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Application of Online Learning during the Covid-19 Pandemic through Zoom Meeting at Elementary School

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A B S T R A C T

The Covid-19 disease is not an epidemic that can be ignored, the development of the transmission of this virus is quite significant because its spread is global and all countries are feeling the impact, including Indonesia. The impact of Covid-19 has a very strong impact on education, therefore in the education sector, the government through the Ministry of Education and Culture has implemented a learning from home policy. Online learning is a solution to the implementation of online learning, but we already know that online learning is not as easy as learning as usual or offline learning. In this article, we will discuss online learning using Zoom Meeting. The research method used is a qualitative method with a phenomenological approach and conducting observations and interviews. The obstacles faced are electronic media and internet quotas for online learning. Not all students are equal in terms of economics, which is the only problem.

1. INTRODUCTION

2020 is an alarming year for all countries in the world regarding the emergence and spread of the Covid-19 disease known as the Corona virus. His first case came from the city of Wuhan, China. The Covid-19 disease is not an epidemic that can be ignored, the development of the transmission of this virus is quite significant because its spread is global and all countries are feeling its impact, including Indonesia (Agustika, 2020). Many researchers have reported the ways how to against Covid-19 pandemic (Machmud & Minghat, 2020; Putra & Abidin, 2020; Anggraeni *et al.*, 2020; Razon, 2020; Hamidah *et al.*, 2020; Hashim *et al.*, 2020; Dirgantari *et al.*, 2020 ; Mulyanti *et al* ., 2020 ; Sangsawang , 2020 ; Hasanah *et al*., 2020). The very rapid transmission of the Covid-19 disease has caused the World Health Organization (WHO) to determine the Covid-19 virus as a pandemic on March 11, 2020. The status of the pandemic indicates that the spread of the virus is progressing so fast that almost no country in the world can ensure its d envy. avoid the corona virus.

In Irfan & Ariandi (2021) the education sector, the government through the Ministry of Education and Culture (Kemdikbud) has implemented a policy of learning from home or study from home (BDR), especially for education unit in the area of the zone of yellow, orange and red. This refers to the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs regarding Guidelines for Implementation of Learning in the 2020/2021 Academic Year and Academic Year 2020/2021 during the Covid-19 period. For education units that are in the green zone, they can carry out face-to-face learning while still paying attention to health protocols.

Learning from Home (BDR) is implemented with a Distance Learning (PJJ) system. In Law No. 20 of 2003 article 1 paragraph 15, explains that PJJ is education where students are separated from educators and learning uses various learning sources through communication technology, information and other media. In its implementation, PJJ is divided into two approaches, namely online distance learning (online) and offline distance learning. In implementing PJJ, educational units can choose an approach (online or offline or a combination of both) according to the characteristics and availability, readiness of facilities and infrastructure (Irfan & Ariandi, 2021).

There is a description above, namely, one type of PJJ is online learning. In the context of learning, online learning is a learning method that uses an internet-based interactive model and a Learning Management System (LMS), such as using Zoom, Google Meet, and so on. Learning online certainly has its challenges. Unlike offline, it not only requires a supportive atmosphere at home for studying, but also an adequate internet connection. However, an effective learning process is equally important (Kolb, 1976).

The authors apply this research to online learning using Zoom Meeting. Zoom Meeting is an application that makes it easier for people to meet face to face and communicate without having to meet face to face. Zoom Meeting is an application used to assist the face-to-face learning process using video. In short, Zoom Meeting is a video-based application (Handayani, 2020).

From the description above, during a pandemic like this, online learning becomes a solution to the implementation of online learning, but we already know that online learning is not as easy as learning as usual or offline learning. The problem that will be questioned is how is the application of online learning using zoom meetings?. The results of this study are expected to become information and reference materials in implementing online learning using zoom meeting learning media.

2. METHOD

In this study, the author used qualitative research methods, namely research that uses humans as instruments, producing descriptive data in the form of written or spoken words from people and behaviour that can be observed (Herring, 2004).

The type of approach is phenomenology. The qualitative research method with a phenomenological approach according to Creswell is one type of qualitative approach where in this type of approach the researcher makes an observation to the participant to find out the phenomena that occur in the participant's life. This is done as a form of data collection by researchers which is then processed to find the meaning of what has been stated by the participants. Phenomenology basically aims to know deeply about a person's life journey. And the authors conducted the interview method and analyse and the results (survey).

