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Literature Review

Physics Learning Using Brainly Platform During Pandemic in Mataram City

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Abstract: The COVID-19 pandemic has had an impact on the implementation of education, including learning physics. All learning processes must be carried out online to stop the spread of the virus. Online physics learning is physics learning that is carried out in a network by utilizing technological advances in the form of the internet to achieve learning objectives. There are various means of supporting online learning. Technological advances are so rapid, making it easier for students to get learning resources that are relevant to curriculum needs. One of the most popular online learning resources is Brainly. Brainly is quite popular among students and teachers and is often used to support learning, especially online learning of physics. The purpose of this study was to find out how the use and impact of Brainly in learning physics. The method used in this research is descriptive qualitative with a questionnaire instrument distributed to high school students in Mataram City through WhatsApp Groups. It was found that the use of Brainly in physics learning is quite often used and has a positive impact on student learning outcomes.

Keywords: Brainly; Online Learning; Pandemic; Physics

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INTRODUCTION

The COVID-19 pandemic has had an impact on various fields of human life, one of which is the field of education, especially in the process of implementing education. Learning that is usually carried out face-to-face in class must be abolished so that the spread of the virus can be stopped. The government through Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the emergency period of the spread of the Coronavirus emphasized that due to the covid-19 pandemic, students must carry out distance learning online for all levels of education and all subjects, including physics.

Learning physics online is a physics learning process that is carried out in a network by utilizing various internet facilities to achieve learning objectives. Many online facilities are available for open access (Sutejo et al., 2021). For example, video conferencing facilities are provided by Google Meet (Sutejo, et al, 2021) and Zoom. With video conferencing, a person can meet face-to-face via video and share screens for presentations easily (Ekawardhana et.al., 2020). Other facilities include the Learning Management System (LMS), which is a learning system that utilizes advances in information technology (Suranti et al., 2020), PhET simulators as a learning medium for simulating various physical phenomena in the form of abstract physics animations or cannot be seen with open eyes (Lidiana et al., 2018), Brainly as a learning resource and a forum for discussion (Nugroho, 2021) and many more.

Existing internet technology makes it easier for students to access learning resources, especially during a pandemic. The internet can be a source of learning that is quite effective and efficient (Sasmita, 2020),

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and can increase students' motivation and interest in learning (Nugrahini and Margunani 2019). Research by Al-Qoyyim (2021) explains that students who use online learning media have better learning outcomes. One of the platforms on the internet that can be a source of learning is Brainly.

Brainly is a learning application that allows its users to ask and answer questions and discuss with each other (Nugroho, 2021). Brainly gives free access to anyone to ask questions or answers related to discussions on various subjects at school (Abdillah et al., 2019). The answers are then verified by the Brainly expert team, to be displayed on the Brainly main page as valid answers. This application is very popular among students because it helps a lot in understanding the subject matter at school (Qolbi, 2021) and completing homework (Nugroho, 2021).

Research conducted by Ridwan (2021) explains that the Brainly application is not only a source of student learning but also an alternative medium for virtual communication. Its use can be accessed by students and teachers, making it possible for teachers to monitor student activity in online learning. The results of Qolbi's research (2020) found that the use of Brainly was able to support effective learning. Complete features with simple language make Brainly easy to operate by students and teachers.

Nugroho's research (2021) explains the use of Brainly can produce learning outcomes. The research only examines the use of Brainly in general, not specific subjects. Each subject has its characteristics and difficulties, so learning cannot be generalized. Therefore, there is a need for researchers who specifically aim to determine the use and impact of Brainly in learning during a pandemic, especially in physics subjects.

Based on the description above, the researcher intends to research the use of Brainly in learning physics during a pandemic. This study aims to describe the use of Brainly in learning physics during a pandemic. This is important to do to find out how students use Brainly in the learning process and what kind of impact it has so that it can be used as a basis for evaluation and improvement in the learning process both offline and online.

METHOD

The method used in this research is descriptive qualitative. Sugiyono (2018) explains that qualitative research is research whose data and analytical approach are qualitative. In qualitative research, the main characteristics come from natural/reality backgrounds in society, using qualitative methods with observation, interviews, and document review (Subandi, 2011). The data collection instrument in this study was taken from primary data by distributing questionnaires in the form of google form. There are 14 question items regarding the use of Brainly in physics learning during the pandemic.

The population or sample in this study were high school students in Mataram City who were distributed through WhatsApp groups at each school. The study used a random sampling technique. Students who were used as samples were randomly selected through the link shared by the researcher. Students who fill out the questionnaire will be used as research samples.

RESULT AND DISCUSSION

Nugraha's research (2021) explains that the use of Brainly can improve learning outcomes. The research only examines the use of Brainly in general, not specific subjects. Each subject has its characteristics and difficulties so learning cannot be generalized. Therefore, there is a need for research that specifically aims to determine the use and impact of Brainly in learning during a pandemic, especially in physics subjects. Brainly is one of the platforms that can be a means of learning resources for students during the pandemic for various levels. In addition, this platform can also be an alternative means of discussion, asking questions, and answering questions related to various subject matters.

