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ONLINE LEARNING THROUGH ZOOM MEETING DURING THE COVID-19 PANDEMIC AT A HIGHER EDUCATION IN SUMEDANG

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ABSTRACT

In the midst of the Covid-19 epidemic, many sectors are affected including education sectors. Teaching-learning activities are commanded to be held online, one of which is through Zoom Meeting application. The purposes of this research are to investigate the perceptions of lecturer and students towards online learning using Zoom meeting, to find out the advantages and disadvantages of online learning through Zoom meetings, and to figure out the students' participation during online learning through Zoom meetings. A descriptive qualitative method is used in this study. To collect the data, some techniques are used involving questionnaire, observation, and semi-structured interview. The questionnaire adapted from Roudlotun Nurul Laili and Muhammad Nasir (2020) and Minhas, et al (2021) was distributed to the fourth semester students and the lecturer of a private university in Sumedang. The findings show that the perceptions of students and lecturer about Zoom Meeting as an online learning application media are very diverse, but this Zoom Meeting application is arguably still effective for online learning. There are some advantages of online learning through Zoom Meeting, such as its flexibility to be used anywhere and on any type of gadget and its beneficial features that make easy for learning activities to take place. Apart from that, there are also disadvantages of using Zoom Meeting as a learning medium. The results show that it wastes a lot of internet data and the internet

connection is not stable. The students participate more actively in a smaller scale of class or breakout room than in a large class during online learning.

Keywords: covid-19 pandemic, higher education, online learning, zoom meeting.

INTRODUCTION

The spread of COVID-19, which has spread throughout the world, including Indonesia, has had a profound impact on all activities and is felt in the economic sector and also in the education sector. The spike in Covid-19 cases in Indonesia requires the government to find other ways so that learning can continue to run well. Due to this, education in Indonesia creates a learning system so that educators can deliver learning materials well through a synchronous or asynchronous learning process. The government's policy in responding to the spread of COVID-19 is to apply the principle of social distancing to all its people in order to break the chain of virus spread. Due to this, the learning process is carried out remotely.

During the pandemic, schools are indeed closed but the learning process must continue. Online learning is a solution in carrying out education during the COVID-19 pandemic so that education can continue to run well. So far, online learning has never been carried out simultaneously. (Sun et al., 2020). During the pandemic, online learning has now been carried out almost all over the world (Goldschmidt, 2020).

Online learning is also known as e-learning, which is an educational system or concept that utilizes information technology in a learning process. The media used is a computer or mobile phone. E-learning uses a network known as a website or the internet. Ardiansyah (2013) said E-learning is a learning system that is used as a means of teaching and learning processes that are carried out without having to meet face-to-face between educators and students. According to Law Number 20 of 2003 Article 1 Paragraph 15 distance education is education in which students are separated from educators and their learning uses various learning resources through technology and communication and other media.

In Indonesia, online learning has been carried out for approximately 1 year since the government's policy to require all students to carry out distance learning. Along with the times, technology has certainly undergone many changes and developments. One of the distance learning implemented is by using video conferencing which is a communication technology innovation that allows two or more parties to interact with each other via video connection even though they are in different locations. According to Sandiwarno (2016), learning that ideally has interactivity between educators and students, although not in the same place, with video conferencing it helps the learning process carried out, because educators are directly involved with students. So the use of video conferencing in distance learning can help students and educators continue to have face-to-face interactions even

though they are not close together.

One of the platforms that provides remote meetings and is the most frequently used choice during online learning is Zoom meeting which is a platform that provides face-to-face interaction features virtually via video conferencing with Windows, Linux, iOS, Mac OS, websites, and Android. With the availability of various features in the Zoom application, such as meetings, video webinars, chat, conference rooms, phone systems and also market places, the advantages of this application make it widely used as a medium or means of online learning. By utilizing zoom as a video conference media for online learning, students and teachers can continue to carry out learning wherever and whenever. online learning has become one of the solutions for learning in this pandemic period, even though online learning is not as easy as when offline learning as usual. as well as distance learning using zoom which certainly has some drawbacks that are still an obstacle when online learning takes place from teachers and students.

