



The Influence of the TASC (Thinking Actively In A Social Context) Model Using Whatsapp Social Media on Online Learning Materials for Classification of Land Capability in the Emergency Period of the Covid 19 Pandemic

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Abstrac

This study aims to determine the effect of the Tasc model using WhatsApp social media on online learning for Land Capability Classification Analysis during the COVID-19 pandemic emergency. The method used in this study is an experimental method with a quasi-experimental type using a factorial design. The samples in this study were students of class X IPS 1 and class X IPS 2. The results of this study were analyzed in stages, namely: data description, prerequisite test, and hypothesis testing. The prerequisite tests carried out are the normality test of the data distribution, the homogeneity of variance test, and the t test. The results showed that after the learning was carried out and the post-test was given to the experimental class and the control class, the results obtained $t_{test} > t_{tabel}$ indicating was accepted. Where that the learning outcomes of students on the material the classification of land capability using the TASC learning model are better than conventional learning. Where the class that uses the TASC model seems enthusiastic about sending information on the Whatsapp group because the TASC learning model helps students to construct their own knowledge and makes it easier for students to understand the classification of land capability.

Keywords: TASC, Whatsapp, learning model, pandemic, online.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh model tasc menggunakan media social whatsapp pada pembelajaran daring materi Analisis Klasifikasi Kemampuan Lahan di masa darurat pandemic covid 19. Metode yang digunakan dalam penelitian ini adalah metode eksperimen dengan jenis quasi eksperimen menggunakan rancangan factorial design. Sampel dalam penelitian ini adalah siswa kelas X IPS 1 dan siswa kelas X IPS 2. Hasil dari penelitian ini dilakukan analisis secara bertahap, yaitu: deskripsi data, uji prasyarat, dan uji hipotesis. Uji prasyarat yang dilakukan yaitu uji normalitas sebaran data, uji homogenitas varians, serta Uji t. Hasil penelitian menunjukkan setelah dilakukan pembelajaran dan diberikan post-test kepada kelas eksperimen dan kelas kontrol maka hasil uji t diperoleh $t_{hitung} > t_{tabel}$ menunjukkan H_0 diterima. Dimana bahwa hasil belajar peserta didik pada materi unsur-unsur hadits dengan menggunakan model pembelajaran TASC lebih baik dari pada pembelajaran konvensional. Dimana pada kelas yang menggunakan model TASC tampak antusias berkirim informasi di grouchat Whatsapp karena pada model pembelajaran TASC

membantu peserta didik untuk mengkonstruksi sendiri pengetahuannya dan mempermudah peserta didik dalam memahami analisis klasifikasi kemampuan lahan

Kata Kunci: TASC, Whatsapp, model pembelajaran, pandemic, daring

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Introduction

The Covid-19 pandemic that has hit the world has been going on for more than a year. This of course resulted in many sectors being disrupted, one of which was the education (Vinnie, 2021). One of the efforts to break the chain of transmission of the Covid-19 virus in the education sector is to close schools and universities and replace the face-to-face learning process with distance or online learning, according to the policy issued by the Minister of Education Nadiem Makarim to conduct distance learning or online (Kurniasari et al., 2020). Distance learning is meant by the existence of a teaching and learning process by utilizing various learning resources through communication technology, information and other media (Astuti M & Sholikhah I, 2020).

The process of distance learning or online is carried out in order to provide a learning experience for students. In this case, teachers are required not to burden students to complete all learning outcomes based on the grade-level curriculum and graduation achievements. Learning conducted online is expected to focus on the skills or abilities of students in several ways, one of which is skills in dealing with the COVID-19 pandemic. Some assignments and portfolios or assignments in learning given to students who remain at home can be given variedly, according to the circumstances and conditions that exist around or the environment of each student. So the hope is that there will be no inequality or gap to become a learning burden for students. The form of assessment or the results of the evaluation of students from the assignments given while studying at home are each assessed by means of qualitative feedback, without being required to give quantitative scores/values, for the mutual benefit of both teachers, students and guardians of students (Armiati & Yanrizawati, 2020).

However, the new conditions related to the teaching and learning process are not necessarily easy to implement, causing several complaints from various elements. Complaints are not only from the teacher as a teacher, but also from parents and students. This new habit that is considered difficult makes them complain, some of the complaints

include not all students own a smartphone, parents' finances are increasingly swelling in order to be able to buy quotas for their children to study, some of the students are in families with lower economic groups. , the material presented is not optimal, the teacher has difficulty controlling the learning outcomes of students, and many others (Barkah A et al., 2020).

