

EFFECTIVENESS OF USING ZOOM IN CREATIVE BROADCAST MANAGEMENT LEARNING AT STIKOM INTERSTUDI

Akhdan Hadi Maulana^{1*}, Rahayu Surasmi²

¹⁻² Broadcasting, InterStudi College of Communication Sciences, Jakarta
E-mail: ¹⁾ akhdanhd11@gmail.com, ²⁾ surasmi294@gmail.com

Abstract

Communication and information have developed to date, starting from the agricultural technology era, the industrial era and the digitalization era. The aim of this research is to determine the effectiveness of using Zoom Meetings as a media platform in learning creative broadcast management courses for STIKOM Interstudi students majoring in broadcast class 2020. This research uses a qualitative descriptive approach and collects data through in-depth interviews. The concept used is adopted from Djamarah in Syatra (2013) to measure effectiveness in online learning with the indicators; a) the existence of clear learning objectives, b) lecturer's ability to manage the learning process, c) student involvement during the learning process, and d) student responses or responses. The results of this research explain that the use of the Zoom Meeting platform in learning Creative Broadcast Management is quite effective. Judging from the fact that the learning objectives are clear enough to be effective, the lecturer's ability to manage learning is also quite good, where the lecturer can master the learning material, students are also actively involved in the teaching and learning process so that there is feedback or response between the lecturer and students.

Keywords: *Creative Broadcast Management, Effectiveness, Learning, Zoom Meeting*

1. INTRODUCTION

The development of technology in life starts from simple processes in everyday life to the level of fulfilling satisfaction as individuals and social beings. From time to time, technological advances continue to develop, starting from the era of agricultural technology, the era of industrial technology, the era of information technology, and the era of communication and information technology (Sari, 2023). Digital technology here includes a variety of computer hardware and software, such as cell phones, web tools, application software, communications and storage services (Mohammadyari & Singh, 2015).

Basically technology is divided into two, namely, digital technology and analog technology. Data from the 2020 WEF Youth Survey shows that digital technology is being used more widely, increasing by 87%. This data appeared not long after the World Health Organization (WHO) officially declared the Corona virus a world pandemic on March 11 2020. Then, on March 2 2020, the President of the Republic of Indonesia informed the Indonesian people of the first case about the beginning of the spread of the Corona virus in Jakarta State Palace (Indonesia, 2021) Due to the pandemic, this infection has also disrupted all areas of work, especially education. One of the most crucial aspects of education has finally been impacted by the virus. For this reason, the Indonesian Ministry of Education, Culture, Research and Technology, Nadiem Anwar Makariem, has made a policy regarding teaching procedures during the crisis of the spread of the Corona virus (Kementerian Pendidikan, 2020).

Before the Corona virus pandemic phenomenon, Zoom Meetings were widely used by people to make their daily work easier, this is based on studies, namely, as many as

ten million people had used Zoom Meetings at the end of 2019 before the Corona virus spread widely (Wiederhold, 2020). Then this data was reinforced in a study report based on a survey of daily workers in America, before the pandemic as many as five percent of daily workers there had implemented Work From Home (WFH) using video conferences (Barrero et al., 2021).

During the pandemic, online learning has become a very useful and useful educational method for those who want to apply it (Agarwal & Dewan, 2020). An effective online learning process requires supporting facilities and infrastructure as well as ease in using broadcast media platforms so that students can easily understand the material well (Sirait & Kurnia, 2022). Online learning itself is a teaching and learning method that relies on internet services and is capable of access, connectivity, flexibility, and allows for various types of learning interactions (Moore et al., 2011).

Video broadcasting platforms such as Zoom Meeting are the right solution as facilities to support online learning methods. Zoom Meeting has several advantages compared to other applications, one of which is the potential of the technology to overcome space and time limitations, as well as providing flexibility for students in the learning process (Bawanti & Arifani, 2021). Based on a survey conducted by Logitech in June 2021, as many as 84% of people in Indonesia prefer the Zoom Meeting platform as a real-time long-distance communication medium, then ranked next followed by Google Meet, Microsoft Teams, Cisco Webex and GoToMeeting.

