
STUDENTS' PERCEPTION IN USING ZOOM APPLICATION DURING ONLINE LEARNING IN FKIP AT TRIDINANTI UNIVERSITY PALEMBANG

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ABSTRACT: The widespread use of the internet brings impact to education and provides the solution for many educational institutions to conduct online learning during Covid-19 pandemic. This study aimed to determine students' perception in using Zoom application during online learning in Faculty of Teacher Training and Education at Tridinanti University Palembang. Descriptive quantitative survey method was carried out. This study involved 104 students who experienced online learning by using Zoom Application. For collecting the data, questionnaire was used and distributed online to the students. Most students perceived positively toward the use of Zoom application during online learning. The results of this study showed that: (1) Using Zoom application during online learning gave students new learning experience and benefits, (2) Zoom application offers some features that can be easily operated by the users, (3) Zoom application became online learning platform preference, (4) Using Zoom application could improve students ICT skill, (5) The use of Zoom application during online learning would be continuously used by students, and (6) Students did not find serious problem to participate in online learning using Zoom application. In brief, Zoom Application is an effective educational technology tool for online learning.

Keywords: *perception, online learning, Zoom application*

MAHASISWA DALAM MENGGUNAKAN APLIKASI ZOOM PADA PEMBELAJARAN DARING DI FKIP UNIVERSITAS TRIDINANTI PALEMBANG

ABSTRAK: Meluasnya penggunaan internet berdampak pada dunia pendidikan dan memberikan solusi bagi banyak institusi pendidikan untuk melakukan pembelajaran daring di masa pandemi Covid-19. Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa dalam menggunakan aplikasi Zoom selama pembelajaran daring di FKIP Universitas Tridinanti Palembang. Metode survei deskriptif kuantitatif dilakukan. Penelitian ini melibatkan 104 mahasiswa yang mengalami pembelajaran daring dengan menggunakan Aplikasi Zoom. Untuk mengumpulkan data, kuesioner digunakan dan dibagikan secara daring kepada siswa. Sebagian besar siswa berpersepsi positif terhadap penggunaan aplikasi Zoom selama pembelajaran daring. Hasil penelitian ini menunjukkan bahwa: (1) penggunaan aplikasi Zoom selama pembelajaran daring memberikan pengalaman baru dan manfaat bagi mahasiswa, (2) aplikasi Zoom menawarkan beberapa fitur yang dapat dioperasikan dengan mudah oleh pengguna, (3) aplikasi Zoom menjadi *platform* pembelajaran online yang lebih disukai, (4) penggunaan aplikasi Zoom dapat meningkatkan keterampilan TIK mahasiswa, (5) penggunaan aplikasi Zoom selama pembelajaran daring akan terus digunakan oleh mahasiswa, dan (6) mahasiswa tidak menemukan masalah serius untuk mengikuti pembelajaran daring menggunakan aplikasi Zoom. Singkatnya, aplikasi Zoom merupakan alat teknologi pendidikan yang efektif untuk pembelajaran daring.

Kata Kunci: *persepsi, pembelajaran online, aplikasi Zoom*

INTRODUCTION

The increasing use of internet makes the world of education more developed and advanced. The number of internet users in Indonesia were recorded 64,8 percent in 2018 and significantly increased into 73 percent of the population during 2019 - 2020 (Asosiasi Pengguna Jaringan Internet Indonesia, 2020). Consequently, the widespread use of the internet brings impact to education. It can change the old way of learning and offer open access to material discussion interactively via the internet network. It also eliminates time and area constraints within the learning environment to support the organization and management of education and open opportunities for collaboration between academics and students (Fitriyadi, 2013). Meanwhile, Army (2014) stated that the implementation of the internet through technology in education provides access to learning between students and teachers when they are separated by time and distance. As the result, the leaning process becomes flexible and the application of the internet to education also creates more collaboration. Hence, the development and advancement of technology makes the learning process can be conducted not only offline but also online.

