

## Training of Operating Video Conference for Online Learning During Covid-19

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### ARTICLE INFO

#### Article history:

Received: 22th October 2022

Accepted: 27th January 2023

Published: 1st July 2023

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#### Keywords:

Video conference, online learning, instructional, learning method.

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### ABSTRACT

Lecturers required to have more capabilities in using technology as a facilitate in doing instructional process. In Covid-19 era, Indonesian Government enforced all level of education to use online learning method to prevent the spread of the disease. This policy also applies to university level education. Online learning is the only possible chosen method to keep continue the learning process as a substitute of offline learning. Facing this situation, lecturers need to upgrade their skill in using some software application to support online learning method, especially skill in operating video conference software application. Need assessment result showed that only 40% lecturers have capability in operating video conference software application. This article aims to describe the utilization of technology as a supporting system in online learning especially using vide conference to facilitate instructional process. The author uses a qualitative approach with a descriptive model in which the data and exposure presented in this paper sourced from the training. Data collection is taken by interviewing and distributing questionnaires. A training of operating video conference application and using LMS for online learning was held for lecturers in Baturaja University. The result shows that participants feel satisfied and get benefit from the implementation of this training.

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**How to cite:** Susila, H. R., Qosim, A., & Sutiono, E. (2023). Training of Operating Video Conference for Online Learning During Covid-19. *Jurnal Pemberdayaan Masyarakat Madani (JPMM)*, 7(1), 102-113. <https://doi.org/10.21009/JPMM.007.1.09>

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## INTRODUCTION

In the beginning of Covid-19 pandemy, the government released a policy as an effort to prevent the transmission of Covid-19, namely the Decree of the Minister of Education and Culture issued on March 17, 2020 (Kemendikbud, 2020) about Implementation of Education in the coronavirus disease Emergency. The decree states that as preventing effort of the Covid-19 virus instructional process could be held by using online learning and working from home.

This means that educators, both teachers and lecturers are required to continue the instructional process to guarante the educational system in Indonesia. Alteration of learning methods to online learning occur in all regions of the world during coronavirus pandemic. Coman (2020) reviews the perceptions of students of Timisora University when undergoing online learning during the coronavirus period in Romania.

In this situation, both teachers and lecturers are expected to do their main tasks and functions to carry out the learning process. They are required to be creative as facilitators in learning.

One of solution to solve this problem is to apply online learning as a substitutie of offline learning. Offline learning would be impossible because the government applied social distancing. So that the learning process switches to online learning. To support this policy, the government provides free internet quota to teachers, lecturers and students in Indonesia during online learning system at covid-19 era.

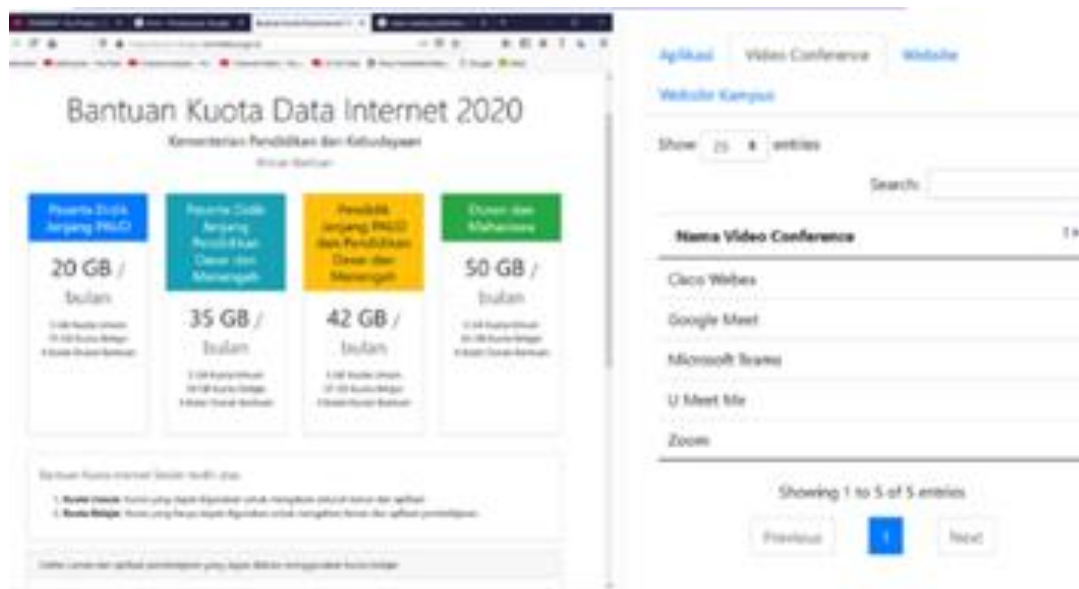


Figure 1.  
Free Internet Quota from Government

Online learning is learning that is done without face-to-face, but through an available platform (Ermayulis, 2020). The platform could be learning management system or social network. However, the main problem arises in the online learning process, because not all lecturers and teachers having skill in implementing online learning systems. Especially operating video conference for learning. A training about how to operate video conference skill need to be given to overcome this situation. The purpose of this training activity is to provide preparations for lecturers and teachers, especially in the Baturaja university environment in facing the online learning system. To help the education system in Indonesia, the government help by facilitating internet quotas for the teachers, lecturers and students.

