Zoom Meeting Application as An Online Learning Media Innovation In Elementary School

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ABSTRACT

Online Learning Innovation Based on Zoom Meeting Application is the policy selection taken at the Amaliah Elementary School of Bogor Regency. The Zoom Meeting application policy is used to support the implementation of effective learning in the pandemic period. The purpose of this study was to describe online learning based on Zoom Meeting at Amaliah Elementary School as a school policy that chose the Zoom meeting application as a learning media during a pandemic. The research method uses a qualitative approach with a case study design—the respondents used by teachers in the Elementary School of Amaliah. Data collection procedures use interviews, observation, and documentation for data analysis using triangulation. The study results imposed that teachers, students, and parents' support very quickly received the selection of Zoom meeting applications. Zoom meeting-based online learning implementation can be used on online learning planning aspects, methods and strategies, and online learning assessment. Although the school provides supporting facilities, there are still obstacles to online learning-based zoom meetings. Furthermore, both teachers need to develop technological capabilities in presenting the learning in the pandemic and the science of their knowledge about various models of appropriate learning used in online learning.

Keywords: *the zoom meeting application, innovation on online learning media, elementary school*

INTRODUCTION

The Ministry of Education and Culture or Kementrian Pendidikan dan Kebudayaan (Kemdikbud) has implemented a Learning Policy from Home or Belajar dari Rumah (BDR), especially for academic units in the yellow zone, orange, and red. The decision with the Minister of Education and Culture, the Minister of Religion, the Minister of Health, and the Minister of Home Affairs concerning the Guidelines for the Implementation of Learning in the 2020/2021 school year and academic year 2021/2022 in the Covid-19 period. Academic units in the green zone can carry out face-to-face learning by applying a health protocol. Learning from home (BDR) is carried out with a distance learning system (PJJ). PJJ itself is a learning activity held online. Online learning is learning done online by utilizing learning applications and social networks. Online learning is done without going through face-to-face in class but is done through a digital platform, such as Zoom, Google Meet, WhatsApp, and other applications (Setyorini, 2020). Of course, this is not an easy thing to do for students and teachers. Therefore, the vital

partnership between parents and teachers to guide students, especially children who are still sitting in TK/RA and SD/MI.

The implementation of online learning is required to facilitate learning to remain active even without face-to-face directly. Where the role of the teacher is the main element of informal education, a teacher has an important role and is driven to adapt to learning that initially used the face-to-face (conventional) method of switching to online learning. The online learning period requires teachers to master technology. The teacher must be innovative with the media and the currently developing method. The teacher should control online learning, such as learning using Via WA, Zoom, Google Meet, and others. In online learning, teachers must master and update the method applied for learning methods when the pandemic is different from the pre-pandemic process. A teacher must be clever in choosing a suitable method for learning so that students do not feel bored when the learning activities occur (Winarsieh & Rizqiyah, 2020). Therefore the role of the teacher is needed; therefore, the teacher is required to have the competence to support students in this pandemic period. But this competence is tough to do if online learning is enforced because there will be many problems due to changing conditions, one of which is the lack of understanding of students in education. The teacher plays a vital role in supervising and evaluating students and making learning better so that students are wholly learned (Winarsieh & Rizqiyah, 2020).

Online learning can run well if the teacher understands its role by creating a good learning environment and involving active students during the learning process. Teachers also need to develop teacher skills in mastering literacy and science and technology, as well as classroom management and communication with parents (Lian & Amiruddin, 2021). The role of the teacher in the online learning process is also vital, namely first making students a learning activity because the teacher must make the basis of the constructivist approach that makes students the subject of learners. The two must master technology, information, and communication and constantly update information. The third creates an interactive, inspirational and pleasant learning atmosphere. The four will provide evaluations and feedback after the learning process takes place. Components that the teacher as infrastructure must prepare are the availability of internet networks, preparing learning strategies, preparing learning content (effects, images, audio, video, and simulation), providing a Learning Management System (Google Classroom, Zoom, Jitsi, WebEx, and others).

