

ENGLISH STUDENTS' PERCEPTION ON ZOOM APPLICATION AND ITS CONTRIBUTION TO LEARNING PROCESS AFTER COVID-19 PANDEMIC

Siti Hardiyanti Fatimah
sitihardiyantifatimah@gmail.com
Universitas Mulawarman

ABSTRACT

During to the pandemic, many countries have faced difficulties in shifting to a digitalised world. This shift would lead to a total change in the educational setting, such as that the students and teachers are in different locations but can still interact with one another. The situation started to change again after vaccines were made available, and now, most colleges and universities are returning to the traditional classroom. Face to- face communication will take prevalence once more. This invites a question on the effectiveness of Zoom application in the future. This study will give the students the opportunity to express their opinion regarding the adoption of the Zoom application to their learning process during and after Covid 19 pandemic. In this research, the researcher chooses English Department Postgraduate of Mulawarman University students of fourth and second semester as the subject of this research. The researcher will use two kinds of instruments; they are Questionnaire and Interview. The results of the study for were: It was found that students had positive perception to using Zoom application in their learning process during Covid 19 pandemic. From the findings of the study, most of the students agree if using Zoom application during Covid 19 pandemic very helpful to support their learning process. Zoom application also giving a lot contribution to their learning process during Covid 19 pandemic. With variety features that provided by Zoom application the student feels easy to used that application to support their learning process during Covid 19 pandemic. It is proved if with Zoom application has several features to keep learning process work even there is no Covid 19 pandemic regulation. It is proved even we use Zoom application to their learning process the material that given by the lecturer well conveyed and easier to understood because there is feature in zoom application that makes you can record the learning and replay the recorder. The concept of the educational system has been expanded to include ways of developing educational profiles, taking into consideration the benefits and effects of developing and implementing new features

Keywords: Learning Process, Students' Perception, Zoom Application.

INTRODUCTION

To keep the academic activities going on, the government worldwide issued the policy to shift face-to-face learning into an online mode (Abidah et al., 2020; Rasmitadila et al., 2020). The classes are dropped. In the instructive framework, the educators and teachers began to look for alternative approaches to connect with their students and to encourage teaching and learning process through online classes. Regardless of the current pandemic hampered instruction everywhere on the world, virtual learning and straightforward entry to internet providers feature encouraged the learning framework. Schools, colleges, universities, and educators in a flash embraced online sources to proceed with their instructive excursion through video conferencing applications and modules (International Labor Organization, 2020).

The use of technology, such as gamification, application, and devices, in language

classes, is not new. Digital tools, social media, and virtual environments have been extensively used in facilitating language teaching and learning. Indeed, Chun et al. (2016) have noted that teachers should pay more attention to technology for their classes since it affects language use.

The first research has been conducted by Al-Marroof, et al (2021) entitled *The Effectiveness of Online Platforms after the Pandemic: Will Face-to-Face Classes Affect Students' Perception of Their Behavioural Intention (BIU) to Use Online Platforms?*. The purpose of this study is to investigate students' intention to continue using online learning platforms during face-to-face traditional classes in a way that is parallel to their usage during online virtual classes (during the pandemic). The participants were 768 university students who have experienced the teaching environments of both traditional face-to-face classes and online classes during the pandemic. An online questionnaire was used to explore students' perceptions of their intention to use online platforms accessibly in a face-to-face learning environment. The results showed that students prefer online platforms that have a higher level of content richness and also students with a higher level of satisfaction have a more positive attitude in their willingness to use the online learning system.

Another study was conducted by Amin & Sundari (2020) entitled *EFL Students' Preferences on Digital Platforms during Emergency Remote Teaching: Video Conference, LMS, or Messenger Application?*. The purpose of the study was to determine the students' preferences including their perception and point of views on using the platforms and application during the remote teaching situation. To achieve the research purpose and provide the answer to the question, descriptive research framework was selected using a survey method. The findings show that the Cisco WebEx Meeting, Google Classroom, and WhatsApp gained highly positive agreement on all criteria.