Several previous studies have tested the application of learning using this zoom meeting application, such as the research conducted by Monica and Fitriawati (2020). The results of his research show that online learning using the Zoom application at ARS University during the covid-19 virus pandemic can be said to be effective even though there are several obstacles. Then there is also research related to the use of zoom meetings as an alternative to learning during this pandemic conducted by Ganesha, et al (2021). This finding shows that by implementing online learning through zoom meetings, learning runs smoothly where students are very enthusiastic, but electronic media and quotas still an obstacle. In addition, research conducted by Gunawan, et al (2021) states that the application of zoom meetings as a learning medium during this pandemic is quite appropriate because learning activities can be carried out synchronously.

Judging from previous research, what distinguishes it, this research focuses on teacher and student perceptions of online learning through Zoom Meetings during the COVID-19 pandemic and looking for advantages and disadvantages which can later increase knowledge for teachers so they can maximize online learning through zoom meetings. In addition, this study aims to see student participation during online learning activities using zoom meetings.

Therefore, the author chose the topic of this research which was carried out in one of the Universities in Sumedang related to the application of the zoom meeting application during this pandemic. The purposes of this research are to find out the teacher's and students' perception about online learning during the covid-19 pandemic through Zoom meeting and to find out the advantages and disadvantages of online learning through Zoom meeting, and how is the students' participation during online learning through Zoom meeting. The results of this research are expected to be useful for teachers and schools in developing learning, especially in online learning so that it is more optimal and students can participate actively during learning which later be able to achieve the expected goals.

METHOD

This research utilized a descriptive qualitative method because it is appropriate with the purpose of this study which are examining the perceptions of teachers and students towards online learning using Zoom meetings, the advantages and disadvantages of the Zoom meeting application, and students' participation when online learning activities using Zoom are being carried out. According to Nazir (2014), a descriptive qualitative method is a method of examining the status of a group of people, an object, a condition, a system of thought, or a class of events in the present. The present study involved a lecturer and fifteen undergraduate students of the second year of English Education Program, a private university in Sumedang. This university was chosen because it is one of universities in Sumedang which has English education program and the lecturer used Zoom Meeting as the teaching media during covid-19 pandemic.

To collect the data, three data collecting techniques were employed in this study including questionnaires, interviews and observation. As suggested by Gill, et al (2008), there are several types of data collection methods in qualitative research, namely observation, visual analysis, literature study, and interviews (individual or group). The questionnaire adapted from Roudlotun Nurul Laili and Muhammad Nasir (2020) and Minhas, et al (2021) was distributed to the students and the lecturer through Google Form to find out the views of students and lecturer regarding online learning using Zoom meeting and its advantages and disadvantages. The interview was addressed to the students and lecturer to find more in-depth data about their perception on Zoom Meeting as an online learning media as well as its advantages and disadvantages. The observation was carried out to investigate students' participation during online learning through Zoom Meeting. The researcher passively observed teaching learning activities for four meetings. The questionnaire used five Likert analysis in order to get the results desired by researchers. This is in line with Sugiyono (2012) who stated that Likert scale is a scale used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena.

FINDINGS AND DISCUSSION

In this section, it presents the results of this study based on the data obtained through questionnaires, interviews and observations from the fourth semester students and lecturers of English Education Department at a private university in Sumedang. The results of this study are attempted to answer the research problems related to (1) the perceptions of lecturer and students towards online learning using Zoom meetings (2) the advantages and disadvantages of online learning through Zoom meetings (3) how is the students' participation during online learning through Zoom meeting.

In response to the first research problem, a questionnaire adapted from Roudlotun Nurul Laili and Muhammad Nasir (2020) and Minhas, et al (2021) was distributed to a lecturer and fourth semester students. The results of questionnaire can be seen in Table 1 below.

