Optimize Learning Process during the Covid-19 Pandemic through IT-Based Learning Media at SMPN 10 Bengkulu

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Abstract: *The Covid-19 pandemic has had a worldwide impact on people's life, notably in the field of education. Online learning is becoming more popular in schools. This situation necessitates the ability of teachers at all levels of education to adapt and innovate in the delivery of online learning. This community service which drew 24 teachers of SMPN 10 Bengkulu City, aimed to strengthen the teachers' abilities to generate IT-based learning media to improve the school's online learning process through a service-learning approach. As a result of this community service, the teachers have been able to create a learning video using the Kine-master app, develop exercises using Google Forms, and organize virtual classrooms using the Google Classroom program.*

Introduction

The COVID-19 pandemic has wreaked havoc on people's lives all around the world. Therefore, on January 30, 2020, the World Health Organization (WHO) declared an international health emergency[1]. The Covid-19 pandemic has impacted almost every sector, including the economic and commercial sectors[2], mental health[3], and education[4]. Educators, students, and parents experienced a high level of anxiety during the Covid-19

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[1] Sohrabi, C., Alsafi, Z., O'Neill, N., Khan, M., Kerwan, A., Al-Jabir, A., Iosifidis, C., Agha, R. "World Health Organization declares global emergency: a review of the 2019 novel coronavirus (COVID-19)". *Int. J. Surg. 76*, 71–76. (2020). https://doi.org/10.1016/j. ijsu.2020.02.034.

[2] Ayittey, F., Ayittey, M., Chiwero, N., Kamasah, J., Dzuvor, C. "Economic Impacts of Wuhan 2019-nCoV on China and the World". *J. Med. Virol. 92*. (2020). https://doi.org/10. 1002/jmv.25706.

[3] Roy, D., Tripathy, S., Kar, S.K., Sharma, N., Verma, S.K., Kaushal, V. "Study of knowledge, attitude, anxiety & perceived mental healthcare need in Indian population during COVID-19 pandemic". *Asian J. Psychiatr. 51,* (2020). 102083. https://doi.org/10. 1016/j.ajp.2020.102083.

[4] UNESCO, "Distance Learning Solutions [WWW Document]". (2020). URL. United Nations Educ. Sci. Cult. Organ. https://en.unesco.org/covid19/educationresponse/solutions.

pandemic[5].

Furthermore, this impact is noticed in the sphere of education because the pandemic has caused schools to be unable to carry out face-to-face learning activities. All schools issued permission from the ministry of education and culture, the provincial government, and the regions to stop conducting face-to-face learning activities in schools. As a result, teachers must be able to adapt to these circumstances, notably, they must be able to teach even when they are not in the classroom. This sort of learning is known as online learning, and it can be divided into two types: independent and assisted learning processes.

However, in terms of implementation, this poses several challenges for teachers. Online learning necessitates the readiness of teachers in terms of learning methods, materials, media, assessments, and assignments, as well as the challenges that students confront. Teachers have difficulty deciding which learning resources are effective and appropriate to utilize during this time, especially when it comes to the usage of technology. Because it is one of the fundamental components that govern the path of learning activities, learning media deserves to be a major concern.

The advancement of technology has resulted in a variety of platforms that can be used to facilitate distance learning activities, such as WhatsApp, Zoom meetings, Google Meet, YouTube videos, and Google Classroom. If the learning media is chosen and created effectively, it will save time, increase attractiveness, increase attention, clarify ideas, encourage concepts, prove key facts, and support memory strengthening[6]. However, one of the challenges that teachers confront is figuring out how to use it, as well as how to offer engaging learning content using various medmediumspecifically, teachers at one of Bengkulu City's schools, SMPN 10 Bengkulu City, have employed two types of platforms in learning activities, namely the WhatsApp application and Zoom Meeting. It turns out that, though the two applications were able to aid in the learning process, they were unable to meet the needs of the classroom environment. The use of WhatsApp might bring challenges, such as the inability to offer instructional information in a systematic manner. Because the WhatsApp group only allows for alternate conversation, it is difficult for teachers and students to communicate as they would in the classroom. In addition, more issues arose throughout the Zoom meeting. Teachers and students can meet on-screen in person through Zoom sessions so that teachers can provide lessons on a topic. Aside from the benefits, it was discovered that the students at the school had issues with both in-network access and the amount of Internet quota that had to be granted each time they used this program.

