CASE STUDY UNDER THE CORRELATION OF STUDENTS' RESPOND ANXIETY TO THE LEARNING MOTIVATION AS THE IMPACT OF MODERNIZATION MEDIA USED (WHATSAPP)

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Abstrak

Modernisasi dan teknologi sebagai pendukung dan solusi dalam beragam permasalahan pembelajaran yaitu keterbatasan waktu dalam tatap muka, percaya diri yang rendah, keterbatasan kharakter introvert, dan fleksibilas waktu yang kurang mencukupi untuk memahami materi dalam konteks diskusi terbuka. Aplikasi what'sApp menjadi solusi permasalahan yang ada dengan menyediakan ruang pembelajaran tanpa batas dan tanpa hanya harus melaksanakan diskusi secara tatap muka. Penelitian ini bertujuan untuk menjembatani para mahasiswa yang memiliki masalah pada kemampuan dalam merespon spontan materi pembelajaran. Media ini terbukti dapat membuat keaktifan mahasiswa dalam mengikuti perkuliahan semakin meningkat secara signifikan. Diskusi pembelajaran dibuat dalam satu grup WhatsApp dengan menggabungkan beberapa kelas sehingga muncul minat belajar yang kompetitif dimana materi ajar dibagi kepada group penyaji dan perespon. Respon yang diberikan dalam media online menggunakan WhatsApp mendukung keaktifan dan optimisme pembelajaran. Penelitian ini adalah penelitian kuantitatif dengan menguji hipotesis atau memecahkan masalah atas dasar deduksi teori, dengan pengukuran menggunakan data statistik. Jenis penelitian kuantitatif yang digunakan adalah kuantitatif asosiatif hubungan kausal, yang dilakukan untuk mengetahui hubungan sebab akibat antara variabel independen (variabel yang mempengaruhi) dan variabel dependen (variabel yang dipengaruhi). Berdasarkan data yang dikumpulkan ditemukan bahwa penggunaan media Aplikasi online berbentuk Whats App sangat berdampak secara signifikan terhadap peningkatan motivasi mahasiswa dalam keaktifan mengikuti proses pembelajaran. Hal ini didukung oleh persentase mencapai 70% mahasiswa senang dan lebih leluasa dalam menggunakan Aplikasi tersebut dengan lebih termotivasi untuk semakin aktif dalam perkuliahan. Berdasarkan hasil angket penelitian juga mendukung bahwa mahasiswa dengan rasa ke khawatiran yang tinggi untuk merespon kelas tatap muka menjadi sangat aktif dan terbantu ketika melakukan diskusi via online menggunakan Aplikasi WhatsApp.

Kata kunci: Enxiety, Motivasi belajar, modernisasi media, whatsapp.

Abstract

Modernization and technology as supporters and solutions in a variety of learning problems, namely limited time to face to face, low self-confidence, limited introverted character, and lack of time flexibility to understand the material in the context of open discussion. The what'sApp application is a solution to existing problems by providing unlimited learning space and without just having to carry out discussions face-to-face. This study aims to bridge the students who have problems with the ability to respond spontaneously to learning material. This media is proven to be able to make the activity of students participating in lectures increase significantly. Learning discussions are made in a WhatsApp group by combining several classes so that there arises competitive learning interest where teaching material is shared with the presenter and respondent groups. The response given in online media using WhatsApp supports the activeness and optimism of learning. This research is a quantitative study by testing

hypotheses or solving problems on the basis of theoretical deduction, by measurement using statistical data. This type of quantitative research used is a quantitative associative causal relationship, which is conducted to determine the causal relationship between the independent variable (the variable that affects) and the dependent variable (the variable that is affected). Based on the data collected, it was found that the use of WhatsApp online application media had a significant impact on increasing student motivation in participating in the learning process. This is supported by the percentage reaching 70% of students feeling so excited and freer to use the application with more motivated to be more active in lectures. Based on the results of the research questionnaire also supports that students with a high level of concern for responding to face-to-face classes become very active and helped when conducting discussions via online using the WhatsApp Application..

Keywords: Enxiety, Learning Motivation, Modernization Media, Whatsapp.