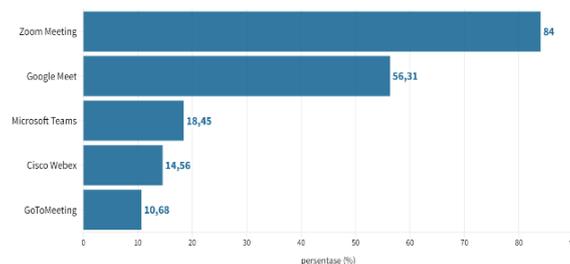


Figure 1. Logitech Survey Results Data, 2021

Zoom Meeting itself is a real time video conference application which is intended for virtual meeting processes and can communicate using the internet. In 2011, Eric Yuan as the founder founded Zoom Meeting in San Jose, California, United States. Zoom Meeting also has features that can be used to make high-quality video calls (NATA Connexindo, 2020). Zoom Meeting itself also has competitors like Skype, with advantages that are very suitable for individuals. However, Skype also has its weaknesses, where many users complain about its operations, including the conflict between the General Data Protection Regulation (GDPR) and the Cloud Act for users in Europe (Digital Guide IONOS., 2020).

In an online teaching and learning system, both educators and students must be proficient in using video broadcast platforms such as Zoom Meeting, and they must also understand the principles and aspects that can influence the effectiveness of learning with digital technology (Putrawangsa & Hasanah, 2018).

In accordance with government guidelines during the Corona virus pandemic, STIKOM Interstudi is an educational institution that also provides online education through the Interstudi academic website. The creative broadcast management course itself is a theoretical and mandatory course that discusses creative ideas for planning and

organizing to achieve certain goals in the broadcast department, study or research on online learning in general. However, it seems that there has been no research that discusses more specifically and in depth about one particular media such as the Zoom Meeting application which is used for online learning and specifically discusses online learning in certain education study programs and subjects (Khasanah & Syarifah, 2021).

From this statement, the researcher determined one course to be used as research material, especially the Creative Broadcast Management course. The formulation of the problem in this research is, how effective is the use of Zoom Meetings in learning in creative broadcast management courses? Then, from the problem formulation above, this study aims to determine the effectiveness of using Zoom Meeting as a media platform in learning creative broadcast management courses for STIKOM Interstudi students majoring in broadcast class 2020. In this research there are benefits such as theoretical benefits which are expected to provide knowledge broader understanding and understanding of the use of Zoom Meetings in online learning.

The first benefit for the author is to increase insight into the use of online learning methods in the world of education. Then for subsequent research, it can be used as a basis and reference source. Finally, for STIKOM Interstudi, it is hoped that it can become evaluation material in implementing online learning.

2. LITERATURE REVIEW

There are three previous studies regarding the effectiveness of online learning with Zoom Meetings. This previous research is also the basic reference for researchers for this study. From each study there are also similarities and differences.

One of the previous studies from Singaperbangsa University Karawang, Indonesia, is relevant to this research. Novita, Muhamad Taufik Bintang Kejora, and Akil conducted this research in 2021 with the title "Effectiveness of Using the Zoom Meeting Application in PAI Learning During the Covid-19 Pandemic". In this first research, there are similarities in measuring effectiveness by using Zoom Meetings as the medium, as well as using qualitative research methods. Then the difference is in the subject, namely SMPN 8 Pasawahan and the final results show that the teacher's delivery of the material was poorly prepared. The next study related to this comes from Tidar University in Magelang, Indonesia. With the title Effectiveness of Online Learning for Evaluation of Indonesian Language and Literature Teaching Courses during the Covid-19 Pandemic, Theresia Pinaka Ratna Ning Hapsari and Ade Safri Fitria conducted this research in 2020.

Furthermore, in this second research there are similarities in measuring effectiveness by using Zoom Meetings as the medium, as well as using qualitative research methods. Then the difference is in the subject, namely FKIP Untidar students and the final results show that the lecturers were less prepared in delivering the material. Then the latest research related to this research comes from ARS University Bandung, Indonesia. Made by Junita Monica and Dini Fitriawati, with the title "Effectiveness of Using the Zoom Application as an Online Learning Media for Students During the Covid-19 Pandemic". From this research, there are similarities in measuring effectiveness using Zoom Meetings as the medium, as well as using qualitative research methods. Then the difference is in the subject, namely students at ARS University Bandung, Indonesia.

2.1. Effectiveness Theory in Online Learning

According to Mardiasmo, the level of success of an organization in achieving its goals is measured by its effectiveness. An association is considered effective if it is able to achieve its goals (Mardiasmo, 2017). In this context, effectiveness serves as a key metric to determine whether an organization has achieved its goals or not. In other words, effectiveness is the extent to which a goal has been achieved. In the same way, lecturers and students work together to achieve the learning goals that have been determined during the learning process. Planned and limited interactions between teachers and students have useful learning purposes (Lanani, 2013).

