Application of Video Conference Media in Learning

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Abstract: The problem in learning is the inaccuracy of educators or lecturers in using learning media, in fact some lecturers do not use learning media. Whereas the learning media is everything related to tools and facilities with the aim of conveying information or messages in a lesson and streamlining communication between educators and students. Video conferencing is a medium that can display moving images with the help of signals. The purpose of this study was to look into how video conferencing was used to assess student achievement. This research was conducted on students of the accounting training study program at the University of Palembang in the management accounting course. The descriptive analysis was adopted in this study. Observation and testing are the methods used to collect data. The results showed the success of the learning process with the use of video conferencing tools. With the application of video conferencing media, it encourages students to be more enthusiastic about learning and observe carefully the material being taught so that it can improve student learning outcomes well.

Keyword: Media, Video, Conference, Learning.

1. Introduction

This research is based on the findings (Sulihin, S., Asbar, A., & Elihami, E, 2020, p. 51). The results of the application ask, reflect together and respond; the application of videoconferencing learning through learning to improve student learning outcomes reached 85%. The goals and objectives of education in schools

are formal and informal channels. Then, based on the search results (Gladovic, P., Deretic, N., & Draskovic, D, 2020, p. 45). Video conferencing as a distance education method to deliver learning and training more efficiently and economically. Due to the rapid development of technology, the idea that a student is trained as a young person for the same job throughout his life becomes less feasible.

Furthermore, based on the results of research (Widalismana, M., & Lestari, ND, 2017, p. 41) From the results of this study, it is suggested to the lecturers of the Mathematics Economics subject that Print and Electronic Media can be used as an alternative learning method, especially to increase student activity in lecturer learning to support improving student learning outcomes. And based on research (Correia, A. P., Liu, C., & Xu, F, 2020, p. 429). The results of this analysis guide the selection of an effective video conferencing system to support learning. They also offer ideas on how to explore pedagogical and pedagogical approaches to distance education. This document offers a series of recommendations and suggestions for improving video conferencing systems.

The problem in learning is the inaccuracy of educators or lecturers in using learning media, in fact some lecturers do not use learning media. Whereas the learning media is everything related to tools and facilities with the aim of conveying information or messages in a lesson and streamlining communication between educators and students. Video conferencing is a medium that can display moving images with the help of signals.

Education is an embodiment of human culture that has an important role where there is a dynamic and full of development for a change. This change is in the sense of an improvement in education at all levels that needs to be carried out continuously for the benefit of the future. Therefore, everyone has the right to have a proper education. To have a proper education, everyone must learn continuously so that more knowledge and experience can be gained. Everyone who has the right to have an education, usually they go to school to increase their knowledge.

The school is one of the institutions used to educate children who need extensive knowledge and a place to give and receive lessons according to their fields with the help of lecturers. School is a factor that can improve personality and plays an important role in training children's intelligence, emotional attitude, interest, and motivation to learn. Learning is a change that exists in a person because he has knowledge and skills.

The teaching and learning process is an interaction between lecturers and students to achieve learning objectives. With the media, students will not easily get bored with the material presented by the lecturer, especially in management accounting courses. Learning media is a tool that provides information or messages to the recipient. Video conferencing is a moving image that has an element of sound. The purpose of this study was to analyze the application of video conferencing media to determine student learning outcomes.

One of the learning media that makes students not bored in learning is video conferencing media. According to (Yaumi, 2017, p. 12) video media is media that displays moving images using a television screen or computer monitor. According to (Oka, 2017, p. 107) "Video is an electronic signal processing technology capable of displaying moving images". So it can be concluded that video conferencing is a medium that can display moving images with the help of electronic signals.

According to (Themelis, C., & Sime, J. A, 2020, p. 261) Video conferencing, when used effectively, can support online and distance learning and teaching that caters to the human need to communicate and learn by watching and interacting with teachers and students from anywhere. Video conferencing is a medium that uses audio and video telecommunications to bring people to different places at the same time for meetings. (Subekti, H. A., et.all, 2020, p. 427). Based on the above opinion, it can be explained that video conferencing is an electronic video that can help, such as zoom applications or e-learning etc.

Learning media is closely related to student learning outcomes, so learning media is currently needed with the aim of encouraging students to learn actively and be motivated during learning activities. With the application of video conferencing media, it is hoped that it can increase students' attention in learning and can improve student learning outcomes in management accounting courses.

