

The Impact of Using Whatsapp Groups on Students Assignment Quality at The Journalism Study Program

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Abstract: *The development of information technology creates very rapid changes in human life. Especially in the field of education, this can be seen from the use of the WhatsApp group application that is used in lectures. Our observations at the Syarif Hidayatullah State Islamic University campus show that all lecturers and students use whatsapp groups in carrying out lectures. The purpose of this study was to determine the effect of Whatsapp Group on the value of the History of Islamic Civilization course for students of the journalism study program for the 2021/2022 academic year. This type of research is included in the type of qualitative research. The research method used is survey and interview. Our survey is to limit the object of our research study. We use this type of interview to describe student satisfaction descriptively with the use of WhatsApp Groups in the History of Islamic Civilization course. In addition, we also ask for permission from Mr. Zakaria to collect data on the value of journalism students for the 2021/2022 academic year. We also questioned the obstacles to using whatsapp groups in the History of Islamic Civilization lecture. Based on the results of our study, we got a positive result. The average value of the History of Islamic Civilization in the journalism study program gets a B and A grade. This value fulfills the credit score for the Islamic History course. However, we found problems in using WhatsApp Groups. In the form of difficulty controlling students in lecture activities, lack of capacity to send video durations on whatsapp., image quality when sent to WhatsApp becomes bad, and fills cellphone memory because of the large amount of material.*

INTRODUCTION

The studies related to this title are as follows. First, in a study researched by Nur Lia Pangestika (2018) for the communication category, the most popular social media application in the first position is WhatsApp Messenger, which has been downloaded by 1 billion people. This

shows that the influence of whatsapp is huge globally. Second, WhatsApp social media through various features that provided can be used for more useful activities, for example for education , this is based on research by Abdulhak and Deni Darmawan (2018). For example, as we examined, namely, the influence of WhatsApp in the History of Islamic Civilization course.

Third, Like Afando (2021) said The WhatsApp application which was previously used to provide information related to learning and share links for learning is now used for the learning process, delivering material and collecting learning assignments, because all students can use this application. That is why this research exists, because this research questions whether the impact of whatsapp in learning in this modern era is effective or not.

Fourth, Ali Sadikin and Afreni Hamidah (2020) also shared that while there are some people who think online learning requires a higher level of self-motivation, institutions consider educational support as important as teacher feedback, and are very careful about ensuring their students receive the same level of support as they do. what they will receive at school. But not necessarily all students find it difficult to communicate using whatsapp in lectures. Fifth, according to Lensi Wahyuni (2021) Whatsapp is a learning system that allows the delivery of teaching materials to students using internet media or other computer network media that can be accessed anytime and anywhere.

Sixth, Jujun Suciadin (2020) mention WhatsApp groups have pedagogical, social and technological benefits. This application provides support in the implementation of online learning. Group WhatsApp supports users to create certain, share ideas and learning resources, and support online discussion. Seventh, according research from Moro H.E.K.P (2020) lecturers post lecture materials in the form of pictures, ask questions in the form of chat, or simply respond to student conversations to be directed to academic discussions, then students can respond and discuss the material through the comments column.

Eight, WhatsApp groups, educators and students can ask questions or discuss more relaxed without having to focus on educators such as learning in class, which often causes feelings of fear of being wrong and ashamed of students by Siti Zalamah (2022). Ninth In addition, Nur Indah (2022) also explained the results of her studies. Teachers can also use social media such as Group WhatsApp to discuss problems lessons that are not understood during the learning process, ask about assignments or giving information in the form of announcements via Class WhatsApp groups.

Tenth, From the results of interviews conducted by Sartika (2017) with several students who are whatsapp users, these students feel its usefulness in addition to chatting or chat with fellow friends but is also effective when used as a tool learning as a means of providing material or collecting assignments through an application on their smartphone. In addition, they also added that the most convenient media to use for learning is using whatsapp.