INTRODUCTION

Modernization is one aspect that supports learning patterns to be more effective and efficient. Various facilities are available to be the solution of problems that become obstacles in the learning and teaching process (Mujib, 2018). Models or learning strategies must continue to be developed and adjusted in line with the times. So, that modernization can have a positive impact to lead educators and students to optimize the ability to achieve learning targets.

Along with the fact of technological advances in the context of modernization, the learning process must really be able to provide comfort to students in the transformation of knowledge. In modern times today, that has advances in terms of technology, including communication applications available in communication media in the form of cell phones or often called Cell Phones. Smart phone that provides a variety of facilities to facilitate users in matters in all areas of life. In the world of education, the application that plays a very important role in communication in the learning context is the application What'sApp (Larasati, 2013). This application can bridge various communication patterns and user characteristics.

The learning process covers various aspects and actors as well as roles. They are teachers and students themselves. The activeness of a learning that is shown from the communication patterns and responses provided by the learner becomes a barometer or reference basis for creating an innovative creation that is able to condition all obstacles that students have in terms of character. The learning process requires a lot of concentration and focus for students themselves. Participation in responding to each problem can lead to its own activeness and challenges in the achievement of a learning process. A pleasant atmosphere and suitable media also support the implementation of the maximum learning process (Amin 2019).

Some obstacles that have been found during the observation took place during the teaching process in class, including: (1) face-to-face meetings in the classroom are still lacking, so additional learning is needed, (2) the use of teaching aids and media in the classroom is still not optimal , and (3) not optimal student understanding.

Based on these observations, several constraints found in the class are estimated to be solved, one of which is the application of social media technology for learning combined with face-to-face learning in class known as blended learning. This term is used to describe a learning situation that combines several delivery methods that aim to provide the most effective and efficient experience (Harriman, 2004; Williams, 2003). With this combination students can present ideas for the formation of learning curricula according to their ideals in the cardboard media and images that are formed at face-to-face meetings, while theories in learning materials are still held in online discussions on social media using groups in the WhatsApp application. Where in this online discussion will be strived to lead students to discuss material and theory more broadly and thoroughly without being hampered by space and time or awkwardness in face to face. So that this discussion can be held anywhere and anytime. In this study, a combination

of face-to-face learning in class and online learning will be implemented utilizing one of the WhatsApp applications with a collaborative learning model approach.

This underlies researchers in doing the research that are based on field findings where many students who act as students have obstacles in communicating directly so that the discussion of learning material is not running optimally. Then the researcher focused on the application of the application What'sApp available on the smartphone to be tested into facilities and communication media among students. The hypothesis was students with introverted characters or those who have problems in personality such as lack of confidence can maximize their potential by expressing a variety of ideas and understandings in the discussion container formed in the WhatsApp application. Where the discussion that had been planned involves students between classes to create competitive value as well as challenges that encourage students to play a more active role in reading and communicating in writing. And the fact this situation has conditioned educators to upgrade the quality, skills and abilities in teaching that are adapted to technological advances.

Review of Literature
Whatsapp

This is one application that popular among the public from the upper middle class and lower middle class. The purpose of WhatsApp itself is as a social chat media where biases exchange information between individuals (personal chat) and among many people (group chat). The popularity of WhatsApp is because there is no cost to send messages to friends and family besides the internet data network that is already on the user's mobile phone (Prajana, 2017).

WhatsApp is an instant messaging application for smartphones, when viewed from its function WhatsApp is almost the same as the SMS application that you normally use on older mobile phones. But WhatsApp does not use pulses (charge), but rather internet data. Although it is an instant messaging application, there is something unique from WhatsApp. So, the system for contact recognition, verification and delivery of messages is still done through a mobile number that has been registered first. This method is different from BBM which uses a PIN, or LINE which in addition to the mobile number also supports e-mail and username (Pranowo, 2016).

WhatsApp is an application developed by former Yahoo retainer Brian Acton and Jan Koum based in California, United States. WhatsApp is an application for exchanging messages instantly, and allows us to exchange pictures, videos, photos, voice messages, and can also be used to create a chat group that allows to communicate with many people at any time, can be used to share information and discussions. (Larasati, et al. 2013)

 The influence of social media in the technological era now makes people more interested in communicating and interacting on social media rather than meeting face-to-face. Namely by utilizing one of the social media such as WatsApp. The advantage of WhatsApp is having a 24 hour nonstop connection as long as we are connected to the

internet, making it easier to send and receive messages, Whatsapp can also create groups of many people who can be used as media in the process of discussion forums and the dissemination of learning material quickly among students especially.

