

ZOOM APPLICATION UTILIZATION IN DISTANCE LEARNING PROCESS DURING A PANDEMIC OF CORONAVIRUS (CASE STUDIES ON ELEMENTARY SCHOOL STUDENTS AT SD PRESIDEN YAYASAN PENDIDIKAN UNIVERSITAS PRESIDEN)

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Abstract

The Pandemic of Coronavirus in Indonesia has had a significant impact on several sectors such as the economy, industry, and education. The government also issued a policy regarding the existence of a distance learning process, this requires students and teachers to master technology. Several structures in education have changed due to policies during the pandemic, such as the implementation of the new academic year, the implementation of the learning process, and the use of school facilities for students. This distance learning must be carried out by every educational institution as a way for the learning process to continue. The author discusses the distance learning process during the pandemic of Coronavirus. This case study illustrates the use of the Zoom application, which shows that all teachers and students at SD Presiden can operate the Zoom application so that all school activities run well. Another finding, SD Presiden developed another application called JIBAS. The JIBAS application is to support the distance learning process, especially when doing exams combined with the Zoom application as supervision by the teacher.

Keywords: Distance Learning Process, Zoom, Pandemic of Coronavirus

1. INTRODUCTION

Education is the future capital of our lives and an important role in formal and non-formal education. When my undergraduate rector, Anies Rasyid Baswedan, Ph.D. in the graduation procession in 2014 at Paramadina University said that enhancing the standard of education is one of the considerations in proposing human capital. Education has a responsibility to plan a country's growth for change. YPUP, through President School, exists as a concrete type of real contribution to the nation.

The school consists of SMA, SMP, SD, TK Presiden, and PSNC. TK and SD Presiden are some of the youngest units among the schools. TK and SD Presiden are respectively 6 years old. 9 January 12, 2001, with Notary NY. Machrani Moertolo, S.H. YPUP deed of establishment No. Registered at Jakarta Pusat, Pengadilan Negeri, November 06, 2003, No. 82/2003. As part of the learning process for tolerance and Bhinneka Tunggal Ika, SD Presiden is a primary level public school focused on discipline and ethnic character education. This is in line with UU No. 20, 2003 article one, section one of the national education system.

Teaching and learning are difficult to process, because it is not just listening to, then absorbing information from the teacher, but involves various activities to get better learning outcomes (Putri & Dewi, 2019). Looking at the current situation, the pandemic of Coronavirus in Indonesia has had a significant impact on several sectors such as the economy, industry, and education.

The Ministry of Education makes a new policy through SE No.4 2020 regarding the

implementation of distance learning policies to provide learning to students, which is they do not carry out activities together (in groups) due to minimizing the rate of transmission of the Coronavirus in Indonesia. Based on existing policies, the distance learning process is implemented at all levels of education.

Based on an article written by Simanjuntak and Kismartini (2020), if the school environment is the place of greatest concern as a place of transmission, considering the number of students and schools in each region in Indonesia has increased every year. Below is information about the overview of primary school (PS), junior secondary school (JSS), general senior secondary school (GSSS), and vocational senior secondary school (VSSS) in Indonesia based on information from the Ministry of Education and Culture's statistical data via the page statistik.data.kemdikbud.go.id.

Table 1. School Statistics Data in Indonesia
Academic Year 2016/2017 – 2019/2020

N o.	Acade mic Year	Status of School							
		PS		JSS		GSSS		VSSS	
		Publ ic	Priv ate	Pub lic	Priv ate	Pub lic	Priv ate	Pub lic	Priv ate
1.	2016/ 2017	132. 022	15. 481	22. 803	14. 960	6.5 67	6.5 77	3.4 34	9.8 02
2.	2017/ 2018	131. 974	16. 270	23. 227	15. 733	6.7 32	6.7 63	3.5 19	10. 191
3.	2018/ 2019	131. 867	16. 815	23. 386	16. 254	6.8 15	6.8 80	3.5 79	10. 488
4.	2019/ 2020	131. 879	17. 556	23. 594	16. 965	6.8 83	7.0 61	3.6 22	10. 679

Source: statistik.data.kemdikbud.go.id

Based on the school statistical data summarized by the author in Table 1, shows that the number of schools, both PS, JSS, GSSS, and VSSS

every year has increased. A large number of schools shows a large number of students, seeing this phenomenon, schools are considered unable to be able to monitor every movement of students and provide facilities by health protocols. Therefore, the best step is to carry out a distance learning process.