Colliot (2020) defines offline learning as face-to-face learning delivery method between teachers and students. Meanwhile, Stem (2019) adds that online learning or known as distance learning is delivering the learning method via the internet. Online learning is usually referred to as the intentional use of information technology and network communication in teaching and learning to facilitate education that cannot be done directly between lecturers and students. In addition, Stem (2019) said that online learning is just one type of distance learning processes, a generic term for learning anything that occurs across distance and not in a traditional classroom. Specifically, Finol (2020) stated that online learning has many types namely, synchronous, asynchronous, and hybrid learning. Synchronous also known as virtual class, asynchronous is web-based training, and hybrid is the combination between virtual class and web based training.

Currently, the integration of the use of online learning into educational practice increase because it brings many advantages. UNESCO (2021) mentions that online learning can facilitate universal access to education, bridge learning process, support the development of teachers, enhance the quality and relevance of learning, strengthen inclusion, and improve education administration and governance. In addition, Song, Singleton, Hill, and Koh (2004) identified both flexibility and convenience as advantages of online learning. On the other hand, it turns out that online learning can also have a disadvantage on education such as the delay of responses, lack of community, difficulty in understanding instructional goals, and technical problems.

In education, online learning is not something new because many higher educations in Indonesia have begun implementing online learning since 1984 (Kemendikbud, 2020). Furthermore, *Universitas Terbuka* (UT) became the pioneer which began to implement an online learning system on September 4, 1984 (Universitas Terbuka, 2020). In a distance learning system, this university offered a distance instructional setting for delivering courses to students from all over Indonesia. Moreover, since March 2020, the world has been facing the Covid-19 pandemic. As the result, all educational institutions shift the implementation of offline learning to online learning as the solution to prevent and handle the corona virus disease (Covid-19). Many institutions of education have conducted online learning to all levels especially in higher education.

The government has issued several policies or steps that can be taken during this Covid-19 pandemic. One of the policies taken was to rest all teaching and learning activities which then turned into a study from home to carry out social distancing to reduce the transmission of the Covid-19 outbreak. In accordance with policy of Ristekdikti (2020) that online learning can take place partially and entirely over the internet, Indonesian government policy encourages educational institutions especially higher education to facilitate their online learning using internet-based technology (Markarim, 2020). As utilizing internet-based online learning technology allows the students to accomplish learning and teaching activities anytime (Cole, Shelley & Swartz, 2014).

To reduce the transmission of the pandemic, many educational platforms are used during online learning to support the teaching and learning process. According to Friedman and Friedman (2020), the students and teachers have the opportunity to optimize the learning process through various platforms. One of the most learning platform used in online learning is Zoom application. According to Zoom Video Communication, Inc. (2021), Zoom application was created by Eric Yuan in 2013 at San Jose, California, United States of America. The existence of this application has increased in early 2020 since the world experienced a pandemic. Zoom is a cloud computing-based video conferencing service. The Zoom application allows users to virtually meet each other on video, voice calls, or both. More interestingly, the Zoom application has the facility to automatically record activities during video conferencing so that it can be used as an activity document and can be viewed or played back if needed. Zoom application provides some of the main features include one-on-one meeting, group meeting conference videos, sharing screen, and chat. Generally, users use this application for meeting to video and audio conferences. Due to its features, Tridianti University Palembang especially in Faculty of Teacher Training and Education has been implementing online learning using Zoom application to teaching and learning process during pandemic Covid-19.

Carrying out online learning activities via Zoom application allows teachers to interact more communicatively with students since it is a face-to-face conference platform where educators and students can interact directly as they meet face-to-face (Abdillah, 2020). Furthermore, this application offers a link or room number for individuals who want to participate in conferences or meetings. It also contains of files sharing in PDF format that can be done easily. In addition, Winaso (2020) said that zoom is a communicative application using video and can be used in any device, cellular or desktop. However, Elezaj (2020) explains that the teaching and learning activities using Zoom application depends on signal strength which affects the quality of video and audio.

Since using Zoom application during online learning brings both advantages and disadvantages, it is important to know the students' perceptions towards its implementation. According to Sobur (2020), perception has two narrow and broad meanings, in the narrow sense perception is vision, how someone sees something, while in a broad sense perception is the view, understanding, or how someone views and interprets something. Moreover, Khasanah and Syarifah (2021) specified several limitation aspects of perception namely performance expectancy, effort expectancy, social factors, facilitating condition, interest in utilization, and usage behavior.