The difference between this study and the studies above is that this study examines the object of the research, namely the results of the historical value of Islamic civilization for students of the Journalism Study Program at UIN Syarif Hidayatullah Jakarta. In addition, this research is more specific about the use of the WhatsApp application in the WhatsApp group feature section only. This study also discusses it with detailed descriptive from the point of view of students and lecturers because the researcher uses the interview method. In addition to finding the truth of the research take everything into account. Research held not to disprove an opinion; but for find the real truth. Characteristics in the level of thinking through research, there must be a clear object of study, with the use of certain systems and methods (Koentjaraningrat, 2007).

The reason the researcher chose the subject of the influence of whatsapp was because

whatsapp is a social media that has the largest number of users (Nur Lia Pangestika, 2018). So that the influence is very large in various aspects of life. One of them is education. Furthermore, why the researchers took the object of their research, the historical value of Islamic civilization, students of UIN Syarif Hidayatullah Jakarta, journalism study program, because the researchers came from the journalism study program environment of UIN Jakarta. Which makes it easier for researchers to collect data and lecturers who teach History of Islamic Civilization are easy to work with.

The following is the basic theory that the researcher uses as the foundation of this research. Information and communication technology (ICT) growing in line with the level of need humans, the more modern human life, the more modern the technology used. Currently, WhatsApp (WA) has used by community leaders to communicate in conveying messages to the target. Public figure use WA as a medium of communication in conveying messages, information delivered more effectively and is own satisfaction from using information technology (WA) messages faster accepted by the target (Trisnani, 2017).

Jumiatmoko (2016) says, WhatsApp is an internet-based application which allows each user to share various kinds of content according to with its supporting features. WhatsApp also has various features that can used to communicate with help internet service. Agree with Jumiatmoko, according to Pranajaya and Hendra Wicaknono, WhatsApp is a social media most popular which can be used as communication media. Generally users WA mentions the reason for choosing this application is due to the availability of various facilities what's in it beside not spend a free alias (Pranajaya & Hendra Wicaksono, 2017).

Factors that affect interest in learning is an internal factor, one example of a factor internal is the student's attention that appears driven by curiosity (Putriandewi, 2013). Therefore this feeling needs to get stimulation so that students always give attention to the subject matter given. This research is also looking for a reference for the limits of the assessment of what is Islamic history. That is, the actual history of Islam stems from and is sourced from the Qur'an and hadith. Because din has a deeper meaning that is more than just what can be included in religion, religion or religion (Amin, 2015: 3). Thus, understanding the history of Islamic civilization is a description of the growth and development of Islamic civilization from one time to another, from the time of the birth of Islam until now.

So after looking at the theoretical foundations that we took and the references to whatsapp-related journals, it can be concluded that the formulation of the problem is as follows:

1. How whatsapp groups can affect student scores in studying the early history of the emergence of Islam to the present day?
2. Does the History of Islamic Civilization lesson in lectures use a whatsapp group?
3. In addition, this study also looks at the communication that occurs in the whatsapp group is effective or not?
4. Further more how the lecturers are able to provide all the syllabus material correctly and completely?
5. And also What is the average value of the History of Islamic Civilization course for Journalism Study Program students for the 2021/2022 academic year?

METHODOLOGY

According to Williams (2008) qualitative research is different from other research in several ways. In this connection, Williams mentions in three main things, namely first views, axioms about the nature of reality, the researcher's relationship with the investigated, the probability of drawing generalizations, the probability of building causal relationships, as well as the role of values in

study. Second, the characteristics of the qualitative research approach themselves, and Third, the process followed to carry out the research qualitative.

