

Development of Communication Skills for Trilogi University Students Through Online Learning using the Zoom Application with the Media Wheel of Names

Febrianti Yuli Satriyani* and Benny Pasaribu

Faculty of Business Economics and Humanities, Trilogi University Jakarta, Indonesia

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Abstract

This study aims to explain the online learning process by applying the zoom application with the wheel of names media in class action research courses, so as to develop communication skills for students of the Trilogi University in Elementary School Teacher Education Study Program. This study uses a type of classroom action research from Kemmis and Mc Taggart. The research was conducted in two cycles, each cycle consisting of four stages, namely planning, implementing actions, observing and reflecting. In the second cycle, innovation was carried out in the form of applying the media wheel of names to learning. The results of the study show that the level of student activity in carrying out discussions in learning activities is above 90% of the total number of students present. This certainly affects the improvement of the quality of learning outcomes related to students' knowledge and understanding of the material. This is evident from, (1) an increase in the number of students who activated the camera during the learning process from 5 to 11 people, an increase in students who answered quizzes, from 5 to 14 people and all 14 students could provide conclusions in the form of understanding the material that had been studied with smooth and confident. In addition, the results of the questionnaire also showed that 100% or a number of 14 students said they enjoyed learning using the wheel of names media. They said they wanted to learn with the media. According to them, using the media can help them to more easily understand the material being studied, as well as increase their confidence in speaking.

Keywords: Communication Skills, Online Learning, Wheel of Names

Introduction

At present the quality of human resources that is needed is those who have two skills, namely soft skills and hard skills. Both are important and needed, but soft skills play a more important and urgent role. Soft skills are personal skills, namely special skills that are non-technical, intangible and are personality traits that determine a person's strengths as a leader, good listener, negotiator and conflict mediator. Soft skills can also be said as interpersonal skills as the ability to communicate and work together in a group (Neila, 2009). Soft skills are personal and interpersonal behavior that can develop and maximize human performance through training, developing teamwork, initiatives, and other decision making (Ministry of Education and culture, 2008).

Quoting from the educational in kompas.com wrote, "in the era of the industrial revolution 4.0 towards 5.0, the Directorate General of Higher Education, Ministry of Education and Culture stated that soft skills are the basic capital for university graduates to compete in the global arena and live their lives in the future.

According to the Directorate General of Higher Education on its Instagram page, there are five types of soft skills that are urgently needed by the industrial world in the coming era, namely, (1) public speaking (skills to speak in public), (2) problem solving and analytical thinking (ability to think critically and analytically and solve problems), (3) time management (ability to manage time), (4) creativity and (5) the ability to collaborate with the environment and have flexibility.

Currently Indonesia is experiencing an outbreak of the Covid-19 Virus, thus making significant changes in various aspects. One of them is in the world of education. Initially learning was carried out offline by meeting in person face to face and currently it is carried out online. The online learning usually through various educational platforms such as zoom, google meet, SIAKAD forum, moodle, etc.

The learning process carried out certainly greatly influences the output and outcome of learning. Online learning is also something new in higher education, including Trilogi University. Lecturers are required to know and be able to use technology, as well as adapt to new changes, one of which is teaching online with various available tools and platforms and can support learning activities.

*Corresponding author's ORCID ID: 0000-0000-0000-0000
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During the Covid-19 pandemic, learning was carried out online. Lecturers use the zoom online meeting platform and the SIAKAD forum as media in online learning that accommodates the teaching and learning process. When using zoom, the researcher often uses the breakout room menu to condition students to be active and think critically to solve problems or tasks given through a discussion process in small groups.

Based on the results of a preliminary study that the researchers conducted on students of the Elementary School Teacher Education Study Program (PGSD Study Program) in first semester during online learning in the Learning Strategy course through the observation method on October 7 and 14, 2022, data obtained that, (1) only 15 of the 40 students who were active and dared to express questions, opinions and answer the lecturer's questions and discussions during the learning activities, (2) during the break out room session (students were put in separate rooms and were set to discuss with friends in their groups. 85% students look enthusiastic and 100% of students dare to express their opinions, and (3) the results of student presentations after discussing in small rooms seem weightier and they look more expressive and encourage each other and complement the presentation of group members.

