Technical Guidance for Learning Management in a Video Conference with the Zoom and Youtube application in the Covid-19 Pandemic Era

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Abstract. Learning conducted by teachers and lecturers will not take place without online management in the current pandemic covid-19. Therefore, the technical guidance organized by LPPM University of Muhammadiyah Enrekang aims to provide teachers and lecturers with understanding and skills on how to manage learning online or online. This stage of research includes analyzing the need for an online learning management platform, conducting technical guidance, and conducting evaluations. After the technical guidance activity, the participants liked the material and speakers in the technical guidance which indicated that the participants understood the material presented by the resource persons. Based on the evaluation results it was found that the implementation of this activity was successful with a high level of attendance of the participants, a level of likeness that was evenly distributed in all material presented by the resource persons, and a very high level of satisfaction with the guidance committee services.

Keywords: Management of learning; Conference Video; Covid-19; Efficient;

1. Introduction
Learning cannot achieve its goals without good management by institutions, teachers or lecturers, and education staff who are at the forefront of management itself. Online learning management is still a problem for most teachers and lecturers. Many teachers and lecturers were unable to carry out learning when the covid-19 outbreak hit the world and more specifically in Indonesia. Learning cannot achieve its goals without good management by institutions, teachers or lecturers, and education personnel who are at the forefront of management itself. Online learning management is still a problem for most teachers and lecturers. Many teachers and lecturers were unable to carry out learning when the covid-19 outbreak hit the world and more specifically in Indonesia (Hasanah, Lestari, Rahman, & Daniel, 2020).

The obstacle for lecturers and teachers not to carry out learning is because lecturers and teachers do not know how to use technology or terms that are known in technology literate communities in the field of education. Therefore, Muhammadiyah Enrekang University under the LPPM institution held community service activities which had the aim of introducing various tools used in the management of learning in the current pandemic era. Online learning management can use various platforms such as Google Classroom, Google Form, Moodle or Edmodo and Whatsapp (Kusnanto, 2020).

The Technical Guidance activity "Management of learning media online" is the second part of the "Community Service at the University of Muhammadiyah Enrekang 2020". This activity is expected to
have a positive impact in the form of the ability of teachers, lecturers, and education staff in managing independent online learning. Teachers and lecturers must be able to manage learning independently in the current covid era. Managing learning is a programmatic process that emphasizes the availability of learning resources (Ulva & Amalia, 2020). Digital learning resources include a combination of electronic text, graphics, images, video and sound into a structured digital environment where people can interact (Arindiono & Ramadhani, 2013).

Based on the background above, Muhammadiyah Enrekang University through the Institute for Research and Community Service held community service in the form of Technical Guidance (Bimtek). Technical guidance is generally carried out face-to-face, in connection with the Covid-19 pandemic, this guidance is held virtually or online. According to Mustofa et al. (2019) the term online is an acronym for “online”. Based on this understanding, online technical guidance is one of the ways of guidance carried out via the internet network with the use of video conference media, namely the zoom and live streaming youtube application.

The objectives of the technical guidance for learning management are (1) providing understanding to teachers, lecturers, and education personnel on how to manage online learning, (2) fostering awareness and love for the teaching profession through fun learning management, (3) broadening world horizons education and technology through managing multiple learning platforms. In addition, this guidance involves a variety of different backgrounds so that it is expected to be able to show a symbol of the unity and harmony of the Indonesian nation.

2. Method

This research was conducted in 3 stages, namely the stage of needs analysis, implementation of technical guidance, and evaluation of activities. At the stage of needs analysis, the method used is an online survey. The survey method was conducted using the google form platform when participants registered 1 month before the implementation of the activity. The purpose of the needs analysis is to identify the participants' needs for the types of software they have used and want to master at this time, during the Covid-19 pandemic.

After conducting a needs analysis, the next step is to select the learning management software that is most needed by the participants to be used as technical guidance material. Technical guidance is carried out for 4 days with 32 lesson hours. The method used in the implementation of technical guidance is an interactive learning model. Interactive learning is a learning process that involves computers and online (Saputra & Purnama, 2015; Shalikhah, 2017). At this stage, online media are used such as zoom and YouTube which are supported by several other applications such as sl.do, google sheet, google form.

After implementing the guidance, the final stage is evaluation. According to (Nuriyah, 2016) Evaluation is an attempt to obtain information about the participants' overall learning acquisition of process skills. The method used at the evaluation stage is by distributing a survey form containing questions including, level of liking for the material, resource persons, level of satisfaction with technical guidance services and attendance of participants.

3. Result and Discussion

3.1 Need Analysis

The technical guidance for learning management organized by LPPM Muhammadiyah University Enrekang begins with the registration stage. The number of participants who registered online was 2.806 with the distribution of participants based on the type of work, namely 69.5% from the teaching profession, 20.9% from lecturers, the rest from students and others. Other participants are education staff and education observers as well as functional personnel such as supervisors from the provincial and district level LPPM in Indonesia. The complete distribution of participants by type of work is shown in Figure 1.
Figure 1. Distribution of technical guidance participants by type of work

The high level of participation from the type of work of teachers is suspected because teachers have not received adequate provisioning from both their institutions and independently. Meanwhile, the work of lecturers tends to be small when compared to teachers. This is presumably because lecturers are able to adapt to conditions and some of them are already accustomed to online learning so that guidance on learning management is not important for lecturers. Another allegation is that existing lecturers' institutions have been equipped with similar programs so that they feel that they no longer need to provide technical guidance.

