

Use of the "Breakout" Zoom Feature for Discussion Rooms at Electronic Project-Based Learning

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ABSTRACT

This study aims to determine the benefits of using the Zoom breakout feature in synchronous learning during the covid-19 pandemic. The design of this research is survey research. The total population is 100 respondents. There are some qualifications and academic background before conducting the survey. They have learned by using the help of the Zoom breakout feature in synchronous learning during the covid-19 pandemic. The sample of this research is 50 respondents. The total percentage of student activity ratings for participating in synchronous learning is 69.98%. it's in the "agree category". This category shows the respondents' interest in the synchronous learning process. Based on the overall mean is 2.82 and the standard deviation is 0.54. Respondents agreed that they had participated in learning using the breakout zoom feature synchronously in the learning process. This means that students feel helped by the breakout feature as a substitute for groups in offline discussions.

Keywords: *breakout, zoom, feature, electronic project based learning, discussion room.*

1. INTRODUCTION

All sectors are feeling the impact of the corona. The world of education is one of them [1, 2]. Judging from the surrounding events, both students and parents of students who do not have mobile phones to support online learning activities feel confused, so the school is looking for solutions to anticipate this. Some students who do not have mobile phones learn in groups, so they do learning activities together [3, 4]. Start learning through video calls connected with the teacher in question, being asked questions one by one, and taking attendance through Voice Note available on WhatsApp [5, 6]. The materials are also provided in the form of videos that are less than 2 minutes long [7, 8].

The problems that occur are not only in the learning media system but also in the availability of quotas that require a reasonably high cost for students and teachers to facilitate online learning needs [9, 10]. The percentage purchased for internet needs has soared and many parents of students are not ready to increase the budget in providing internet networks [11, 12].

This is also a fundamental issue for students, what time do they have to study and what data (quota) they

have, while their parents are low-income or from the lower middle class (underprivileged) [13, 14]. Finally, things like this are charged to parents of students who want their children to continue following online learning [15, 16].

With so many problems found in the field during this pandemic, lecturers who use learning in group discussions are confused about how to deal with them online. some use the group investigation learning model. This model is considered very ideal to do during a pandemic. Group investment discussion is a type of social interaction model that aims to build cooperative, interactive, and productive relationships among students. This learning model can provide experience to students (students) in solving problems in their own way and discussed in groups democratically. The group investigation model is divided into six phases (1) choosing a topic, (2) cooperative planning, (3) implementation, (4) analysis and synthesis, (5) presentation of final results, and (6) evaluation [17].

The steps (syntax) of the learning model are as follows.

1. Students are divided into groups (4 – 6 people).

2. The teacher gives direction about what the students in each group should do.
3. Students are faced with a situation that requires a solution or a decision that must be determined.
4. Students explore the situation.
5. Students formulate tasks that must be done in dealing with actual problems, the process includes formulating problems, determining the roles of group members, and formulating alternative methods to be used.
6. In carrying out the three steps (3), (4), and (5) above, students can be guided by the teacher (the teacher acts as a mentor).
7. Each group carries out independent work.
8. Students check their progress in completing their assignments. Then the results of their group work are presented in front of the class so that other students are involved in their work and gain a broad perspective on the topic [18].
9. Students give each other feedback on the topics they have worked on based on the assignments of each group, and students and teachers collaborate in evaluating learning. These activities are carried out repeatedly, until a solution or the right decision is found [19].

The discussion process will not run effectively and efficiently if it is not supported by media that can replace study groups such as face-to-face learning [20]. In this study, the media used as a substitute for study groups is to divide students in the class using the breakout room feature in the zoom application[21]. a lecturer will easily apply the group discussion process exactly the same as in a face-to-face class [22].

2. METHOD

In this research, the method used is descriptive quantitative. the researcher tried to carry out the discussion process with the help of the breakout room feature on the zoom application, then the researcher distributed questionnaires to students to see the effectiveness of these actions.

3. RESULT AND DISCUSSION

In this study, the researcher deliberately uses the investment discussion model as a syntax in learning discussion [23]. So that the results of the distributed questionnaires are easily compared with discussion activities that are usually carried out in face-to-face classes [24]. Here are the steps on how to create Breakout Rooms and how to use Breakout Rooms on Zoom. Please note that the Breakout Rooms feature only appears for users who act as hosts and run the Zoom

application using a desktop/laptop PC. Users cannot create Breakout Rooms using the app on the phone. There are two basic steps that lecturers must understand before using a breakout room. The first step for the lecturer must first activate the Breakout Rooms feature on Zoom using a desktop/laptop PC, the steps are as follows:

1. To activate the Breakout Rooms feature, first click "My Account" in the upper right corner. Then select "Personal", then click "Settings"
2. Scroll down until you find the "In Meeting (Advanced)" menu.
3. Later a toggle will appear "Breakout Rooms", you can simply swipe to the right to activate the feature. You must also enable the "Allow host to assign participants to breakout rooms when scheduling" option. The goal is to select and approve participant requests before entering the chat room.
4. Once the settings are complete, click "Save" at the bottom to finish.