## **LITERATURE REVIEW**

### **Online Learning**

Online learning is one way to overcome educational problems regarding the implementation of learning. The definition of online learning is a learning method that uses network (Hasibuan et al., 2022), it can be an interactive Internet-based model and a Learning Management System (LMS). Learning Management System (LMS) is a platform or application for online learning activities or can be called virtual classroom learning, while the platform's contents are by design and some are by utilization (Firman et al., 2021) . Like using Zoom, Google Meet, Google Drive, etc. Online activities include webinars, online classes, all activities are carried out using internet and computer networks (Simanihuruk et al., 2019).

Online learning is a learning system without face to face directly between teachers and students but is carried out online using the internet network. Teachers must ensure that teaching and learning activities continue, even though students are at home. The solution is that teachers are required to be able to design learning media as innovations by utilizing online media (online).

It can be concluded that online learning is a distance learning system that uses the internet network and its application can use an LMS (Learning Management System). Online learning has some advantages, one of them is it allows lecturers and students to set their own pace of learning, so that there is a flexibility in organizing schedules that fit everyone's agenda (Hamid et al., 2020).

### **Video Conference**

Video conferencing is a set of interactive telecommunication technologies that allow two or more.



**Figure 2.**  
Video Conference Technique

parties in different locations to interact through the delivery of two-way audio and video simultaneously (Baharsyah, 2020). Baklizi, Abdullah, Bin Salem, Sima, & Ramadass (2011) states that it contains a variety of interactive features of some reciprocal actions between participants. Significantly, in video conferencing can display video images directly into presentations for educational effectiveness. Video conferencing is an effective telecommunications tool between two or more people, anywhere in the world. By using this service, one can not only talk to each other but can even view videos of the people interacting with them. It is an effective two-way communication of audio and video transmission. This service utilizes internet media for data transmission. Technical Video Conference can be seen in the following picture:

### **Video Conference using Zoom Application**

There are so many software applications for video conference, zoom is one of them. Zoom enables the users to interact virtually. Zoom can be used to support business meetings, entertainment, social events as well as for learning instruction. Zoom is an essential tool for small, medium and large sized teams who want to keep in touch. Video conference can be done using some feature below (Tillman, 2022):

1. One-on-one meetings: Host unlimited one-on-one meetings.
2. Group video conferences: allows you to host video conferences of up to 40 minutes and up to 100 participants.
3. Screen sharing: Meet one-on-one or with large groups and share your screen with them so they can see what you see.
4. Recording: You can record your meetings or events too.

### **MATERIAL AND METHOD**

Before carrying out the activities, a survey was held to determine the level of readiness of the lecturers in implementing online learning. The survey results show that 20% of lecturers are ready with the online learning system and 80% are still not ready. These 80% of lecturers will then be the target of this training.

The implementation of this community Service activity requires media as a means to present the material, the media used are computers and internet networks. Then, this training is held at multimedia laboratory. There are several methods used in carrying out this Community Service activity, there are: demonstration method, practice/exercise and question-answer method.

1. Demonstartion method

demonstration method is a method that uses demonstration to clarify or to show how to do something to another participant (Huda, 2013). This method is used for material presentation, where the presenter provides material by demonstrating.

2. Practice/exercise

Participants directly practiced the material given. Using this method, participant got two advantages. They had an account of LMS to organize learning while performing the skills they had acquired.

3. Question-Answer Method

This method is also used as a follow-up to the material obtained, participants are given the opportunity to ask as widely as possible so that solutions are found to the problems they face.