In addition, the investigation of students' perception of online learning through numerous learning platforms in higher education have been previously conducted and

shared valuable results. Khasanah and Syarifah (2021) found that English education students gave positive response toward the use of Zoom application during online learning because of its effective and interactive features. Next, Rosyitawati (2018) states that the use of Google Classroom in online learning turned out to be more flexible in doing and submitting assignments. At last, Armstrong (2011) confirms that the success of online learning is not only influenced by the attributes of technology use but also determined by the quality of communication and the value assigned by students. Taking all of this into account, this study focused on finding out “How did the students perceive about the use of Zoom application during online learning in Faculty of Teacher Training and Education at Tridinanti University?”

METHODOLOGY

1. Research Method

This study was a quantitative research using descriptive survey method. Quantitative research quantifies attitudes, opinions, behaviors, and other defined variables and generalizes results from a larger sample population by the way of generating numerical data (Mohajan, 2021, p. 50). Meanwhile, one of the methods of quantitative research is the survey method. According to Hess (2022), survey is a method of research used to collect data to gain insight on a specific topic. There are three main types of survey research namely exploratory, descriptive, and predictive. This study applied descriptive survey method as it was carried out to describe students' perception in regards to the use of Zoom application during online learning.

The procedures in conducting this study contained of six steps. The first step of the study was defining research objectives by looking for some existing problems from the use of Zoom application in online learning. The next step was choosing mode of collecting data. This study used close-ended questionnaire and it was distributed online via Google form. After that, the researchers designed and selected the sample based on the purpose of this study. The next step was recruiting and measuring the sample. Then, the questionnaire was developed and distributed to the respondents. The last step was conducting the data analysis and performing the results. The summary of the procedures is displayed in Figure 1.

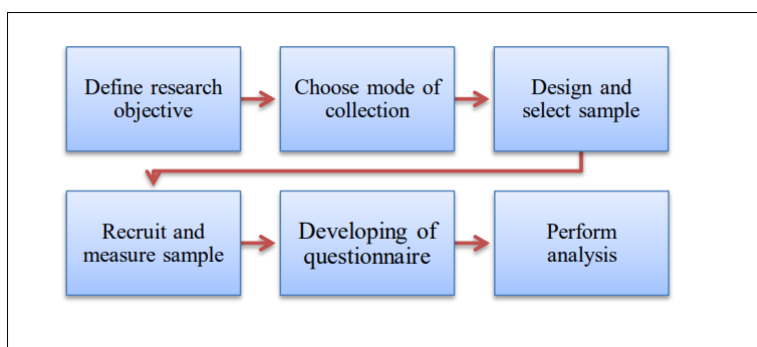


Figure 1. The Procedures in Conducting Survey

2. Population and Sample

Since March 2020, Tridinanti University Palembang has started to implement online learning due to Covid-19 pandemic. The stakeholders recommended the lecturers to use learning management system through academic information system supported by

other platforms such as Zoom application to facilitate the teaching and learning process during online learning. Therefore, the target population of this study was all the students at the Faculty of Teacher Training and Education of Tridianti University Palembang in academic year 2020/2021. This faculty has two study programs namely English Education and Indonesian Language and Literature Education. The total number of the population was 149 students.

Regarding to the objective of this study, purposive sampling technique was used to select the sample. This study involved the students from semester 1, 3, 5, and 7 who were in the process of studying online during the Covid-19 pandemic. The total of the students were 123. However, only 104 students had collected the data and considered as respondents. The distribution of the sample is presented in Table 1.