Furthermore, the Government has decided that the implementation of online learning is carried out through policies. The Minister of Education and Culture asked the Education Office and schools to prepare a PPDB mechanism that follows health protocols to prevent the spread of Covid-19, including preventing the physical gathering of students and parents in schools. Then, PPDB on the Achievement Path is carried out based on (1) the accumulated value of the report card is determined based on the value of the last five semesters; and/or (2) academic and non-academic achievements outside of school report cards (Mendikbud, 2020). This distance learning policy has both positive and negative impacts. However, lessons can be taken for educators to always develop their potential to adapt to the times, especially the use of technology. Distance learning also provides challenges and opportunities for teachers to provide teaching by utilizing technology so that they are motivated to learn innovations in the learning aspect so that teachers can be technologically literate and even master it to be used in learning process activities during a pandemic (Novianti E et al., 2020). The success of the online learning process requires a synergy between the government, the education unit, teacher, students, the course, the role of parents, and the environment to support the success of the online learning process (Santika, 2020).

The reality experienced in the field is that schools that provide opportunities for students to learn from home are not effective because of problems with online learning platforms and obstacles to accompanying student learning at home, namely parents. the obstacles faced by

teachers and students using online learning methods are the lack of mastery in the use of information technology such as smartphones, laptops and learning applications, limited learning presentation so that learning is less effective, less than optimal concentration causes students to fail to understand or have misconceptions about the material learning and the lack of learning facilities such as wifi networks or internet quotas cause learning to be hampered (Ali, 2020). Meanwhile, the obstacles for parents in assisting children to learn from home include: 1) Parents have difficulty understanding the material given by the teacher; 2) Lack of enthusiasm/interest in children's learning; 3) Lack of time availability; 4) Parents are impatient; 5) Parents feel stressed (Sironga et al., 2022). the gaps that occur must be resolved with the right solution where teachers and students must continue to carry out the learning process. schools take innovative things by using the Zoom cloud meeting application as an online learning medium.

The platform used by teachers today seems to be able to be used face-to-face even though it is virtually a Zoom Meeting-based application. Zoom Meeting is a learning media using video. By utilizing Zoom Meeting-based learning media in schools, the media used are computers, laptops, cellphones, and others. Teachers can use computers, laptops, or mobile phones to communicate actively through internet access to obtain the latest information regarding the material being taught to students (Haqien & Rahman, 2020). The results of the study that the use of Zoom meetings can improve student learning outcomes and the response of learning companions with video conferencing can support distance learning, making it easier for students to absorb learning material delivered by educators because it is more real-time and interactive as a learning medium (Ismawati & Prasetyo, 2020)

Based on a preliminary research study at Amaliah Elementary School, Bogor Regency, West Java, the school has made a bold and innovative step as one of the quality private schools with learning activities carried out online using the Zoom Meeting application. The implementation of online learning through Zoom meetings is of course something for teachers and students as well as parents. Even so, the school has held outreach to students and parents and provided training for teachers in implementing online learning through the Zoom cloud meeting application. Therefore, the researcher felt the need to study how class teachers plan learning, methods, and strategies in the network (online learning), assessment up to online learning constraints based on the Zoom Meeting application at Amaliah Elementary School. The results of this study, it is expected to be a motivation and inspiration for educators and other prospective educators in planning online learning based on Zoom meeting applications that are more attractive, fun, meaningful, and make students participate actively in the learning process both during the pandemic and post-pandemic period.

METHODS

This study uses qualitative research using case studies. This study describes online learning based on Zoom Meeting in Amaliah Elementary School as a school policy that chooses the zoom meeting application as a learning media during a pandemic. Case study research is a research method with challenging and very appropriate search activities to reveal hidden things about certain phenomena (Rahardjo, 2017), such as implementing online learning based on zoom meetings. The subjects in this study were class VI C at Amaliah Elementary School, and the objects in this study were Zoom Meeting-based learning in the even semester in the 2021/2022 school year.

The respondent is a teacher in grade 6 Amaliah Elementary School Bogor who is willing to be a resource for this research. The data collection technique in this study uses observation, interviews, and documentation via WhatsApp with research instruments in interview guidelines. The observation is used to observe the online learning process through the zoom application, interviews are used to explore information about online learning through zoom and

documentation in the form of learning document data in the form of photos that match the research theme.

While the data analysis technique in this study uses the Miles and Huberman model, which acts in its qualitative data analysis is carried out interactively and sustainably consisting of data reduction, data presentation, and conclusion/verification. The validity of the data used in this study uses data triangulation techniques. Triangulation of data in case study research, a researcher, must be honest in disclosing information and must be honest, so the findings are scientifically accounted for in the academic community (Rahardjo, 2017). Furthermore, the triangulation technique was used, namely the Triangulation method. Triangulation This method can be done using more than one data collection technique to get the same data (Octaviani & Sutriani, 2019). The connection of collecting observation, interviews, and documentation is used as the validity of the data compared to using one method.