Another finding from this study is that the participants are not only dominated by one province but the distribution is almost evenly distributed across all provinces in Indonesia as shown in Figure 2. In Figure 2, it can be seen that the province of East Java includes the most participants, namely 417 or 16.2% of total attendees. The high number of participants from outside the province, even though it was held in South Sulawesi, indicated that the existence of this guidance was not questioned by the participants in other words that the participants were more interested in the guidance material than in questioning who and where this guidance was carried out.

Figure 2. Distribution of technical guidance participants by province of origin

Based on the distribution in Figure 2 above, the material and resource persons must represent all participants. The needs analysis carried out is by asking questions during registration. On the registration form, participants are asked what material will you master? The results of these questions are as shown in Figure 3

Figure 3. The user needs of the material to be mastered
Figure 3. shows that the guidance material is almost evenly selected by the participants. This also means that the participants want to master the guidance material as a whole.

The next question related to needs analysis is to ask about online learning management applications that have been used by participants. The results of these questions are shown in Figure 4. Google Form is the learning management medium most often used by the guidance participants so that the material on the Google Form is not explained in detail but only in outline.

![Figure 4. Analysis of the needs for using an online learning manager application](image)

Other findings as shown in Figure 4 show that Google Classroom has also been used by guidance participants so that the material for Google Classroom is focused on optimization as a means of evaluation. Guidance material is focused from the introduction stage to implementation, namely the Moodle LMS. Figure 4 shows that not many participants have used the Moodle LMS so that the source of the material must come from practitioners and experts.

**Implementation of Technical guidance**

After registering, the next stage is to carry out technical guidance by presenting sources according to the results of the needs analysis in the previous stage. The speakers presented at this guidance are practitioners, experts and experts in their respective fields as shown in table 1.

| Day, Date       | Qualifications                                      | Topic                                                                 |
|-----------------|-----------------------------------------------------|----------------------------------------------------------------------|
| Wednesday, 1st  | S2, Lecture and Academic (1 person)                 | Opening material: Human teachers who are #ASYIK amid the Covid-19 pandemic. |
| July 2020       |                                                      |                                                                      |
| Thursday, 2th   | S3, Academic and The Content of Creator Youtube     | Core material 1: Managing learning with google classroom             |
| July 2020       |                                                      |                                                                      |
| Friday, 3rd     | S3, Tokoh dan Pakar IT Indonesia                    | Core material 2: Managing learning with LMS Moodle                  |
| July 2020       |                                                      |                                                                      |
| Saturday, 4th   | S2, Trainer, Content Creator and Youtuber           | Managing online learning using the google platform                   |
| July 2020       |                                                      |                                                                      |
| Saturday, 4th   | S3, Professor                                       | Closing material: Managing online learning amid the Covid-19 pandemic |
| July 2020       |                                                      |                                                                      |

Each resource person is given time to present the material and display it in the form of a share slide on the video conference application. Apart from video conferencing applications, this technical guidance can also be watched live on the YouTube channel. As in table 1, the implementation of technical...
The guidance lasts for 4 days, from 1 to 4 July 2020. Each material has a duration of 2 to 4 hours of lessons so that the total lesson hours reach 32 hours. Even though using two applications simultaneously, this activity is controlled and smooth as shown in Figure 4.

The activeness of the participants at the video conference and YouTube became a separate motivation for the committee and resource persons during the guidance process. The activeness of the participants is shown in Figure 5. During the 4 days of technical guidance, the participants who participated in accumulation were 6,809 participants. Participants who take this online technical guidance are in accordance with the targets, namely from among teachers, lecturers, and some students. After the technical guidance activities were carried out, the participants were able to manage learning using Google form, Google classroom, or Google sheet and were familiar with the Moodle LMS as one of the capable Learning Management Systems for comprehensive learning management.

**Figure 5. Resource Persons Provide Material in Technical Guidance**

**Figure 6. Participant**

**Evaluation**

The final stage of this research series is to evaluate. The evaluation was carried out at the end of the activity by utilizing online attendance data and a survey on the level of preference for the guidance material, the level of satisfaction with the implementation of technical guidance. From the online attendance data, it was found that the attendance level of participants reached an average of 1,702 people per day for 4 days.

**Figure 7. Level of participant satisfaction with the guidance material**
The next evaluation is an evaluation of the material after the implementation of technical guidance as shown in Figure 7. Figure 7 shows that the level of participant satisfaction with the percentage reaches perfect, namely 98.5%. The results of this evaluation indicate that the material presented by the resource persons is very liked and needed by teachers and lecturers in managing their learning.

![Figure 8. Satisfaction level of guidance service](image)

The final evaluation of the entire series of evaluations is the evaluation of the level of satisfaction with the technical guidance services provided by the University of Muhammadiyah Enrekang as shown in Figure 8. In Figure 8, it can be seen that the level of participant satisfaction is very high indicated by the number of people who choose the number ten (10). The number ten in the series above is the highest level of satisfaction (very satisfied).

4. Conclusion

The conclusion of this study is that the implementation of this technical guidance activity was successful with a high attendance rate of participants, an even level of liking for all the material presented by the speakers, and a very high level of satisfaction with the service. However, there are still some obstacles that can be improved for the implementation of technical guidance such as maximizing participant interaction in video conferencing, increasing attendance levels of participants, and more practical materials.

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