Zoom Conference: A Study of Students' Perception on the Academic Achievement during COVID-19 Pandemic

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Abstract. *In the pandemic era of Covid-19, the students must study from home through online platform. One of many new platforms used by the students during such pandemic era of Covid-19 was Zoom. Zoom is a cloud based application for video conference. Consequently, as one of many schools that cannot conduct offline learning, STKIP PGRI Bandar Lampung also used online learning. This research wanted to understand how online learning affected the STKIP PGRI Bandar Lampung students, regarding their academix achievement. The researchers used Cluster Random Sampling as a sampling technique to get the research sample. This research used questionnaires to collect the data. The questionnaires were given to and answered by 23 students from the second semester in STKIP PGRI Bandar Lampung. SPSS, consistency analysis, static analysis, and regression analysis were used as data collection technique and analysis. The results showed that Zoom can be used as an alternative educational platform, and this platform was an appropriate educational media at STKIP PGRI Bandar Lampung. The researchers concluded that STKIP PGRI Bandar Lampung students had a clear understanding and were ready to learn English using Zoom in the pandemic Covid-19 era.*

Keywords: *e-learning, students' perceptions, zoom platform.*

A. INTRODUCTION

Corona Virus or Covid-19 was pretty much on everyones' mind since the end of 2019.World Health Organization (WHO), since 31th December 2019, had received many reports about an exceptional pneumonia-like disease that showed symptoms like flu in Wuhan city, Hubei Province, China (Adeyeye et al., 2022).After that, the Covid-19 was considered an epidemic by WHO started in 11th March 2019 (Su, 2020) and followed as pandemic by most countries around the globe. The consequence of

such announcement was many countries in the world must change their people's lifestyles to save public health. New rules was made by most government as measure to stop this pandemic, including Indonesian's government.Some of the government's efforts were asking people to wear mask when going out of the home, wash their hands with soap, keep their distance, avoid crowds. Nonethless, the most important thing that the government demanded from its people was basically reducing mobility. This affected educational system as well. Things like online video converence to replace traditional offline learning was implemented as measure to limit mobility in school. Although many aspects of operational and campus life had returned since the mandatory vaccination and the strict implementation safety protocols since the end of 2021, video conference basicaly left indelible mark that affected learning system ever since. Grandinetti (2020) also stated that after the pandemic was ended, video conferences had made an indelible mark on high education by offering the synchronous online course as Web-mediated meetings and advising.

Suyanto (2005)stated e-learning is the name of technologically supported learning system that uses an arrangement of educational tools such as phone connection, satellite transmissions, audio-video tapes, teleconference, and web-based training or computer or computer instruction as generally to online courses. Moreover, Ritonga et al. (2020) stated that e-learning has been known by other terms, such as LMS (learning management system) or CBT (computer-based training), it then was developed into internet-based e-learning in 1999. It can be concluded that e-learning is actually a mature system that has been developed since decades ago.

It is undeniable that the transformation of offline teaching-learning activity to online activity was difficult process due to many problems teachers may find (Ramadani & Xhaferi, 2020). Such conversion made many students and teachers felt culture shock.The teachers must adapt the teaching process from a face-to-face learning to an

online one, while the students must adapt the learning process to the new system and new resources learning.As the result, many schools did not do the learning well. Moreover, Ramadani & Xhaferi (2020) defined that online learning is one of the more difficult processes for the teachers because they are require to create and organize online learning classes in the optimum ways.Teachers may used many ways, techniques, and strategies to teach the students during online learning and required to pay attention advantages and disadvantages of the online learning process.

One of the many new ways, techniques, and strategies that were used by the teachers was Zoom. Zoom is a cloud based network conference platform cloud (Zulherman et al., 2021).Zoom includes an automatic activity recording feature that may be used to create activity documents that can be accessed or played back later if needed. Other than that, Zoom offers various advantages over other applications, one of which is that it can bridge space, time, and students flexibility in their learning process (Putri & Suryaman, 2022). The students and the teachers can also usemany features that were available in Zoom. Not only it can take some documentation using the recorder function, but the users could also change their background to make it more attractive.

