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Virtual Classroom with Goformative

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Abstract

The Fourth Industrial Revolution has profoundly reshaped education, accelerating the integration of technology into traditional classrooms. The COVID-19 pandemic further hastened this transformation, necessitating rapid adaptation to remote and online learning. However, educators faced significant hurdles due to a lack of digital skills and familiarity with online platforms. In Indonesia, the education sector shifted towards digital media and technology, enabling flexible and accessible learning experiences irrespective of physical barriers. This report details a community service initiative by Bimbel Ria Pontianak, focusing on Goformative, a digital learning platform, to equip educators with the essential skills for virtual classrooms. The initiative's objectives included introducing Goformative, fostering its effective use, and encouraging technology integration in teaching. Led by an expert lecturer, the seminar and workshop empowered educators, resulting in increased technological proficiency, improved teaching practices, heightened student engagement, and readiness for the digital era. Addressing initial challenges, this initiative signifies a crucial step towards enhancing the quality and accessibility of education in the digital age.

Abstrak

Revolusi Industri Keempat telah mengubah pendidikan secara mendalam, mempercepat integrasi teknologi ke dalam ruang kelas tradisional. Pandemi COVID-19 semakin mempercepat transformasi ini sehingga memerlukan adaptasi cepat terhadap pembelajaran jarak jauh dan online. Namun, para pendidik menghadapi kendala besar karena kurangnya keterampilan digital dan pemahaman mereka terhadap platform online. Di Indonesia, sektor pendidikan beralih ke media dan teknologi digital, yang memungkinkan pengalaman belajar yang fleksibel dan mudah diakses tanpa memandang hambatan fisik. Laporan ini merinci inisiatif pengabdian masyarakat yang dilakukan oleh Bimbel Ria Pontianak, dengan fokus pada Goformatif, sebuah platform pembelajaran digital, untuk membekali para pendidik dengan keterampilan penting dalam ruang kelas virtual. Tujuan inisiatif ini termasuk memperkenalkan Goformatif, mendorong penggunaan yang efektif, dan mendorong integrasi teknologi dalam pengajaran. Dipimpin oleh seorang dosen ahli, seminar dan lokakarya ini memberdayakan para pendidik, sehingga menghasilkan peningkatan kemahiran teknologi, peningkatan praktik pengajaran, peningkatan keterlibatan siswa, dan kesiapan menghadapi era digital. Untuk mengatasi tantangan awal, inisiatif ini menandakan langkah penting menuju peningkatan kualitas dan aksesibilitas pendidikan di era digital.

INTRODUCTION

Virtual classrooms are online learning environments that provide communication between distance learners and instructors, simulating a face-to-face classroom experience (Maanvizhi 2020). There are two main types: synchronous, where live instruction occurs at a scheduled time, and asynchronous, where students learn at their own pace

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(Maanvizhi 2020).

Synchronous virtual classrooms allow for real-time interaction and collaboration. Sharma (2013) developed a 3D virtual reality classroom where students navigate an interactive model. Krukowski (2001) found that synchronous virtual classrooms require less staff, allow student interaction, and incorporate multimedia. Trajkovic (2000) presented an agent-based virtual classroom with a virtual professor and personalized content. Rion (2015) implemented a real-time interactive virtual classroom that reduced distance between teachers and students. Rajab (2021) proposed a model for an interactive virtual classroom with tools to enhance the learning experience.

Asynchronous virtual classrooms provide flexibility. Students can learn whenever and wherever they want at their own pace (Maanvizhi 2020). Hiltz (1988) found that asynchronous virtual classrooms provided a better learning experience for students on average.

Some studies examined a hybrid model combining synchronous and asynchronous elements. Seng (2001) presented a “near synchronous” model that added the interactivity of synchronous delivery to asynchronous technology.

Virtual classrooms provide an online learning experience that can either be synchronous with live instruction or asynchronous for self-paced learning. Synchronous models allow for real-time interaction while asynchronous models provide more flexibility. Hybrid models aim to gain the benefits of both. Research shows that virtual classrooms can enhance the learning experience for students.

The Fourth Industrial Revolution, characterized by the rapid evolution of information and communication technology, has transformed education significantly. The traditional classroom-based learning model has evolved to incorporate digital tools and online resources. This transformation became even more critical during the COVID-19 pandemic, as schools had to quickly adapt to remote and online learning.

Educators faced numerous challenges during this abrupt shift to virtual learning. Many lacked the necessary skills and familiarity with online platforms to effectively engage with their students. Consequently, there was a pressing need to provide educators with training and support in using technology for virtual classrooms. The education sector in Indonesia also witnessed a shift, with face-to-face classroom instruction giving way to digital media and technology. This transition allowed educational institutions to modernize their teaching methods and offer flexible and accessible learning experiences. It enabled students to engage in education regardless of their physical location or time constraints. Furthermore, the integration of digital media and technology opened up new possibilities for interactive and engaging instructional strategies, fostering active learning and critical thinking skills among students.

This report outlines the community service initiative undertaken by Bimbel Ria Pontianak to address these challenges. The initiative featured a seminar and workshop on Goformative, a digital assessment and learning platform, with the goal of equipping educators with the knowledge and skills needed to effectively use this technology for virtual classrooms.