President Jokowi said that it is very important to prioritize the spread of the Coronavirus by reducing mobility from one place to another. This was conveyed to the media in *Istana Kepresidenan Bogor Jawa Barat* on Maret 16, 2020, as well as the Minister of Education and Culture to coordinate learning through online systems or distance learning. President Jokowi emphasized that the current conditions require us to work from home, study from home, and worship at home. In addition, President Jokowi said to maintain distance and reduce crowds that carry the risk of spreading the Coronavirus.

In an article written by Pakpahan and Fitriani (2020), if studying from home provides meaningful learning experiences for students without being burdened with demands to complete curriculum achievements. Distance learning itself aims to meet educational standards by utilizing the use of information technology using computers or gadgets that are connected between students and teachers so that the teaching and learning process can be carried out properly. Several applications can be used as support such as Google Meet, Zoom, and Microsoft Teams. In the end, it is hoped that it will be able to overcome the differences in the distance teaching and learning process during the pandemic of Coronavirus.

Based on the three types of video conferencing available, Google Meet, Zoom, and Microsoft Teams. The author will describe the differences between Google Meet and Zoom only, because the cases that occur are by the setting, at SD Presiden has tried to use both types of video conferencing since the beginning of the pandemic of Coronavirus. Some of the differences that the author managed to find for video conferencing applications such as Google Meet and Zoom through www.medcom.id and today.line.me. Google Meet is a name change from Google Hangout; Google Meet is suitable for businesses. Google Meet is better suited for quick meetings, while Zoom is more for large meetings. Google Meet supports the number of participants up to 250 while Zoom is up to 500 participants. Even though the process for making a meeting room is both easy, seeing all the features and capacities they have, they both have differences in the types of meetings or video conferences that will be held.

The Google Meet video output is a very good definition. Furthermore, the Zoom application is very easy to use as well as a very competitive conferencing platform. The Zoom application has strong security, with the recent release of Zoom 5.0, the company reached a new milestone that allows it to proactively identify, address and improve the

capabilities and privacy of its services. Google Meet has a slightly cluttered interface compared to Zoom. New users who are using it for the first time may be confused about the features on the Google Meet interface, especially on smartphones with smaller screen sizes. It's different from Zoom which has a simple interface so that with a little guidance, one can remember the location of each feature.

Google Meet provides video conferencing sessions of up to 60 minutes while Zoom is only 40 minutes on the free version. In the paid version this feature can take longer, more than 60 minutes. All features including their ability to video or audio-video conferencing sessions are available free of charge but are originally paid for G-Suite subscribers. It's different from Zoom in the free version which still provides recording features in video and audio and can be stored directly on the PC or smartphone device used. Google Meet through the G-Suite subscription service offers the lowest monthly fee of USD10 per month for each active user. Zoom itself provides a monthly subscription fee of at least USD16 month. The price is indeed more expensive, but in the free version, there are now many features that can be accessed and are more complete than Google Meet.

Along with the development of technology, we can easily access several applications while the support capacity of the internet is adequate. However, if we look at the existing conditions, not all schools can carry out distance learning process activities using some of the applications that I have mentioned. Based on survey data of APJII via the www.kominfo.go.id that the results of a survey conducted by APJII on internet user penetration in Indonesia are an important part of realizing digital transformation. According to the Secretary-General of APJII Henri Kasyfi Soemartono, the main results of the 2019-2020 Indonesian Internet User survey amounted to 73.7%, up from 64.8% from 2018. When combined with figures from the projection of the BPS, Indonesia's population in 2019 will be 266,911,900 million, so that Indonesian internet users are estimated to be 196.7 million users. This number is up from 171 million in 2019 with a penetration of 73.7% or an increase of around 8.9% or around 25.5 million users.

Based on the data information listed on www.bisnis.com shows that users on the island of Java still made the largest contribution to the increase in the number of internet users, 56.4%. The second-largest internet user comes from Sumatra Island, 22.1%. Furthermore, Sulawesi Island 7%, Kalimantan 6.3%, Bali-Nusa Tenggara 5.2%, and Maluku-Papua 3%. The existing data shows inequality in internet use in Indonesia, this affects the carrying capacity and ability of schools or teachers and students to carry out the distance learning process through applications.

Based on a comparative analysis between Google Meet and Zoom and the carrying capacity of the internet in the distance learning process that has been carried out, then the authors chose the Zoom application (license) at SD Presiden. The author is interested in knowing the distance learning process using the Zoom application which has been carried out at SD Presiden during the pandemic of Coronavirus.