3. RESULTS AND DISCUSSION

In the first stage, the writer made observations by making observations to the principal and teachers of elementary school Karya Mekar especially to the target that the author aimed at, namely students in grades 3 and 6 regarding what learning media were used in online learning during the current pandemic. The learning media used are only through WhatsApp, not with others as shown in **Figures 1** and **2**. By only using WhatsApp , students still have difficulties with economic constraints, as for students who do not have cell phones or their parents do not have cell phones, therefore some students who do not have cell phones must submit their assignments directly to school while adhering to health protocols (Anshari *et al .,* 2016). In learning , students are divided into groups , so that at the time of collecting assignments directly only the group leader goes to school.

Obstacles to learning media are not only experienced by students, but also by teachers (Al Farizi, 2019). The teacher is said to be "clueless" with technology stuttering , it is very unfortunate that if during a pandemic like this one does not explore information technology more widely , it should be used as well as possible . In this case , the teacher can only use WhatsApp social media for assignment collection only . They don 't understand online learning media. Because not all students have the same economic condition, teachers do not seek information technology . The next stage , the author conducted online learning education through WhatsApp social media, namely Zoom Meeting to students, teachers and parents of students . Educate the existence of online learning media Zoom Meeting by explaining how to use Zoom Meeting and others.

Seen in **Figures 1** and **2** the students' responses were very enthusiastic and their curiosity arose and wanted to immediately carry out the Zoom Meeting. However, while the current constraints on will download most mobile students are not sufficient to perform the download, but it does not become an obstacle for students not to download, they're trying to download a way to remove applications that are less useful. As for why the author chose to use Zoom Meeting, so that students can meet face-to-face even if only online. Not only that, so that students know the learning media through Zoom Meetings, because Zoom Meetings are mostly used by educational institutions (Serhan, 2020). Therefore , so that students already know how to use Zoom Meeting if at the next education level , they are instructed to carry out online learning through the Zoom Meeting.

In **Figure 3**, student mentoring in PJOK subjects through Zoom Meeting. In **Figure 3**, the first meeting of students is a little confused, starting from joining, turning on the audio speaker, mute, unmute and turn on the camera.

In **Figure 4**, namely the second meeting, carrying out student assistance in thematic subjects, the day before the implementation the students were already wondering when to carry out the Zoom Meeting, the students were very enthusiastic. At the second meeting, students had no more difficulties with how to use Zoom Meeting (Serhan, 2020).

