the teacher. This can occur due to the lack of student participation to ask the teacher regarding the material that has been provided and it can also occur due to the difficulty of finding references or other material related to the discussion being discussed, and also due to the lack of student initiative in seeking information related to the material that has been provided, they only rely on what the teacher provides without any initiative to seek information from various other sources. This can also happen because the teacher who provides the material through the WA group does not include or provide a deeper explanation of the steps related to the material provided. Meanwhile, other students' opinions disagree, because some of them personally if they do not understand the material provided they will look for other materials or references and other information from various sources.

Students are brave in asking about learning difficulties, for example in solving problems due to limited practical tools and materials.



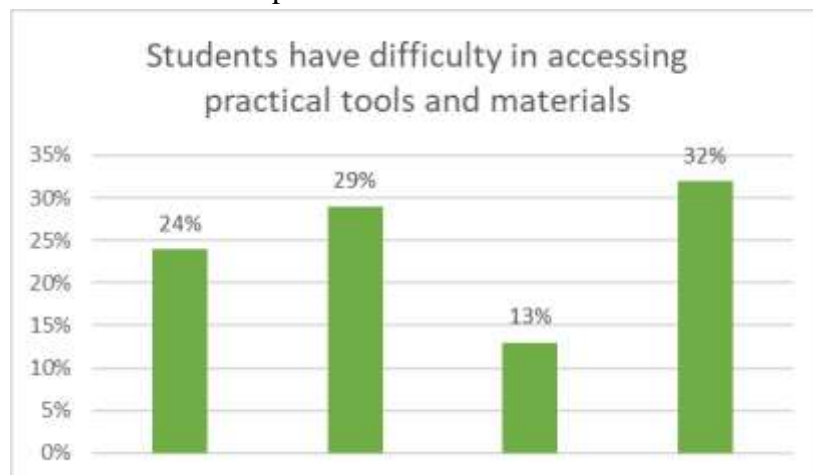
According to the diagram presented above, it can be seen that many students agree about students who dare to ask about difficulties in learning such as limited practical tools and materials. This is because the learning process carried out through the WA group makes it difficult for students to get practical tools and materials if the learning requires practicum activities. Therefore, many students dare to give opinions related to the limitations of practical tools and materials and related problems that might arise in the ongoing learning process. Meanwhile, some students argue that they do not dare to ask about problems or difficulties that occur during the learning process, because many of them are afraid that if they ask about difficulties in the learning process, the teacher will be angry and will not respond to the questions given, thus making students only rely on what is given or presented by the teacher. Then there are also students who argue that this is normal in the learning process. These students assume that it is one of the dynamics in the learning process, so they only respond normally if there are students who ask questions or who are just silent regarding the difficulties that occur in the learning process.

In using WA groups, students have difficulty in getting a network



According to data collected by researchers through a survey using google form, 48% of students answered agree and 24% of students answered strongly agree regarding students who had difficulty getting a network in using WA groups in the learning process. This happens because not all of these students live in areas that have good network quality, most of these students come from rural areas where getting a good quality network is quite difficult, so that in the learning process these students find it difficult to follow the learning to the fullest. Meanwhile, 13% of the answers given by these students disagree because they argue that even though these students live in villages, the internet network has entered the villages. So there is no reason for them if there are still students who have many obstacles in getting the network. And there are also 13% of the collected student answers who think that this is common, because not all networks where these students live are good and smooth. There are also students who have difficulty getting a network due to bad weather or it could also be caused because where they live there are repairs or problems with electricity where they live.

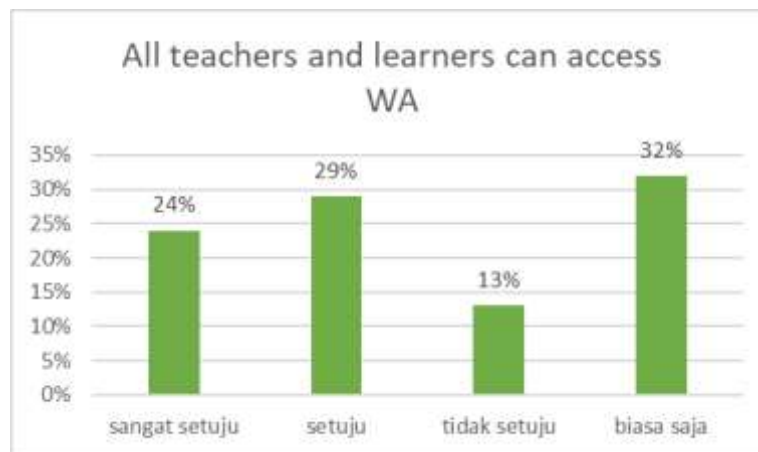
Students find it difficult to access practical tools and materials



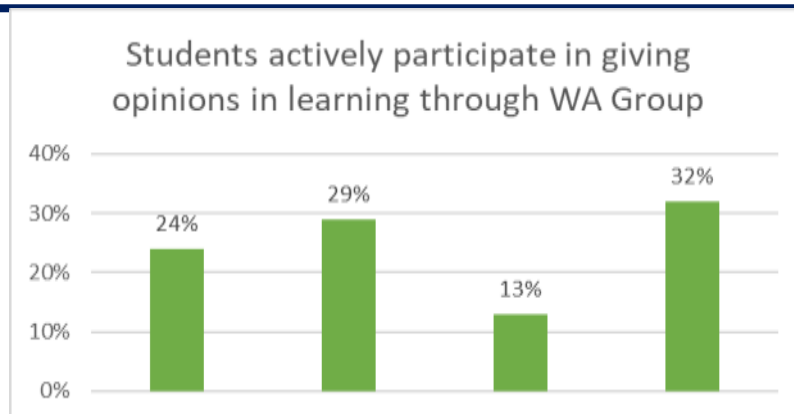
According to the data that researchers have collected from surveys via google form, it can be seen that there are around 20 students who agree because the use of WA groups as a medium in the learning process makes it difficult for students to get practical tools and materials. This happens because there are still a lack of features in using WA groups that can be used to get practical tools and materials that will be used. So that it makes students less enthusiastic in participating in the learning process which makes the