METHOD

The Impact of the Fourth Industrial Revolution on Education

The Fourth Industrial Revolution, characterized by the integration of digital technology

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into various aspects of society, has had a profound impact on education. The traditional model of classroom-based learning has evolved to incorporate digital tools and online resources. This shift has become even more critical in light of the COVID-19 pandemic, which forced schools to adapt quickly to remote and online learning.

Challenges Faced by Educators

The abrupt transition to virtual learning during the pandemic presented numerous challenges for educators. Many teachers lacked the necessary skills and familiarity with online platforms to effectively engage with their students. As a result, there was a pressing need to provide educators with training and support in using technology for virtual classrooms.

The primary objectives of this community service initiative were as follows:

3.1. To acquaint educators with Goformative as a virtual classroom tool.
3.2. To equip educators with the skills and knowledge needed to use Goformative effectively.
3.3. To facilitate practical application and hands-on experience with Goformative.
3.4. To encourage educators to integrate technology into their teaching methods.
3.5. To enhance the overall quality of education within the community.

The seminar and workshop on Goformative were conducted online on Sunday, June 12, 2022, with the following schedule:

- 09:00 AM - 10:00 AM: Introduction to Goformative
- 10:00 AM - 11:00 AM: Application of Goformative as a Virtual Classroom
- 11:00 AM - 12:00 PM: Breakout Room Discussion
- 12:00 PM - 01:00 PM: Lunch Break
- 01:00 PM - 03:00 PM: Breakout Room Practice

The sessions were led by Paulina Erawati Paramita, S.Pd., M.Hum., a distinguished lecturer from Universitas Widya Dharma Pontianak renowned for her expertise in technology-enhanced teaching methods.

The seminar began with an introductory session on Goformative, providing an overview of its features and capabilities. Participants were introduced to the platform's potential for enhancing the teaching and learning experience.

Subsequently, the seminar delved into the practical application of Goformative as a virtual classroom tool. This session included step-by-step tutorials and demonstrations, enabling participants to grasp how to effectively utilize Goformative.

The workshop component of the event focused on practical application. Participants were divided into breakout rooms, where they had the opportunity to engage in discussions and practice using Goformative. This hands-on experience allowed educators to become acquainted with the platform and explore its diverse functions.

Throughout the workshop, participants received guidance and support from the presenter, Paulina Erawati Paramita, ensuring their effective navigation of Goformative and its application to enhance their teaching.

To gauge the effectiveness of the seminar and workshop, participants were assigned tasks and assignments to complete using Goformative. This enabled the organizers to evaluate participants' comprehension and their ability to apply what they had learned.

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Additionally, feedback from participants was collected to gain insights into their overall experience and to identify areas for improvement in future training sessions.

RESULTS AND DISCUSSION

The seminar and workshop on Goformative received a positive response from participants. Educators expressed enthusiasm for incorporating this technology into their teaching methods, with many reporting increased confidence in using online platforms for virtual classrooms.

The initiative yielded the following impacts:

5.1. Enhanced Technological Proficiency: Educators acquired proficiency in using Goformative, empowering them to create interactive and engaging virtual classrooms.

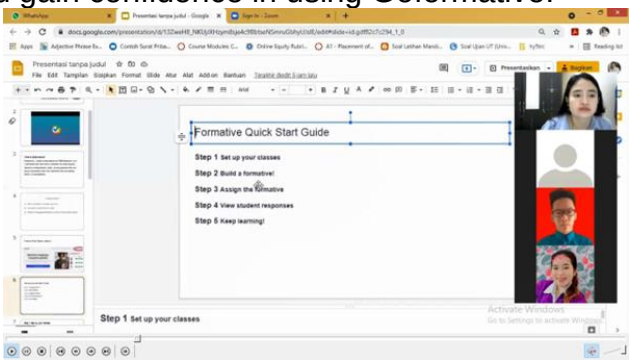
5.2. Enhanced Teaching Practices: Participants acquired the knowledge of leveraging technology to enhance their teaching methods, resulting in more effective and dynamic lessons.

5.3. Increased Student Engagement: The adoption of Goformative enabled educators to create interactive assessments and activities that sustained student engagement in the learning process.

5.4. Adaptation to the Digital Era: Educators are now better equipped to navigate the challenges of the Fourth Industrial Revolution and adapt to evolving educational paradigms.

The primary challenge encountered during the initiative was the initial lack of familiarity and proficiency among educators in using Goformative and similar technology for virtual classrooms.

To address this challenge, the organizers of the initiative conducted a comprehensive seminar and workshop that prioritized equipping educators with the essential knowledge and practical experience. The hands-on approach enabled participants to overcome their initial reservations and gain confidence in using Goformative.



CONCLUSION

The Fourth Industrial Revolution has reshaped education, necessitating the integration of technology into teaching methods. Nevertheless, many educators faced challenges in adapting to this new paradigm. The community service initiative undertaken by Bimbel Ria Pontianak, featuring a seminar and workshop on Goformative, effectively addressed these challenges.

The initiative equipped educators with the skills and knowledge required to effectively employ Goformative for virtual classrooms. Through practical application and hands-on experience, participants gained confidence in using this technology, ultimately enhancing

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their teaching practices.

As educators continue to adapt to the evolving educational landscape, it remains imperative to provide them with the tools and training necessary to excel in the digital era. The Goformative seminar and workshop serve as a model for empowering educators to leverage technology for the benefit of their students and the community at large.

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