The Effectiveness and Utilization of Video Email Technology as Distance Learning Media

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Abstract. The learning process has shifted after the conditions of Covid-19 hit the world, including Indonesia. The learning process, which was originally carried out face-to-face, must switch to distance learning. The teacher's innovation and creativity in presenting the media greatly support the learning process. The purpose of this study is to describe the strengths and benefits of video email technology as a medium for distance learning. The use of internet technology-based learning media strongly supports the learning process that cannot be carried out face-to-face. The use of video email technology can help the learning process and make it easier for teachers to learn about students' activeness in distance learning activities. The scope of research methodology includes feature analysis and video email facilities by conducting a literature review. The analysis of the benefits of technology using an online questionnaire to teachers and students at Gunungsindur 1 Vocational High School, Bogor, West Java, Indonesia. The results show 1) the benefits of video email technology that help teachers to deliver research material and student activity services in the learning process, 2) increase students' motivation to take part in learning via email video compared to literature-based learning media, 3) student understanding of the material presented by the teacher.

Keywords: learning media · video email · distance learning

1 Introduction

The learning paradigm, which is usually carried out by face-to-face or conventional methods, is forced to switch to a distance learning system according to government instructions through the Circular of the Minister of Education and Culture Number 4 of 2020 and its Implementation Guidelines listed in Circular Number 15 of 2020. This of course becomes a problem for educational units that have never implemented a distance learning system (online). However, teachers must be able to innovate and be creative to create learning strategies and media that support this distance learning system. The school/education unit must also strive to support and provide facilities so that they can help their teachers to carry out learning optimally. In addition, schools must ensure students' readiness to be able to participate in learning activities properly and with all

the consequences. Of course, this encourages schools and teachers to provide a system or media that makes it easy and helps teachers and students in the learning process.

According to (Hanum, 2013) The application of a learning model has components that need to be considered so that a learning model can be sustainable and have an influence in its implementation. These components are design, application/implementation, and management or maintenance. With regard to learning, the use of information technology in this case e-learning, as stated by (Clark & Mayer, 2012) is needed for educators who are skilled at utilizing technology for the manufacture of teaching materials then a design is needed to carry out learning effectively.

Distance learning or online learning can be said to be effective if what is the goal of learning can be well received by all students, the teacher can monitor students' activities, and the teacher gets the results of the evaluation of each learning carried out. This can not only be done by sending reading material and students are given the task to answer the questions given by the teacher. But more than that, there must be packaging that can contain learning media that has broader benefits, such as distance learning that is equipped with multimedia learning media. So that the hope is, the learning presented is not stiff and creates a boring impression for students. This is in line with (Bichelmeyer, 2005) and (Olson & Pollard, 2004) in a book (Miarso, 2007) that learning media must be able to present the right information so that it can stimulate the senses of students.

This learning model packaging must be integrated by every teacher in delivering material to students. This combination can also be termed as Media Blended, as quoted by (Efgivia, 2019) and (Thorne, 2003) who say that blended learning is integration between innovative advances in technology offered by online learning with online interactions and participation offered. From traditional learning. This term is often called a combination of learning, blended learning, or a mixture. From the guidance of this learning model, one of the most familiar technology media is the use of media using video to deliver learning material to students. In accordance with the opinion (Heinich et al., 2012) and also conveyed by (Munir, 2012) stated that the use of video media in learning can increase efficiency in the delivery of material to learners.

At Gunungsindur 1 Vocational High School, where this research was conducted, during this pandemic, several online technology facilities were combined to be used in the distance learning process. Started by using the WhatsApp group to deliver brief information about learning. The students' attendance process is carried out directly through a video meeting using the google meet application. Then the teacher delivers pre-designed material and is sent to students via the video email application on Talk Fusion. Finally, the teacher makes a lesson assignment to students via google form which is made according to their respective learning processes.

Video e-mail is the main product offered by Talk Fusion, this innovative product is also known as the most famous and most widely used by its members. As the name implies, this feature can be used to send video emails all over the world and make our e-mail more interactive. The video email on Talk Fusion that is used is the paid version. The version was chosen based on the ease in the account creation process, sending videos to students who had previously registered using the students' e-mails, then each teacher who had sent a learning video could monitor students' participation in learning, so that they could know directly the students who were listening video or not. From

the student's point of view, this facility will make it easier to store learning materials, because all videos sent by the teacher will remain in their emails, therefore students can reopen the learning videos at any time.

2 Method

This research was conducted at Gunungsindur 1 Vocational High School, Bogor Regency, with the number of correspondents, is 108 students consisting of 3 classes of XI graders on the competency of Computer and Network Engineering expertise for Network System Administration subjects and 50 teachers. The research was conducted using qualitative research methods by conducting a literature review analysis. To strengthen the results of the analysis, data collection was carried out using an online questionnaire which was distributed to students who were used as experimental groups.

3 Results and Discussion

Learning activity that is carried out with an online system must begin by analyzing the readiness of students and parents to take part in the distance learning process. This is very important so that schools can determine the learning strategies and systems that will be used so that they run effectively and learning objectives can be achieved properly. An initial diagnostic evaluation shall be carried out to measure this readiness. This initial information gathering matter must be very concerned so that there are no mistakes or failures at the end of the learning process. Apart from the readiness of students, the ability of the teacher as an educator must also be analyzed and the readiness of each teacher must be measured properly. All components involved in the learning process must be considered before determining the learning system to be implemented. As stated by (Efgivia, 2019) that the implementation of technology for learning must pay attention to the role of all the components involved because the success of the learning process is determined by the active involvement of all components in mastering learning media.