2. RESEARCH METHOD

This analysis using qualitative research. Herdiansyah (2010) describes that qualitative study has many essential characteristics, including empirical validity and reliability, as well as the potential to be both objective and subjective. The second is a social context, which means that in qualitative analysis, the subject and its social setting are examined together. The third is natural, which means that changing or manipulating the context or construction of the research domain is not justified in qualitative research. Creswell (in Herdiansyah, 2010) explains that there are five types of qualitative research models like biography, phenomenology, grounded theory, ethnography, and case study.

This analysis using a case study. A case study is a model that emphasizes in-depth data mining that includes multiple sources of knowledge in a rich setting, as well as the analysis of a restricted framework in a case or many cases. A case study is a detailed research model that focuses on a person or a specific social unit over some time. This research is intensive, in-depth, informative, and focused on examining current (time-limited) problems or phenomena (Herdiansyah, 2010).

Prasetyo & Jannah (2005) direct citation and researched explanations of program circumstances, activities, individuals, experiences, and daily conduct of research participants, qualitative data offer depth and detail. The qualitative interview approach employs an interview guide to make conducting interviews, extracting data and knowledge simpler, and relying on the improvisation of field researchers (Patilima, 2007).

Data collection techniques related to topics similar to this article, the collected data is then reduced to produce data that is in line with the research question, then the data is presented (data display), then the data that has been presented can be drawn conclusions. The following is a picture of the research flow selected in this study:

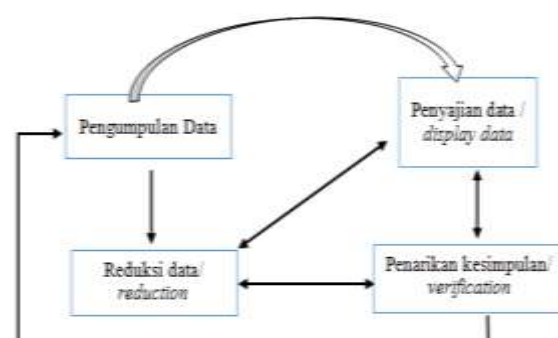


Figure 1: data analysis flow (Sugiyono; Faiz & Soleh, 2021)

3. RESULTS AND DISCUSSION

Learning Concept

In an article written by Hanafi (2014) about the concept of learning, it explains if learning has a broad meaning, as a process that allows the emergence or change of new behavior that is not caused by maturity and something temporary as a result of the formation of the main response. New behavioral changes as a result of learning occur consciously, continuously, and functionally, are positive and active, constant, purposeful, and directed.

Meanwhile, Putri and Dewi (2019) describe learning as a process carried out to get a whole new change in behavior as a result of their own experiences in interaction with their environment. These changes can be seen from several behaviors such as remembering, feeling, thinking, solving problems, being creative.

Hanafi (2014) provides a further description through a conclusion he has made if learning is a psycho-physical activity that can produce changes such as attitudes, knowledge, and skills that are differentiated into learning skills, social learning, abstract learning, problem-solving, rational learning, learn appreciation and habits and learn knowledge. This learning concept always shows a process of changing individual behavior based on certain experiences.

Based on the description above, the authors conclude that learning is a form of change in behavior as a result of the experiences and interactions of individuals with their environment, the changes that occur are permanent.

Learning Outcomes

Education in Indonesia, as we have believed if students who get low learning outcomes are believed to have difficulties in learning. However, if we look at class assessments and exams, there are three major groups such as cognitive, affective, and psychomotor. This is in line with article three, section four of *Kepmendiknas* No. 012/U/2002 January 28, 2002, that the three domains can be separated from one another explicitly. So, the learning assessment must be comprehensive, covering all three aspects. Cognitive assessment includes knowledge,

understanding, application, analysis, synthesis, and assessment. This is the summary that the author made to be able to understand the differences between each part of cognitive assessment.

Table 2. Types of Cognitive Assessment

No.	Cognitive Assessment	Description
1.	Knowledge	Relates to the ability to recognize or remember the material that has been learned.
2.	Understanding	Related to the ability to grasp the meaning of a concept.
3.	Application	Related to the ability to apply a concept that has been obtained, an idea, a formula, or law to a new situation.
4.	Analysis	Concerned with the ability to break down and understand the relationships between elements so that they can be understood in a structure.
5.	Synthesis	Concerned with the ability to unite elements into one meaningful whole.
6.	Assessment	Related to the ability to give value judgments about something based on predetermined criteria.

Source: *Kepmendiknas No. 012/U/2002*

Assessment of affective aspects can include attitudes, interest in learning, habits, and tendencies in assessing an object. The assessment of affective aspects can be done using interviews, observations, questionnaires, and the attitude scale that is owned. Psychomotor assessment can include the appearance of students, which refers to the procedure for carrying out activities for which the criteria have been determined. Several things can be measured in psychomotor aspects such as level of proficiency, timeliness of completion, and quality of the product produced.

