THE EFFECTIVENESS OF USING ZOOM CLOUD MEETING MEDIA IN INCREASING STUDENTS' MOTIVATION AND LEARNING OUTCOMES ON THE CONCEPT OF THE CONCEPTS OF THE 4th CLASS OF IPS LEARNING HISTORY IN ELEMENTARY SCHOOL

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ABSTRACT

This classroom action research aims to determine the increase in motivation and learning outcomes of fourth grade students at SDN 77, Kota Tengah District, Gorontalo City. The subjects of this study were 30 students, consisting of 15 male students and 15 female students. The results of this study indicate that in the first cycle of the first meeting, the use of Zoom Cloud Meeting media in the good category was 40% in the 30% sufficient category, in the less than 30% category, in the first cycle of the second meeting the use of Zoom Cloud Meeting media increased in the good category by 50%. , in the sufficient category 23% and in the less category 26%, in the second cycle of meeting I increased to 63% in the good category, in the sufficient category 20% and in the less category 16% and in the second cycle meeting II increased to 80% in the good category , in the sufficient category 6% and in the less category 1%.

Thus, learning through Zoom Cloud Meeting media can increase student motivation and learning outcomes.

Keywords: Zoom Cloud Meeting Media, Motivation and Learning Outcomes

INTRODUCTION

Distance learning is a learning pattern that takes place with the separation between educators and students. Distance learning is usually done online to overcome these limitations. The success of online learning is judged by the growing interest and willingness of students to receive knowledge in the form of subject matter or (most importantly) contextual material, interactively or not interactively. If educators and parents only provide material without being explained and force students to work on questions, which of course will make students feel bored to learn. According to Judge T (Nurkholis, 2020), learning saturation is a person's mental state when he feels very tired and tired, causing a sense of sluggishness and lack of enthusiasm for any activity, this situation can hinder students in the process of thinking maturity and achieving academic learning goals. and psychological.

This of course requires cooperation between educators, students and parents. The determinants of the success of online learning (Roman A.P, et al. 2020) there are 3, namely: a.) Technology that supports b.) Quality of teaching human resources and c.) Characteristics of students. In carrying out online learning, it takes the support of devices that are able to capture the internet network and can be used to access information anytime and anywhere (Gikas & Grant, 2013), such as smartphones, laptops, computers and other devices.

In addition, online learning requires media in the form of learning applications to support the learning implementation process. For example, virtual classroom applications, including Google Classroom, Edmodo, and Quizizz. Instant messaging applications, including Line and WhatsApp (So, 2016). Even popular social media applications such as Youtube, Facebook and Instagram play a role in being applications that support online learning (Kumar & Nanda, 2018). For elementary school students themselves, the selection of internet-based technology learning media cannot be separated from several considerations. Because if it is not used properly, it will have an unwanted impact on children. An educator must learn the principles and factors that

can affect the effectiveness of digital technology in the learning process (Putrawangsa & Hasanah, 2018). One of the distance learning that can be implemented for students is video conferencing. Learning with video conferencing can replace learning that is usually done face-to-face in class into virtual face-to-face activities through the help of applications that are connected to the internet network. The use of video conferencing in distance learning can help students and educators continue to have face-to-face interactions even though they are not close together. Learning that ideally has interactivity between educators and students, although not in the same place, with video conferencing will help the learning process carried out, because educators will be directly involved with students (Sandiwarno, 2016).

Video conferencing is included in synchronous learning, synchronous learning is an activity carried out jointly by educators and students. Synchronous learning is real time. Synchronous learning that uses video conferencing and other multimedia techniques can allow educators and students to interact with each other at the same time even though they are in different places, according to research from a student Mandy, Archibald, Rachel and Mavourneen. 2019.

The use of video conferencing in distance learning will greatly assist students in learning because educators can interact even in different places. To stimulate all aspects of development. students cannot be separated from learning media, this is because students learn to use real learning media, and with this learning media students can run effectively (Mandy, Archibald, Rachel and Mavourneen. 2019). The use of video conferencing has a very good role, especially if it is done correctly. The results of research conducted by Yohana Chandra and Munoto, et al in 2018 found that learning media using video was very helpful in the learning process both in formal and non-formal education. Generation Z children, namely the generation born in an era that is sophisticated in technology so that the styles and learning media used in learning are very general and visual (Lambuan., 2019).