Apart from the obstacles that occur during online teaching and learning activities, there are several benefits that can be obtained. Especially for those who are in the millennial generation, or often known as generation Z. Where those in this generation are already accustomed to various activities through technology. Online learning can provide benefits for them because it is easier to access information and can surf information anytime. However, there are times when the use of inappropriate technology can lead to inefficiency, disintegration, and complexity, both at the individual level and at the organizational level.

Online teaching and learning activities that run in real time make teachers have to be good at determining the right application for continuity in learning activities. In this case, there are several universal applications such as Zoom, Edmodo, Whatsapp (WA), Youtube (Ytb), Flickr (Flc), Instagram (Ins), Twitter (Twt), Webblog (Wbg), and LinkedIn (Lin). (Oktaria et al., 2021). In the implementation of teaching and learning activities using e-learning media, the social media commonly used are Google Classroom, Edmodo and Schoology (Aji, 2018) and the WhatsApp application (So, 2016). Generally, most students will choose applications that are easy to use and save internet quota in supporting online teaching and learning activities. In this case Whatsapp (WA) is a learning media that is considered the most effective compared to other applications. This is because, apart from being easy to use Whatsapp to send messages to each other in written form, it is also easy to send photos, videos or audio. Not only that, Whatsapp only requires a small internet quota to be accessed by anyone. Moreover, most of the people in this world already understand the features in Whatsapp because most people already use the application in their daily life to communicate. So that Whatsapp is quite suitable to be used as a medium in teaching and learning activities because it can facilitate learning activities, generate motivation, and be able to increase curiosity as well as a source of independent learning (Aji, 2018).

However, online learning results in delays in the delivery of material to students. This is because there is no direct interaction between teachers and students, especially on

the subject of geography in land use classification analysis material. In this material, to achieve learning value, a series of structured activities using teaching materials and some references to land use are required as a more detailed explanation. Moreover, some students have difficulty identifying land uses that are rapidly changing in function. This is because in the textbook there are real-time examples related to land use that has changed functions. Moreover, the inventory of natural resources as land cover for land use has undergone many changes. Thus, teachers must be able and able to make their own innovations with several online learning models so that students can obtain information about land use analysis properly. One of the learning models that can be used in the online learning process is the TASC (Thinking Activity in a Social Context) model.

The TASC model has four important things that are oriented towards thinking skills and problem solving for the secondary education level. The results of Mas' research (2012: 47) show that the use of the TASC model can improve critical thinking for students. Seeley's research results show that TASC has the same flow with Bloom's taxonomy and the scientific process (scientific process) (Seeley Claire, 2011). So that this model can train students to do critical thinking starting from lower and higher order thinking. The last survey conducted by Wallace (2015) in 2007 showed that more than 10,000 classes in the UK have used the TASC concept to improve students' problem solving and thinking skills and many schools have adopted the TASC learning model (Wallace et al., 2012). The TASC learning model is not widely known among teachers in Indonesia because this model is relatively new and has not been widely spread in Indonesia. This is evidenced by very few educational research journals as references or references regarding the TASC learning model.

Based on the description above, this article takes a theme that is relevant to current conditions, namely learning innovation during the COVID-19 pandemic. This is of course important to do with the hope of being able to provide learning solutions during the COVID-19 period and improvement of the policies carried out. So the title adopted in this study is "The Influence of the TASC Model Using Whatsapp Social Media on Online Learning for Land Capability Classification Analysis Materials in the Covid-19 Pandemic Emergency Period."

Method

This study uses experimental research methods, where the research method used to determine whether or not there is a result of "something" imposed on the subject of investigation (Arikunto, 2005). The type of this research is a quasi-experimental. This is evidenced by the research subjects who were not randomized to determine the sample to be placed in the experimental group and the control group. The research design used in this research is factorial design. The population in this study were all students of class X MA Asy-syakur as many as 60 people. The research sample was determined using a random sampling technique, which is a random sampling method, where the sample is taken based on class not individual (Arikunto, 2005).

Before setting the research sample, an equivalence test was first conducted in each class. The equivalence test was carried out using SPSS 23.0 for windows with a significance of 5%. Meanwhile, based on the results of the equivalence test that has been carried out, the results obtained are that all students of class X MA Asy-syakur have equal abilities. Meanwhile, to determine the experimental class and control class, a draw was made on pairs of equal classes to be used as samples so that it was found that class X IPS 1 was the control class and class X IPS 2 was the experimental class.