Apart from that, the way lecturers and students interact with each other. is a communication method that can be interpreted as a forum used to convey statements and messages to students or vice versa. Collaboration is the stage of connecting one person who sends a message with another person as the recipient of the message. Good communication can create a positive relationship between the sender of the message and the recipient of the message (Musirin & Irwansyah, 2019). Understanding correspondence also requires an understanding of cooperation, as it serves as a “bridge” between people through sending and receiving messages as well as, giving importance to those messages (Hartono, 2016).

If you look at the importance of communication in the learning context, lecturers act as communicators because they have the task and role as leaders in the learning process, then lecturers act as liaisons between learning material and students, while students act as recipients of messages or communicants (Inah, 2015).

According to Djamarah in the book written by Syatra in 2013, it is stated that the effectiveness of learning can be assessed through four (4) indicators; First, the existence of clear learning objectives, which are the expected results of learning for students. The second indicator is the lecturer's ability to manage the learning process, including the ability to design, implement and evaluate learning. The third indicator is student involvement during the learning process, where students are involved in learning activities and interact actively with the material being studied. The fourth indicator is student response, where their response and participation in learning also contributes to their success in learning.

From these four indicators, it can be concluded that lecturers are expected to be able to carry out and manage learning well and accompanied by clear learning objectives so that students can interact actively, this can produce more effective results during learning (Syatra, 2013).

2.2. Using Zoom as an Online Learning Media

Online learning methods are teaching and learning methods that rely on internet services and have the ability to provide access, connectivity, flexibility and allow for various types of learning interactions (Moore et al., 2011). Zoom Meeting as an online learning media platform is a solution when a pandemic occurs. Zoom Meeting itself is a digital or online real time face to face video platform. Zoom Meeting itself was founded by former high-ranking officials at the Cisco Webex company which operates in the video conferencing sector.

In 2011, Eric Yuan as the founder founded Zoom Meeting in San Jose, California, United States. In general, Zoom Meeting has a function as a video audio conference medium for holding meetings, communicating between people virtually and conducting

online learning. Like platforms in general, Zoom Meeting also has advantages and disadvantages. Advantages of Zoom Meeting include that it can accommodate many participants, has many features that can be maximized during meetings and can be accessed via cellphone, computer and laptop.

Of the advantages of Zoom Meeting above, there are also disadvantages to this platform, such as consuming quite a lot of internet data, internet speed can affect the meeting time and the language selection is only available in English. Apart from the advantages and disadvantages of Zoom meetings, it has also been integrated with artificial intelligence, commonly known as Artificial Intelligence (AI), which is a new technical science that studies and develops theories, methods, technology and application systems to simulate, expand and expand human intelligence resources. . As an intelligent system, the core of artificial intelligence is the activity of various complex conditioned reflex neural network circuits formed through adaptive training through the learning process (Han, 2018).

There are features in Zoom Meeting that are integrated with Artificial Intelligence, such as smart recording, which can create a summary during the meeting regarding important information. Background noise, a feature that can reduce noise, by default this feature is active when using Zoom Meeting. The next feature is virtual background, which is a feature that can change the background according to the user's wishes. The use of Artificial Intelligence in Zoom Meetings has proven to be effective in carrying out the online learning process and Artificial Intelligence can also simplify and help students and educators in online learning (Amelia & Chusni, 2022).

Then learning by applying Artificial Intelligence has succeeded in increasing teachers' understanding and skills in managing and utilizing the Zoom Meeting platform as a distance learning medium (Rahadiantino et al., 2022). Other Artificial Intelligence features include users being able to create their own avatars, real-time translation and improving video quality in low light conditions.

Not only features that have embedded Artificial Intelligence, but Zoom Meeting itself also has many features created to support its users. The following are some of the features available, among others, Beauty Filter, Waiting Room, Breakout Rooms and Immersive View. These are some of the features in Zoom Meeting, these features and their functions can support the online meeting and learning process. Online learning has not been widely practiced in Indonesia because the learning model still requires face-to-face teaching. This online learning process is familiar to lecturers and students.

There are several prerequisites that must be met so that the online learning process runs smoothly. Among them are understanding the class and learning structure, positive interaction between lecturers and students, effective communication, and adequate use of digital technology (Firmansyah, 2021). When learning is done online, in the learning progress we need recommendations for the media to use, such as Zoom Meetings.