### **Step of Activity**

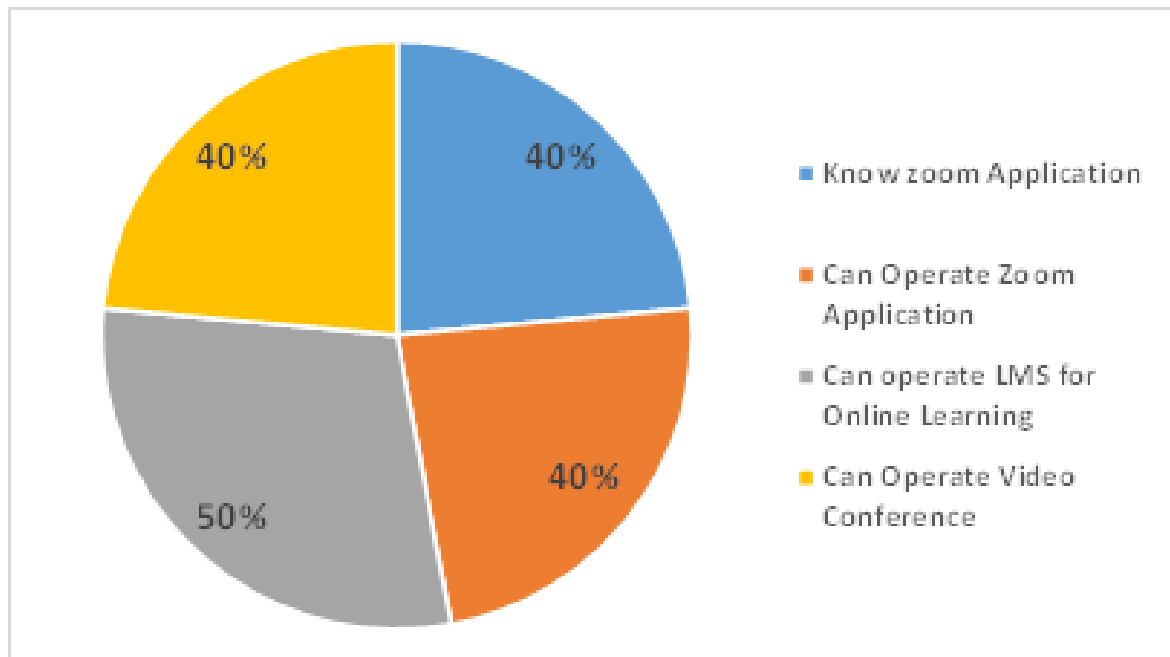
The steps in carrying out this PKM activity are:

1. Identification and determination of target participants: in this stage the PKM team identified of lecturers' ability to know the target participants who will be given training and formulated the specific problem faced by participant.
2. Identification of needs: after understanding the problems faced, at this stage the PKM team determine the solutions offered. Based on the results of the identification of needs, the PKM team found that the partners need skills training that supports online learning method, especially about how to operate vide conference software application.
3. Coordinate with the PKM team to prepare the equipment needed
4. Give invitations training participants targets
5. Training implementation activity:
  - a. Explaining the use of zoom application in online learning
  - b. Demonstrate how to operate zoom application in online learning, including some material: creating an account of zoom application, hosting one-on one meeting, operate group video conference, operate screen sharing in group converence, recording meeting.
  - c. Assistance in practicing LMS for lecturers.

### **RESULT AND DISCUSSION**

The implementation of this PKM held on Tuesday, September 29, 2020, from 10.00 WIB to 15.00 WIB. The training was attended by 20 participants who were lecturers from Baturaja University. The response of the participants was very good and positive towards the implementation of this activity. This can be seen from the enthusiasm of the participant when practicing the material and many lecturers asked questions as a positive response. At the end of the meeting each participant has a personal account of zoom application and have a capability to operate it.

Need analysis results showed that 60% lecturers did not know about zoom application before Covid-19. Lecturers can operate zoom before Covid-19 got 40%. Lecturers can operate LMS for online learning before covid got 50%.



**Figure 3.**  
Need Assessment Result

Before covid-19 era, they have implemented an online learning process but are still limited to the use of social media, Whatsapp and Facebook applications, besides that they have also implemented a combination of online and offline learning methods using print media such as books, modules and offline learning videos.

An interview was conducted after training and the results showed that 100 percents of participants are satisfied with the material. They can operate some LMS of online learning, especially zoom application for video conference. They also stated that this training was very useful. Some suggestion given that they need kind of this application to upgrade their skill of operating some LMS or other application need to support instructional process.

In this era of digitalization, various skills related in enhancing skill in technology are a must. A lot of training is carried out in an effort to improve educators skills, including training on the ability of teachers in the field of technology-based media (Wahjusaputri & Bunyamin, 2020). Improving teacher skill through virtual reality learning media (Handayani et al., 2020), training and mentoring online learning for teacher and professional educators in Pekanbaru (Taufik & Yustina, 2020).

Various efforts have been made to support the online learning process. Nowadays, online learning is a common thing to do and during this pandemic it is a mandatory learning method. However, while most studies highlighted positive attitudes about online learning, others studies also concluded that according to students' perspective that online method do not have the same value as courses taught in the classroom (Coman et al., 2020), (Susila et al., 2020). Blended learning which is a combination of face-to-face and online learning would rather be accepted than full online learning method.





**Figure 4.**  
Training of operating video conference



**Figure 5.**  
Participant of training video conference

## CONCLUSION AND RECOMMENDATION

The interview results showed that 100 percents of participants are satisfied with the material. They can operate some LMS of online learning, especially zoom application for video conference. They also stated that this training was very useful. Some suggestion given that they need kind of this application to upgrade their skill of operating some LMS or other application need to support instructional process.

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