This was also supported by the results of the lecturer's interview with students on October 7 and 14 regarding the media and learning method he preferred. The data obtained are as follows, (1) 90% of the 40 students stated that they preferred to discuss in small groups after the presentation of material by the lecturer in the main room, (2) 95% of students stated that they were more confident in conveying their ideas and thoughts when discussing in small groups during break out room sessions, and (3) 95% of students stated that the learning process by discussing in small groups really helped them get to know their classmates. In addition, students also stated that they enjoyed learning using interesting media and made them active in the learning process.

Based on the results of this preliminary study, we can conclude that learning, which is currently carried out online, is certainly one of the paradigms for the world of education, one of which is higher education. Not all teaching staff have sufficient capacity and competence to adapt to online learning based on technological developments. This certainly has an impact on the quality of the learning process activities carried out, so of course it also has an impact on the quality of the output of student graduates. Based on the description above, the researcher feels it is important to conduct research with the title **"Development of Communication Skills for Trilogi University Students in Online Learning Using the Zoom Application with Media Wheel of Names "**

Formulation of the Problem

Based on the background above, the problem formulation of this research is:

1. What are the efforts to develop communication skills for students in Trilogi University in online learning using the zoom application with the media wheel of names?
2. How could the implementation of the zoom application with the media wheel of names in online learning increase the spirit of collaboration and communication skills of students in Trilogi University?

Research purposes

This research aims to:

1. Explains efforts to develop communication skills for students in Trilogi University in online learning using the zoom application with the media wheel of names.
2. Explaining that the implementation of the zoom application with the media wheel of names in online learning can improve the spirit of collaboration and communication skills of students in Trilogi University.

Research methods

This study uses a type of classroom action research with the model from Kemmis and Mc Taggart (1998). In the Kemmis and Mc Taggart models, one cycle consists of 4 stages, namely planning, implementing actions, observing and reflecting.

The research was conducted in two cycles, until there was an increase in student learning outcomes. This research was conducted at Trilogi University, Jakarta, especially in online learning. The research subjects in this study were 14 students in Elementary School Teacher Education Study Program, Trilogi University, they are consisting of 2 boys and 12 girls. This research was conducted in Classroom Action Research courses.

The first cycle was carried out with the following stages:

- (1) identifying problems, that is, researchers observing online learning activities and analyzing various problems and obstacles that have been faced so far;
- (2) examining the field, that is, researchers observing problems during learning activities, to find out problems that have been previously identified. Researchers keep records of events that occur in the field;
- (3) action planning, that is, after the researcher knows the essence of the problem that occurs, the researcher plans action in the hope that the problem can be solved and can improve the quality of learning;
- (4) implementation of actions, namely the application of online learning using zoom with the wheel of names media;
- (5) observations made to observe the implementation of actions that are being and have been implemented;
- (6) reflection, that is, looking at the temporary results of implementing online learning with the zoom platform and media wheel of names in an effort to develop student communication skills.

Then the planning revision was carried out and the second cycle was carried out with the same stages in the first cycle with a new plan that was more appropriate and innovative. Data collection techniques are carried out by observation, interview, value taking, and documentation methods.

Results and Discussion

The implementation of online learning using the zoom application in the Classroom Action Research course with the wheel of names media has been running smoothly. As we all know that in the current era, Indonesia is still implementing hybrid-based learning, namely online and offline due to the Covid-19 pandemic situation. At Trilogi University, 60% by online and 40% by offline learning is currently implemented.

During offline learning students look active and enthusiastic. 80% of the 14 students look interactive and communicative when the lecturer asks questions and quizzes. However, at the third meeting, when the learning activities were carried out online, the students seemed less enthusiastic. So that makes researchers interested in applying methods and media that can support students to be actively involved in a fun learning process. The researcher carried out the planning by paying attention to the tendency of students' multiple intelligences which consisted of linguistics, logical-mathematical, visual-spatial, interpersonal, intrapersonal, musical, kinesthetic, naturalist, and existential. All humans have nine types of intelligence, but there are only 1-3 types of intelligence that stand out in every human being. Based on observations of 7th semester students, most students tend to have linguistic and musical intelligence.