Basically Whatsapp is a social media application in the form of chat which in real time can send messages easily. Equipped with features such as whatsapp group that makes it easy for students to create groups that are indeed used as a medium for fellow students so they can discuss each other about learning, in addition there are also whatsapp call features that make students more facilitated and benefited when using whatsapp applications in their learning, the reason this feature makes students save expenses for the purchase of credit, because this feature is provided by WhatsApp for free to call by only requiring a connection to the internet.

It can be concluded that the use of whatsapp as a discussion forum and dissemination of learning material can be done one way is to form WhatsApp Group which will be automatically known if one sends a certain message and the other can provide clear responses related to the topic want to be discussed. In the discussion forum and the dissemination of learning materials on whatsapp media, students are expected to be able to apply or make the most of it, so that learning resources can be created and achieved through social media.

RESEARCH METHODOLOGY

The design used is carried out technically which means that before being given treatment, the group is given a pretest up to four times, with a view to knowing the stability and clarity of the group's condition before being given treatment. If the results of the pretest for four times turn out different values. It means that the group is unstable, uncertain and inconsistent. After the stability of the state of the group can be clearly known, then given treatment (Arikunto, 2006). The research methodology was time series experimental research design by using formula of:

$$O1\ O2\ O3\ O4 \quad X \quad O5\ O6\ O7\ O8$$

Figure 1. Research Design

This research is a quantitative study by testing hypotheses or solving problems on the basis of theoretical deduction, by measurement using statistical data. This type of quantitative research used is a quantitative associative causal relationship, which is conducted to determine the causal relationship between the independent variable (the variable that affects) and the dependent variable (the variable that is affected).

The determination of the associative quantitative research method is based on the suitability of the method with the title of the research aimed at finding the effect between the independent variable (WhatsApp social media utilization) and the dependent variable (learning motivation).

Data collection techniques in this study, using a questionnaire and observation. Questionnaire; used to determine student responses to Whatsapp learning media towards their learning motivation. Questionnaire is calculated based on a Likert scale,

the statement submitted is a positive statement. These statements were assessed by the subjects with very agree, agree, disagree, and strongly disagree.87

The Likert Scale used is in the form of a Checklist and a score of students' answers based on the following conditions:

4 = very agree

3 = agree

2 = disagree

1 = very disagree

RESULT AND DISCUSSION

Based on the findings and classification analysis data, there were some significant improvements in the level of enthusiasm in using online-based learning media, the Whats 'App.In the questions listed in the table, namely "I am happy to follow the learning process with Whats 'App, there have been responses from students with a total of 36 respondents who were so enthusiastic about using the Whats' App application with 22 respondents (61.11%) stated agree, 8 respondents (22.2%) stated "strongly agree", 5 respondents (13.8%) stated disagree, 1 (2.7%) respondents stated "strongly disagree". The data provides information that the use of the Whats 'App application is very influential on the value of student enthusiasm at the most level, and very enthusiastic at the medium level, not enthusiastic at the low level and very low level at students who are not enthusiastic about using the Whats'App media.

The effectiveness value of using the Whats 'App

By having the appearance of providing learning material, this is obtained from the statement "I like the material taught by the media Whats' App". Statement to find this information refers to the value of student motivation can be measured in the learning process if the media and the material delivered has a compatibility. And this is indicated by the value of "likes" or "dislikes" of students on these statements. And from the data obtained with the following details for the statement "Agree" includes 20 respondents (55.59%), the statement "Strongly Agree" 8 respondents (22%), statement "Disagree" 8 respondents (22%). The results showed that it is very popular with the highest percentage of opinion choices "Agree" reaching 55.59% which means that the data show WahatsApp application is very effective in supporting the achievement of learning objectives.