Table 1. Questionnaire result

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Is it your first time using the Zoom meeting app?		45,5%	27,3%	27,3%	
Is the Zoom meeting app easily accessible in your area?	18,2%	45,5&	18,2%	18,2%	
Do you understand well the English material explained by the teacher through the Zoom meeting?	9,1%	28,2%	53,6%	9,1%	
Is the Zoom meeting application effective for learning English?	12,1%	27,3%	43,4%	17,2%	
Is the connection on Zoom working properly?	9,1%	18,2%	45,5%	27,2%	
How about the interaction between teachers and students, is the interaction between the two better than before?	9,1%	18,2%	27,3%	36,4%	9,1%

From the table above, it can be seen that 45.5% of students answered agree, 27.3% of them answered neutral, and 27.3% of them answered disagree with the statement that they used Zoom Meeting application for the first time. In other words, almost half of the total students used Zoom Meeting as an English learning medium for the first time while the others had ever used it before. Regarding the second item of the questionnaire, 18.2% of the students answered strongly agree, 45.5% of them answered agree, 18.2% of them answered neutral, and 18.2% of them answered disagree that the Zoom application is easily accessible in their area. This means that most of the students agree that the Zoom Meeting application can be accessed easily in there are. However, 18.2% of respondents disagree with this statement which implies that a few students find it difficult to access Zoom Meeting in their area, especially those who live in rural area.

In terms of the third item of the questionnaire, the results show that 9.1% of respondents answered strongly agree, 28.2% of them answered agree, 53.6% of them said neutral, and 9.1% of them disagreed with the statement that they can understand well the English material explained by the teacher through the Zoom meeting. This means that some students can get what they have learnt through Zoom Meeting while most of them answered neutral and still hard to understand the materials. This is a great challenge for the lecturer and students to conduct online learning during pandemic situation, even for those students who live in rural area that frequently get problem with their internet connection.

Regarding the fourth item of the questionnaire, the results show that 12.1% of respondents said strongly agree, 27.3% of them agreed, 43.4% of them said neutral, and 17.2% of them disagreed with the statement that Zoom Meeting application is effective for learning English. This indicates that some students view that the use of Zoom Meeting application is effective for learning English while the rest of the students said neutral and disagree with that statement. This result is strongly related with the internet connection as found in the next item of questionnaire. There are only 9.1% of respondents said strongly agree, 18.2% of them said agree, 45.5% of them answered

neutral, and 27.2% disagreed with the statement that the connection on Zoom Meeting works properly. This indicates that only a few students who found good connection on Zoom Meeting while most of them stated neutral and disagree that the connection on Zoom Meeting is good. For the last question, 9.1% of the respondents answered strongly agree, 18.2% of them said agree, 27.3% of them said neutral, and 36.4% of them disagreed with the statement that the teacher-student interaction is getting better than before. This finding indicates that the interaction between the lecturer and students by Zoom Meeting do not get better than face-to-face learning.

From the results of questionnaire above, it can be seen that the perceptions of students and lecturer about Zoom Meeting as an online learning application media are very diverse, but this Zoom Meeting application is arguably still effective for online learning. According to Hardjito (2002) who says the use of the internet for educational purposes is increasingly widespread, especially in developed countries, is a fact that shows that with this media, it is possible to hold a more effective learning process.

In response to the second research problem related to the advantages and the disadvantages of online learning through Zoom Meeting, the result of interview show that Zoom Meeting application is helpful to support online learning, especially in pandemic situation, so the lecturer and students can conduct teaching-learning process anywhere. This statement is explained below.

Excerpt 1:
*"……. but after being implemented, e-learning is not as difficult as we imagine, in fact **online learning makes it very easy for us to access wherever we are**. We don't need to bother getting ready for school or college and so on."* (Student 3)

Excerpt 2:
*"The advantages of this zoom meeting is that **we can do lectures or subjects at home** so we can do other things such as helping parents at home and doing other useful things"*. (Student 4)

From the data of interview above, Zoom Meeting application makes the learning process more flexible. The lecturer and students can conduct the class wherever they are. It is also safer for them to avoid the spread of covid-19 pandemic. The other advantage of Zoom Meeting application is that it is easy to reach and easy to use. The application is so simple that the students can easily use it for online learning. It also can be used on mobile phones or laptops. These statement is explained by the student below.

Excerpt 3:
*"For the advantages of the zoom meeting itself, of course there are many, the first because **it is easy to reach, such as for android or for ios itself, flexible zoom is used for whichever device is the first. Then the second one is easy to use**, so what's more…"* (Student 1).