One application that provides facilities for face-to-face interaction between educators and students virtually via video conferencing with a PC or laptop or smartphone is Zoom Cloud Meeting, this application is an application that is used as a remote communication medium by combining video conferencing, chat, online meetings and mobile collaboration. The use of meetings in this application can accommodate 1000 participants together in one virtual meeting. This application can be downloaded for free, but still functional, features include telephone calls, webinars, presentations, and many others. This application is considered to have good quality; it can be proven by companies that have entered the Fortune 500 already using this service. (Wibawanto, 2020).

In the research of Pratiwi, E. W. 2020, the use of the Zoom video conference application is now very commonly used. This has been triggered by the spread of the COVID19 virus, since early 2020. Due to the spread of the virus, people need to be sent home to break the chain of virus spread. The effectiveness of learning using Zoom can be achieved, one of them by using learning media in the learning process that is in accordance with the situation and conditions, both from the content of the material or the state of the student's environment. Submission of a concept to students will be conveyed well if the concept requires students to be directly involved in it. Zoom can be categorized as an online learning media which can be interpreted as a type of teaching and learning that allows the delivery of teaching materials to students using Internet media. (Wibawanto, 2020).

Online learning media as an alternative to electronic-based learning provides many benefits, especially for the educational process carried out by distance. In making online learning media, it is necessary to consider their expectations and goals in following online learning media, speed in accessing the internet or network, bandwidth limitations, costs for internet access, and background knowledge regarding readiness to participate in learning (Brahma, 2020).

Learning media in online learning is used as a tool to improve the efficiency and effectiveness of learning. Learning media is used to achieve goals such as making clear messages visually so that they are not too verbal. Overcome the limitations of space, time and the five senses. Accelerate the learning and teaching process, create enthusiasm in learning, provide opportunities for students to interact directly with their environment and the reality on the ground, and provide opportunities for students to learn independently based on their abilities and interests (Sandiwano. 2016), meaning an educator understands how the character of elementary school age children when dealing with technology. In addition, educators must also have broad knowledge and insight about technology so that they are always ready in any condition when carrying out learning. As is

known, the characteristics of children aged 7-12 years (the average age of children in elementary school) include being able to think logically, understand the concept of conversation, organize objects into classifications, be able to remember, understand and solve concrete problems (Piaget's theory). The application of Piaget's theory in learning is learning by using concrete objects, visual tools, real or realistic examples, conducting solid and organized learning and always inviting students to practice solving concrete problems. In accordance with the application of Piaget's theory, one of the distance learning interactions that can be implemented for elementary school students is by using video conferencing. Learning through video conferencing is felt to be able to replace the face-to-face learning process in the classroom, this is of course needed like the current conditions because the learning interaction process is still carried out directly face to face with students in real time even though they are separated in space. Some examples of applications that can support learning through video conference interactions are Skype, Webex, Google Meet, and Zoom Cloud Meeting. Among the four applications that have been mentioned, the Zoom Meeting application has quite a lot of fans. Zoom Meeting is an application that is used as a medium of remote communication by combining the features of video conferencing, online meetings, chat, and mobile collaboration. There are recent studies conducted by researchers who discussed the topic of using Zoom Meetings in this learning process, including the study from Ismiwati. D., & Prasetyo. I. (2020).

In teaching and learning activities, in order to increase student achievement, a motivation or encouragement is needed so that the child is more active in learning. In accordance with the opinion of Ibrahim and Syaodih (1996:28) that motivation has a large enough role in learning efforts. Without motivation, it is almost impossible for students to carry out learning activities. Students who are studying always have goals to be achieved from their studies, so that they get the motivation or encouragement to be able to direct the activities they do in order to achieve the expected goals. This agrees with what Sardiman (2005:72) said that motivation arises because it is stimulated or driven by other elements, in this case is the goal.

According to Sadirman (2005:75) giving motivation to a student means moving students to do something or want to do something. To generate student learning motivation, the teacher should explain the subject matter in a systematic way, the language is simple and easy for students to understand, a student does learning activities with pleasure if the material presented by the teacher attracts attention and interest and is based on student needs, for example to achieve achievement. In a good way, student learning motivation can be seen through the attitudes shown by students during the implementation of teaching and learning activities. According to Sudjana (1994:61).