Descriptive research is research that is directed at provide symptoms, facts or events directly systematic and accurate, regarding the characteristics of a particular population or area. In descriptive research, there is no need to search for or explain the interrelationships and test hypotheses (Hardani, S.Pd.,M.Si, and friends, 2020). There are several types of research including research descriptive research, including survey research. Survey research is research by collecting information from a sample by asking through a questionnaire or interview in order to later describe various aspects of population (Fraenkel and Wallen, 1990). According to Moehadjir (2002) there are two types of survey research, that is:

1. Survey to obtain basic data to get an overview useful for planning and public policy (eg census).
2. Surveys used to express opinions, attitudes, and public expectations (eg: prediction of presidential election votes). Which the first reveals the facts, the second reveals the effects of likes and dislikes.

Data analysis techniques to be carried out in research, researchers using a qualitative approach, a step-by-step technique is needed to analyze the data that has been obtained (Muhammad Daffa, 2015). "Qualitative data analysis is an effort made by working" with data, breaking it down into manageable units, synthesizing it, seeking and finding patterns, finding what is important and what is learned, and decide what can be told to others" (Bodgan and Biklen in Moleong, 2005).

In qualitative research, the main instrument is the researcher itself, but then after the focus of the research became clear, it is possible to develop research instruments simple, which is expected to complete the data and compare with data that has been found through observation and interviews. Researchers will go into the field themselves, either in grand tour question, focused and selection stage, do data collection, analysis and making conclusions (Hardani, S.Pd.,M.Si, and friends, 2020). Furthermore, when viewed in terms of how or data collection techniques, then data collection techniques can carried out by observation (observation), interview (interview), documentation and a combination of the four (Hardani, S.Pd.,M.Si, and friends, 2020).

Interview is an oral question and answer between two or more people more directly or conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer (interviewer) who asked the question and who interviewee (interviewee) who gave answers to 138 that question. The purpose of holding an interview is like emphasized by Lincoln and Guba (1988), among others: constructs about people, events, activities, organizations, feelings, motivations, demands, concerns and so on. There are two types of interviews, namely: (1) unguided and (2) guided. Unguided interviews are interviews that do not directed. The disadvantages are; inefficient time, cost, and power. The advantages are: suitable for research introduction, does not require questioning skills and can maintain a reasonable atmosphere. Guided interview is a guided question and answer to collect only relevant data. Weakness This technique is: impressions such as a spoken questionnaire, the atmosphere became stiff and formal. While the profit This technique is: systematic questions so that they are easy to process back, easier troubleshooting possible 141 quantitative and qualitative analysis and conclusions obtained more reliable (Hardani, S.Pd.,M.Si, and friends, 2020).

According to Imami Nur Rachmawati (2007) Interview has 4 types of interviews. One of them is Semi Structured Interview. This interview starting from the issues covered in the guidelines Interview. Interview guide is not a schedule as in quantitative research. Question sequence not the same for each participant depending on interview process and individual answers. However

interview guidelines ensure that researchers can collect the same type of data from participants. Researchers can save time in this way. Dross lower rate than unstructured interviews. Researchers can develop questions and decide for yourself which issues arise. Interview guidelines can be rather long and detailed although it does not need to be strictly followed. The interview guide focuses on the subject area certain things under study, but can be revised after interview because of new ideas that emerged recently. Although the interviewer aims to get participant's perspective, they must remember that they need to control themselves so that the research objectives can be achieved and research topics explored.

From the theories of the research methodology above. We decided to use a qualitative research method, with descriptive data type, with a survey method, with data collection by interview, and analyze interview data. Previously we set our research object to two. The first is a student of the Journalism study program at UIN Syarif Hidayatullah Jakarta for the 2021/2022 academic year and the second is a lecturer in the History of Islamic Civilization for the 2021/2022 academic year. First, we conducted a survey in the form of a questionnaire to these students. The survey questions consisted of 6 items and received 136 respondents from a total population of 176 people. Then from the 136 respondents we took 4 randomly to be asked for an interview. Regarding interviews we conduct guided interviews and semi-structured interviews, to save time. After that we analyzed the results of the interviews. In addition, we also interviewed lecturers of the History of Islamic Civilization and asked for data on the results of student scores for the 2021/2022 academic year.