During to the Covid 19 pandemic, many countries have faced difficulties in shifting to a digitalised world. This shift would lead to a total change in the educational setting, such as that the students and teachers are in different locations but can still interact with one another. The situation started to change again after vaccines were made available, and now, most colleges and universities are returning to the traditional classroom. Face to- face communication will take prevalence once more. This invites a question on the effectiveness of Zoom application in the future.

This study will give the students the opportunity to express their opinion regarding the adoption of the Zoom application to their learning during & after Covid 19 pandemic. It has been 2 years after this face-to-face learning Zoom platform activities applied and now traditional face to face learning are returning face so the researcher decided to analyze what are students' perception on a Zoom application and its contribution to their learning process after Covid 19 pandemic

METHOD

The research design of this study is qualitative research that aims to describe the students' perception to their learning process regarding zoom application after covid 19 pandemic. (Merriam & Tisdell, 2015) stated that qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences. According to (Ary et al, 2010, p.421) qualitative research focuses on understanding social events from the perspective of the human participant. (Hancock, Ockleford, & Windridge, 2009) Qualitative research is concerned with developing explanations of social phenomena. This research will be applied with case study design to know the students' perception regarding on Zoom application and its contribution to learning process during & after Covid 19 pandemic. The researcher used

questionnaire and interview as basic describe the data. In addition, the existing evidence analyzed and interpreted by means of specific stages in reference to descriptive methods.

Subjects in research are required to get the needed information. (Lodico et.al 2006) revealed “Depending on the types of questions asked, the researcher want to select the subjects so that they be able to provide the key information essential for the study”. It means that in qualitative research, the researchers select their subject based on the subjects’ knowledge which is capable and relatable to answer the question. In this research, the researcher chose English Department Postgraduate of Mulawarman University students of fourth and second semester as the subject of this research. There are 16 students from fourth semester and 15 students from second semester so the total of the subject for this study are 31 students and the researcher will choose 6 students to be interviewed. The reasons why the researcher chooses fourth and second semester students of English Department Postgraduate of Mulawarman University is because they are students of English Department Postgraduate of Mulawarman University that have been studying during and after Covid 19 pandemic using Zoom application.

There are 48 items of close-ended questionnaire that researcher adopted according to Al-Maroofof, et al (2021) The questionnaire divided into 2 terms questionnaire once related to during Covid-19 pandemic and the other one related to after Covid 19 pandemic. The questionnaire administered to explore learners’ perception of Zoom application and its contribution to learning process during and after Covid 19 pandemic. The questionnaire consists of 48 items close ended questions with a 5-point like scale (Strongly Disagree=1 to Strongly Agree=5) and the instruction of questionnaires is to tick the degree of agreement based on students’ honest opinions.

An interview has the advantage of supplying large volumes of in-depth data rather quickly. Interviews provide insight on participants’ perspectives, the meaning of events for the people involved, information about the site, and perhaps information on unanticipated issues. Then, (Creswell & Guetterman, 2018) also classify the interview into four types, those types are (1) one on one interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview.

Based on the types of interviews above the researcher used one-on-one interview via zoom or google meet. One-on-one interview is data collection process in which the researcher asks questions and records the answers. In formulating the questions for interview, the researcher modified some statements from the questionnaire.

In this research the researcher asked 6 students to be interviews who had fill the questionnaires : 2 students who get high mean score, 2 students who get moderate mean score and also 2 students who get lower mean score. The purpose of this interview is to get their opinion based on their result of the questionnaires and interview conducted by the researcher herself.

FINDINGS AND DISCUSSION

1)Behavioral intention to use Zoom application after Covid 19 pandemic.

The result reveal among 31 students there are 22 or 75% students have positive perception, there are 7 or 22% students have undecided perception and 1 or 3% negative perception for question number 1. For question number 2 there are 27 or 88% students have positive perception, there are 3 or 10% students have undecided perception and there are 1 or 3% students have negative perception. According to the result for each question for behavioral intention construct have positive perception from the students. Based on the interview that has been done, the result of the students' perceptions about their behaviour intention using Zoom application after Covid 19 pandemic receive positive perception from

most of students it supported by the students stated that :

S4: ready or not you have to be ready because of the pandemic, so we must be ready to used Zoom during Covid 19 pandemic

S2: Of course, I am ready. After 2 years of using Zoom application I feel like using Zoom application easier, even until right now after Covid 19 pandemic i still using Zoom, so I think there is no problem using Zoom application after Covid 19 pandemic. If there is something easier way why not?