In the first cycle, learning was carried out by applying lecture and presentation methods. The media used is power point. The description of teaching and learning activities in cycle 1 is as follows:

Cycle One (I)

Cycle one was held in a meeting with 2 hours of lessons (100 minutes). On Tuesday, October 23, 2022. The researcher carried out cycle one by making an action plan, while the details are as follows:

a. Planning

The planning carried out in the first cycle was arranged systematically by preparing several learning tools, which consisted of: lecture contracts, lesson plan (RPS), teaching resources and materials, power point learning media, observation sheets, open instruments (questions and answers), journals learning activities, and assessment questionnaires. The lesson plan is used as a reference in online lecture activities with zoom.

b. Implementation

At the beginning of the activity the researcher greeted, asked how they were doing and then invited students to do ice breaking by singing the song of the right and left fingers. The researcher conveyed the lesson plan and agreed on the lecture system. Next, the researcher explained the material about the Basic Concepts and Principles of Classroom Action Research. Researchers also use power point media as an auxiliary medium in conveying information and lecture materials.

When the researcher explained using the lecture method using power point media, 10 out of 14 students did not activate the camera. There were only 5 students who were actively involved in learning activities when the researchers conducted discussion and question and answer sessions on the sidelines explaining the material. At the end of the learning session the researcher gave a quiz, and only 5 students actively answered correctly. The other students were still passive and did not activate the camera until the lesson ended.

The development of collaboration between lecturers and students has occurred, through discussions and questions and answers on the sidelines when lecturers explain and during quizzes. However, not all students are actively involved in collaborating and communicating with lecturers during learning activities.

Students' communication skills have also developed, through the process of observing, asking, discussing and answering questions. However, only 5 out of 14 or 36% of students are active in the process.

c. Observation

At this implementation stage the researcher made observations on the development of student communication skills through indicators of attention, motivation and response, as well as student activity in learning activities. The conclusion from the observation results is that not all students are aware of the importance of actively participating in lecture activities to listen, pay attention and provide feedback, ideas, and express opinions, questions and objections. There were only 5 out of 14 or 36% of students who seemed active in class discussions, and activated their cameras during the learning process.

The development of collaboration between lecturers and students has been seen through a process of communication, dialogue, discussion and question and answer. Students' communication skills also develop through quizzes, but not all students do this.

d. Reflection

In first cycle, deficiencies were found, namely, the lack of activity of all students in lecture activities. In addition, the learning outcomes also appear to be less than optimal, only 5 people are actively involved in discussion activities and 4 out of 14 students activate the camera. From this explanation, the researcher felt the need to carry out

cycle two in order to get more optimal results. The results obtained and the problems that arose in the implementation of the action were used as a basis for re-planning the second cycle.

Cycle Two (II)

The second Cycle was held in a meeting with 100 minutes. On Tuesday, September 6TH 2018. To anticipate deficiencies in cycle first, the researcher really prepared for the implementation of cycle two by making plans for action, so that the mistakes that occurred in first cycle were not repeated in cycle two.

a. Planning

The planning carried out in the first cycle was arranged systematically by preparing several learning tools, including: lecture contracts, lesson plan, teaching materials, observation sheets, open instruments (questions and answers), activity journals, and assessment questionnaires. The lesson is used as a reference in lecture activities. Researchers also make multimedia using the wheel of names application. The researcher made two wheel of names pages consisting of the names of all students to cross check student understanding at the end of the learning session. In addition, the researchers also created questions that were packaged in an attractive way with a colorful wheel of names application, with motion and an encouraging song for each question that appeared on the screen.

b. Implementation

At the beginning of the activity the researcher greeted, asked how they were doing and then invited students to do an ice breaking "singing the song of the right and left fingers". Furthermore, the researcher gave a quiz related to the material that had been studied last week, namely about the Basic Concepts and Principles of Classroom Action Research. 8 out of 14 students answered the questions correctly. Furthermore, the researcher explained the material again using power point media for approximately 25 minutes. The documentations of this event are:

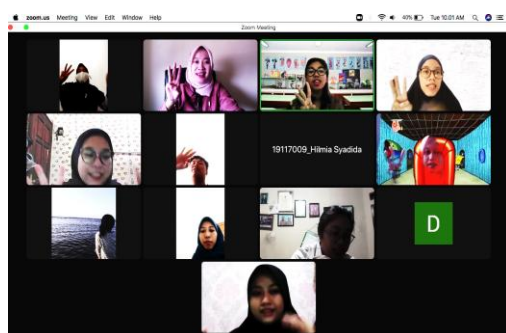


Figure 1.1 Opening activities with ice breaking

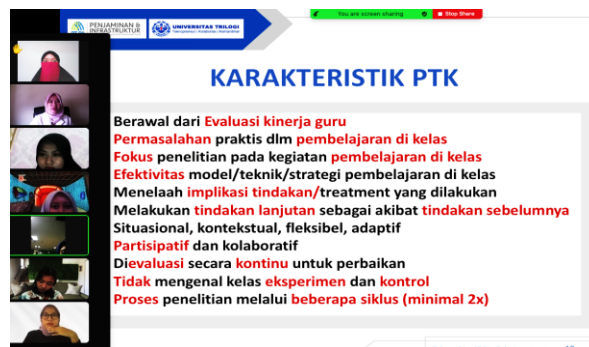


Figure 1.2 Lecture activities using power point media

After the researcher explained using power point media, then students were given a quiz using wheel of names media. The media is in the form of a spin ring, or a circular dartboard that can be rotated. The media is also colorful (red, yellow, green and blue), so that it is more visually appealing, besides that the media is also equipped with hip hop music when it is played and clap hands at the end of each question that appears. The researcher conducted a quiz activity in several steps, namely:

1. Explaining the quiz rules with the media wheel of names;
2. The researcher rotates the questions on the wheel of names board;
3. Questions will appear on the screen;
4. Students who want to answer press the raise hand sign;
5. The researcher will appoint the first student to raise hand;
6. If the answer is correct, then proceed to the next question;
7. If the answer is not correct, the researcher will appoint another student who has raised their hand to complete and add to the answer;
8. Reflections and conclusions from researchers and students about the answers to all questions.

During the quiz activity, it was seen that 10 out of 14 students activated the camera. An increase of 100%, from initially only 5 students activated the camera in first cycle. Students seemed active and more enthusiastic in carrying out learning activities. At every question there are always students who raise their hand and are enthusiastic to answer. Students who were initially not on camera, became on camera and looked excited. Here's the documentation:



Figure 1.3 Technical explanation of implementation



Figure 1.4 The implementation of the quiz with the media wheel of names



Figure 1.5 The implementation of the quiz with the media wheel of names

In the next stage, confirmation is carried out to determine the quality of student understanding regarding the material that has been studied. The researcher again applies the media wheel of names by entering the names of all students into the media. Each name that appears then conveys a conclusion from the material that has been understood in the learning process. In the delivery of answers, it was seen that students' understanding was increasing and they communicated their answers more confidently and enthusiastically. The following is supporting documentation of learning activities:

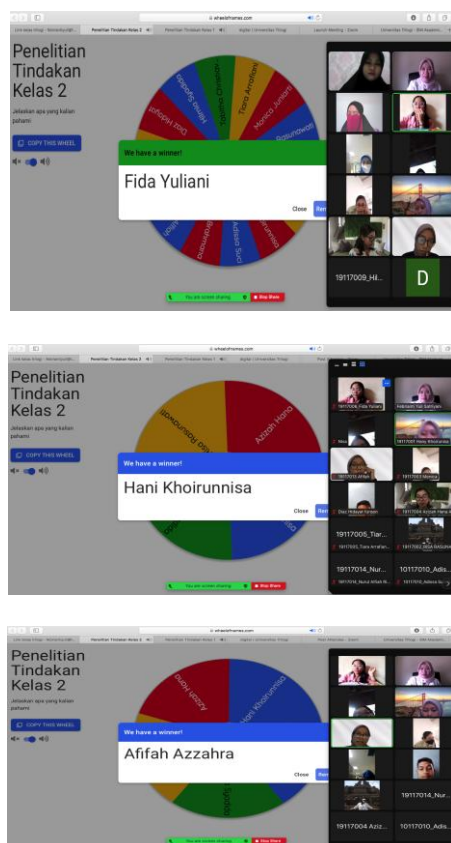


Figure 1.6 Delivery of conclusions from each student

Furthermore, the researcher provided feedback in the form of a google form related to testimonials and things that were felt by students while learning to use the wheel of names media. The description of the data is as follows: (1) 100% of respondents stated that they liked learning using the media wheel of names, (2) 100% of students stated that it was helped to understand the material more easily and was more excited by using the media wheel of names, and (3) 100% of respondents stated that they wanted to learn by using the media wheel of names again.

From the learning process as a whole, starting from discussions, quizzes, students convey their understanding of the material which is proven to increase student collaboration with lecturers. Besides that, of course, it can improve student communication skills through the process of listening, writing and speaking. This makes students more confident and active in communicating their ideas and understanding related to the material being studied.

c. Observation

At the implementation stage, researchers made observations of students' attention, activeness and responses in learning activities, as well as student learning outcomes. The conclusion from the observations is that there has been an increase in the number of students who want to study, are aware of the importance of actively participating in lecture activities to listen, pay attention and provide feedback, ideas, and express opinions, questions and answers to the quiz questions given, along with conclusions about understanding material that has been studied.

The level of student activity in carrying out discussions in learning activities is above 90% of the total number of students present. This certainly affects the improvement of the quality of learning outcomes related to students' knowledge and understanding of the material. This is evident from, (1) an increase in the number of students who activated the camera during the learning process from 5 to 11 people, an increase in students who answered quizzes, from 5 to 14 people and all 14 students could conclude understanding of the material that had been studied smoothly and confident.

In addition, the results of the questionnaire also showed that 100% or a number of 14 students said they enjoyed learning using the wheel of names media. They said they wanted to learn with the media. According to them, the use of the media can help them to more easily understand the material being studied.

Using the media wheel of names can improve student communication skills, because all students must be actively involved in learning. Their communication skills develop through activities to answer quiz questions, discuss and draw appropriate conclusions. In addition, all students are also required to express their understanding of the material being studied, thus making them obliged

to speak, learn to organize words into complete sentences and interact with researchers and fellow students. Even though learning is carried out online.

The use of this media has also been proven to increase the spirit of collaboration between students and lecturers as well as researchers. There has been two-way communication and interaction in the learning process. Students look more active and more confident in communicating with lecturers, as well as expressing their understanding, thoughts and curiosity.

d. Reflection

In the second cycle there were several improvements and improvements in the process and learning outcomes. The development of communication skills for Trilogi University students, especially from the Elementary School Teacher Education Study Program in online learning using the zoom application with the media wheel of names runs smoothly with optimal results. The development of student communication skills is carried out by motivating students to be able to answer quiz questions, by providing material in the form of explanations of concepts from lecturers using power point media. Furthermore, students are asked to answer quizzes and are given point values if they actively answer questions. In addition, conclusions were also made with the correct answers from the quiz at the end of the current quiz session.

In the second session students are conditioned to develop their communication skills. This activity is carried out through the delivery of understanding of the material by students in turn by using the wheel of names media. Student names appear randomly on the screen, and they share their understanding for approximately 10 minutes per student.

In these two sessions, it was seen that students were more eager to be involved in learning activities. Student self-confidence seems to increase. 100% of the 14 students activated the camera when answering questions or when it was their turn to convey their understanding. They look enthusiastic and more cheerful during learning. Students who are usually less active and responsive in class become more actively involved in learning activities. Learning activities in the second cycle are more directed at meaningful learning processes. Lecturers and researchers act as planners and implementers of learning activities as well as research. Researchers also become facilitators and motivators in learning activities. Students are conditioned to actively express opinions, answers, questions, and conclusions from their understanding during the learning process.