RESULTS AND DISCUSSION

From the results of our research survey data. The survey results show that all students for the 2021/2022 academic year use the WhatsApp application in lectures. The following is a table of data for our research survey, which consists of 6 items.

Table 1. Survey Results From The Research Population

No.	Question	Answer
1	Do you use the WhatsApp application in lectures?	136 people Yes
2	Is the course History of Islamic Civilization included?	136 people Yes
3	Is your lecturer in the History of Islamic Civilization Mr. Zakaria M.Ag?	136 people Yes
4	Do lecturers create whatsapp groups?	136 people Yes
5	Is the whatsapp group made per class?	136 people Yes
6	Do all students enter the groups created in each class respectively?	136 people Yes

Before we do further data analysis. We will explain the purpose of our survey. First, we conducted a survey to find out the specific object of our research study. Second we want to validate our subject about the influence of whatsapp groups. Third, we conducted a survey to limit the object of our study. Fourth, we want to validate the data from the vice dean of general administration of the Faculty of Da'wah and Communication Studies, Dr. Sihabudin Noor, M.Ag., related to the lecturer in the History of Islamic Civilization for the 2021/2022 academic year, Zakaria M.Ag.

At first we conducted data observation for our research. By asking for student administration data for the 2021/2022 academic year to the vice dean of general administration, the faculty of da'wah and communication. The data we ask for is only the total number of students for the

2021/2022 academic year who are enrolled in the journalism study program, UIN Syarif Hidayatullah. In addition, we also ask for data on courses and their lecturers. We got a total of 180 students enrolled, but there were 4 who withdrew from classes A, B, and D. Class A and B were one person each, while class D was two. We also get a total number of courses, namely, 8 courses. Among them are, Indonesian language courses, introductory sociology courses, Islamic studies courses 1, English language courses 1, introductory communication science courses, Islamic civilization history courses, worship and qiroah practicum courses, and Pancasila courses.

We also get data on who are the lecturers who teach in the 2021/2022 academic year in the journalism study program. Mr. Azwar M.Si as a lecturer for Indonesian language courses for classes A, B, C, and D. Mr. Kholis Ridho, M.Si. as a lecturer in introductory sociology courses for classes A, B, C, and D. Mr. Dr. H. Syamsul Yakin, MA as a lecturer in Islamic studies for class A and B. Mr. Syamsul Rijal, M.A., Ph.D. as a lecturer in Islamic studies for classes C and D. Ms. Dr. Wahyunengsih, M.Pd as a lecturer in English courses for classes A and B. Mr. Drs. Yusra Kilun, M.Pd. as a lecturer in English courses for classes C and D. Mr. Dr. Suhaimi, M.Si. as a lecturer in Communication Studies for classes A, B, C, and D. Mr. Zakaria, M.Ag as a lecturer in the History of Islamic Civilization course for classes A, B, C, and D. Ms. Musfiroh Nurlaili H., M.A. as a lecturer for Practicum Worship and Qiroah courses for classes A, B, C, and D. Mr. Ali Irfani, M.HI as a lecturer in Pancasila courses for classes A, B, C, and D.

After we get the data. To simplify our research in data collection. We decided to make the object of our research the History of Islamic Civilization course with the lecturer Mr. Zakaria M.Si. Because the course on the history of Islamic civilization teaches only Mr. Zakaria for the whole class. In addition, Mr. Zakaria wants to be a resource for our research.

Our survey actually required a study population of 176 people. However, only 136 people answered or registered, as shown in table 1. This happened because there were students who had not filled out our survey questionnaire. We give our survey questionnaires through the G-Form and then distribute them to the student whatsapp group for the 2021/2022 academic year. We limited the time of filling out the G-Form due to time constraints in our study. The result is 40 students are not recorded. This number is almost the same as the total number of students in one class, namely, 45 people. So the ratio of data according to reality in the field is 77/100, or 77% according to reality.