2) Educational System Quality using Zoom application after Covid 19 pandemic

Question number 3 have positive perception with among 31 students there are 29 or 94% students show positive perception then there are only 1 or 3% students undecided perception and also 1 or 3% students have negative perception. For question number 4 there are 20 or 65% students have positive perception , there are 10 or 38% students undecided perception and also there are 1 or 3% students have negative perception. For question number 5 there are 20 or 65% students have positive perception, there are 10 or 32% students undecided perception and also there is 1 or 3% students have negative perception. It supported by students stated :

S4 : Very helpful, sis. I also feel really good when I think back to the 2 years of the pandemic, I couldn't meet face to face if there weren't technological advances like the Zoom application, it's like what happens when you go to college and study. But fortunately we have been facilitated with sophisticated technology, so anything can be done remote

S5 : Up to now, I feel that Zoom is still very helpful and plays a role in the learning process, even though it doesn't have the same urgency anymore. In the past, because I didn't want to use Zoom because of the pandemic, now the urgency is different, maybe students or lecturers are unable to go to campus, so they can use Zoom, so it just makes things easier for us

3) Information Quality using Zoom application to students' learning process after Covid 19 pandemic

The result reveals for question number 6 have 29 or 62% students show positive perception, and then there are 11 or 35% students undecided perception and only 1 or 3% students have negative perception. For question number 7 there are 26 or 84% students have positive perception, there are 4 or 13% students have undecided perception and also there is 1 or 3%

students have negative perception. For question 8 there are 19 or 62% students have positive perception, there are 8 or 25% students undecided perception and there are 4 or 13% students have negative perception. For question number 9 there are 18 or 58% students have positive perception, there are 13 or 42% students undecided perception and no one have negative perception. Mostly students have positive perception for question number 6 until 9 that related to information quality using Zoom application after Covid 19 pandemic. It supported with the students stated :

S1: Yes, it's really helpful during Covid. Information and material during covid 19 pandemic it is easy to understood because we can replay the recorder

S1: yes, it's still very helpful, even though it's no longer a pandemic, it can still be used. i feel like with Zoom application after covid 19 pandemic I can clearly understood with the material that lecturer explain in Zoom application

4) Information Richness using Zoom application to students' learning process after Covid 19 pandemic

According to the result are, for question number 10 there are 22 or 71% students have positive perception, there are 7 or 22% students undecided perception and there are 2

or 7% students have negative perception. For question number 11 there are 23 or 74% students have positive perception, there are 6 or 19% students undecided perception and there are 2 or 7% students have negative perception. For question number 12 there are 10 or 32% students have positive perception, there are 14 or 45% student undecided perception and there are 7 or 23% students have negative perception. So the researcher conclude if there are 2 among 3 questions have positive perception from information richness construct. It supported with the students stated :

S1: Yes, it's really helpful during Covid. Information and material during covid 19 pandemic it is easy to understood because we can replay the recorder

S1: yes, it's still very helpful, even though it's no longer a pandemic, it can still be used. i feel like with Zoom application after covid 19 pandemic I can clearly understood with the material that lecturer explain in Zoom application

5) Perceived Ease of Use Zoom Application after Covid 19 Pandemic

Based on the result for question number 13 there are 23 or 75% students have positive perception, there are 6 or 19% students undecided perception and there are 1 or 3% students have negative perception. For question number 14 there are 15 or 48% students have positive perception, there are 10 or 32% students have undecided perception and there are 6 or 21% students have negative perception. For question 15 there are 12 or 39% students have positive perception there are 15 or 48% students undecided perception and there are 4 or 13% students have negative perception. Based on this construct mostly students have positive perception about perceived ease of use to using Zoom application after Covid 19 pandemic. It supported with the students stated :

S6: At first I found it really difficult to use Zoom during the pandemic because it was my first time using the Zoom application. If there wasn't a pandemic, maybe you wouldn't know about the Zoom application

S5: It's easy, miss, because I'm used to using zoom during the pandemic, so now it's finally comfortable

6) Users' Situation Awareness After Covid 19 Pandemic

From the result show for question number 16 there are 17 or 56% students have positive perception, there are 10 or 32% students undecided perception and there are 8 or 25% students have negative perception. For question number 17 there are 15 or 48% students have positive perception, there are 8 or 26% students undecided perception and also negative perception. For question number 18 there are 16 or 52% students have positive perception, there are 12 or 38% students have undecided perception and 3 or 10% students have negative perception. From the result above the researcher conclude if mostly students have positive perception to each question that related to user' situation awareness using Zoom application after Covid 19 pandemic.