Students' learning motivation can be seen in terms of: (1) Students' interest and attention to lessons, (2) Students' enthusiasm to carry out their learning tasks, (3) Students' responsibility to carry out their learning tasks, (4) Feeling happy in doing assignments from the teacher, (5) The reaction shown by students to the stimulus given by the teacher. As for the aspects of learning motivation, among others, what students need to achieve is how students are interested in learning, must have the enthusiasm of students to carry out their learning tasks, student responsibilities to carry out learning tasks, pleasure in doing assignments from the teacher.

The problems experienced by students in learning do not just appear, among others, but there are factors that cause it. If the teacher is able to identify the causes of the problems experienced by students, then the teacher will be able to carry out appropriate handling in solving learning problems. Examples of problems that often arise in learning are students who do not understand the teacher's explanations, students do not understand words, sentences, sentence forms, spoken or written because learning is only through zoom cloud meeting media so that student learning outcomes are still not successful, namely from the number of students 30 there are only 8 students or 26% who have good learning outcomes while the rest are still experiencing learning outcomes that have not been maximized. This is because the teacher's explanation cannot be understood by students through the zoom cloud meeting which is constrained by intermittent networks and students who do not have smartphones to take part in learning through the zoom cloud, causing learning outcomes and children's motivation to learn not as expected. . (Wibawanto, 2020).

Therefore, researchers are motivated to conduct this research, and are interested in the Effectiveness of Using Zoom Cloud Meeting Media in increasing student motivation and learning outcomes on the concept of the Social Sciences learning history line, as for the reason for taking this media because currently the whole world is experiencing the corona virus. which results in paralysis of learning for students in other words educators

and students must continue to carry out learning therefore with zoom cloud meeting media is the current solution so that learning continues even though only through zoom cloud meeting media and with learning through this media it is expected to improve motivation and student learning outcomes, especially in class IV in social studies learning about the concept of historical lines. (Wibawanto, 2020).

THEORITICAL REVIEW

Learning outcomes are an achievement obtained by students after the learning process. Success in the learning process can be seen from the learning outcomes. Here are some definitions of learning outcomes according to experts. According to Aziz, Benni (2012:53): Learning outcomes consist of two words, namely results and learning. The result is the result caused by the ongoing process of activity. While learning is a series of activities to obtain changes in behavior as a result of individual experiences in interaction with their environment.

Furthermore, Wilujeng, Nurulita (2017:17) argues that: Learning outcomes are defined as an expected result of learning that has been determined in the formulation of certain behaviors as a result of the learning process. Student learning outcomes can be known through the evaluation of learning outcomes, while the evaluation of student learning outcomes is a data collection activity to measure the extent to which learning objectives have been achieved. The national education system for formulating educational goals, both curricular and instructional goals, uses the classification of learning outcomes from Benjamin Bloom which broadly divides it into three domains, namely the cognitive, affective, and psychomotor domains (Sudjana, Nana, 2015:22).

In Widodo, Ari (2006:1-13), the classification of learning outcomes according to Benjamin S. Bloom was revised in 2001 by Anderson and David R. Krathwohl. The new taxonomy of the cognitive domain is divided into two, namely the knowledge dimension and the cognitive process dimension.

1) Knowledge dimension

a) Factual knowledge, generally an abstraction of low behavior. There are two kinds of factual knowledge, namely knowledge of terminology and knowledge of details and elements.

b) Conceptual knowledge, including schemas, thought models, and theories, both implicit and explicit. There are three kinds of conceptual knowledge, namely knowledge of classification and categories, knowledge of principles and generalizations, and knowledge of theories, models, and structures.

c) Procedural knowledge, namely knowledge of how to do something, both routine and new. Often procedural knowledge contains steps or stages that must be followed in doing a certain thing.

d) Metacognitive knowledge, which includes knowledge about cognition in general and knowledge about oneself.