So our survey data suggest our research could be analyzed further. Our survey also helps us in further narrowing our data analysis. Like to take our research sample in the form of students per class. So we analyzed the data by interviewing one person in each class. This shows whether or not there is a difference between each student in different classes.

After that we conducted data analysis by interview. To get descriptive and detailed results. Then we took a random sample in each class. In Class A we interviewed Zharfan Zahir, Class B we interviewed Zahra Putri Anggreini, Class C we interviewed Nabilatul Dzakkiyah, Class D we interviewed Syahdan Muhammad Kafi. We interviewed them on October 28, 2022, but each time is different. At 8.30 am we interviewed Zahra Putri Anggreini. At 1.15 pm we interviewed Zharfan Zahir. At 2:40 pm we interviewed Syahdan Muhammad Kafi. 4 pm we interviewed Nabilatul Dzakkiyah. Previously, we also interviewed Mr. Zakaria as a teaching lecturer. We conducted the interview on October 25 at 3 pm.

We used semi-structured interviews and guided interviews, according to the previous methodology chapter. We prepared several questions to the informants so that our data could be directed. However, there are several other questions for each of the informants. This is to enrich the research data. We asked the interviewees the same six questions. That is:

1. Does WhatsApp Group help you in studying the History of Islamic Civilization course? Tell!
2. Is the syllabus for the History of Islamic Civilization course running smoothly? Tell!
3. Are there discussions in the WhatsApp group during the History of Islamic Civilization course or outside the hours of Islamic Civilization? Tell!
4. What about the assignment, the UTS, and the UAS in the WhatsApp Group?
5. Why prefer the WhatsApp Group feature over Personal Chat?
6. Are there any problems in using WhatsApp Groups as a lecture medium?

After we finished the interview with the five resource persons with structured questions. We analyzed the data from our interviews. The following is the result of our interview data analysis. The answer from the four students to the first question was Yes. Mr. Zakaria also answered Yes. According to Zharfan Zahir, with the WhatsApp Group, it is easier for him to check information. There is no need to record material on the History of Islamic Civilization anymore. Because all you have to do is look at the whatsapp group. "The data on the History of Islamic Civilization materials has been stored in the WhatsApp Group, so there is no need to update me, for example, if there is a test or discussion, just open the PDF provided in the WhatsApp Group." In addition, according to Zahra Putri Anggreini, WhatsApp Group also helped her in expressing her opinion during discussions. Because he didn't need to speak in front of a lot of people with his eyes fixed on him. He felt comfortable because he didn't feel like the center of attention anymore. He only expressed his opinion by typing. "I often feel lazy when there's been a discussion. The problem is that when I'm asked to give an opinion, a lot of people are looking at me, so I'm the center of people's attention. already blanked out." According to Nabilatul Dzakkiyah WhatsApp Group helped him in terms of learning time. According to him, using WhatsApp groups is more time efficient. Practically only 30 minutes or 45 minutes the class is over. Even though it was only for a short time, all the information on the History of Islamic Civilization lesson was conveyed. "Sometimes, I don't get enough rest because I have a lot of homework, other coursework, organizational activities, and many other things. With 30 minutes or 45 minutes of the History of Islamic Civilization lesson, I've finished it, so I have a little free time to lie down." Syahdan Muhamad Khafi has more or less the same opinion as Zharfan Zahir, namely, making it easier to check the discussion of the material. Meanwhile, Mr. Zakaria believes that the WhatsApp group makes it easier for him to deliver learning materials. With whatsapp group one class gets clear information without any misunderstandings.