7) Perceived Usefulness Using Zoom Application After Covid 19 Pandemic

From the result above show question number 19 until 21 mostly have positive perception. Question number 19 have positive perception with among 31 students there are 21 or 67% students showed positive perception, there are 8 or 26% student undecided perception and there are 2 or 7% students have negative perception. For question number 20 there are 19 or 63% students have positive perception and there are 9 or 28% students undecided perception and there are 4 or 14% students have negative perception. For question number 21 there are 21 or 67% students have positive perception, there are 8 or 26% students have undecided perception and there are 2 or 7% students have negative perception. It supported with the students stated :

S6: At first I found it really difficult to use Zoom during the pandemic because it was my first time using the Zoom application. If there wasn't a pandemic,

maybe you wouldn't know about the Zoom application

S5: It's easy, miss, because I'm used to using zoom during the pandemic, so now it's finally comfortable

8) Users' Satisfaction Using Zoom Application After Covid 19 Pandemic

Based on the result there are 22 or 71% students have positive perception for question number 22. There are 28 or 89% students have positive perception for question number 23 and there are 16 or 52% students have positive perception for question 24. From the result above mostly students have positive perception for each question that related to user satisfactions. It supported with the students stated :

S5: Very helpful, sis, because during the pandemic, we were prohibited from direct contact with people, so the alternative is zoom.

S1: after the pandemic, there are still a lot of contributions, zoom in learning, even though the urgency is different.

In this section, the aim was to discuss the answers of the research questions. There were two research question posited in this research. The first question was "How are students perceive using Zoom application to their learning process during Covid 19 pandemic?" The students were asked to fill the questionnaire online and there were 6 students who interview. It was found that students had positive perception to using Zoom application in their learning process during Covid 19 pandemic. From the findings of the study, most of the students agree if using Zoom application during Covid 19 pandemic very helpful to support their learning process. Zoom application also giving a lot contribution to their learning process during Covid 19 pandemic. With variety features that provided by Zoom application the student feels easy to used that application to support their learning process during Covid 19 pandemic. It also supported with the other research by (Sumardi, 2021) found if Zoom is the most likely popular video conferencing platform used during this pandemic period to support discussions or meeting through video conference. Zoom is considered beneficial in the teaching and learning process during Covid 19 Pandemic.

And the second research question was "How are students' perception using Zoom application to their learning process after Covid 19 pandemic?" Most of the students also believe if zoom application support them with interactive feature to keep in touch with the lecturer and their class mate even during or after pandemic. It is proved if with Zoom application has several features to keep learning process work even there is no Covid 19 pandemic regulation. It is proved even we use Zoom application to their learning process the material that given by the lecturer well conveyed and easier to understood because there is feature in zoom application that makes you can record the learning and replay the recorder. The concept of the educational system has been expanded to include ways of developing educational profiles, taking into consideration the benefits and effects of developing and implementing new features. The education quality embraces not only the quality of the system itself functionally, but the quality of the information academically (Dunbar et al.,2018) and (Delvi et al.,2020). Furthermore, information quality is defined as the quality of the content of the information system, including factors such as the intelligibility, objectivity, sufficiency, and relevance of the content. This factor can effectively and exceptionally affect the online learning atmosphere. It showed from result questionnaire and interview if the students have intention using Zoom application to their learning process even after covid 19 pandemic because they think with using Zoom application they can reach the learning process even they cannot reach the class. It is supported by (Muqtadiroh et al., 2020) statement that study said students' behavioral intention to use online learning is important towards the success of online learning implementation especially during the Covid-19 pandemic. In this study, the variable of

intention to continue using online learning is defined as the degree of a student's behavioral tendency to use online learning in the future.

