

THE EFFECTIVENESS OF WHATSAPP GROUPS AND A LEARNING MANAGEMENT SYSTEM (LMS) IN THE ARGUMENTATIVE WRITING CLASSES

This study investigates the effectiveness of WhatsApp and Moodle-based Learning Management System (LMS) in Argumentative Writing courses in one of the public universities in Lombok. Involving 27 students, this study applied qualitative methods using questionnaires and interviews as data collection tools. The questionnaire with the Likert Scale has been validated before being used to collect data related to the effectiveness of the use of WhatsApp Group and LMS. Interviews with several research participants also reinforced the data. The results showed differences in the efficacy of using WhatsApp and LMS: although LMS and WhatsApp made communication easier, organized tasks more efficiently, and offered a structured learning environment, they had mixed effects on the development of argumentative writing skills. While some students felt WhatsApp was better for short-term communication, others also liked the supporting features and ease of use of the LMS. However, challenges such as the need for more effective information management and improved lecturer proficiency in using these tools (features within the LMS) were identified. The study concluded that, despite their potential, the effectiveness of WhatsApp and the LMS in developing argumentative writing skills depends on various contextual factors, including implementation design and user needs. Recommendations that can optimize the use of these platforms include structured discussion guidelines, comprehensive training for students and lecturers, and an integrated approach that leverages the strengths of both WhatsApp and the LMS. It is suggested that further research explore the factors that influence the efficacy of this digital learning tool in higher education.

Keywords Argumentative Writing; Effectiveness Of Whatsapp Group and LMS; Student Perception

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