2) Dimensions of cognitive processes

a) Memorize (remember),
    i.e. recalling information stored in long-term memory. To condition "remembering" to become a meaningful part of learning, the task of remembering should always be associated with broader aspects of knowledge and not as something isolated and isolated. This category includes two kinds of cognitive processes: recognizing and recalling.

b) Understanding (understanding),
    namely constructing meaning or understanding based on prior knowledge possessed, linking new information with existing knowledge, or integrating new knowledge into existing schemas in students' thinking. The category of understanding includes seven cognitive processes: interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.

c) Applying (applying),
    which includes the use of a procedure to solve a problem or perform a task. This category includes two kinds of cognitive processes: executing and implementing.

d) Analyzing (analyzing),
    namely to describe a problem or object into its elements and determine how the interrelationships between these elements and their large structure. There are three kinds of cognitive processes involved in analyzing: differentiating (differentiating), organizing (organizing), and finding implied messages (attributing).

e) Evaluating, namely making a judgment based on existing criteria and standards. There are two kinds of cognitive processes that fall into this category: checking and critiquing.

f) Create, which combines several elements into a unified form. There are three kinds of cognitive processes that fall into this category, namely: making (generating), planning (planning), and producing (producing).

Based on the opinions of some of these experts, it can be concluded that learning outcomes are the results taken or achieved by students which they get from the learning process such as mastery of concepts and learning experiences. The measurement of learning outcomes that will be observed in this study is in the cognitive domain which is limited to the level of memorizing (C1), understanding (C2), applying (C3), analyzing (C4), and evaluating (C5) as well as measuring the dimensions of factual knowledge (K1)., conceptual (K2) and procedural (K3) obtained from the test results. (Sudjana, Nana, 2015:22).

Types of Learning Outcomes

In the learning process there are types of learning outcomes including cognitive learning outcomes, affective learning outcomes, and psychomotor learning outcomes. Several explanations regarding the types of learning outcomes presented by several different experts include: The types of learning outcomes are divided into two types, namely the cognitive domain and the affective domain. This is in accordance with the definition expressed by Bloom cited by Dimyati (2006:26) identifying the types of learning outcomes, namely:

1) The cognitive domain consists of six types of behavior as follows:

a) Knowledge. Achieve the ability to remember things that have been learned and stored in memory. Knowledge is related to facts, events, understanding, and principles.

b) Comprehension, including the ability to capture the meaning and significance of what is learned.

c) Application, including the ability to apply methods to deal with real and new problems.

d) Analysis, including the ability to detail a whole into parts so that the overall structure can be well understood.

e) Synthesis, including the ability to form a new pattern. For example, the ability to develop work programs.

f) Evaluation. Includes the ability to form opinions about several things based on certain criteria.

2) The affective domain consists of the following five behaviors:

a) Acceptance, which includes sensitivity about certain things and willingness to pay attention to them.

b) Participation, which includes willingness, willingness to pay attention, and participate in an activity.

c) Assessment and determination of attitude, which includes accepting a value, appreciating, acknowledging and determining attitude.

d) Organization, which includes the ability to form a value system as a guide and guide for life.

e) Formation of a pattern of life, which includes the ability to appreciate values and shape them into patterns of personal life values.

Broadly speaking, the types of learning outcomes are divided into two, namely the cognitive domain and the affective domain. Benyamin Bloom explained that in general he divided it into three domains, namely the cognitive, affective, and psychomotor domains.

1) Cognitive realm

In relation to students' intellectual learning outcomes, which consist of six aspects, namely knowledge and memory, understanding, application, analysis, synthesis, and evaluation. The type of learning outcome that is higher than knowledge is understanding. Understanding can be divided into three categories, namely: a) understanding of translation, b) understanding of interpretation, and c) understanding of extrapolation. Application is the use of abstractions in concrete situations or special situations. Analysis is an attempt to select and sort an integrity into elements or parts so that the hierarchy or structure is clear. The union of parts or elements into a whole is called synthesis. Evaluation is giving decisions about the value of something that may be seen in terms of goals, ideas, ways of working, solutions, methods, materials, and others. Dimyati (2006:26).

2) Affective realm

The affective domain is related to values and attitudes. Affective assessment of learning outcomes received less attention from teachers. Teachers are still more assessing the cognitive domain alone. Examples of affective learning outcomes are seen in students in various behaviors, such as attention to lessons, learning motivation, discipline, respect for teachers and classmates, study habits, and social relationships.