Table 1. The Distribution of Sample

No	Study Program	Semester 1	Semester 3	Semester 5	Semester 7	Total
1	English Education	12	13	10	11	46
2	Indonesian Language and Literature Education	11	15	18	14	58
Total		23	28	28	25	104

3. Data Collection and Analysis

The data collection technique in this study used closed-ended questionnaire. The questionnaire was adopted from Khasanah and Syarifah (2021) measuring the similar research topic about students' perception toward the use of Zoom application in online learning for higher education students. The questionnaire consisted of 25 items using 5 Likert measurement scales. The categories of Likert Scale are Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The scales range from 1 (Strongly Disagree) to 5 (Strongly Agree). Furthermore, there were six aspects measured namely 1) Performance Expectancy, 2) Effort Expectancy, 3) Social Factor, 4) Facilitating Condition, 5) Interest in Utilization, and 6) Usage Behaviour. Due to pandemic condition, the questionnaire was distributed online via Google form. After approaching the head of English Education and Indonesian Language and Literature Education Study Programs for asking research permits, the Google Form link was given to the students.

In analyzing the data, the received responses were calculated by using percentage analysis. After that, the answers of percentage responses of answers agreeing (Strongly Agree + Agree) for positive items and answers disagreeing (Strongly Disagree + Disagree) for negative items were tabulated and arranged from the highest to the lowest of each aspect. Then, the results were classified into five categories referring to the benchmark value proposed by Arikunto (2013) cited in Hasanah, Supentri, and Erlinda (2021, p. 4). Those categories are Very Good (84,01% - 100%), Good (68,01% - 84%), Good Enough (52,01% - 68%), Not Good (36,01% - 52%), and Very Bad (20% - 36%). Finally, students' perception in regards to the use of Zoom application during online learning were described.

FINDINGS AND DISCUSSION

1. The Result of Students' Perception in Using Zoom during Online Learning

Most students in Faculty of Teacher Training and Education at Tridinanti University Palembang had good perception on the use of Zoom application in their online classroom with the average percentage was 75,5%. Moreover, the percentage result of students' perception ranged from 38,5% to 85,6% for each item. Meanwhile, there were 2 items in very good category, 11 items in good category, 8 items in good enough category, and 4 items in not good category. The results implied that the respondents mostly agreed that Zoom application was effective to facilitate their online learning. The recapitulation of students' perception in using Zoom application during online learning can be seen in Table 2 below.

Table 2. Recapitulation of Students' Perception

Aspects	Item Number	Highest Percentage (Category)	Perception Percentage	Perception Category
Performance Expectancy	4	64,4% (Agree)	85,6%	Very Good
	7	62,5% (Agree)	82,7%	Good
	1	51% (Agree)	73,1%	Good
	3	56,7% (Agree)	72,1%	Good
	2	48,1% (Agree)	68,3%	Good
	8	52,9% (Agree)	62,5%	Good Enough
	9	50% (Agree)	62,5%	Good Enough
	5	38,5% (Agree)	54,8%	Good Enough
	6	37,5% (Neutral)	38,5%	Not Good
Effort Expectancy	11	55,8% (Agree)	73,1%	Good
	10	50% (Agree)	62,5%	Good Enough
	13	44,2% (Agree)	52,9%	Good Enough
	12	40,4% (Disagree)	42,3%	Not Good
Social Factor	16	55,8% (Agree)	77%	Good
	15	42,3% (Agree)	51,9%	Not Good
	14	36,5% (Disagree)	45,2%	Not Good
Facilitating Factor	21	68,3% (Agree)	84,6%	Very Good
	19	65,4% (Agree)	76,9%	Good
	17	61,5% (Agree)	75,9%	Good
	20	57,7% (Agree)	74%	Good
	18	58,7% (Agree)	71,2%	Good
Interest in Utilization	23	54,8% (Agree)	65,4%	Good Enough
	22	47,1% (Agree)	57,7%	Good Enough
Usage Behavior	24	65,4% (Agree)	77,9%	Good
	25	45,2% (Disagree)	53,9%	Good Enough
		AVERAGE	75,5%	GOOD

2. The Results of the Aspects of Perception

The results of the student's perception in using Zoom application during online learning were divided into six major aspects, such as performance expectancy, effort expectancy, social factors, facilitating condition, interest in utilization, and usage behaviour.