In line with (Hartanto, 2016), the use of online media in the learning process is hoped to increase students' absorption of the material being taught; increase the active participation of students, improve students' independent learning abilities, improve the quality of material and training method, improving the ability to display information with information technology devices, expanding the coverage of the learning process of teaching by using the Internet which is not limited in space and time.

Gunungsindur 1 Vocational High School is located in the Bogor Regency area, which is one of the red zone areas for the spread of covid-19. The school obviously must follow the rules of the government to implement a distance learning process. The first condition that is felt by all schools that are included in the red zone is definitely experiencing difficulties related to the application of the distance learning system, both on the side of teachers and students. Teachers are suddenly required to be able to adjust to a new system that has never been implemented before, limited knowledge in the use of internet technology in the learning process is one of the obstacles in its implementation. Moreover, the condition of the majority of students who are in the middle to lower

economic level, of course, becomes a serious obstacle in the implementation of this learning.

To overcome this, the school collects information about students' readiness for the implementation of distance learning. In terms of the devices that can be used, the location of the house, including the readiness of parents to supervise and facilitate their children in the online learning process. On the other hand, the school provides training for teachers in using the Talk Fusion application, especially video email, making video-based learning media, managing learning, including the preparation of online assessment instruments.

The selection of Talk Fusion as an online learning tool is based on the experience of several schools that have used this facility since the last few years, and from the school's explanation, Talk Fusion is very helpful in the distance learning process, which they do for students who are doing internship or practice fieldwork. This system is going to help these students to receive structured material and assignments from all subject teachers when they carry out internship activities in the Business World and the Industrial World.

From the presentation from reference schools and the results of information surveying in literature, it is obtained that Talk Fusion can be used as a means of distance learning. The facilities provided by Talk Fusion really help the distance learning process, such as Live Meetings, Video Email Share, and Video newsletters which are all integrated into one application. Teachers who teach can explain directly or video recordings which are sent via email to students. This becomes a consideration because it can help students, teachers, and school principals as policymakers facilitated by Talk Fusion. The following is an explanation of the convenience of Talk Fusion for students, teachers, and principals.

For Student

Distance learning can be implemented effectively if all students can access every lesson well, without burdensome both in terms of devices and internet networks, because not all students have qualified devices, especially in areas that do not have good internet access. This should be a major consideration in the selection of facilities and in the learning process.

The video email feature at Talk Fusion can send video simultaneously or on a scheduled basis (schedule) to email, students were enrolled in group and classroom learning. Students just have to open their email on their mobile device, computer or laptop wherever they are. All learning videos sent by the teacher will continue to be in their email and can be reopened at any time when they want to review the lessons that have been sent by the teacher on the video without having to upload all of the videos. The advantages of this process are (1) Students can open videos anywhere and anytime by opening their respective emails. (2) Students do not need to upload all videos sent by the teacher. (3) Students do not need a device/cellphone with a high storage capacity, because all videos are stored online in email. (4) Students can reopen the learning video at any time if they need repetition to better understand the material. (5) Students can ask directly to the teacher who sends the instructional video either directly at the time set by the teacher online, or via email and the teacher's message/telephone listed on the video caption.

For Teachers

Teachers' understanding or habits of using technology are the main requirements in distance learning systems. Teachers who are not accustomed to using technology are

going to face an obstacle. Choosing facilities that are easy to understand and easy to apply, especially for teachers who rarely use computers, will help them and the learning process they teach. The beginning of the distance learning process was only facilitated by WhatsApp and Google Form as an assessment process. Teachers simply submit material (readings) through the class WhatsApp group and send a link (link) at google form to be filled out by students as a daily task or other evaluation.

Talk Fusion is a solution for how teachers deliver material, which initially only send material in the form of reading. Then they switch to use instructional video as a medium that would be sent to students. There are many applications that teachers can use to send videos, such as WhatsApp, YouTube, and so on; but the advantage of talk fusion is in terms of learning management that does not exist in other applications. Each teacher registers for their respective accounts that will be used for sending videos to students. Student or class groupings have been previously arranged by the administrator or manager of the learning system. The advantages of Talk Fusion for teachers are: (1) the teacher can schedule the delivery of instructional videos to certain classes according to a predetermined schedule, (2) the teacher can monitor student activeness/participation directly in the ongoing learning class, (3) The teacher can open the class directly online (live meeting) if needed to clarify the learning material or provide opportunities for students who will ask questions, or carry out direct evaluations.

For the principal/learning manager

The principal as the head of the education unit must ensure that all learning in school runs well and according to applicable rules, both conventional learning and distance learning. Learning supervision or monitoring activities must be carried out by the principal to ensure all processes are running well. Reports on learning activities made by the teacher every month can also be used as material for the principal's evaluation of the learning process.

Monitoring distance learning becomes a more serious issue because teachers and students are in their own homes. But the principal must still be able to ensure learning continues. Even though every teacher report learning activities, this cannot be done directly during learning. This is what underlies this selection of the Talk Fusion app for distance learning. With Talk Fusion, the principal can: (1) know the learning schedule that will be carried out by each teacher and each class/study group, (2) know the activeness of teachers and students directly during the learning process, and (3) know the progress of the learning process has been implemented as an evaluation material.

4 Conclusion

Every media used for learning must be able to represent the characteristics of the lesson and be easily understood by all students. The choice of a distance learning system must help all components involved in learning, both in terms of use and from learning outcomes. Finally, the final goal is to improve students' understanding of the material and competencies.

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