The results of this study were analyzed in stages, namely: data description, prerequisite test, and hypothesis testing. The prerequisite tests carried out were the normality test of the data distribution, the homogeneity of variance test, and the t test which will be used to determine the similarity of students' initial abilities in the two sample groups.

Result and Discussion

At the initial meeting, both the control class and the experimental class were tested in the form of a pretest to determine whether the level of student mastery of the material the classification of land capability at the beginning of the study was not significantly different. The results obtained from the pretest are as shown in the table below:

Table 1. Average pretest and posttest result

| Class Group | Average Pretest Results | Average Posttest Results |
|--------------------------------|--------------------------------|---------------------------------|
| Control class group (IPS 1) | 33.2 | 70.3 |
| Experiment Class Group (IPS 2) | 34.6 | 75, 83 |

After obtaining the data from the pretest results above, then the data analysis test was carried out using the average pretest similarity test where the conditions were that the data had to be normally distributed and homogeneous. The results of the normality, homogeneity and similarity test of the average pretest are shown in Table 2.

Table 2. Normality, Homogeneity and Similarity Test Results of the Pretest Average.

| Class | Average | count | L table | F Count | F Table | T (Initial) Count | T (table) |
|-------------------|---------|---------------|---------|--------------------|---------|-----------------------------|-----------|
| Control | 33.2 | .149 | 0.161 | 1.02 | 2.42 | 0.45 | .98 |
| Experiment | 34.6 | .121 | | | | | |
| Conclusion | | Normal | | Homogeneous | | Same initial ability | |

Based on the table above, it is known that the pretest data between the control class and the experimental class are normal, homogeneous and there is no significant difference. So that both the experimental class and the control class were given different treatment. The experimental class was given treatment using the TASC learning model. While the control class was given treatment using conventional learning.

After being given different treatments, the control class and the experimental class were given a post-test to see if there were differences in the learning model used in each class. The learning outcomes of students in the control class and the experimental class were analyzed using the Paired Sample t-Test test with a significance level of 5%. The results can be seen in the table below.

Table 3. Results of paired t-test

| Variable | Sig.(2-tailed) |
|-------------------|----------------|
| Learning outcomes | 0.000 |

From the table above, it is known that the statistical test results of the Paired Sample t-Test have a significance value of 0.000 or sig. (2-tailed) < 0.05, so H0 is rejected. Thus it can be said that at the 95% confidence level, there is a significant difference in learning outcomes between the control class and the experimental class.

The research conducted at MA Asy-syakur used two different learning models for two different classes, namely the control class and the experimental class. Where the

experimental class uses the TASC learning model and the control class uses the conventional learning model.

To find out the initial ability of students, a pretest was carried out. And the results obtained after the initial test to the students were for the control class students had an average score of 33.2 and for the experimental class the average value of the pre-test was 34.6. Meanwhile, at the end of the lesson, students are given a final test or post-test to determine the learning outcomes of the two groups of students after being given different treatments. From the final result, the average post-test score of the experimental class students who used the TASC learning model was 75.83. As for the control class that uses the conventional learning model is 70.3.

Based on these results, it can be seen that there are significant differences in learning outcomes between classes that learn using the TASC learning model and classes that use conventional learning models. Classes that use the TASC learning model show that students are required to be more active. Meanwhile, during the teaching and learning process, students conduct discussions with their respective groups to try to find solutions to problems given by the teacher and try to understand the main ideas. Online learning as a substitute for face-to-face learning, where face-to-face learning, students and teachers communicate directly, it clearly feels different compared to online learning. Where, the teaching and learning process that uses conventional learning models feels so boring because most of the teachers take over the teaching and learning activities. Meanwhile, students who virtually have the possibility of their concentration being diverted to other things because they are not involved in two-way interactions with a balanced portion.

Online learning has its own challenges in its implementation. so that students with the help of parents must be able to look for anticipation so that teaching and learning activities can run well. The environment around where students are doing learning is very influential on the success of learning. As for understanding geography learning related to land suitability, the teacher gives the task of analyzing and identifying land suitability in the student's neighborhood. In this case, parents can help students in providing an explanation of the land around their environment. Meanwhile, students can make a classification of land suitability in their residence based on their parents' explanations based on the references they have. This kind of learning activity can help students think critically in accordance with TASC learning objectives and in line with Vygotsky's theory (Wardhani, 2019).