Al Maalouf (2019) stated that several researchers proposed that the usage of Zoom mayresulting ina close connection and positively affect students' academic achievement and motivation for the learning activity. According to Jehad et al. (2020), the goals of implementing Zoom as a technological platform in for students are that it enables the students to studying many skills, increasing productivity, and increasing the performance of the students training. According to Gunawan et al. (2020), the innovative technology of Zoom allows participants to see and hear their classmates and discuss using any smart device, such as smartphone, tablet, and personal computer.Conversely, Zoom allows its users to freely act as if they are in the conventional class (Suadi, 2021). What makes the difference here is that the users just

do all the learning process through smartphones or PC.

In addition, the selected online learning platform must reach all students without becoming limitation for anyone (Fahruddin et al., 2022).It was deemed to be very imprtant for the teachers to choose the right platform that not only affordable for all the students, but also sufficient enough to meet the needs of some specified learning process. Zoom had been proven to be more complete in term of features compared to other platforms.

Hence why, most of the STKIP PGRI Bandar Lampung'slectures used Zoom as platform for online learning. Although it was still questionable whether or not online learning using Zoom platform impact the student's learning achievement and make the teacher more at ease in the learning process. Based on that, the goal of this research was to identify the perceptions of the students of Zoom and the relationship between students' achievement in academics during the Covid-19 pandemic.

B. RESEARCH METHOD

Qualitative research method was used in this research, which based on the book, represented as document or content analysis, it focuses on analyzing and interpreting recorded material to learn about human behavior. Ary, Jacobs, Sorensen, Irvine, & Walker (2019)in their book stated that the main trait of qualitative research is the method it used to collect the data, and also the means to analyze it. In this study, the researchers used two types of questionnaire as research instrument. The instruments had already passed the reliability and validity test before being used in this research. This instrument was employed to collect the data and explain the student's perceptions of the Zoom usage in online learning through the pandemic. The questionnaires were given to and answered by 23 students from the second semester in STKIP PGRI Bandar Lampung. The

researchers used Cluster Random Sampling as a sampling technique to choose research sample. The participant who answered the questionnaires consisted of 4 males and 19 females. The questionnaires were responded via online platform, Google Form. Before sharing the questionnaires, the researchers ensured that the participant used Zoom during online learning during the pandemic. All students completed the questionnaire one week after the questionnaire was given. SPSS, consistency analysis, static analysis, and regression analysis were used as data collection technique and analysis.

C. FINDINGS AND DISCUSSION

This part contains the data collection results through questionnaires collectedfrom the sample. It describes the results and the discussions outlined in the form of paragraphs and tables.

Findings

Some students who participated in this study had previously participated in online learning. This condition shows that they had experience in using Zoom for online learning. The table bellow shows the result of the questionnaire.

Table 1.The students' perception toward the use of Zoom platforms in the learning process

NO	Statement	Yes	No
1	Zoom platforms can help you to turn in additional educational material.	77,3%	22,7%
2	Zoom platforms improved the educational process by allowing teachers and students to communicate more effectively.	63,6%	36,4%
3	The Zoom platforms' quality follows today's educational standards.	72,7%	27,3%
4	Zoom platforms can take the place of a great deal of experience in the classroom.	54,5%	45,5%
5	E-learning platforms in universities are difficult to control.	68,2%	31,8%
6	E-learning can be used for every subject.	59,1%	40,9%
7	In e-learning, the quantity and variety of information obtained are proportional to the amount of time spent.	90,9%	9.1%
8	Access to instructional materials and assignments is available 24 hours a day, seven days a week on Zoom platforms.	68,2%	31,8%