As explained by the respondent above, Zoom Meeting application is flexible because it can be used in any type of gadget such as for android, ios, or laptop. It also easy to use for the students because the display and the features of Zoom Meeting are easy to understand, even for the new users.

In terms of the features of Zoom Meeting application, the other respondent explained the other advantages of Zoom Meeting that it is accommodating the needs of lecturer and students in online learning. The features are helpful to support the interaction during the class. These statements are explained by the students below.

Excerpt 4:
"*So far I feel that using Zoom as a medium of learning between myself and my friends as well as teachers or lecturers. I feel that **this Zoom meeting is quite accommodating for us, and its features are also quite helpful** like that so I feel comfortable using Zoom.*" (Student 2)

Excerpt 5:
"*……. **the features provided by Zoom Meeting itself are sufficient to accommodate us and also meet our needs where the video quality is also good**, then **there are also chat features, then Zoom can accommodate many participants** and I think it is paid off…. (Student 5).*

From the data above, it can be seen that zoom is really helpful to accommodate online learning during covid-19 pandemic. The features provided by Zoom Meeting application can support the interaction between the lecturer and students during the class. If the students get problem with the audio/ mic, they can use chat feature. Moreover, quality of video is good to make the interaction work well. In terms of the features of Zoom meeting, the other students also stated the other advantages of it as explained below.

Excerpt 6:
"*Zoom now has more features, you already know, right? **You can share screens, then there are breakout rooms**, even though I only know now, you can make groups.*" (Student 1)

As explained by the respondent above, one of the powerful features of Zoom Meeting is that the user can share their screen. Therefore, the lecturer can explain the materials while sharing their PowerPoint to the students. In other words, it helps the students to comprehend the materials. Moreover, the other useful feature of Zoom Meeting is that breakout rooms where the users can make more rooms for the participants. This feature is beneficial for lecturer to make a smaller class for conversation session. The students can feel more comfortable to speak up in smaller class and less participants.

Apart from the advantages of online learning through Zoom Meeting above, the students overcome some disadvantages of it. Some students are difficult to carry out online learning because they get problems related to quotas and internet networks, especially for those who live in remote area. Sometimes, the internet connection is

interrupted in the middle of the class because the internet network is not stable there. The statements are elaborated by the participants below.

Excerpt 7:
"*The difficulty is when using zoom meetings, **the problem is on the network and if suddenly the quota runs out, it's definitely not clear what the teacher or lecturer is explaining*.*" (Student 3)

Excerpt 8:

"*In my opinion, yes, **it is very difficult to understand because at first it was explained face-to-face** and now suddenly asked to be online, **it is a nuisance for students or students in remote villages.**"* (Student 7)

Excerpt 9:
"*..... If you say comfortable? Yes, maybe because I'm used to it. But **I personally feel more comfortable when learning face to face**".* (Student 5)

From the data of interview above, some students get problems with the internet network so the quality of the video conference during the class is not clear. It surely affects the material explanation by the lecturer which is not really clear and finally hinder the students' comprehension toward the materials. Moreover, some students feel more comfortable to have face-to-face class where they can meet and listen the explanation of lecturer directly.

Apart from the internet connection, the other disadvantages of online learning through Zoom Meeting is that it requires a lot of internet data. Although the students can meet their friends and the lecturer online through Zoom Meeting, the internet data that they need for every class are really consuming. Even, when they have more than five classes in one semester, it consumes a lot of budgets. This statement is elaborated by the participant below.

Excerpt 10:
"*In my opinion **Zoom Meeting does consume a lot of internet data compared to ordinary applications** ......*

Excerpt 11:
" *..... **the Zoom meeting is a waste of internet,** maybe the features are like videos like that and the quality is also good. But in my opinion, **the internet is a bit wasteful, especially for students and also students, maybe especially for those in remote areas, s**tudents who are in remote areas may not be able to use internet technology, not being able to use the internet like that will be very difficult.*"

After seeing the results of interviews conducted with lecturers and also 4th

semester students majoring in English language education at Ma'soem University. Based on Clark et al (2007), the synchronous roots of e-learning come from three main influences, namely classrooms, media and conferences. It can be seen that broadly speaking, the advantages of zoom, which is synchronous learning, are to make learning time flexible, that is, you can learn anywhere and anytime. In addition, various features are also an advantage that can make it easier for users or for learning purposes.