In **Figure 5**, the third meeting is implementing student mentoring in thematic subjects. In this third meeting, students became more confident in using the Zoom Meeting. And not only mentoring, the author conducted a direct interview through the Zoom Meeting about how about the Zoom Meeting, was it difficult or fun? The student's answer was only the problem with cell phones and inadequate internet quota. What has been said at the outset is that in fact the only constraints are on electronic media and quotas because not all of them have the same economy. For the implementation, the students are very enthusiastic.
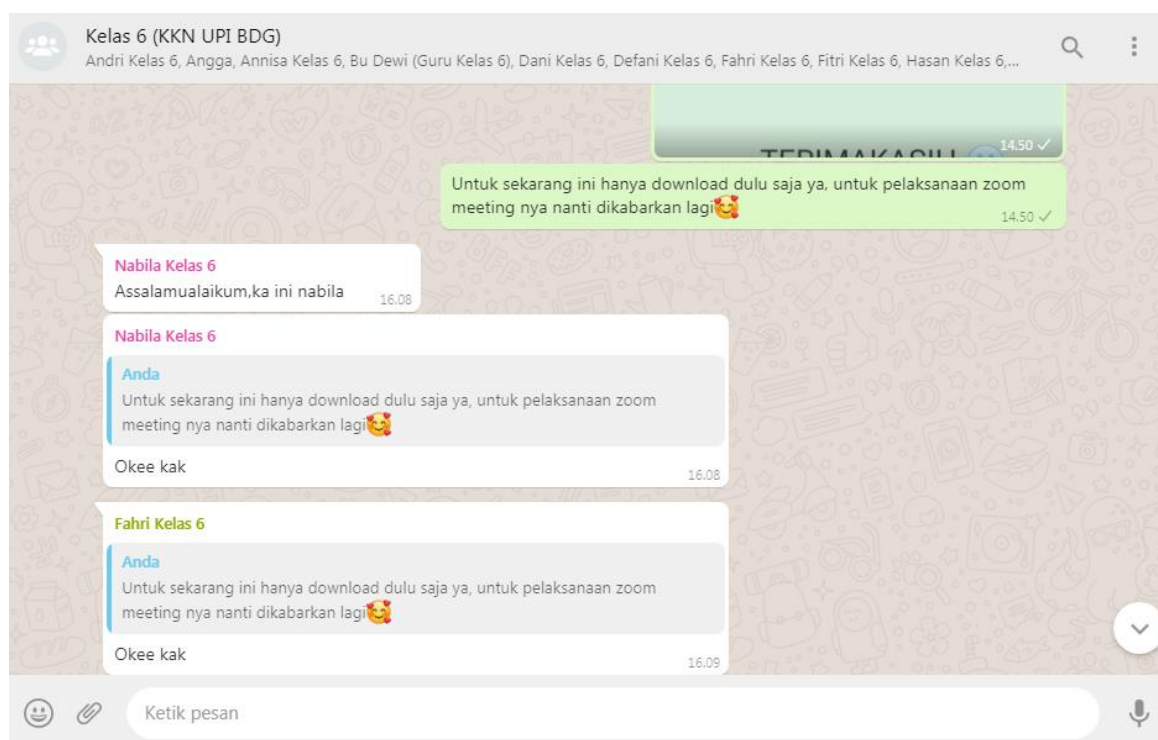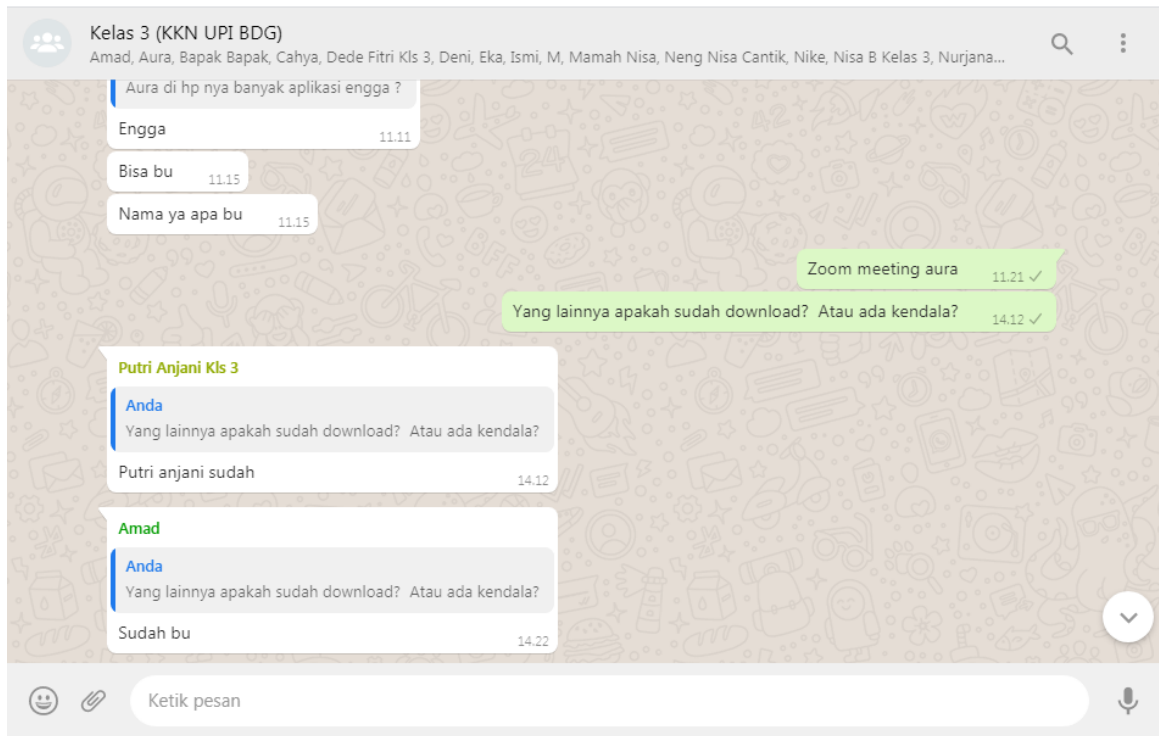