Brainly as a learning platform is very popular among students. Data were obtained by researchers through questionnaires distributed, to 22 respondents it was noted that all of them had used Brainly in learning physics during the pandemic. Respondents came from 5 high schools in the city of Mataram, namely SMAN 1 Mataram, SMAN 2 Mataram, SMAN 3 Mataram, SMAN 4 Mataram and MAN 2 Mataram. As many as 50% of respondents use the Website version of Brainly and the other 50% use the application version of Brainly.

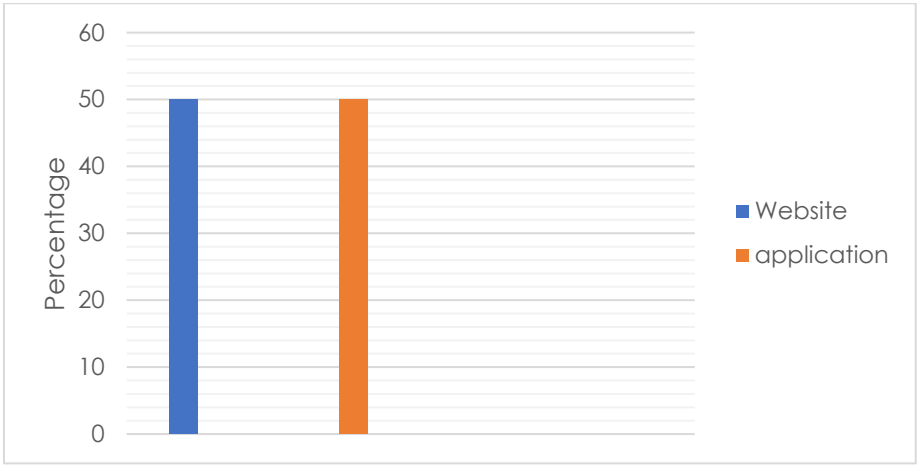

Figure 1. Brainly version percentage diagram used

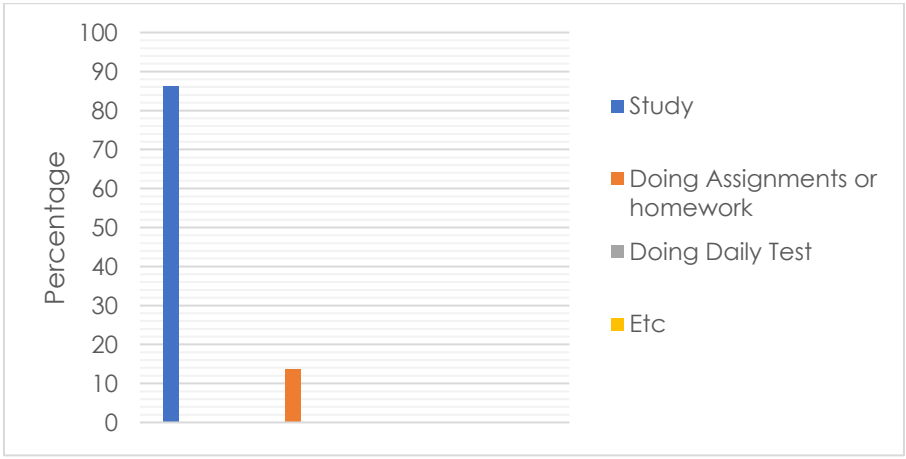

Figure 2. The use of Brainly in learning physics

Based on Figure 2, it can be seen the need for students in using Brainly in learning physics during the pandemic. From 22 respondents, data obtained as much as 86.4% of students use Brainly to do assignments or homework, and as many as 13.6% use Brainly for learning purposes. The majority of students use Brainly to do assignments or homework on physics subjects. Learning physics online is enough to make it difficult for teachers to develop learning strategies, so many teachers focus too much on learning to give a lot of assignments, while only a little time to work on them (Basar, 2019). The students then look for shortcuts, namely by opening the Brainly website or application to complete these tasks, including physics

