

The Effectiveness of Media Zoom Meetings as Online Learning during the Covid-19 Pandemic

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Abstract:

Zoom meeting is one of the learning media used during the covid-19 pandemic, therefore it is very important to conduct this research. This research aimed at describing the effectiveness of using zoom meetings as a learning medium in the writing I course. The method of the research was descriptive qualitative that involving 30 students, especially for English education department students at Sawerigading University who are active in the writing I course. The research instruments used were test instruments and questionnaires. The instrument test was carried out to determine student learning outcomes in the form of an essay test of 12 questions that had passed the validity and reliability stages by the expert. While the positive response questionnaire aimed to see student responses to the effectiveness of the Zoom meeting media as a learning medium. The results of student learning outcome conducted on 30 students obtained were 26 students scored 70-95 and 4 students scored below 70. This means that only 4 students did not complete Writing I. Because classical completeness was obtained 86 % of the number of students who passed divided by all students multiplied by 100%, it can be concluded that learning outcomes using the zoom meeting media during the covid-19 pandemic were effective using zoom are complete as much as 86%. While the results of the positive response questionnaire students met the effectiveness criteria with above 80% so that it can be categorized as learning media using zoom during covid-19 pandemic for writing I course is effective.

Keywords: *Effectiveness, Zoom Meeting, Writing I*

1. INTRODUCTION

Nowadays, the world is faced with a phenomenon related to health problems, namely the coronavirus or COVID-19. This virus is very easy to spread and deadly, therefore various efforts have been made by governments around the world including Indonesia in breaking the chain of the spread

of the coronavirus. This pandemic period requires all elements to carry out their activities at home. This also applies to the world of education. The government emphasized that policies such as learning from home, working from home, and worshipping at home need to be intensified to reduce the spread of Covid-19. This made

the local government decide to implement a policy to dismiss students and replace learning methods with an online system.

The online learning method is a way of learning that utilizes access internet by offering a variety of advantages which include accessibility, connectivity, flexibility, and capability to bring up various types of interactions learning-based learning system internet or online learning too relies on device support mobile, like mobile phone category smartphone, laptop or computer for can access the application at anytime and anywhere (Gikas and Grant, 2013). Besides, online learning requires application media as a means of carrying out learning activities including google classroom, zoom meeting, WhatsApp, and google meet.

Conducting an online learning method requires media as a tool for learning. Therefore, various platforms are used as learning media by schools and universities. Based on the result of the research conducted by Haqien and Rahman (2020), the most platform used by universities is Zoom meeting. It is used by most universities in Indonesia because it can combine video conferencing, chat, online meetings, and mobile collaboration with various interesting features.

Here are some of Zoom's most important features:

1. One-on-one meetings: With the free, you can hold an unlimited number of one-on-one meetings.
2. Group video conferences: Host up to 500 people (if the "large meeting" add-on is purchased). The free plan, on the other hand, allows you to organize video conferences with up to 100 people for up to 40 minutes.

3. Screen sharing: Meet one-on-one or in big groups and share your screen so they can see what you're seeing.

In zoom meetings, it was considered productive and beneficial to the students; nevertheless, contrary to this study, a large number of students expressed a desire to stop teaching online in the post-lockdown era. The use of zoom meetings has the effect of increasing the creativity of teachers in their use of the online tool (Andriani, 2021). The use of the Zoom Meet application in learning could assist students and educators in developing and expanding their knowledge, resulting in a more engaging and successful learning experience. Encouraging students to use the Zoom Meet application will have a beneficial impact because it is a medium for collaboration that can include students, particularly in giving group assignments, regardless of location or time.

The use of premium zoom meetings can accommodate up to 1000 participants in one virtual meeting while non-premium can accommodate up to 100 participants. This application can be downloaded for free. Zoom users can choose to record sessions, collaborate on projects, and share or annotate on one another's screens, all with one easy-to-use platform. Zoom offers quality video, audio, and a wireless screen-sharing performance across Windows, Mac, Linux, iOS, Android, Blackberry, Zoom Rooms, and H.323/SIP room systems (Barbosa & Barbosa, 2019). Through this application, it is assumed that learning objectives will be easier to realize and full of meaning. Therefore, this zoom meeting can make lecturers easier to deliver the materials and information accurately to students (Sajaril, Rahmatia & Syahira, 2020).