During the Covid-19 pandemic, teachers at SMPN 10 Bengkulu City had difficulties

[5] Sujadi E., Fadhil, M., Kamil, D., Ds, Ridha., Sonafist, Y., Meditamar, O., Ahmad, B. "An anxiety analysis of educators, students and parents facing the new normal era in education sector in Indonesia". *Asian Journal of Psychiatry. 53*:102226. (2020). DOI: 10.1016/j.ajp.2020.102226.
[6] Mohan, T. "Communicating Theory & Practice". (2001). Australia: Thomson

employing media in the learning process, as mentioned in the background of the problem. Teachers must be familiar with alternative technological platforms that can be used in place of face-to-face meetings. The concrete issue is what learning media which can be employed effectively by teachers at SMPN 10 Kota Bengkulu.

Therefore, the purpose of this community service for optimize learning process during the Covid-19 Pandemic through IT-Based Learning Media at SMPN 10 Bengkulu. The training covers how to use the Kine-master app to edit learning videos, Google Classroom to create a virtual classroom, and Google Forms to design assessments. Through this community service, teachers can increase the quality of the online learning process during the COVID-19 pandemic.

Method

The community assistance carried out at SMPN 10 Bengkulu is intended to optimize the learning process during the Covid-19 Pandemic through IT-Based Learning Media.

By using the Service-learning approach, it is carried out in 3 stages, namely the preparation stage, the serving stage, and the stage reflection.[7]

In the first stage, the Assistance Team made preparations by mapping the problems faced by teachers in learning during the COVID-19 pandemic.

The second stage is service. In this stage, the team provides assistance to educators to create IT-based media as learning media. In this stage, the educators are introduced to various variants of online media that can be used in the learning process to learn to teach with their students of them.

The entire teachers of SMPN 10 Bengkulu City (24 teachers) were involved in this training. It is envisaged that after completing this training, all teachers at SMPN 10 would be able to create learning videos, use Google Forms, and conduct online learning using Google Classroom. Therefore, cellphones, Kine-master applications, computers, active emails, LCD projectors, and internet networks were used in this training.

In this training, the participatory inductive training method was used. The teachers did not only listen to the trainers' presentations, but they also got hands-on experience. Whenever participants run into any problems when using the Kine-Master

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[7] Muh Barid Nizarudin Wajdi et al., "Pendampingan Redesign Pembelajaran Masa Pandemi Covid-19 Bagi Tenaga Pendidik Di Lembaga Pendidikan Berbasis Pesantren Di Jawa Timur," *Engagement: Jurnal Pengabdian Kepada Masyarakat* 4, no. 1 (2020): 266–277.; Irene Nusanti, ""Strategi Service Learning Sebuah Kajian Untuk Mengembangkan Kegiatan Pembelajaran," *Jurnal Pendidikan dan Kebudayaan* 20, no. 2 (2014): 251–260, http://up.openjournaltheme.com/jurnaldikbud/ojs-3.1.2-4/index.php/jpnk/article/view/142; Amang Fathurrohman et al., "Peningkatan Kapasitas Fotografer Pemula Melalui Sekolah Fotografi Online (SeFO) Tingkat Jawa Timur Untuk Mewujudkan Fotografer Mahir Dengan Handphone Di Masa Pandemik Covid-19," *SOEROPATI* 2, no. 2 (2020): 1–8.

application, Google Forms, or Google Classroom, they could immediately ask the trainers.

The third stage is reflection. In this stage, the team evaluates the process the assistance that has been done to educators

Results

In general, the training activities went smoothly, and the goals were achieved optimally. The health protocols during the Covid-19 pandemic were always carried out according to standards, such as wearing masks, checking body temperature, washing hands with soap, and keeping distance, even though the training activities were conducted face-to-face. Several elements contribute to the efficient run of this training activity. The enthusiasm of the training participants to learn more about how to make learning videos, the availability of adequate facilities and infrastructure at the training location, and the implementation time that runs according to the schedule that has been prepared are some of the supporting factors in this training activity.

This training was held at SMPN 10 Bengkulu City on July 22, 2020, with 24 participants. Muhammad Fadhli, gave the first training on how to use the Kine- master application. Before delivering the material, he gathered some background on the challenges faced by the teachers at SMPN 10 Bengkulu City by asking one of the attendees to share his thoughts about online learning. The teacher representatives stated that the teachers were not used to carrying out the online learning process, which made it difficult for the teachers to develop the appropriate materials and media to deliver the curriculum online. Furthermore, the teacher struggled when they were required to offer an explanation of the topic to be taught online. Students frequently receive simply individual practice without first receiving an explanation. Participants want to gain knowledge and abilities in creating their own learning videos, which will be utilized as learning media in the future to help students understand the topic being taught.

Figure 1. **Sharing information on learning situations**

The speaker then began to introduce the Kine-Master application, which can be used to edit videos which can be utilized as engaging instructional materials. The speaker

explained about how to modify the video background, add sound effects, add text, insert photos and videos, add running text, and add transition effects in general.