3) Psychomotor domain

Psychomotor learning outcomes are seen in the form of skills or individual skills and abilities to act. There are six skill levels, namely: a) reflex movements, b) skills in basic movements, c) perceptual abilities, d) abilities in the physical field, e) skill movements, f) abilities related to non-decursive communication such as expressive and interpretive movements. Dimyati (2006:26).

Factors Affecting Learning Outcomes

Success in the learning process has factors that can support the success of learning itself. Many experts state that the factors that can affect learning outcomes consist of internal factors (factors from within students) and external factors (factors from outside students). Supporting from this statement several opinions regarding the factors that affect learning outcomes. Another opinion, stated by Shah (2006:132) that the factors that affect student learning, are divided into three kinds:

1. Internal factors (factors from within students)

Internal factors are factors that come from within students including two aspects: a) Physiological aspects (physical ones) for example health, body advantages and disadvantages. b) Psychological aspects (which are spiritual) examples of intelligence, attention, interests, talents, motives, maturity, fatigue.

2. External factors (factors from outside students)

External factors are factors that come from outside the student, consisting of two kinds: a) Social environmental factors such as parents and family, teachers and staff, classmates, and the community. b) Non-social environmental factors, for example school buildings, school infrastructure, and location of residence.

3. Factors of learning approach (approach to learning)

This factor is a type of student learning effort including strategies and methods used by students to carry out learning activities of subject matter. Learning outcomes have two factors, namely internal factors (internal) and external factors (external). This is in accordance with the statement put forward by Anitah (2011:2.7) stating that learning success is strongly influenced by several factors. These factors can be grouped into two groups, namely factors from within the student (internal) and factors from outside the student (external).

1. Factors from within students (internal), which affect learning outcomes include skills, interests, talents, efforts, motivation, attention, weaknesses, health and student habits.
2. Factors from outside students that affect learning outcomes are the physical environment.

Factors learning outcomes can be classified into two, namely factors within the individual and factors that exist within the individual. Slameto (2010: 54) explains that the factors that influence learning outcomes can be divided into two groups, namely:

1) Internal factors are factors that exist within individuals who are learning, which include:
a. Physical factors, which include health and disability factors.
b. Psychological factors, which include intelligence, attention, interests, talents, motives, maturity, readiness.
c. Fatigue factor, which includes physical and spiritual fatigue. For physical fatigue, it can be seen from the weakness of the body and then a tendency to lie down. While spiritual fatigue can be seen from the presence of lethargy and boredom so that interest and the urge to be able to produce something will be lost. Slameto (2010:54)

2) External factors are factors that exist outside the individual, which include:
a. Family factors, which include the way parents educate, relationships, between family members, household atmosphere, family economic conditions, understanding of parents and cultural background.

b. School factors, which include curriculum, teaching methods, teacher-student relations, student-student relations, school discipline, school time, learning tools, school building conditions, learning methods, homework assignments.

c. Community factors, which include student activities in the community, mass media, socializing teammates, forms of community life.

School is one of the factors that determine learning outcomes. Wasliman quoted by Susanto (2013:13) that school is one of the factors that determine student learning outcomes. The higher the ability of students and the quality of teaching in schools, the higher the student learning outcomes. Another opinion, Zulfa (2010:68) that the factors that affect learning outcomes consist of:

1) Internal factors (factors from within students), include:

a) Physical factors, such as: health, advantages and disadvantages of the body.

b) Psychological factors, such as: intelligence, attention, interest, talent, motive, maturity, fatigue.

c) Fatigue factors, such as: physical/spiritual fatigue.

2) External factors (factors from outside students), including:

a) Home Scholling: parents' way of educating, relations between family members, household atmosphere, parents' economic situation, understanding of parents and cultural background.

b) Schooling: curriculum, methods, teacher-student relations, student-student relations, school discipline, lessons and school time, lesson standards, building conditions, learning styles, homework assignments.

c) Community: student activities in society, the media, friends to hang out with, forms of community life.

Based on the theoretical study of learning outcomes above, it can be synthesized that learning outcomes are the result of the learning process that has been taken by students, resulting in behavioral changes, both in the form of mastery of knowledge (cognitive), attitude skills (affective) and motor skills.

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