Vygotsky stated in his theory that the learning carried out by students will be handled well as long as students can reach their respective jobs. However, if students cannot reach the assigned task, then parents or people who are more knowledgeable can provide assistance in the form of an explanation regarding understanding of the task given, this is what is called scaffolding. In this case, scaffolding is an effort to provide support to improve students' abilities while working with people during learning activities. The efforts in question can be obtained from teachers, parents, people who are more mature or peers who are more capable. Scaffolding is a series of giving some assistance to students during the early stages of learning. The tutor will provide some stimulus to the child when given a new task that they do not understand, when the child's ability is increasing, the tutor will slowly reduce his guidance a little.

So, the thing that is quite important in transferring this knowledge is language. Language becomes an important aspect in students' cognitive development. As for guiding and planning in the assignment and assistance the role of language is very important. Humans use language not only as a means of communication, but also play a role in assisting in completing tasks. This is related to transferring knowledge or information that is considered important to be conveyed to others. The concept of language according to Vygotsky consists of two types, namely private speech and inner speech. Private speech is the activity of speaking aloud to oneself without intending to speak to other people. Self-talk develops when a person is in the preschool period. However, this will disappear slowly during the developmental period towards childhood as children become more able to manage and control their own actions, this is what is called inner speech. Inner speech is a child's ability to speak for himself not for interaction with people around him, but to plan and control his behavior, and this is called "inner talk". This inner speech will carry over to adult humans. Even now, I often use inner speech, its function is to control thoughts, action in planning, memory and memory.

The assignment of tasks that progress from easy tasks to difficult tasks is the next level in Vygotsky's theory called the Zone of Proximal Development or often referred to as (ZPD). The ZPD in this case has two levels, the first is the actual development level which is in the form of activities in solving problems independently. While the second level is the level of potential development which is in the form of problem solving activities by getting guidance from adults or more expert peers (Suardipa, 2020).

Learning interactions have an important role in the teaching and learning process (Su, Bude et al., 2005), so the communication model also has a significant impact. In implementing this kind of virtual learning, it is necessary to have the right form of communication (Bentley et al., 2012). The various forms of communication are unidirectional communication, two-way communication, and semi-two-way communication. When examined further, the communication that occurs using the conventional model tends to be one-way communication. Meanwhile, for classes that use the TASC (Thinking Activity in a Social Context) learning model which tends to require students to conduct discussions and explain the results of discussions of problem solving and express the results of their experiences, this learning model is more inclined to two-way communication or communication semi two way.

In semi-two-way communication (Half Duplex) communication occurs alternately but still continuously in the Chat Room contained in the features provided by Whatsapp for the experimental class. This is shown by the majority of students who are more active in chatroom media, namely Whatsapp Groups compared to the control class that uses conventional learning models.

There are several reasons the final score of students in the experimental class is higher than the control class. Learning geography with material the classification of land capability is more meaningful if it is enforced through discovery, experimentation or experience from students that can be done with members of their respective groups. In addition, the experience carried out together between students is able to remember the subject matter longer. This is in line with the 2013 Curriculum which emphasizes using a scientific approach where the steps are observing, asking, trying, reasoning, and communicating (Armiati & Yanrizawati, 2020). In general, online learning is considered positive and effective by students so that online classroom learning can be continued both during the current pandemic.

Conclusion

After conducting research, calculating data, and testing hypotheses, the conclusions obtained are the average final score of students in the experimental class using the TASC Learning Model is 75.83 (medium) with complete criteria, where 80% of students who complete and 20 % of students who did not complete. Meanwhile, the average final score of students in the control class using conventional learning models is 70.3 (low) with the

criteria not complete, where 36% of students complete and 64% of students who do not complete. The use of the Whatsapp group application for experimental classes using the TASC learning model is considered effective because it uses a form of communication that is often used semi-two-way communication.

Suggestion

As for suggestions to teachers, it is better to use learning models according to the circumstances and abilities of teachers, students and guardians of students to carry out learning the Geography in difficult times such as the COVID-19 pandemic. For schools, it is hoped that the results of research conducted by researchers can be input in the implementation of learning the Geography. As for the next researcher, it is recommended that the results be more optimal, not only focusing on the learning model used, but also on media, models, methods and learning strategies during the COVID-19 pandemic.

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