RESULTS AND DISCUSSION
Results

These in online learning are needed for learning planning. A teacher plans to learn as attractive as possible by using the media, methods, and proper strategies, of course, tailored to the material and learning systems carried out through online-based zoom meetings as explained earlier that the role of the teacher in the online learning process is enormous. The explanation above carried out the teacher's role in planning Zoom Meeting-based learning by providing confirmation one day before or the morning before teaching began.

Online learning activities will discuss materials and themes with students and parents through WhatsApp groups. parents accompany the online learning process with their children while studying at home through the zoom application. The form of mentoring children's learning while studying at home, by helping to provide explanations for material that is difficult for children to understand and reminding children's learning tasks, such as when to collect assignments. The learning process is as follows: The teacher informs and agrees in the order that needs to be carried out during online learning so that the teaching is running discipline. During child learning activities, must play an active role at the end of teacher learning by conducting learning evaluations by providing tasks that students need to do and need to be collected on time. Task collection is submitted through WhatsApp (in photos) or via Google form provided on the Google Classroom.

Based on the results of the research conducted by researchers, online learning innovations based on the Zoom Meeting application in class VI C Amaliah Elementary School Bogor have been carried out properly. Observational data collection activities were carried out for two weeks to participate in the learning process with the teacher through various online learning applications. Furthermore, the researchers followed up with in-depth interviews to find out how the implementation of online learning through this Zoom Meeting application. Documentation activities are more focused on photos of the results of research activities and asking respondents directly.

The implementation of learning activities in classes using several applications so that learning can run actively, effectively, and fun. The application used is Zoom Meeting, the existence of the WhatsApp group and provides YouTube Chanel, which contains learning videos made by teachers for students to access via YouTube. In his learning planning, teachers have implemented government rules regarding the use of an emergency (more concise) RPP sent through the WhatsApp group. Before teacher teaching, always confirm the previous day, informing the material and theme that will be learned before teaching began, and obeying the order of Zoom-based learning Meeting teachers and students. In determining the assessment in online learning, the main focus is an assessment of attitudes of students who include activeness, seriousness, cooperation, courage, the discipline of students. Of course, this cognitive

assessment, affective and psychomotor, is still carried out by the teacher through an assignment. Furthermore, the support includes: (a) from the school provides wifi with a large capacity that can be used by the teacher, (b) free quota contains learning an internet for teachers and students use, (c) and the existence of a good understanding and role of people Old in accompanying children to learn online-based zoom meetings. For students themselves, until now, there are no obstacles in using the zoom application.

Discussion

Teacher Amaliah Elementary School Class VI C always makes learning planning involving children to play an active role, not just listening to the material explanation of the teacher. The teacher's online learning implementation plan is modified from the lesson plan or RPP that has been made at the beginning of each semester. There is no specific difference, but the teacher emphasizes the use of applications that support online learning such as the zoom application, whatsapp, and google classroom.

One way so that children play an active role in Zoom Meeting-based learning activities, namely by designing learning using discussion methods and questions and answers with students supported by PowerPoint learning media and images displayed through zoom meetings, and videos uploaded via YouTube Channel. In addition to the child playing an active role, the use of the method and the media to increase the interest of learning students so that learning is not boring and monotonous. Based on this statement, the role of the teacher in planning online learning needs to be prepared as well as possible so that online learning based on zoom meetings can run effectively, and students learn with enthusiasm so that learning goals can be achieved.

Applying learning with video conferences such as Zoom Meeting strongly supports the process can support distance learning, making it easier for students to absorb learning materials delivered by educators because it is more real-time and interactive as a learning media (Ismawati & Prasetyo, 2020). They are broadly speaking components that need to be prepared by the teacher as infrastructure, starting from designing learning strategies, preparing interesting learning content (effects, images, audio, video, and simulation), providing a Learning Management System (Google Classroom, Zoom, Jitsi, Webex, and others) (Santika, 2020).

At Amaliah Elementary School, which has been implemented and has become a policy by the school principal, it is inevitable for teachers and students to implement it. Online learning through Zoom meetings is an activity that helps when teachers cannot provide direct tutoring. However, the teacher is also assisted by other applications that support such as WhatsApp Group and Google Classroom in its implementation. The online learning process via Zoom Meeting is very fun because this learning media is very new for them. Then in this learning process, it becomes its own experience for them because the role of parents is very vital in long-distance study assistance (Ariyanti et al., 2021). Innovation The implementation of learning through the zoom application makes students very enthusiastic about learning online through a zoom meeting(Ganesha et al., 2021). Learning media can be used to improve the process and learning outcomes in learning (Ayu et al., 2019).