The level of student interaction increases, the interaction of lecturers as researchers as well as facilitators, motivators and creators in learning with students also increases. From these results the researcher felt that there was no need to hold a third cycle as an improvement, because students had met the minimum

limits of learning outcomes and competencies they had to achieve.

4. 2 Data Analysis

Research course by implementing the media wheel of names with the online zoom meeting application. Students are actively involved and constructivist in thinking and conveying ideas verbally to researchers. This is in accordance with the opinion of Effendy: 2015), communication is the process of conveying a message by someone to another to inform or to change attitudes and behavior, either directly orally, or indirectly through the media.

Through the process of communication in discussion activities, question and answer, quizzes, and submission of conclusions from the understanding possessed by students. This has been proven to work effectively to develop the communication skill abilities of 7th semester students of the Elementary School Teacher Education Study Program. In this process there has been two-way communication, both from lecturers to students and from students to students. This is in line with Harold Laswell's thoughts in his work *The Structure and Function of Communication in Society* (Effendy: 2009), Laswell said that a good way to explain communication is to answer the following questions: Who Says What In Which Channel To Whom With What Effect?. This shows that communication can change a person's attitude if the communication runs effectively by fulfilling the five elements, namely the communicator, message, media, communicant, and effect. So according to Laswell, communication is the process of conveying messages by communicators to communicants through media that cause certain effects.

In addition to communication skills, the aspect that is being developed is the spirit of student collaboration. This development was carried out by efforts to increase the communication interaction of researchers and students through discussion activities, feedback from students and lecturers in turn to complement each other's concepts and ideas. Researchers act as planners, executors, facilitators and motivators in the learning process. This is in line with Nawawi's thoughts (2019) which states that collaboration is an exchange of views or ideas that provide perspective to all collaborators or parties involved. The effectiveness of the relationship between professional collaborators requires mutual respect whether agreement or disagreement is achieved in the interaction. Collaborative partnerships are a good business because they produce the expected outcomes.

The following is table 4.1 of the results of the achievements in cycles I and II, where an increase in learning outcomes was found in cycle II:

Table 4.1 Comparison of Success Indicators in Cycles I and II

Variable	Variable component	Indicator	Achievement	
			Cycle I	Cycle II
Collaboration	Activity	1. Follow the instructions from the Lecturer	70%	100%
		2. Actively collaborate in discussion activities	40%	100%
Communications Skills	Feeling happy	1. Attend Lectures	70%	100%
		2. Activate the camera	36%	100%
		3. Have a discussion	36%	80%
	Attention	1. Take Serious Learning	40%	85%
		2. Give great attention to learning activities	40%	90%
		3. Focus and concentrate during learning activities	40%	80%
	Communicative activity	1. Ask when it's not clear	20%	70%
		2. Answer the question	50%	100%
		3. Give feedback	36%	80%
		4. Summarize the subject matter	36%	100%
		5. Actively seek other learning resources	50%	80%

The conclusion in the table above is that all aspects of developing the spirit of collaboration and communication skills of students have increased from cycle I to cycle II. This proves that a series of learning activities in cycle II have shown good results and have implemented the media wheel of names in the learning process of class action courses for seventh semester students of the Trilogi University Elementary School Teacher Education Study Program proven to be effective and contribute to achieving quality learning outcomes. the good one.

Conclusion

The conclusions of this study are:

1. The process of developing the wheel of names learning media ran smoothly, the researcher made the media in two forms, namely the first contains pre-test and post-test questions and the second is the names of all students. The media is colorful and equipped with hip hop music to make learning more enthusiastic.
2. The learning process by applying the media wheel of names runs smoothly and can develop the communication skills of Trilogi University PGSD Study Program students in online learning using the zoom application through quiz sessions, in which students answer questions and present their understanding conclusions at the end of the learning session.

Suggestion

Based on the conclusions above, the suggestions for this research for the parties include:

1. Other researchers have developed research by applying the media wheel of names to other subjects, because the media has proven effective in increasing the spirit of collaboration and communication skills of students.

2. Students, continue to be enthusiastic about learning, active, confident, innovating and trying to achieve the best results in every learning activity.

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