creativity and activity of these students decrease. Then it can be seen again that there are about 3 students who disagree about the difficulty of students in accessing practical tools and materials. The student said that by using the WA group, it is possible to obtain practical tools and materials to be used, this can be obtained through the internet or other social media. So it is not possible that these students cannot get or access practical tools and materials. Although the practical tools and materials to be used should be obtained at school, students can use simple practical tools and materials, such as making imitations of the tools and materials to be used. Meanwhile, there were about 5 students who answered that it was normal because in the learning process it usually happened, such as the difficulty of students in accessing practical tools and materials and also the ease of students in accessing practical tools and materials, it is a dynamic in every learning process.

All teachers and students can access WA



Judging from the diagram that has been presented by researchers based on the data collected, all students agree that all teachers and students can access WA. This can be concluded by researchers that in this day and age all people can access WA including teachers and students. WhatsApp is also widely utilized by the community to communicate both at close range and long distance communication which can be done individually or in groups. Although it is widely used by the community as a medium of communication, the use of WhatsApp can also be used as a medium for learning that is carried out online or as a means of informing teachers when the class cannot enter on that day. Then the use of WhatsApp as a learning media is also expected to increase student learning activities and results, so that it can produce better learning objectives. Students actively participate in giving opinions in learning through WA group



According to the data collected by researchers through google form, it can be seen that there are 32% of 40 students who answered that it was normal for students' activeness and participation in opinion during the learning process, because it should be in the learning process that students must actively participate and express all their opinions because it can be one of the aspects that can increase student learning activities and results. Then there were 29% of 40 students who answered agreeing with the activeness and participation of students in the learning process and there were 24% of 40 students who answered strongly agreeing with the statement given by the researcher. And there were about 13% of the 40 students who answered disagreeing with the statement presented by the researcher because not all students dared to express their opinions because the students lacked confidence and did not believe in the opinions they conveyed. Then due to the lack of skills and abilities of students in mastering the material provided by the teacher and also the memory of students which affects the activeness and participation of students in giving their opinions.

The results of the 10 surveys that researchers have conducted through the google form that researchers have described above can be concluded that the improvement and learning outcomes through group work through WA groups can be used by teachers as one of the alternative media used in the teaching and learning process. Including learning carried out during the Covid-19 pandemic, which requires applications that can be used as a medium to increase student activity and learning outcomes. The use of the WA group application to be used as a learning media is considered less effective by students to be used as a learning media, because if only with the use of WA groups many of the students cannot understand the material conveyed by the teacher, because many of these students consider face-to-face or direct learning to be more effective for the teaching and learning process, because if there are doubts in the student, the student can directly ask the teacher and if the learning is done directly the teacher can also see and control the student's attitude and behavior. And in using this WA group, it can be accessed or used by all teachers and students, because this WA application is also very familiar to use, especially since the covid-19 virus began to develop.

The results of the survey conducted by the researcher were many students who chose or answered agree from each question asked by the researcher there was a survey, but of the 40 students who had been surveyed by the researcher there were those who

answered less agree, mediocre and some even answered disagree, it was caused because maybe the use of WA groups as a medium in improving student learning activities and outcomes was not effective. This can occur due to the limitations of practical materials and tools, the difficulty of students in developing and finding other information related to the material provided by the teacher and the lack of student participation and aspirations in expressing their opinions related to the material, due to the lack of confidence and enthusiasm of students in the teaching and learning process. Here, researchers hope that future researchers will be able to maximize the use of WA groups as a medium to improve student learning activities and outcomes that occur during this pandemic.

CONCLUSION

Based on the research that has been conducted by researchers, researchers can get several conclusions, namely along with the passage of time and the development of globalization in this world, there are many changes and technological advances, especially in the world of education. The co-19 pandemic has caused various agencies, especially in the field of education, to experience very significant changes. Where usually the learning process is carried out inside and carried out face to face or meets directly between teachers and students, so that the interaction between teachers and students goes well and if there are doubts in the learning material, they can be directly asked to the teacher and can be discussed together. Meanwhile, after the spread of the covid-19 virus requires the teaching and learning process to be carried out online or learning carried out on the network or it can also be referred to as learning from home. For this reason, with the rapid development of technology, it is required that teachers and educators in Indonesia can design media and methods or learning styles that will be given to students, so that the quality and learning outcomes of students can improve and can rival the quality of education in regions and developed countries in this world.

Researchers see in the learning process in Indonesia today. In the use of WA group which is used as an alternative learning media which is considered the simplest and also economical in using quota, that the use of WA group is quite effective in the teaching and learning process because there besides being able to be used as a medium of communication WA group can also be used as a medium for providing teaching materials or materials to students and there are also many features that can be used, such as sending text messages, voice messages, photos, videos, and even video calls, making it easier for students and teachers to discuss material without meeting in person. The benefits and objectives of using WA group as a medium in the teaching and learning process are to train students to become more independent individuals by looking for information and other materials other than those provided by the teacher, so that students who think critically and have broad insights can be created. And also to train themselves to be more responsible in doing assignments and other things so that they can make students prioritize their obligations as a student, and this can create the goal of the learning process, namely increasing student activity and learning outcomes.

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