Data found from the questionnaire given to students as follow:

Table 1. Stdudent Resposn Data of Questionare

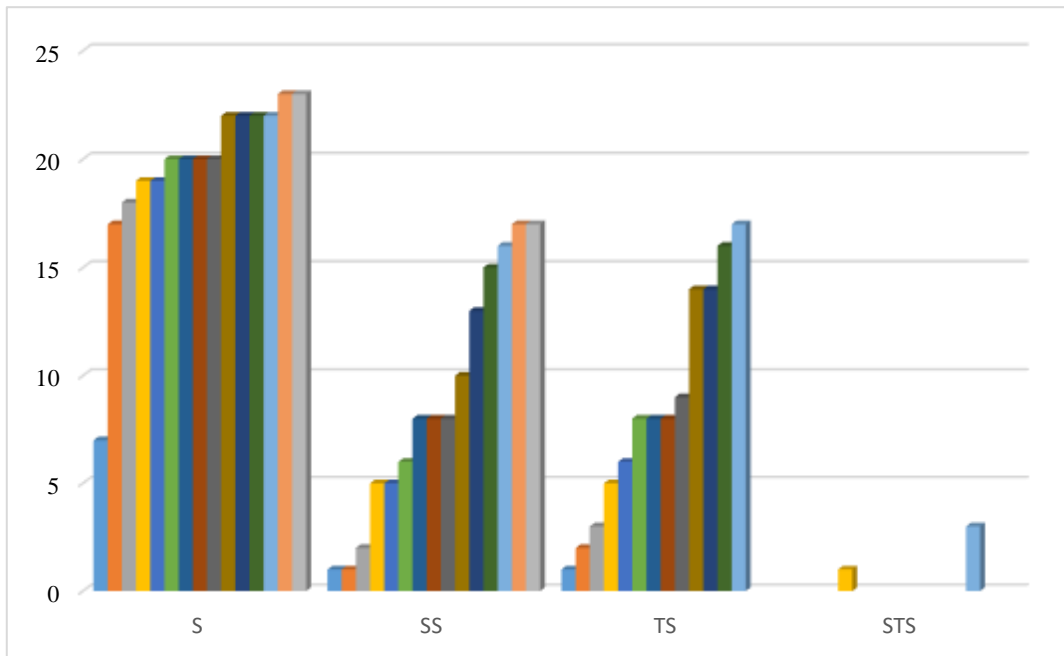| S	7	17	18	19	19	20	20	20	20	22	22	22	22	23	23
SS	1	1	2	5	5	6	8	8	8	10	13	15	16	17	17
TS	1	2	3	5	6	8	8	8	9	14	14	16	17		
STS				1									3		

Figure 2. Graphic of the WhatsApp used towards students' learning motivation

Tabulation results through student questionnaires are classified based on:

a) The effectiveness of the use of the learning media of the What's App Application to the activeness of students in responding to learning and learning material

b) Completeness of application features and flexibility so that it can measure the fulfillment of student needs in learning.

The value of Application completeness features and the users operational competency

At the point of completeness of the features analyzed are about the percentage of compatibility between the completeness of the features of the learning application as a medium with the material being taught and the needs of the learner as an object in the learning process. And in this case the data that has been obtained is:

1. Complete features

2. User skills

3. Suitability of material and media usage

4. Flexibility of usage time

5. The tendency of ease of use.

The value of students' motivation in participating in learning is shown in the level of activity, the percentage of preference in using media, the quality of concentration and optimism in learning. And from all the data findings the findings show results above 50% of the results of a questionnaire that states agree at each point the question refers to the subject of increased learning motivation.

CONCLUSION

Based on the research results described above, the results of this study can be concluded that the level of student activity in responding to lectures is significantly increased by using the learning media Application Group What's App where learning in the classroom has a time limit in responding to learning. But, in learning in the Application space What's App constraints can be overcome so that whatever time the student responds can be conveyed. From the results of the presentation also supports that students are freer in submitting opinions related to the response in lectures, where this will be hampered if learning is carried out in the classroom because some students with introverted characters have doubts and doubts if they have to express opinions verbally or face to face. The thing that is categorized in the ineffective use of this media is the problem of giving instructional instructions, the results of the questionnaire show that students prefer verbal instruction rather than in writing.

For the continuation of research in the field of education, especially the application of learning media based on online applications can be carried out by subsequent researchers by focusing not only on the value of the effectiveness of the use of media in the learning process and the motivational value arising from students but also can be further analyzed about the effectiveness of the comparison in terms of the character of introverted and extroverted students so that the findings of researchers will greatly contribute to the world of teaching and learning where the results of the research can be a reference for teachers in adjusting the material, media and character of students being taught.

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