2.1 Performance Expectancy

The results of students' perception for performance expectancy in using Zoom application showed that most students agreed Zoom application could give them new learning experience (64,4%), needed information technology skills (62,5%), provided

benefits during the learning process (56,7%), increased productivity during the Covid-19 pandemic (52,9%), helped online learning activity easier (51%), facilitated the students to be creative (50%). Furthermore, this application was relevant to be used for online learning activities (48,1%) and Application could be more efficient in communicating between student and teacher (38,5%). However, 37,5% of the students was neutral to state that Zoom application could increase the chances of success in learning. The summary of performance expectancy results is presented in Figure 3.

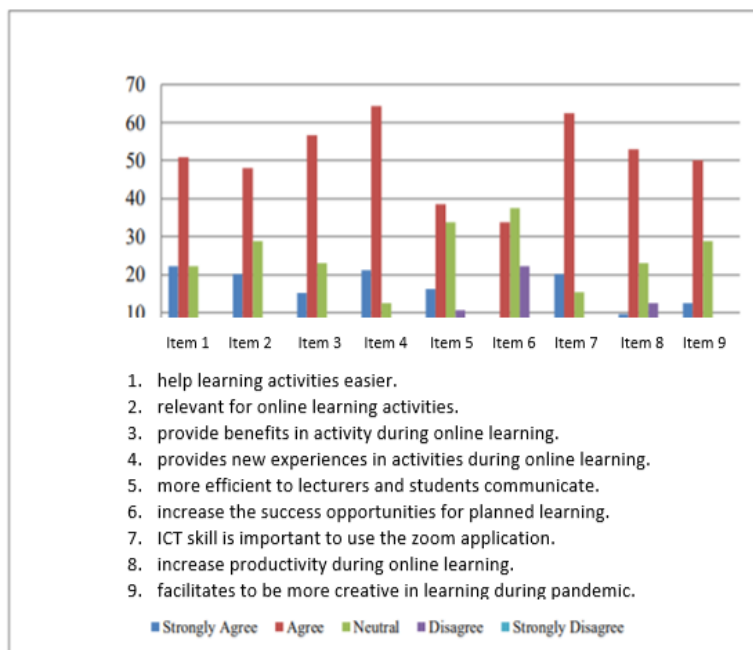


Figure 2. Result of Performance Expectancy

2.2 Effort Expectancy

Dealing with students’ perception of effort expectancy aspect, it was revealed that the students could operate Zoom features easily (55,8%) because it was very easy to use (50%). Moreover, this application could help students to accomplish the courses more effectively (44,2%) and disagreed that Zoom application could make their learning process more complicated (40,4%). The result of effort expectancy is displayed in Figure 3 below.

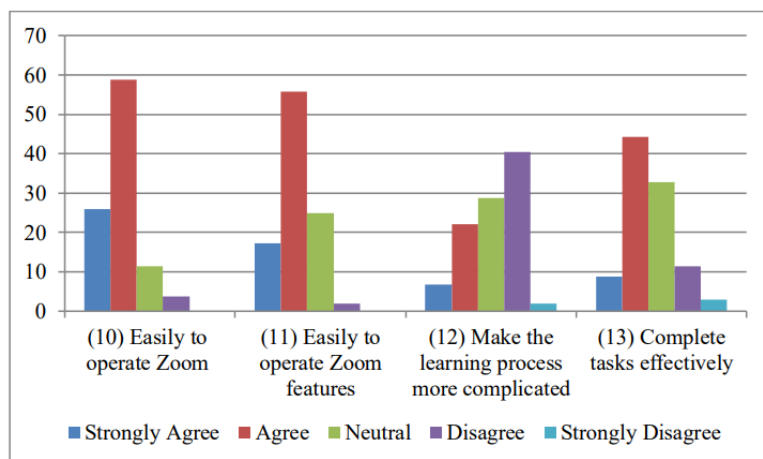


Figure 3. Result of Effort Expectancy

2.3 Social Factor

For social factor aspect, it was found that the students used Zoom application considering it as learning process rules (55,8%) and they were comfortable in using this application because they got help from some people (42,3%). Nevertheless, they disagreed if they used Zoom application because of the influence from other people (36,5%). Figure 4 presents the results of perception of social factor.