Figure 2. **The Kine-master app is explained in detail**

Following that, participants practice using the kine-master application with the help of the speaker. The speaker has prepared a video that participants can modify by adding effects that have been presented previously to make it easier for them to edit videos. Participants learned how to adjust the background picture, add audio effects, insert videos, add text, add running text, and add transition effects to a video during this training.

Figure 3. **Practice using the Kine-master app and using google forms and google classroom**

Sufiyandi, the second speaker, provided details on how to create assessments using Google Forms and how to use Google Classroom for online learning. The attendees were particularly interested in learning more about Google Forms and Google Classroom, as these two programs can help teachers carry out online learning activities more easily. The teachers at SMPN 10 immediately practice designing and integrating questions into Google Classroom. In addition, the trainees were shown how to use Google Classroom to establish a new class, add students, and deliver instructions.

Discussion

This training has had a positive impact on teachers at SMPN 10 Bengkulu City, especially in dealing with online learning during the COVID-19 pandemic. Teachers at SMPN 10 Bengkulu could address the issues they confront during the pandemic's online learning process as a result of this training. Teachers can create learning videos to supplement classroom explanations. Students can watch these educational videos at any time and from any location. Students can also go back and view the video if they don't understand something. As a result, adding animation to the teacher's learning videos using the Kine-master application, as demonstrated in this training, will make them more engaging.

The difficulties of creating assignments that can be used in online learning is also a challenge for teachers at SMPN 10 Bengkulu city. Teachers will find it easier to distribute assessments to students after receiving training on how to create assessments using the Google Form application. Teachers will also find it easier to correct the results of student answers after receiving training on how to create assessments using the Google Form application. Teachers are also highly supportive of the paperless program with this google form application because students do not need paper to answer the questions in the assessment. It is envisaged that if all teachers are proficient in utilizing the Google Form tool, they will no longer be required to make assessments on paper. This is in response to the assertion that Google Forms is an online service from Google that allows users to generate online quizzes, teacher effectiveness evaluations, open-ended question responses, data, and comments, among other things. Teachers, lecturers, students, and other professionals who like to create online quizzes and surveys will find Google forms to be quite useful[8]. Furthermore, Google Form is one of the services given by Google to handle event registration, polls, design quizzes, and take quizzes online[9].

Google Classroom is created for four users, including teachers, students, parents, and administrators[10]. It can be used by teachers to design and administer classes, assignments, and grades, as well as provide real-time feedback. Students may keep track of class materials and assignments, discuss resources and engage in real-time via email

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[8] Mansor, A. Z. "Managing Student's Grades and Attendance Records using Google Form and Google Spreadsheets." *Procedia-Social and Behavioral Sciences, 59*, 420–428. (2012). https://doi.org/10.1016/j.sbspro.2012.09.296. Diunduh tanggal 7 April 2020.

[9] Hamdani., Yuliani, Y. "G Suite". (2017). Bandung: Lembaga Sistem Informasi.

[10] Afrianti., Eka,W. "Penerapan Google Classroom dalam Pembelajaran Akuntansi". (2018). Yogyakarta: Universitas Islam Indonesia Yogyakarta.

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[11] Yanawut Chaiyo and Ranchana Nokham, "The Effect of Kahoot, Quizizz and Google Forms on the Student's Perception in the Classrooms Response System," in *2017 International Conference on Digital Arts, Media and Technology (ICDAMT)* (IEEE, 2017), 178–182.

or in class streams, send assignments, and receive comments and grades [10]. Thus, students will be more enthusiastic in participating in online learning[11]. It can be used by parents to receive an email overview of student tasks. This summary contains details about unfinished homework, upcoming assignments, and class activities. Parents, on the other hand, is unable to log in to the class directly. Other accounts send email summaries to parents. Administrators have the ability to create, view, and delete classes in their domain, as well as add and remove students and teachers from classes and view assignments in all of their domain's classes.

The teachers now have the knowledge and ability to use the Google Classroom program after attending this training. Teachers can use this application to construct and run virtual classes. The app includes features for submitting materials, commenting on classmates, sending exercises, and reviewing assignments that students have submitted. The application is very useful for teachers in carrying out online learning while also providing a way for teachers and students to interact.

Conclusion

This service activity is particularly relevant to teachers' demands in conducting online learning in order to prevent the spread of the Covid 19 virus. With this training, the teacher could produce engaging learning videos for use during online learning and would be able to utilize Google Forms to develop activities that are linked into the Google Classroom learning process.

Based on the results of this training, some recommendations that can be suggested are 1) Teachers should practice what they have learned during the training in order to be more skilled in making instructional videos; 2) Teachers should start applying online learning using google classroom so that teachers will more easily control student activities during online learning; 3) Teachers should start making exercises in the form of google forms to make it easier for teachers to provide assessments and feedback on assignments collected by students.

Acknowledgements

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