2.3. Creative Broadcast Management

One of the requirements for the undergraduate broadcast program at STIKOM Interstudi is the Creative Broadcast Management (CBM) course. In this course, students learn how broadcast media can involve planning, organizing, directing and monitoring, as well as how broadcast media should apply management principles to achieve goals. This aim is to be able to compete fairly with other broadcast media by meeting the needs of society as a whole and the expectations of owners and shareholders. Therefore, the

Creative Broadcast Management course is needed by STIKOM Interstudi so that undergraduate broadcast students can apply the values taught by lecturers in the world of work.

Achievement relies on the principle of human quality at three basic supporting points but must be accompanied by the pioneering capacity of transmission media. As a result, effective management is required. Then, coordinating the use of human abilities to achieve the goals of an institution through planning, organizing, influencing and controlling. Then, according to Morrison, this scope can be explained starting from the idea of management, which includes planning, organizing, influencing and controlling the use of human and material resources to achieve organizational goals (Morissan, 2015).

Other topics include the meaning of management and its functions, such as planning, organizing, directing and controlling, as well as how broadcast media should practice management to achieve their goals. Broadcast media goals are one part of the planning process, as are plans and strategies to achieve these goals. After that, the organization of broadcast management includes two aspects, namely, departmentalization and division. For example, in a broadcast station there is something called a program department which has news and production staff. The structural design of TV stations mostly lacks precise norms. The contrast in structural design between stations is caused by the contrast in the business scale or size of the TV station (Morissan, 2015).

The obligation to run a TV station is held by the broadcasting board from the most important downwards and the people involved during the work, for example the editor, creative team, production staff and news staff. Direction and supervision should be emphasized in an effort to inspire enthusiasm to perform their duties effectively, such as the ability to complete work accurately and the ability to choose appropriate goals.

These things are of course an effort to manage broadcast media to achieve its goal of being able to compete with other broadcast media. From the Creative Broadcast Management material which has been presented as teaching material for lecturers for one semester which includes management and broadcast media, then the source above is from a book published by Ghalia Indonesia written by (Morissan, 2015) with the title "Communication Theory of Communicators, Messages, Conversations , and Relationships (Interpersonal)".

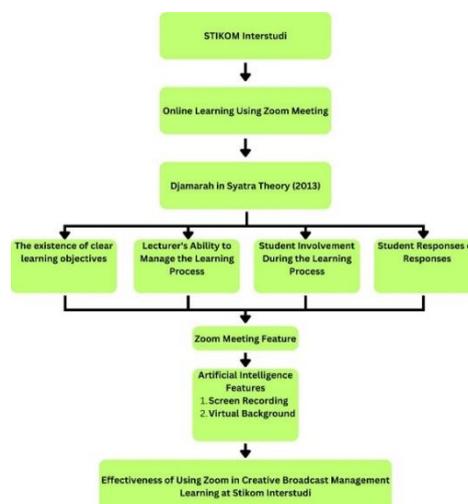


Figure 2. Framework

3. RESEARCH METHODS

This research uses a descriptive qualitative approach, as stated by Sugiyono, namely, this descriptive qualitative research is based on the philosophy of postpositivism, usually this type of research is generally used to observe natural objective conditions and the researcher is the main instrument which is useful for searching, retrieving and analyzing data in this study (Sugiyono, 2017). Then this research uses the constructivism paradigm, which is the continued impact of the development of information in seeing reality obtained through individual reasoning abilities. This paradigm means relying on the point of view of sources related to the research (Sondak et al., 2019).

The method in this research is an effort to obtain development and also assess the validity/authenticity of knowledge through scientific stages. A research must use a method that is measurable and adequate. This research is a descriptive and qualitative research in which data is written in the form of words or interpretations symbolized by pictures or photos (Adrianjara & Andrini, 2022). As a data collection technique, this research uses in-depth interviews and observation. In-depth interviews are used to collect comprehensive information about respondents attitudes, knowledge and views on the research being conducted (Fatimah & Hadi, 2022).

Interviews were conducted with five sources, represented as key informants were Mr. Baskoro as a lecturer in the Creative Broadcast Management course and one student named Lidya who took the course, while the support informants were represented by one person who took Creative Broadcast Management, namely Fitri and Dua Another outsider is Mr. Fauzi who is a lecturer outside the Creative Broadcast Management course and Obi is a senior who has also attended the Creative Broadcast Management course. In this research, observations were made of the online learning process in the Creative Broadcast Management course, which was based on four indicators in the theory according to Djamarah in the book by Syatra. This observation aims to collect the data needed in this research carefully and accurately.