Based on the description above, the authors conclude that learning outcomes are a description of the results of students from the goals that have been made that must be achieved in learning through tests and observations made.

Zoom Application

Launched through the page www.zoom.us that Zoom is the leader in modern enterprise video communications, with an easy, reliable cloud platform for video and audio conferencing, chat, and webinars. Zoom Meeting is also a popular application because it doesn't require a lot of memory if it is used for online seminars, online meetings, video conferencing, and so on. This application can be used via iOS or Android smartphones. In addition, Zoom Meeting can be done via a web browser (web client) but this feature can only be used to join meetings, cannot be used to create a room (host).

To use the Zoom application is by downloading the application through the Play Store on the cellphone or installing the application on the PC. Furthermore, the way to join the meeting is to first open the Zoom application on desktop or mobile, click join the meeting, and fill in the Meeting ID to be able to join immediately. This application is widely used as a medium of long-distance communication. Some of the advantages allow

meeting up to 100 participants, users can send texts while the meeting is in progress, users can schedule meetings via the schedule feature.

Analysis

The purpose of this study was to determine the distance learning process using the Zoom application for elementary school students, especially at SD Presiden. In March 2020, for all teachers and staff, SD Presiden introduces a work from home scheme, students have to learn from home and teachers teach remotely the distance teaching method. The work from the home system is not recent, since the 1970s it is well known as an attempt to solve traffic jams every day (Mungkasa, 2020). Nadiem Anwar Makarim, BA., MBA. said that teaching tasks can be carried out from home using technology, as the Minister of Education invited teachers to perform work from home. It is recommended for educators not to come to school.

In July 2020, the work from office system was adopted by SD Presiden but still implements the online learning process. Since being used to doing work from home, the new normal is now facing us. The situation, however, is that a teacher comes to school without the normal student attendance to teach online. Teachers are expected to adjust to the situations, even though they work from school, but the learning process is always done online.

In 2020, Purwanto's research on an exploratory analysis of the effects of work from home on teacher performance during the pandemic of Coronavirus that it can be successful if teachers and schools are equally accountable. It is really necessary for the teacher to interact, to avoid things that are not acceptable. Besides, teachers should maximize technology, such as teachers and teachers or teachers and students, to be able to remain linked to each other. The capacity of human resources must be strengthened and then, as a teacher, all work that can be easily carried out by technical innovations should not become an obstacle to performing daily tasks.

It does not have a major impact in an article on the role of technology in learning during the pandemic of Coronavirus if human resources do not have good expertise and skills in the use and management of technology (Salsabila, Sari, Lathif, Lestari, & Ayuning, 2020). The results of research conducted by Muzakki, Susilo, and Yuniarto (2016) indicate that success is simultaneously affected by the use of information technology, the ease of information technology, and the advantages of information technology.

Mungkasa (2020) states that knowing remote work requires at least four things, such as; first, choosing the workplace to save time, the second is the complete or partial replacement of frequent commuters, the third is the frequency and duration of the strength of remote work activities, and the fourth is the provision of connectivity and information technology. SD Presiden has carried out many ways

to facilitate this distance learning process, such as the licensed Zoom application. The author summarizes the distance learning process that has been carried out by SD Presiden through the licensed Zoom application.

Table 3. Distance Learning Process Activities for Academic Year 2020/2021

No.	Grade	Day	Time	Activities	Tools
1.	I A and I B	Monday to Friday	08.00-10.30	Distance Learning Process	Licensed Zoom
2.	II	Monday to Friday	08.00-10.30	Distance Learning Process	Licensed Zoom
3.	III	Monday to Friday	08.00-10.30	Distance Learning Process	Licensed Zoom
4.	IV	Monday to Friday	08.00-12.00	Distance Learning Process	Licensed Zoom
5.	V	Monday to Friday	08.00-12.00	Distance Learning Process	Licensed Zoom
6.	VI	Monday to Friday	08.00-12.00	Distance Learning Process	Licensed Zoom

Source: Author (2021)

Based on the data in Table 2 above, shows that all classes at SD Presiden in the 2020/2021 Academic Year during the pandemic of Coronavirus were carried out online, which means that the distance learning process uses the licensed Zoom application. Based on the author's experience, the results of observations, and interviews with teachers at SD Presiden show that the distance learning process through the Zoom application such as material delivery, daily assessments, making crafts, and seeing student activeness by questions and answers regarding the material that has been delivered. The following are examples of a distance learning process conducted by SD Presiden teachers through the Zoom application.