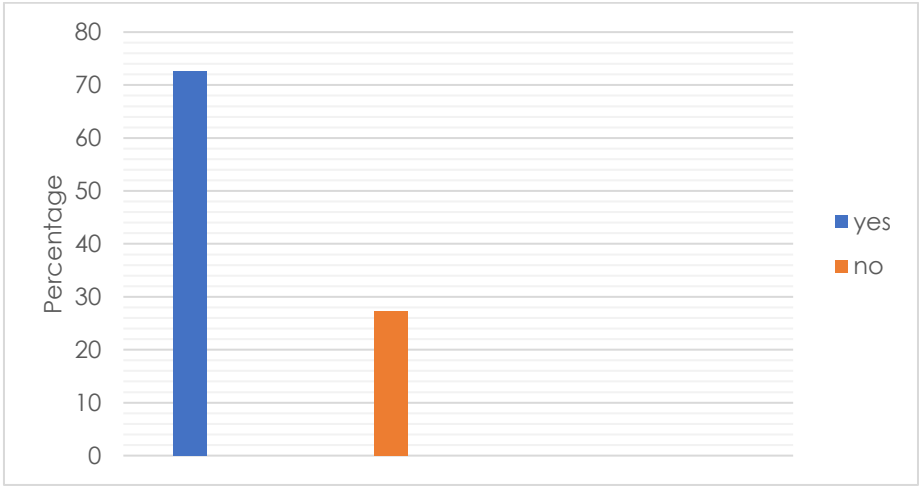

Figure 3. Diagram of the percentage of students who got a new understanding of the concept of Physics from the information provided by Brainly

Nevertheless, the use of Brainly in physics learning is quite able to bring a positive influence. Out of 22 respondents, 72.7% of respondents felt that they got a new understanding of physics concepts after receiving information from Brainly. This is because Brainly has features that are easy to use and complete. Among its features is that Brainly can be used to discuss and provide comments (Ridwan, 2021), making it easier for students and teachers to exchange ideas with each other regarding the questions asked. In addition, there is a validated answer feature from Brainly as a developer's effort to minimize misconceptions in the statement of the questions asked.

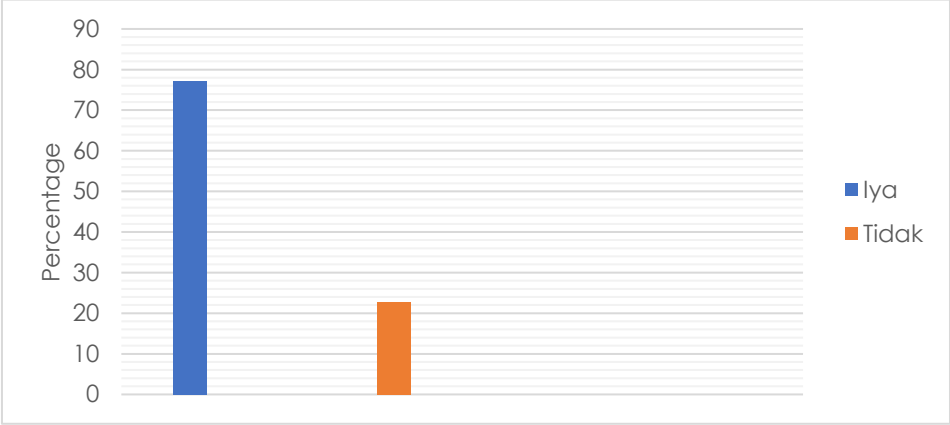

Figure 4. Diagram of the percentage of students who experienced an increase in learning outcomes after using Brainly in physics learning during the pandemic

The use of Brainly in physics learning can improve learning outcomes during the pandemic. Of the 22 respondents, 77.3% of respondents experienced an increase in learning outcomes after using Brainly in physics learning during the pandemic. This is in line with Nugraha's (2021) research that the use of Brainly can improve student learning outcomes.

Table 1. Assessment of the benefits of using Brainly in learning Physics during a Pandemic

Score	Frequency
1	1
2	-
3	1
4	1
5	1
6	2
7	9
8	5
9	1
10	1
Total Score	147
Average	6.68

The students were quite satisfied with the information provided by Brainly on questions about physics. A total of 4.5% felt satisfied, 86.4% felt quite satisfied and 9.1% felt unsatisfied. Based on the table above, it can be seen that most respondents gave a score of 7 on the questionnaire using Brainly in learning physics during the pandemic. The lowest score given is 1. The average assessment of the use of Brainly in physics learning during the pandemic is 6.68. This proves that Brainly has quite a positive impact on learning physics during the pandemic.

The use of Brainly in learning physics during the pandemic also has a positive impact. Among them are being a means of student learning resources that are simple and easy to understand, speeding up assignments and homework related to physics subjects, strengthening definitions and concepts in physics, and being a reference in recognizing patterns of working on physics exercise questions. However, the use of brainly that is not wise also has a negative impact on learning physics. Among them are students who

become more dependent on the answers that are on Brainly, students who experience demotivation in learning, and students who become less confident in their answers.

CONCLUSION

Brainly platform is quite popular among students. The use of Brainly in physics learning during the pandemic is quite often used. This is because Brainly can be used as a learning resource in physics learning as well as an alternative means for discussions in physics learning. Brainly helps students learn to master concepts and complete assignments and homework on physics subjects. Even so, Brainly has and is negative in learning physics during the pandemic. The negative impact is that it can make students more dependent on the answers on Brainly, students experience demotivation in learning and students become less confident in their answers.

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