Figure 1. Educational evidence.
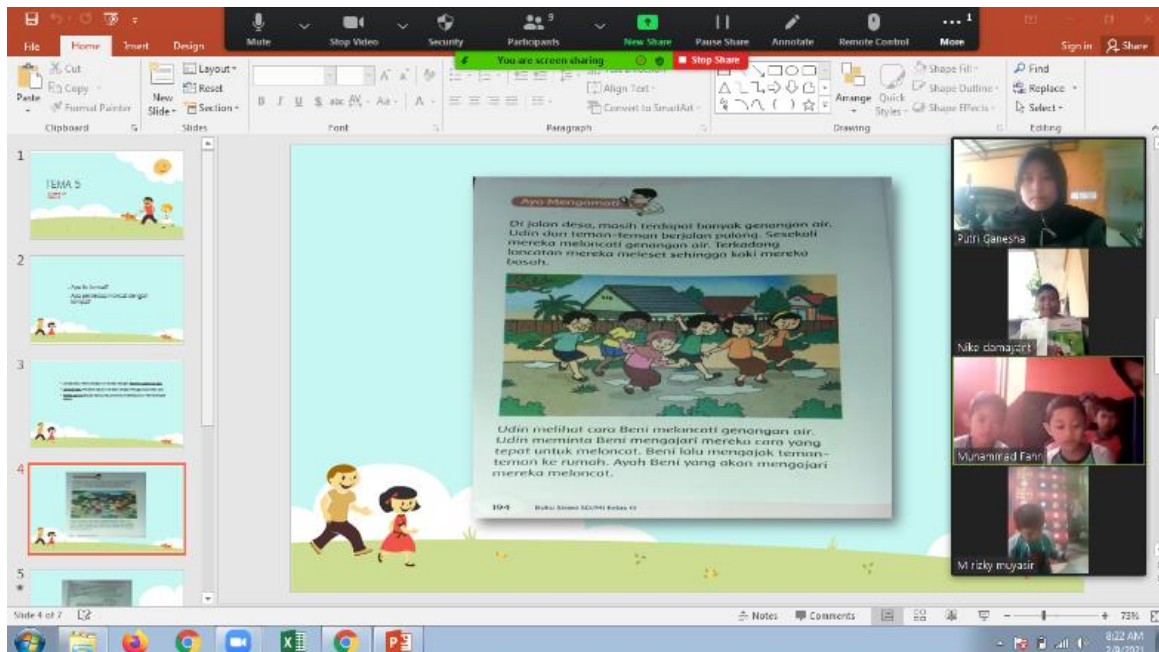
Figure 2. Educational evidence.

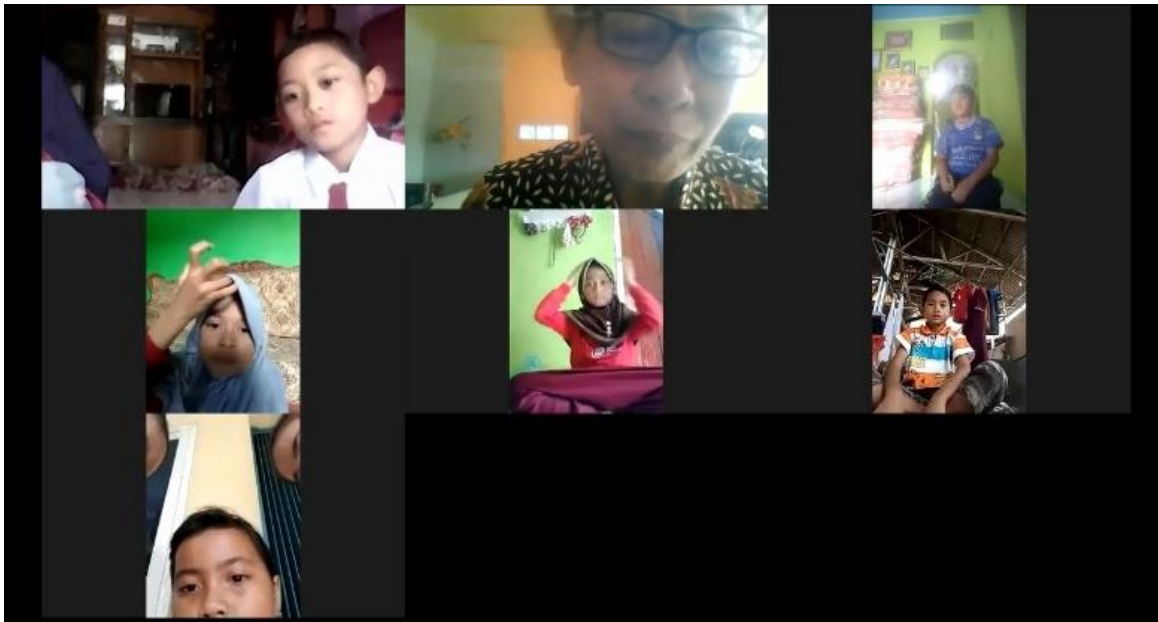**Figure 3.** Evidence of meeting zoom 1.

Figure 4. Evidence of meeting zoom 2.

Figure 5. Evidence of meeting zoom 3

4. CONCLUSION

So, the application of online learning through the Zoom Meeting at elementary school Karya Mekar was successfully implemented, with students who were very enthusiastic about doing online learning through the Zoom Meeting. However, the obstacles faced are electronic media and internet quotas for online learning. Not all students are equal in terms of economics, that is the only problem. For its implementation there are no obstacles and it is highly desired by Karya Mekar Elementary School students, especially third grade.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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