Then in processing qualitative data using the Mails & Huberman theory in the book by Sugiyono with four stages, namely, the first is data collection, which is the stage of collecting data by observation and interviews. The second stage is data reduction, selecting and focusing on what is important and summarizing the main data. The third stage is data presentation, which is often used in presenting data in qualitative research with narrative text, for this, measuring tools such as interview and observation guides are needed. The fourth stage is drawing conclusions, conclusions can be drawn from the data obtained from the start. The conclusion is still very gray and doubtful at first, but with increasing data the conclusion will become more complete until finally the final conclusion is reached (Sugiyono, 2017).

The data validity technique uses data triangulation, which is a research technique that aims to produce valid and accurate conclusions by combining data from several sources or methods. Several types of triangulation include triangulation of sources, time, theory, researchers, and methods. In this research, researchers used a triangulation method by combining two data collection techniques, namely interviews and observation. Through the use of this technique, researchers can verify the correctness of the subject's answers by checking the validity of the empirical data obtained from each data collection technique and the resulting research results will be more complete and in-depth in explaining the subject under study (Prastiwi & Suratno, 2020).

4. RESULTS AND DISCUSSION

The results of the research that will be presented here are regarding the results of using Zoom Meetings in the Creative Broadcast Management course at STIKOM Interstudi, in order to foster effectiveness during online learning between lecturers teaching the Creative Broadcast Management course and students who are taking the course. Referring to the conceptual framework above, there are four indicators to support effective online learning, namely; a). the existence of clear learning objectives, b). lecturer's ability to manage the learning process, c). student involvement during the learning process and d). student responses or responses.

A). The existence of clear learning objectives. In this first indicator, the lecturer's presence in starting the online learning process was good in preparation and the students' participation was quite enthusiastic in online learning via Zoom Meeting. Next, the lecturer delivered the material more thoroughly, including explaining the important points carefully. In fact, lecturers also provide material books that students can read if there is still something they don't understand. As stated by key informant Lidya and support informant Fitri as follows:

The lecturer's delivery of material is structured and clear, with lecture schedules on time, so that the lecturer does not experience delays or arrives too early, which ultimately creates a more productive and efficient learning environment for students. Then the material explained is not only delivered through a presentation containing points, but is also accompanied by a material book given by the lecturer to the students to enable them to re-read the material that has been explained (key informant Lidya and support informant Fitri, 2023).

Even though the material was delivered well, it should be noted that there are some students who still experience delays in their attendance. It is unfortunate that this delay was caused by several technical obstacles faced by some students, such as slow and unstable internet connections, which had a direct impact on students being able to access online lectures smoothly. This is as stated by key informants Mr. Baskoro and Lidya below:

Some students often do not arrive on time for every online meeting because they are hampered by an unstable signal. Sometimes, these obstacles mean that some students do not arrive on time to take part in online learning in full (key informant Mr. Baskoro and Lidya, 2023).



Figure 3. Personal Documentation

B). Lecturer's ability to manage the learning process. In this indicator, lecturers can manage it quite well, this can be seen when the lecturer has prepared the material to be taught. Then the lecturer also conveys the material quite well and clearly to the students and if a student asks about the material, the lecturer quickly explains the material being

asked about in detail. This is in accordance with the results of the following interview with key informant Lidya:

The lecturer also provides a very detailed explanation regarding how to answer the questions asked by each student, so that students have a deep understanding of the material being taught (key informant Lidya, 2023).

In the online learning process, lecturers must be able to attract attention, such as asking lots of questions in between delivering material to students, so that both of them can always be active and the class looks more lively. Then on the other hand, there needs to be interest from students regarding their courses or towards their lecturers, then the use of gimmicks or methods that are unique to the lecturer himself can also make students more enthusiastic about asking questions, starting discussions and following online learning to completion. This explanation is in accordance with the results of the following interview with outsider informant Mr. Fauzi:

The way to increase student interest is to use methods that attract their attention. Then lecturers also need to increase attractiveness and interactivity in delivering material, as well as considering the use of special methods or strategies that can encourage students to actively participate in discussions and convey their opinions (outsider informant Mr. Fauzi, 2023).

C). Student involvement during the learning process. In this indicator, many students are actively involved in online learning by participating in question and answer sessions and providing responses to the material presented, because this activity is a plus point. Students also play an active role in the learning process by asking relevant questions and providing responses to the material being taught. This is in accordance with the following interview with key informant Mr. Baskoro:

Students participate actively because this involvement is one of the assessment components. When they are not active, this can have an impact on achieving less than optimal grades. Every time students are involved in interactive activities they have the opportunity to get better assessments (key informant Mr. Baskoro, 2023).