To start a Zoom meeting isn't hard and can be done fast. The first step is registration such as opening the browser application then, installed on your laptop after that open the web page “<https://zoom.us/>”. Afterward, select the Sign Up Its Free button then, enter your date of birth – each and then click continue. Enter your email and click sign up. Next, check the email sign-in from the zoom app meeting and then click the link activation available. Then you must enter a name and password after, it is filled in click continue. Registration of the zoom meeting account has been active (Archibald, Ambagtsheer, Casey, & Lawless, (2019)).

Learning using online media has been implemented at Sawerigading University since the enactment of work from home on March 16, 2020, during the Covid-19 pandemic. Online media are used such as YouTube, WhatsApp group, Google classroom, and quizzes but prioritize Zoom Meetings. The material is given in the form of power points, short videos, and reading materials. Seeing the case above, the researchers took the initiative to test the effectiveness of the Zoom meeting media on students learning outcomes. This research can be a reference for the lecturer to make the teaching and learning process run well. Then, the materials delivered by the lecturer can be accepted easily by the students even with online learning.

2. METHOD

The research method used is the descriptive qualitative method conducted to describe the effectiveness of using zoom meetings as a learning medium during covid-19 in the writing I course. This research was conducted at Sawerigading

University Makassar involving 30 students of the Faculty of English Education Department who are active in the Writing I course. Data collection techniques used are written tests and questionnaires. The written test was conducted to obtain data on student learning outcomes in the writing I course. The form of the written test was an essay question that had passed the validity and reliability stages by the expert. According to Naik, Chire, Balla & Rajan, (2020) stated that Learning outcomes identify what the learner will know and be able to do by the end of a course or program. The study results are the object of class assessment in the form of new abilities that students gain after they follow the learning process about certain subjects. In the national education system, the formulation of educational objectives refers to the classification of learning outcomes from Bloom which is broadly the cognitive aspect, affective aspect, and psychomotor aspect (Pratama, Azman, Kassymova, & Duisenbayeva, (2020)). While the questionnaire was conducted to obtain data on the effectiveness of learning using zoom meetings by looking at the positive responses from students. Analysis of student learning outcomes data using post-test data with classical determination with the formula:

$$K = \frac{JT}{JS} \times 100\%$$

K =classical completeness

JT=The number of students who completed

JS=The total number of students.

Classical completeness is said to be achieved if the class is more than or equal to 70% of students who have completed their studies (Quezada, 2020). Next, the student response data were analyzed by calculating

the percentage of each statement. The criteria for positive student responses refer to table 1.

Table 1. Criteria for positive student responses.

Percentage of student responses (R)	Category
$85\% \leq R < 100\%$	Very Positive
$70\% \leq R < 85\%$	Positive
$50\% \leq R < 70\%$	Less
$0\% \leq R < 50\%$	No

Source:Wargadinata, Maimunah, Eva, & Rofiq, (2020)

If the student response reaches 70% or more, it can be categorized as positive or learning using zoom meeting media is effective as a learning medium during the Covid-19 pandemic for writing I course.

3. FINDINGS AND DISCUSSION

Several instruments are used to see the effectiveness of learning using zoom meetings, namely positive student response questionnaires and learning outcomes tests conducted on third-semester students who are actively studying in the Writing I course.

a. Study result test.

Based on the results of the learning test conducted on 30 students, the results obtained were 26 students scored 70-95 and 4 students scored below 70. This means that only 4 students did not complete Writing I learning. Because classical completeness was obtained 86 % of the number of students who passed divided by all students multiplied by 100%, it can be concluded that learning outcomes using the zoom meeting media during the covid-19 pandemic were effective. The student learning outcomes test was conducted at the end of the meeting with a total of 12 questions in the form of an essay test. The test was distributed and

administered by 30 students who were active in the writing I lecture. The essay test was done in 90 minutes. The material used is the types of text that are taught using a zoom meeting. Based on the tests carried out, the data was obtained as in the data presented. From these data, it was obtained that 4 students did not meet the value of the KKM. However, according to the classical completeness criteria, the student learning outcomes of the writing I course are categorized as complete.