The utilization and design of learning media properly will help students understand the learning material. Several learning media that are often used in distance learning during this pandemic to facilitate the online learning process, for example, the Zoom application can be mixed and matched with PowerPoint media. The use of PowerPoint as a learning medium that has been widely used in the learning process because it is effectively used and can increase student learning interest (D. Fitriyani et al., 2017). The use of non-interactive and uninteresting learning media will actually make students difficult in increasing their learning motivation, so interactive and interesting learning media are needed in producing good student achievements (Handhika, 2012).

In online learning, learning strategies are needed. Learning strategies are an action taken by the teacher in carrying out the teaching plan. That is, the teacher's efforts to use several learning variables (goals, materials, methods, tools, and evaluation) in order to influence students to achieve the objectives that have been implemented (Widha et al., 2021). Carrying out a particular strategy requires a set of teaching methods. A teaching program organized by the teacher in one face-to-face can be carried out with various methods, including learning media used to describe the learning strategy (Wati et al., 2020).

Teacher Amaliah Elementary School Class VI C always stimulates the intellectual ability of children at the beginning of learning with the question and answer method (both teachers who give questions and students answer or students who first ask). Many stimuli are carried out by the teacher so that children play an active role in Zoom meeting-based learning activities, one of which is by lifting the ongoing material that is used as material in discussing question and answer discussions. In the early sessions, there were only a few children who were active in online learning activities in online learning-based Zoom meetings, so the teacher provided new innovations, for example with PowerPoint learning media and interesting YouTube videos. Furthermore, at the beginning of the Zoom Meeting application, many students and teachers are still awkward with learning that is usually done by offline learning (Azuar, 2021). Teachers simply provide short material to provide stimulus to students regarding the material. After that, create a small discussion via WhatsApp group, google classroom or applications that are more efficient in using quotas (F. Fitriyani et al., 2020).

Online learning-based Zoom meetings in class VI C Amaliah Elementary School were implemented using the question, and answer method and discussion with the PowerPoint learning media and the images skipped through Zoom meetings and videos uploaded via Youtube Channel. The results of other studies also support the use of learning Zoom meetings because the display of Zoom applications can be used to display interactive learning media such as animated videos so that it can increase student interests and grades (Sunami & Aslam, 2021). In addition, it is difficult to practice the conversations carried out in pairs or in groups. However, the Zoom application is better than other education platforms because it facilitates distance learning and allows discussion like in real classes (Laili, R. N., & Nashir, 2021). In this study, at the beginning of online learning, teachers and students still experienced difficulties and obstacles, but in the end the solution was to combine several other interactive media such as Powepoint, WhatsApp, and Google Classroom in the teacher's plan, which was very good in online learning.

In the assessment aspects of online learning-based Zoom meetings in class VI Amaliah Elementary School, namely at the assessment of students' attitudes when implementing Zoom meeting activities include the activity of students, seriousness in participating in learning, cooperation, courage, and discipline. In addition, the intellectual realm of assessment is carried out at the end of learning, with the teacher providing tasks that are tailored to subject matter through Zoom meetings. The assessment data is used by the teacher to determine the achievement of children's understanding during Zoom meeting-based online learning activities, in developing teacher technology, designing tasks, and collecting tasks through the google form provided on Google Classroom. Other research findings also show that the use of the Google Classroom application is quite effective during the Covid-19 pandemic as a facility to collect student assignments, but the activities of communicating and collecting/receiving student assignments need to be trained (Prasetyo et al., 2022).

To find out that the tasks he worked on by students are not the result of being done by his parents, the teacher makes a comparison by looking at the student learning outcomes carried out at home through the Zoom meeting with learning outcomes committed in school through face-to-face learning (limited). With this comparison, the teacher can conclude the ability of each student. His own assessment is a systematic process that includes collecting, analyzing, and

interpreting information in determining the extent to which students achieve predefined learning goals, both from aspects of knowledge, attitudes, and skills. The assessment not only gives questions to students, but also teachers need to follow up for learning purposes (Mulatsih, 2020). Giving assignments to students to measure or facilitate students to acquire or increase knowledge during online learning (Jeprianto et al., 2021). The assignment method aims to improve the knowledge given before or during the learning process (assessment for learning). Furthermore, the form of assignments can be given individually or in groups according to the characteristics of the tasks given, which are carried out at school and at home.