But apart from the advantages there are definitely disadvantages when using Zoom, as explained in the statement above, inadequate signal, fast quota running out, and limited zoom time for some accounts are the reasons or disadvantages that make it difficult for teachers and students to learn by online.

For the last problem statement, namely how is the students' participation during online learning through Zoom meetings, the researcher uses an observational research instrument based on the theory according to Widoyoko (2014: 46), observation is a systematic observation and recording of the elements that appear in a symptom in the object of research. This observation is carried out by the researcher taking the 4th semester class or being a passive participant to conduct analysis on students during the learning activities. This observation activity was carried out for 2 meetings before being given a questionnaire sheet and interviews to lecturers and students.

At the first meeting with the Listening course in which there was 1 lecturer and 7 students. As usual, before the learning activities begin, they pray first, then the learning activities begin. From this the researcher found that only a few students turned on the camera during the lesson. And few students are always active in answering and asking questions when the lecturer explains the material. Then at the second meeting the researchers took a class for the speaking course with 1 lecturer who also previously taught listening and 10 students. The researcher found that on the second day more students were actively asking and answering lecturers' questions, but not a few were still less active and turned off the camera during learning activities.

But here the researcher found something interesting, when the learning took place the lecturer made his students into several groups, after that the lecturer entered them according to their group into the breakout room. Breakout Room allows users to create additional Zoom meeting rooms within the same meeting session. This attracted the attention of researchers to analyze further. Researchers were included in several groups in turn to carry out analytical activities. When the researcher entered the group contained in several breakout rooms. The researcher found that students who were previously less active but when they were in the breakout room with their group they were very active in doing the assignments given by the lecturer.

This has also been mentioned by the lecturer during the interview session with the researcher who said "*Because there is a breakout room. They purposely I made it into a small scope so they can speak up, so they are more courageous. For example, if there are more than 30 or 40, I was in grade 30 at that time, it was like a lot of webinars, I was at that time I don't know about the breakout room, because I use a faculty zoom. Now, since I found out, I've been using my own, I'll make a room with myself in small*

groups of 3 or 4 to 6 people because it's more effective." From this, the researchers saw that the breakout room on zoom could be an alternative to make students more active and confident.

CONCLUSION

In this section, the researchers conclude the results or data that have been obtained using three research instruments, namely questionnaire sheets, interviews and observations to answer the problem statements in this research, including; (1) the perceptions of teachers and students towards online learning using Zoom meetings (2) the advantages and disadvantages of online learning through Zoom meetings (3) how is the students' participation during online learning through Zoom meetings. For the first and second research problems, researchers used a questionnaire research method or instrument, while interviews were used to further examine the questions in the questionnaire. The results found by researchers are that there are various perspectives from students and teachers on zoom, one of which is the many changes after using zoom as an online learning medium, both from everyday life and in education pupose. In addition, there are also those who think that using zoom makes learning time flexible compared to before, but there are also those who choose to study offline or face to face instead of using zoom.

In addition, the advantages and disadvantages have also been mentioned in the results of the questionnaires and interviews. For many advantages, it is mentioned that zoom makes learning time flexible because it can be used anytime and anywhere, then there are also those who say that the features contained in zoom make it very easy for learning activities to take place. But besides that, there are also disadvantages of using this zoom as a learning medium. The results show that the quota is very wasteful and the internet connection is not stable, it is very disturbing for teachers and students when learning through zoom is carried out. This is still a problem and drawback in using zoom until now.

Then for the interaction between the lecturer and students, the researchers used the observation method in order to gather the data. The results of observations made for 4 times stated that when the zoom took place only a few students actively asked and answered but when the lecturer moved them in groups or to a smaller scale on the breakout room feature found on the zoom, they were very active in group work and expressed their respective opinions.

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