2. Methods

The research approach used in this study is qualitative descriptive research. Observation and tests are used to acquire data. According to (Arifin, 2016, p. 153) Observation is a systematic, logical, objective, and reasonable procedure for observing and recording numerous phenomena in both natural and artificial settings in order to attain specific objectives. During the learning process, observations were done to see what students were doing. A test is a set of questions, exercises, or other instruments used to assess an individual's or group's

skills, intelligence, knowledge, abilities, or talents (Arikunto, 2014, p. 193). While the test is used to measure student learning outcomes after the learning process using video conferencing media in the second meeting.

3. Results and Discussion

We gave time for students to complete the practice questions packaged in google from for 60 minutes as many as 30 multiple choice questions. The following are student learning outcomes after learning using video conferencing media:

Table 1. Student Learning Outcomes Using Video Conferencing Media

No.	Rating Interval %	Frequency	Percentage	Description
1.	86-100	5	19.23%	Very Good
2.	71-85	16	61.54%	Good
3.	56-70	5	19.23%	Enough
4.	41-55	-	-	Less
5.	≤ 40	-	-	Less Once
Total		26	100%	
Average		81.28		Good

(Source Processed by Researchers, 2021)

Based on the learning outcomes obtained by students, many have good grades. The largest percentage of students is 61.54% of learning outcomes on good criteria, and the average learning outcomes of 81.28 on Good criteria. Based on the explanation above, it can be concluded that video conferencing media can improve student learning outcomes well in management accounting courses.

The results of observations and tests that we got related to the analysis of the application of video conferencing media in improving student learning outcomes in the Management Accounting course, namely Video conferencing media can increase student learning outcomes in management accounting courses. In the early learning activities during the covid 19 period, we opened learning by entering video conferencing assisted by the zoom application, by greeting, doing attendance or commonly referred to as apperception.

We explain the learning objectives to be achieved by the students. After explaining the learning objectives to be achieved, we sent a video conferencing in the WhatsApp group about the material to be studied in the management accounting course. Then, students saw the learning material through the share screen on zoom which was shared by us so that students could listen to the video conferencing that had been made. After that, we asked the students if there was

anything that had not been understood about the material explained in the video conferencing. The video conferencing explains the material behavior of cost activities.

Furthermore, we asked each other questions to students, and gave some oral questions to see if the students really understood the material presented through video conferencing media. After that, we closed the zoom meeting. Continuing on the WhatsApp group. In this first meeting, the response of each student was different, some were paying attention, some were silent but did not pay attention to the material that was broadcast through video conferencing while it was being broadcast, we saw that there were not many students who actively asked questions and many responded to we when asked. Although there are some who don't see it, that doesn't mean they don't listen to the sound produced by the video conferencing.

As proof, we asked one of the students who did not really see video conferencing, but the student could answer correctly. That means he only does not see the video conferencing but still listens to the voice or content of the video conferencing that we shared. At the second meeting, before the learning activities started, we told the students to join the zoom meeting application. After all students joined, we said hello, checked student attendance and asked about their readiness to learn about the cost activity behavior material that had been studied last week.

We re-explained the learning objectives to be achieved, we sent a video conferencing in the WhatsApp group about the material for the continuation of cost activity behavior. Furthermore, we asked each other questions and answered questions to students, and gave some questions that were sent to WhatsApp to see if the students really understood the material presented through video conferencing media. Before we closed the zoom meeting, we concluded the subject matter.

In this second meeting, the response of each student was different, many had paid attention. Many paid attention to the video conferencing when it was broadcast. Each student was given verbal questions about the material contained in the video conferencing. Many students have started to be active during the learning process and fully understand the material given because they have paid attention to video conferencing as a whole. After completing the learning activities at the second meeting using video conferencing, we then continued in the WhatsApp group to provide a google form link.

4. Conclusion

From the research that has been conducted to analyze the application of video conferencing media in improving student learning outcomes in management accounting courses at the Accounting Education Study Program, FKIP University, PGRI Palembang, it can be concluded that media video conferencing is one of the factors that can improve student learning outcomes in accounting courses management. At the first meeting, it was found that the students were a bit less active because there were some students who were less focused and didn't listen well when in video conferencing media. So that when asked a question at the second meeting it was less than optimal in providing answers. And at the next meeting or the second meeting, students were more active during the learning process. Many students asked the lecturers about the material being taught and when they were given questions, students were able to answer them well.

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