For the second question all answered yes too. Mr. Zakaria explained that in the Syllabus of the History of Islamic Civilization there are three major chapters, namely the Age of the Prophet Muhammad being born but not yet receiving a revelation, the Age of the Prophet Muhammad having become Allah's Apostle, and Thirdly, after the death of the Prophet until the 21st century. All of that was conveyed in 16 meetings with two cut meetings by UTS and UAS, so there were only 14 meetings. It all also happened because of the use of whatsapp group media. If you don't have time to explain or discuss, Mr. Zakaria only provides material in the form of PDF. Then students just need to read it.

From the third question, all of the informants answered that they were available during class hours, but not outside of learning hours. Broadly speaking and overall they answered because outside of learning hours there were other activities and felt that it was enough for once a week.

For the fourth question, all of them answered according to the syllabus given. Namely, UTS collects power points of group learning materials in the whatsapp group, then for UAS exams orally through a zoom meeting for five people in turn. For UAS, it is done through a zoom meeting, but

notifications are made through a whatsapp group and a zoom meeting link is also sent via a zoom meeting. In addition, whatsapp groups are also used to coordinate the change of people who enter the meeting.

For the fifth question, Mr. Zakaria, Syahdan, Zharfan, Zahra, and Nabilatul answered that it was easier to accommodate lectures with a direct delivery system rather than one-on-one representation or personal chat. Pak Zakaria also said "If I chat one by one, it will take too long, if I only ask the person in charge to convey it to the others, I'm afraid there will be a misunderstanding." Meanwhile, Zharfan Zahir said, "If you use Whatsapp Group, the information becomes transparent and easy to talk about together. It's also more practical, because it's the same as in the classroom, Whatsapp is a place where we gather. It's not meant to be separated and then put together afterwards."

For the last question they all answered there were obstacles. Like Zharfan he complained about the lack of capacity to send video durations on whatsapp. He said, "The duration of the video on WhatsApp is limited, yes, sometimes Pak Zakaria gives a learning video, he breaks it up and doesn't make it whole, it makes me bothered to memorize the material, in the end I waited for the pdf that Zakaria sent me." In addition, from Syahdan, the problem is in the form of a lot of stored data which eventually makes his cellphone memory full. Nabilatul had problems with the image sent by Mr. Zakaria pixelate or the image quality was not High Quality. Meanwhile, Zahra feels the same problem as Zharfan. Mr. Zakaria himself has his own obstacles, such as how difficult it is to control students in learning, it's like not being able to direct students who don't want to participate in the discussion.

Finally, in the discussion chapter, we will provide the results of the student scores of the journalism study program for the 2021/2022 academic year. We also provide a range of grades and conditions for passing the History of Islamic Civilization course. The results of our research by asking Mr. Zakaria the things above are as follows.

Table 2. Range Between Alphabetic Values And Numbers

Alphabet Value	Scores
A	Over 79
B	73 – 79
C	66 – 72
D	58 – 67
E	Under 58

Tabel 3. The Score Of The History Of Islamic Civilization For Journalism Study Students For The 2021/2022 Academic Year

Class	Alphabet Value	Total Number of Students
A	A	36
	B	8
B	A	34
	B	10
C	A	29
	B	16
D	A	25
	B	18

Meanwhile, in order to pass the course, he must have a minimum grade of alphabet C or the score must be 70. Judging from the results of Table 3, there is no C value for each student. This shows that all students passed his lessons and exceeded all graduation limits. Mr. Zakaria also said that "many students were able to answer my oral exam. In addition, many also made power points for the midterm exams well. Yeah, so I think there is a positive influence on whatsapp groups too for student scores."

CONCLUSION

In conclusion, the effect of whatsapp group on student scores is positive. Which is seen from the value of students who have no grades less than B. In addition, it is also known the reason why whatsapp groups are very helpful in the lecture process. The first is more time-saving, the second is practical in retrieving information. Third, it makes it easier for students to express their opinions. fourth facilitate the delivery of information and minimize misunderstandings in receiving information. Although there are drawbacks in the form of difficulty controlling students, learning videos are less effective because there are restrictions on video duration, the quality of material images when sent to whatsapp groups is bad.

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