However, students' interest in expressing opinions, asking questions and discussing in Zoom Meetings is still lacking. Because there are problems with accessing Zoom Meetings which are not yet premium (paid), you could say that the Zoom Meetings used are still free so students have limited time when talking or just responding. Then incompatible devices, limited time when talking and internet signal problems are problems that often become obstacles when providing feedback from students to lecturers who teach. This is in accordance with the following interview with support informant Fitri and outsider informant Mr. Fauzi:

Sometimes, there are other technical problems in using Zoom Meeting, where the learning material has not been completed but the Zoom Meeting session has ended, especially in the free version. This requires students to rejoin a new session. Then the device version must be compatible and when asking or giving feedback it cannot be done directly and must be done alternately because the time available is limited (support informant Fitri and outsider informant Mr. Fauzi, 2023).

D). Student responses or responses. In this indicator, the interaction between lecturers and students is very active and goes well. Many students actively ask questions, and lecturers responsively accept questions and responses from students. This creates a learning environment that is rich in interaction and allows for a deep exchange of

understanding between lecturers and students. This is in accordance with the following interview with outsider informant Mr. Fauzi:

The online learning process went smoothly, with positive participation from students. Students also demonstrate the ability to understand and receive learning material well. They are also responsive to the material provided (outsider informant Mr. Fauzi, 2023).



Figure 4. Personal Documentation

This chapter also discusses a little about Artificial Intelligence (AI) features in supporting more effective online learning. The use of AI features is also an important factor for every lecturer and student in supporting the online learning process, especially Artificial Intelligence features such as screen recording, however this AI feature is still rarely used. This is in accordance with the following interview with support informant Fitri and outsider informant Mr. Fauzi:

This feature is inconsistent in its use, such as the use of screen recording which appears to be rarely used. This shows that the use of these features tends not to be very common or consistently used in the online learning process (support informant Fitri and outsider informant Mr. Fauzi, 2023).

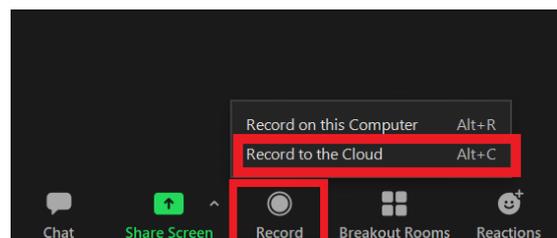


Figure 5. Zoom Meeting Screen Recording feature

The next AI feature is Virtual Background, this feature is most often used by users in the online learning process, because this feature can increase a positive learning mood for students and lecturers. This is in accordance with the following interview with outsider informant Obi:

With the current virtual background feature, students and lecturers can create a more positive atmosphere, and can increase their motivation in participating in the online learning process (outsider informant Obi, 2023).



Figure 6. Virtual Background Zoom Meeting feature

5. CONCLUSION

Online learning in the Creative Broadcast Management course uses the Zoom Meeting platform, starting from the fact that the learning objectives are clear enough to be effective, the lecturer's ability to manage learning is also quite good, where the lecturer can master the learning material and provide modules to read again. Students are also actively involved in the teaching and learning process so that feedback or response occurs between lecturers and students.

For this reason, it is in accordance with Djamarah's concept in Syatra (2013) by focusing on four indicators to measure effectiveness in online learning, namely; a). the existence of clear learning objectives, b). lecturer's ability to manage the learning process, c). student involvement during the learning process and d). student responses or responses. So the online learning process using Zoom Meetings in the Creative Broadcast Management course can be said to be effective. The next fact is that in a little discussion about AI, namely, lecturers and students have not fully used AI, because AI features are not used very consistently in the online learning process.

Then there are obstacles experienced by students and lecturers in online learning, such as an unstable internet network, devices that are not yet compatible and Zoom Meeting access that is not yet premium, which causes communication between lecturers and students to be hampered. To improve online learning, solutions are needed to overcome technical obstacles together in encouraging student participation and ensuring premium access to Zoom Meetings or using a good internet provider, so as not to be constrained by network and time constraints. Lecturers as educators also need to continue to innovate with more interesting teaching methods to increase involvement and build interaction between students and lecturers, even though online learning only complements and does not replace offline learning, it is hoped that in the future the effectiveness of online learning can be achieved maximum.

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