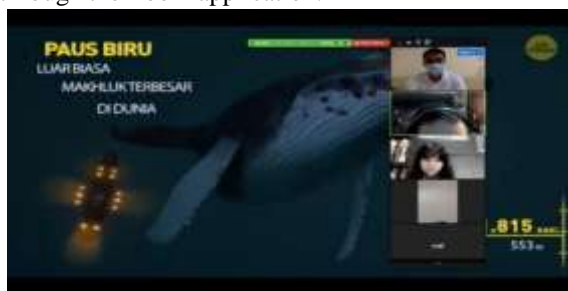


Figure 2 Video's Share Screen



Figure 3 Distance Learning Process

Table 4. Distance Tutoring Activities for Academic Year 2020/2021

No.	Grade	Day	Time	Activities	Tools
1.	I A and I B	Monday to Friday	11.00-14.00	Tutoring	Licensed Zoom
2.	II	Monday to Friday	11.00-14.00	Tutoring	Licensed Zoom
3.	III	Monday to Friday	11.00-14.00	Tutoring	Licensed Zoom
4.	IV	Monday to Friday	13.00-15.00	Tutoring	Licensed Zoom
5.	V	Monday to Friday	13.00-15.00	Tutoring	Licensed Zoom
6.	VI	Monday to Friday	13.00-15.00	Tutoring	Licensed Zoom

Source: Author (2021)

Based on the data in Table 3 above, it shows that all classes at SD Presiden in the 2020/2021 Academic Year during the pandemic of Coronavirus, to provide additional material for students who are late in completing assignments, online counseling sessions are carried out through the licensed Zoom application. The addition of lesson hours after the teaching and learning process is complete. The following are examples of tutoring conducted by SD Presiden teachers through the Zoom application.



Figure 4 Student Consultation

The author summarizes the various activities that have been carried out by SD Presiden through the licensed Zoom application, to support the distance learning process.

Table 5. School Activities During the Pandemic of Coronavirus Academic Year 2020/2021

Grade	Date	Activities	Tools
I-VI	13-15 July 2020	MPLS	Licensed Zoom
I-VI	16-17 July 2020	Scouting Orientation	Licensed Zoom
I-VI	18 August 2020	RI 75th Anniversary Competition	Licensed Zoom
I-VI	9 October 2020	Students Report PTS1	JIBAS
I-VI	18 December 2020	Students Report PAS1	JIBAS
I-VI	1-5 February 2021	Book Week	Licensed Zoom
I-VI	19 February 2021	Chines New Year	Licensed Zoom
I-VI	31 March 2021	Students Report PTS2	JIBAS
VI	8-10 April 2021	Try Out 1	JIBAS and Licensed Zoom
VI	15-16 April 2021	Practical Exams	Licensed Zoom
VI	19-20 April 2021		
VI	28 April-4 May 2021	Try Out 2	JIBAS and Licensed Zoom
VI	17-22 May 2021	School Exams	JIBAS and Licensed Zoom
I-VI	25 June 2021	Students Report PAS2	JIBAS

Source: Author (2021)

Based on the data in Table 4 above, shows that all activities at SD Presiden in the 2020/2021 Academic Year during the pandemic of Coronavirus were carried out online through the licensed Zoom and JIBAS applications. JIBAS was established by President School. Based on the information listed on the page www.jibas.net of the JIBAS application, which can accommodate the interactions and activities of students, teachers, parents, colleges, foundations, government, and the general public in every aspect of education. This information system of school management supports school operations ranging from academics, finance, libraries, reporting, and interactions between teacher and student. The JIBAS application is a supporter of technology development at SD Presiden, but cannot be used for video conferencing yet. The following are examples of activities conducted by SD Presiden teachers through the licensed Zoom and JIBAS applications.



Figure 5. Students Examination
Try out of all students of Grade 6 through Zoom application and JIBAS
Source: Author (2012)



Figure 6 JIBAS Application
Main Screen of JIBAS by Cellphone
Source: Author (2012)

Based on Figure 6 above, it can be seen that all Grade 6 students are taking the exam, in which all students use 2 different devices. 1 device is used for the JIBAS application in solving exam questions, while 1 device is used for the Zoom application as control and supervision by the teacher towards all students in completing the given exam.

4. CONCLUSION

Based on the analysis that has been done, the use of the Zoom application at SD Presiden to support the distance learning process is running well. Not only is the distance learning process the main activity of the distance learning process, but other activities such as tutoring, student examinations, and school activities are also carried out using the Zoom application.

Recommendation

Analysis of the distance learning process can also be done on other applications that can be used such as Google Meet and Microsoft Teams. Case studies can be carried out at different levels of education such as junior high and high school.

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