The results of the research and data processing showed that the students' learning outcomes reached the classical completeness percentage of 86%. This shows that students understand what is taught by the lecturer. Thus, it can be said that the learning outcomes of students who are taught using zoom meeting media are effective. In line with research conducted by Gray, Wong-Wylie, Rempel, & Cook, (2020) saying that having a zoom meeting can improve student learning outcomes even though it is not perfect like offline class lectures because of many technical obstacles such as networks, etc., NS Hanum (2013) did a study on the effectiveness of electronic learning as a technology in the learning process. Sandhy Putra was claimed to yield pretty good effectiveness in the learning process by using electronic learning as a tool for implementing the learning process at Telkom Sandhy Putra Vocational High School, based on substantial trend findings above 70%. While Hernik Pujiastutik's (2019) study on the effectiveness of using website-based electronic learning technology for the Learning and Learning class on the results of student learning evaluation found that the evaluation value of

student learning for the Learning and Learning class of students majoring in Education was high.

b. Student Positive Response

The percentage of each indicator of a positive response to the use of zoom meeting media in learning is on the table below;

Table 2. Students' positive response

Aspects of Student Positive Response	Percentage
the use of zoom media makes it easier for students to understand the material presented	90%
Presentation of interesting material because it provides many additional features	90%
Online class environment	85%
A conducive learning process	85%

Based on the table above, it can be seen that each student's positive response to learning using zoom meetings with a positive percentage of more than 80% thus the learning process using zoom meetings meets the effective criteria.

Data on students' positive responses were obtained from a questionnaire sheet that had been distributed and filled in by 30 students. The questionnaire contains 9 statements which are divided into four aspects of observation which have two options, namely "yes" and "no" which have been carried out for 3 meetings. Judging from each statement, of the 9 aspects of the statement the aspect that received the least "yes" answer from the other aspects is aspect number 1 where this aspect contains the opinions of students on the type of text in the writing course. Based on the four existing

criteria, namely (1) the use of zoom media makes it easier for students to understand the material presented, (2) the presentation of interesting material because it provides many additional features, (3) an online class atmosphere, (4) a conducive learning process with Seeing the percentage of all aspects of the positive response of students, which is at least 85%, it can be said that learning by using learning media zoom meeting in the writing I course is classified as effective in line with the research conducted by Ramzan& Parveen (2020) stated that zoom meeting media is very suitable to be used as a distance learning medium during the covid-19 pandemic.

Another finding of the study was that online learning with Zoom video conferencing creates a more formal classroom than traditional learning since students must be prepared for class by sitting properly, dressing appropriately, and preparing learning resources. This is in agreement with. Zoom can help children feel less socially isolated and develop a sense of community (Yaman & Muhlis 2020). The classroom atmosphere is more live by having a video conference meeting. Students can view their friends and teacher on the screen while listening to the teacher's explanation. While still satisfying the lesson's goal, video conferencing may increase FL motivation, engagement, and achievement by enabling autonomy and drawing on students' topic interests (Hu & McGeown, 2020). They also do a good job of preparing for the meeting, such as having everything ready on-screen and formally joining the class. It can also be used to determine and maintain a student's emotional connection (Borup, West, and

Graham 2012). The pupils' readiness to speak in English was directly influenced by their motivation. As a result of these findings, learners' language acquisition was found to be positively connected with their level of motivation (Fadilah, 2018).

Most students believed that they could speak readily in an e-learning environment (Rahayu, 2020) because they had a real role model, a teacher, who guides them in their learning. It also appears that pupils will be able to grasp the lesson more easily than if they were to follow one-way learning material on their own. In reality, the most effective learning occurs when teachers and students engage and actively participate in learning activities (Abdullah, et al. 2015). This is because when kids are actively engaged in the classroom, they will learn how to think critically and increase their intellectual development (Mustapha, 2011). Furthermore, when an online instructor offers content knowledge and also when the teacher asks students questions, there is a pretty high amount of online learner-teacher interaction in both circumstances (Li, 2016).

4. CONCLUSION

Learning using zoom meeting media in the writing I course is included in the effective category with classical mastery learning outcomes of 86% and every aspect of positive response reaching a number above 85%. Based on these conclusions, it is highly recommended to use zoom meetings in the learning process as a solution to reduce the spread of COVID-19.

Most students believe that using Zoom meetings to give online lectures is beneficial; they believe that zoom meetings may help them keep work separate at the

same time, make learning more effective, and monitor student engagement and development while learning. Zoom meetings allow you to share and receive information without having to meet in person, and the best part is that they can be one of the most crucial media for preventing covid-19. Apart from serving as a means of communication, zoom meetings can also be used to deliver presentations, hold debates, and provide feedback to speakers.

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