The second step is to use a breakout room. the following ways:

1. After the host activates the "Breakout Rooms" feature in the settings menu, you can go directly to the main view.
2. The "Breakout Rooms" feature will appear to the right of the "Record" icon.
3. Click the "Breakout Rooms" icon to set some of the available options.
4. Once clicked, a pop-up will appear with the following three options:
 - a. Assign Automatically: Zoom will randomly assign participants in a number of available spaces.
 - b. Assign Manually: Hosts can determine who the participants are and which meeting rooms are appropriate.
 - c. Let Participants Choose Rooms: Allows participants to choose which meeting room they will visit.
5. Choose one of the three options above, then click the "Create" button to approve.
6. For example, if you select the "Assign Manually" option, it will look like below.
7. When you click "Assign", you can create multiple rooms and decide who will join them.
8. You can also specify the duration of each chat room and activate a countdown as a marker before the chat room closes.

9. During a chat room session, you can send messages or share information with all participants at the same time.
10. To do this, you simply select the "Broadcast Message to All" option, then write down what message you want to share, then click the "Broadcast" button.
11. After the setup is complete, you can immediately click "Open All Rooms" to be able to re-join as in the beginning.
12. During a chat room session, you can also control/monitor all participants alternately.
13. The trick, you simply choose which group room you will control/monitor", then exit and move to another group.

Online learning that was carried out during the COVID-19 pandemic presented its own challenges in the cooperative learning model on campus. In online learning, lecturers and students do not meet face to face. The implementation of online learning is carried out through electronic devices connected to the internet network connection [25].

Electronic Project Based Learning (EPjBL) Learning Model is a learning model in which students work on a real project in everyday life to start learning and work on projects and is one of the innovative learning that can provide conditions for students to actively learn and is expected to create a learning experience for students. student. Lecturers become motivators, facilitators and mentors for students in completing projects [26]. The Electronic Project Based Learning (EPjBL) learning model a learning model with an authentic project that is expected to enable students to develop, develop higher skills and inquiry, with a student approach directed at increasing self-confidence and being more online independent learning [27]. Electronic Project Based Learning (EPjBL) consists of activities providing authentic projects to students, thus making real projects an impetus for the learning process before knowing formal concepts [28]. Authentic project learning for students can involve working on real projects in everyday life [29]. The stages of Electronic Project Based Learning (EPjBL) that must be carried out are, a) Students are introduced to their projects, b) Students are organized to research, c) Independent or group work investigates, d) Students develop and present results, e) Evaluating and evaluating the project process [30].

The implementation of the online EPjBL learning model during the pandemic requires applications that support its implementation, one of which is the zoom application. The breakout room feature in the zoom app allows users to split the meeting up to 50 separate sessions. Hosted users can divide meeting participants into separate sessions automatically or manually and can

allow participants to select and enter breakout sessions. In addition, the host can switch between sessions at any time [31]. The steps for learning the PjBL model by utilizing the breakout room zoom consist of: a) The lecturer shows the presentation of the material via Zoom then proceeds to explain it; b) The lecturer forms student groups consisting of 5-6 people with one of them as chairman and is given a project or problem to solve then students are directed to enter/join the group room using the breakout room feature on the zoom application; c) The lecturer gives time to work on the questions; d) The lecturer invites the chairperson to explain to his group friends related to the material, this can be done by sharing the results of his understanding by using the share screen feature on zoom; e) Lecturers facilitate questions and answers between students and their chairmen; f) Lecturers provide responses and clarify answers; g) Students and lecturers conclude today's topic from what they have learned [32].

4. CONCLUSIONS

This study concludes that the breakout room feature on the zoom can make it a medium for forming discussion groups. And of course, the whole series of investment discussion learning models can be done well. The problem in its implementation is the level of technological literacy of lecturers and students which is still relatively low. So for further research, there was first socialization about technological literacy to lecturers and new students applying applications that were still up-to-date.

Group discussions conducted by students of economic education can be a means of socializing students to get to know their classmates who cannot be met directly. In addition to increasing the socialization skills of EPjBL learning students by utilizing breakout rooms, it also increases the average value of student learning activities.

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