The use of online learning with Zoom meeting applications can increase the aspects of attitude, affective, and skills of students. The learning process using the Zoom Meeting application gets positive results seen from the response and enthusiasm of students in participating in the learning process. This is in line with the increasing ability of students to learn from home (Solihin, 2020). The same thing with findings revealed that the Zoom Meeting application has a very important role in science learning because it can develop scientific attitudes, creativity, discipline, critical thinking, and high curiosity (Kelana et al., 2021).

Supporting factors in the implementation of Zoom-based learning meetings in Amaliah Elementary School, especially Class VI C is a school providing a large enough wifi that can be used by Teachers in carrying out online learning based on Zoom meetings, and schools provide free quotas and mobile cards Teachers and students. In addition, the parents of students who have sufficient technology are the supporting factors for the implementation of online learning based on Zoom meetings well at home. The same was also obtained from the research later; it can read, work on the problem, and deepen the knowledge related to the material and the theme taught in online learning (Magdalena et al., 2021).

Obstacles in the implementation of Zoom Meeting-based learning in class VI C Amaliah Elementary School, namely about the network at the home of poor students, children who do not have quota if the given quota of learning has run out, as well as networks in special schools for teachers sometimes experience constraints if they use it too much. The essence of obstacles that occur in more online learning to technical problems. The solution provided by the school is to provide internet quota assistance for students and teachers during the pandemic. This is in line with Ramdani et al., (2021), which states related to the constraint in the implementation of the Zoom-based learning meeting, which states that these constraints are more dominant in terms of signals or networks and full memory devices.

Furthermore, the weakness of online learning based on Zoom meetings, in addition to the fast-running internet quota, is that educators cannot control and observe students directly and on the use of tools to conduct experiments or experiments (Kelana et al., 2021) and also there is no effective communication to resolve the problem (Wowor & Putri, 2021). The worst consequences that can occur, because teachers are unable to provide good online learning can be irregularities in the indicators of learning success and the problem of learning the learning of students during a pandemic (Winarti, 2021).

Both the supporting factors in the implementation of Zoom Meeting-based learning are both getting facilities from schools for teachers, namely the availability of wifi. While the difference is in Amaliah Elementary School provides free internet for students and students and support from parents at home during online learning. Furthermore, Zoom Meeting-based online learning obstacles are network constraints and some children who do not have internet. Therefore, students must be creative to find solutions and innovations regarding learning barriers, including maintaining good communication with teachers and understanding the best learning styles individually (Octaberlina & Muslimin, 2020).

The research states that the government must ensure the availability of reliable communication tools, high-quality digital academic experiences, and encourage technology-based learning for students to bridge the gaps originating from the education system before and

after the COVID-19 disaster which is also unavoidably needed to be uninterrupted learning. Several steps must be taken into account after this pandemic; to develop such curricula that reflect real changes in students' content knowledge and learning experiences and enable them to think critically (Mishra et al., 2020).

CONCLUSION

The conclusions can be given that the innovation of online learning that has been chosen by Amaliah Elementary School Bogor Regency is a new or innovative thing in the midst of a pandemic period. The selection of Zoom Meeting applications is very quickly received by teachers and students and parents' support. Zoom meeting-based online learning implementation is able to use online learning planning aspects, methods and strategies online learning, and online learning assessment. Although the school provides supporting facilities, there are still obstacles to online learning-based zoom meetings. In this study, at the beginning of online learning, teachers and students still experienced difficulties and obstacles, but in the end the solution was to combine several other interactive media such as Powepoint, WhatsApp, and Google Classroom in the teacher's plan, which was very good in online learning.

Furthermore, both the teacher certainly needs to evaluate the problems that occur in online learning based on Zoom meetings. Given the role as an educator is very large in achieving learning goals. So it is necessary for teachers to develop technological capabilities in presenting learning in the pandemic period, as well as withdrawing their knowledge about various appropriate learning models used in online learning.

CONFLICT OF INTEREST

This research is the result of an independent student assignment of lecturers in observing online learning innovations based on Zoom Meeting in Amaliah Elementary School, Bogor Regency. The researcher would like to thank the teacher and Principal of Amaliah Elementary School, who had given permission and collected research data.

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