From the result both research questions the researcher can conclude if during the Covid 19 pandemic, the use of Zoom application was massive and could not be avoided because of the demands of the situation. Students had to use the Zoom application in the learning process, few students who were unfamiliar with using Zoom during Covid 19 pandemic even found it difficult to follow the Zoom application due to several obstacles such as networks and computers that do not support this applications. Then as time goes by the Covid 19 pandemic ends, students start to return to face-to-face learning and start slowly not using Zoom, but by getting used to using the Zoom application for about 2 years during Covid 19 pandemic has made them already are in the comfort zone of learning using the support of Zoom application which makes it easier for them to follow learning remotely without having to go to class. And after the pandemic ended, the use of the Zoom application in the learning process was no longer a requirement, but as a tool to support the distance learning process, even though its use was not as massive as during the pandemic, not a few students felt that using the Zoom application really helped them in the learning process during & after Covid 19 pandemic because they can follow learning remotely without having to bother going to class.

And the researcher also concluded the contribution zoom application during and during & after pandemic is slightly different, during pandemic the contribution Zoom application to support learning process to continue because of the pandemic so we cannot learn with face-to-face system and after pandemic Zoom application uses to support students and lecturer in learning process to keep join learning process in class if there is something specific occasion, we cannot attend the class. This is supported by (Walshe et al., 2021) explain situation awareness addresses the understanding of what is going on and what might happen next. It has been defined as the ability to develop an accurate internal representation of events in the environment that may lead to successful decision-making. The failure to recognize the importance of situation. awareness in a specific environment may lead to conceptual confusion and a degree of conceptual tension.

CONCLUSIONS

Based on the research findings of the study, for the first research question is the students mostly have positive perception if the use of Zoom application during Covid 19 Pandemic give a lot contribution to support their learning process. Zoom application is the best choice to keep learning process still work in the middle of the Covid 19 pandemic. At the first using Zoom application during Covid 19 pandemic few students have struggle to use and try to adaptation with remote learning using Zoom application but at the end they believe if using Zoom application very helpful during Covid 19 pandemic. For the second research question the researcher conclude using Zoom application after covid 19 pandemic still appropriate to use even the urgency it is different with during Covid 19 pandemic, the students also believe if using Zoom application after Covid 19 pandemic more flexible in time and space to support their learning process because with support Zoom application they can transfer and discuss with lecturer without stay in classroom. and after the pandemic is over the lecturer and students sometimes still using zoom application to learning process as supported tool to keep learning process work even though there is specific occasion that makes the lecturer or student cannot attend the class.