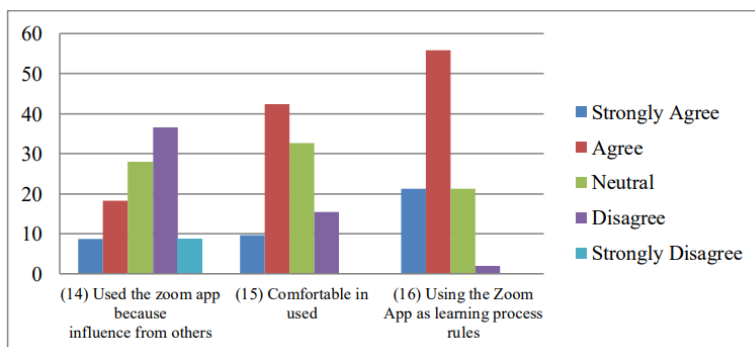


Figure 4. Result of Social Factor

2.4 Facilitating Condition

Based on the data obtained about students' perception of facilitating condition aspect, the students agreed that using Zoom Application could improve their ICT skill (68,3%). Students used this application to support their online learning activities (65,4%) so that they were comfortable to use it (61,5%) because they had ability to use it (58,7%). Moreover, they agreed that Zoom Application became one of e-learning to support online learning activities. The summary of students' perception of facilitating condition can be seen Figure 5 below.

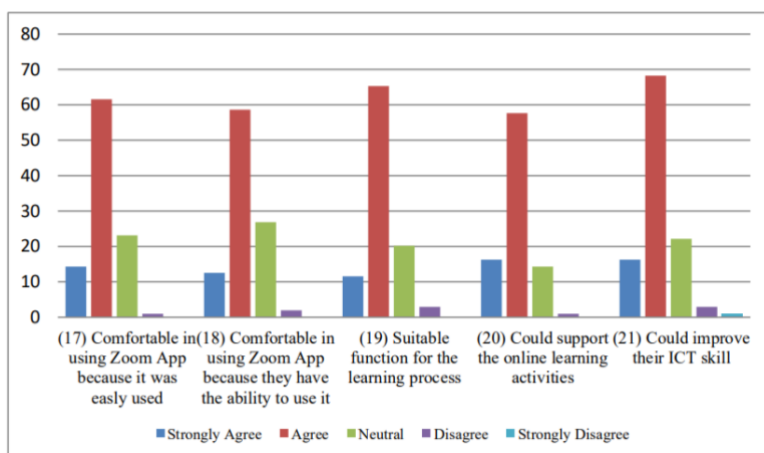


Figure 5. Result of Facilitating Condition

2.5 Interest in Utilization

Students quite agreed that the decision for choosing Zoom application in their online learning because their classmates also used it (54,8%). They also wanted to use this application continuously (47,1%). The results for interest in utilization is presented in Figure 6.

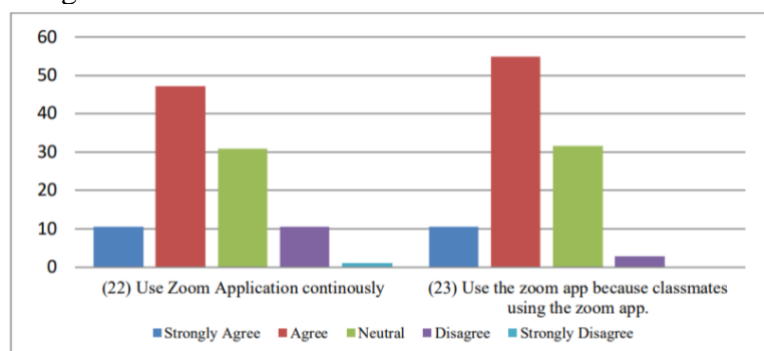


Figure 6. Result of Interest in Utilization

2.6 Usage Behavior

From the result, the students agreed that Zoom Application could be used easily to carry online learning activities (65,4%). Thus, most of them agreed that this application was not confusing when it's first used.