REFERENCES

- Abidah, A., Hidaayatullaah, H. N., Simamora, R. M., Fehabutar, D., & Mutakinati, L. (2020). The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of “Merdeka Belajar.” *Studies in Philosophy of Science and Education*, 1(1), 38–49. <https://doi.org/10.46627/sipose.v1i1.9>.
- A. R. S. (2020). The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period : A Case Study in Indonesia. *Journal of Ethnic and Cultural Studies*, 7(2), 90–109.
- ARY, D., JACOBS, L. C., & SORENSEN, C. (2010). *Introduction to Research in Education*. Wadsworth.
- Alyoussef, I. Y. (2021). E-Learning Acceptance: The Role of Task–Technology Fit as Sustainability in Higher Education. *Sustainability*, 13, 1-15. <https://doi.org/10.3390/su13116450>
- Artwodini Muqtadiroh, F., Ma’ady, M. N. P., & Rizal Rahman, F. (2018). Ensemble Measurement Model of E- Learning Implementation Readiness for Higher Education Institution. *IJAIT (International Journal of Applied Information Technology)*, 2(02), 74. <https://doi.org/10.25124/ijait.v2i02.1206>
- Candarli, D., & Yuksel, H. G. (2012). Students’ perceptions of video-conferencing in the classrooms in higher education. *Procedia-Social and Behavioral Sciences*, 47, 357-361. <https://doi.org/10.1016/j.sbspro.2012.06.663>
- Creswell, J. W., & Guetterman, T. C. (2018). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 6th Edition. Pearson.
- Dunbar, R.L.; Dingel, M.J.; Dame, L.F.; Winchip, J.; Petzold, A.M. Student social self-efficacy, leadership status, and academic performance in collaborative learning environments. *Stud. High. Educ.* 2018, 43, 1507–1523.
- Dalvi-Esfahani, M.; Leong, L.W.; Ibrahim, O.; Nilashi, M. Explaining Students’ Continuance Intention to Use Mobile Web 2.0 Learning and Their Perceived Learning: An Integrated Approach. *J. Educ. Comput. Res.* 2020, 57, 1956–2005
- Fakhrurrazi M. Amin, H. S. (2020). EFL Students’ Preferences on Digital Platforms during Emergency Remote Teaching: Video Conference, LMS, or Messenger Application? *Studies in English Language and Education*, 362-378.
- Findik-Coşkunçay, D., Alkiş, N., & Özkan-Yildirim, S. (2018). A Structural Model for Students' Adoption of Learning Management Systems: An Empirical Investigation in the Higher Education Context. *Educational Technology & Society*, 21(2), 13-27.
- Hancock, B., Ockleford, E., & Windridge, K. (2009). *An Introduction to Qualitative Research*
- Hong, K. S., Ridzuan, A. A., & Kuek, M. K. (2003). Students' attitudes toward the use of the Internet for learning: A study at a university in Malaysia. *Journal of Educational Technology & Society*, 6(2), 45- (Wesely, 2012).
- International Labour Organization. (2020). *COVID-19 and the education sector*. Switzerland: International Labour Organization.
- Knipe, D., & Lee, M. (2002). The quality of teaching and learning via videoconferencing. *British Journal of Educational Technology*, 33(3), 301–311.
- Lazim, C. S., Ismail, N. D., & Tazilah, M. D. (2021). Application of Technology Acceptance Model (TAM) Towards Online Learning During COVID-19 Pandemic: Accounting Students Perspective. *International Journal of Business, Economics and Law*, 24(1), 13-10.
- Lodico, M. G. 2006. *Methods in Educational Research*. Jossey-Bass Publisher.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative Research: A Guide to Design and Implementation*, 4th Edition.
- Noh, N. H. M., & Amron, M. T. (2021). Exploring Cloud Computing Readiness and Acceptance in Higher Education Institution: A PLS-SEM Approach. *Asian Journal of University Education*, 17(4), 367-376. <https://doi.org/10.24191/ajue.v17i4.16193>
- Pane, A. & Dasopang, M. D. (2017). Belajar dan Pembelajaran. *FITRAH Jurnal Kajian Ilmu-Ilmu Keislaman*, 3 (2), 333-352.

- Rana Saeed Al-Marroof, N. A. (2021). The Effectiveness of Online Platform after the Pandemic: Will Face-to Face Classes Affect Students' Perception of Their Behavioural Intention (BIU) to Use Online Platforms ? Informatics, 21.
- Sayem, A. B. M., Taylor, B., Mcclanachan, M., & Mumtahina, U. (2017,). Effective use of Zoom technology and instructional videos to improve engagement and success of distance students in engineering. Huda, NInglis, DTse, NTown, G (Eds.), 28th Annual Conference of the Australasian Association for Engineering Education (AAEE 2017), Sydney, Australia, Australasian Association of Engineering Education, Sydney, NSW, p. 926-931, <http://www.aaee.net.au/index.php/program>
- Suhanji. (2014). Konsep Manajemen Kelas dan Implikasinya Dalam Pembelajaran. Jurnal Pendidikan. 11 (2), 30-46.
- Walshe, N.; Ryng, S.; Jonathan, D.; O'Connor, P.; O'Brien, S.; Crowley, C.; Hegarty, J. Situation awareness and the mitigation of risk associated with patient deterioration: A meta-narrative review of theories and models and their relevance to nursing practice. Int. J. Nurs. Stud. 2021, 124, 104086
- Widoyoko, S . Eko Putro. (2009). Evaluasi Program Pembelajaran. Yogyakarta: Pustaka Pelajar.
- Wesely, P. (2012). Learner Attitudes, Perceptions, and Beliefs in Language Learning. Foreign Language Annals.