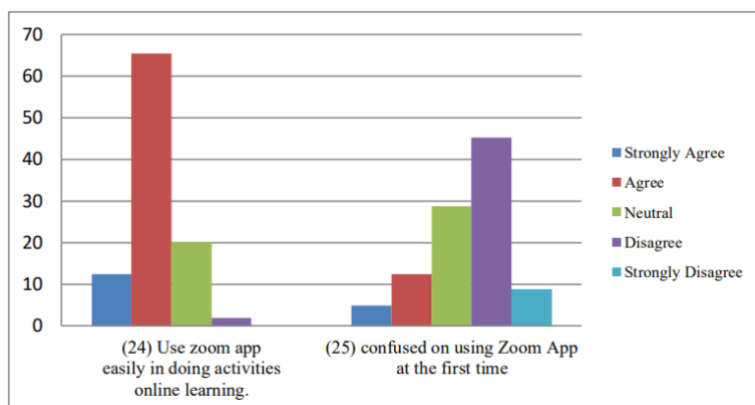


Figure 6. Result of Usage Behavior

DISCUSSION

Most students perceived positively toward the use of Zoom application during online learning. In other words, Zoom application is quite effective for online learning implementation. It gave students new learning experience and benefits such as they could learn easier through this communicative virtual learning platforms, the application encouraged them to be creative, and it also motivated them to improve their information technology skills. Educators and students can interact directly and communicatively during online learning by using a face-to-face conference platform of Zoom application (Abdillah, 2020). But the students were not quite sure that Zoom application could increase the chances of success in learning since its implementation were still new for them.

Zoom application offers some features that can be easily operated by the users. Therefore, those features helped the respondents to accomplish the courses more effectively. It is in line with Khasanah and Syarifah (2021) that the interactive features of Zoom application could help students to conduct online learning well though the quality of video and audio very depend on the signal strength (Elezaj, 2020). Because of its useful features, most students did not think that using Zoom application make their learning process more complicated. This application got them used to prepare well before online learning was started. Therefore, they felt comfortable in using this application.

Meanwhile, social factors also determined the use of Zoom application by the respondents. The Faculty of Teacher Training and Education suggested lecturers and students to use Zoom application during online learning. Hence, Zoom application became online learning platform preference. They agreed that they got help from some people about its usage but their learning platform preference that was using Zoom application were not influenced by them.

In addition, students showed very good and good perception on facilitating condition aspect of using Zoom application. Students strongly agreed that using Zoom application could improve their ICT skill. They were comfortable and able to use this application and explored its features to support their online learning activities. Ismawati and Prasetyo (2020) claimed that the features of video conferencing of Zoom application were effective and interactive to help students in absorbing learning material delivered by educators.

Lastly, students perceived good and good enough for interest in utilization and usage behavior. The use of Zoom application during online learning would be continuously used by students. Because this application can be used in any device (cellular or desktop), students did not find serious problem even when it's first used by them. Just by clicking the link or inserting room number, they could participate in online learning using Zoom application. In brief, Zoom Application is an effective educational technology tool for online learning.

CONCLUSION

This study focused on investigating about students' perception in using Zoom application during online learning in Faculty of Teacher Training and Education at Tridnanti University Palembang. The students involved in this study were from English Education and Indonesian Language and Literature Education Study Programs. The

students' perception were divided into six major aspects, such as performance expectancy, effort expectancy, social factor, facilitating condition, interest in utilization, and usage behaviour in using Zoom application. The results of the study indicate that most students had good perception toward the use of Zoom application during online learning. Using Zoom application during online learning gave students new learning experience and benefits from its featured so that it can be easily operated by the users. Many students preferred using Zoom application during online learning since they did not find serious problem to participate in online learning using Zoom application. Meanwhile, using Zoom application could improve students' ICT skill, they would be continuously used this application during online learning. To sum up, Zoom Application is effective to be applied for online learning.

After conducting this study, it is suggested that students should be more independent in understanding what is conveyed and explained by the lecturer or teacher in online learning. They are also expected to be able to explore the benefits of each online learning application used. Meanwhile, teachers should learn more about the efficient use of applications for online learning and should know how to choose applications that are suitable for students. Thus, their abilities and skills increase as well as their professional development. In addition, further researchers can also develop various topics related to the use of applications as learning media, its impact toward students' learning achievement, the drawbacks of online learning application, etc.

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