NO	Statement	Yes	No
9	E-learning will become a significant part of the teaching process in the future, as now.	90,0%	9,1%
10	E-learning is more convenient for my studying.	68,2%	31,8%
11	Allows for the improved arrangement of the learning process.	63,6%	36,4%
12	Allows for the use of reducing instructional content.	90,9%	9,1%
13	Increases the degree of ICT knowledge and skills.	81,8%	18,2%
14	It corresponds to current communication and information-processing methods.	86,4%	13,6%
15	It is not allowed to use Zoom platform elements in a full-time educational environment.	63,6%	36,4%
16	I prefer to use Zoom platform features in combination with educational methods.	54,5%	45,5%

Adapted from (Jehad et al., 2020)

Table 1 shows students' perception of using the Zoom platform in learning. The results show that the participants are very aware of the use ofZoomin online learning because most lectures used Zoom as a learning medium during the online learning process. Table 2 describes student perceptions of Zoom and the relationship between the use of Zoom and the students' academic achievements during the pandemic.The results obtained indicate that Zoom has not been able to improve student academic achievement during online learning.

The results show that Zoom can help students get additional learning materials (77.3%).The result also shows that 63.6% of students agree that Zoom can improve communication between the teachers and the students. Moreover, 72.7% of the students agree that using Zoom is on the level of education of students in college.It also shows that there are 54.5% of the students who agree with the idea that Zoom can replace offline learning practices during online learning in the pandemic.However, 68.2% of the students agree that the e-learning platform at STKIP PGRI Bandar Lampung is inconvenient to handle, therefore students find it challenging to learn. Nevertheless, online learning can still be conducted in all their courses (59.1%).

The results also show that 90.9% of the students agree that during online learning, the quality and quantity of knowledge obtained are not propotional to the time they spend learning. It also shows that 68.2% of the students agree that Zoom allows them to access the learning materials and assignments 24/7 or around the clock.It also shows that 90% of the students know that Zoom can be used now and in the future for e-learning and will become an integral part of the educational process.Another 68.2% of the students agree that online learning is reasonable for their studies. Through Zoom, 63.6% of students can more effectively organize the learning process (Diana et al., 2021).

Zoom also uses modern teaching resources (90.9%).During online learning, 81.8% of students agreed that Zoom increases the students' ICT competencies. Total of 86.4% agree that this corresponds to modern models of communication and work with information. The results of the questionnaire also show the use of Zoom elements in full-time educational form is not preferred by 63.6% of students.Another 54.5% of students prefer using Zoom platform elements as a partially educational method.

Table 2.Students' Perceptions of Zoom Platforms and the Relation with Academic Achievement during Covid-19 Pandemic.

No	Statement	Yes	No
1.	E-learning on Zoom platforms has helped me to learn more quickly	59,1%	40,9%
2.	Answering online examinations is not difficult for me.	63,6%	36,4%
3.	I have positive relationships inside and outside of the institution, and e-learning positively impacts my relationships.	63,6%	36,4%
4.	I can easily comprehend the lessons on Zoom platforms.	18,2%	81,8%
5.	My competence in managing study time has improved because of Zoom platforms.	59,1%	40,9%
6.	My motivation to study increased due to using Zoom platforms for e-learning.	45,5%	54,5%
7.	I remember material better when I study on Zoom platforms.	13,6%	86,4%
8.	My learning is made more fun by employing Zoom platforms for e-learning.	54,5%	45,5%
9.	E-learning on Zoom platforms has helped me to understand more quickly.	59,1%	40,9%

10.	To enhance themselves, students are using Zoom platforms for e-learning.	63,6%	36,4%

Adapted from (Jehad et al., 2020)

Table 2 shows that 59.1% of the students agree that e-learning using Zoom makes students learn faster. Furthermore, 63.6% of the studentsdo not face difficulties in answering online exams. The students also have good relations inside and outside the university, and e-learning positively affected their relations. This statement is approved by 63.6% of students. However, only 18.2% of them agree that on Zoom could make them understand the lessons easily. However, approximately 59.1% of them believe that Zoom increases their ability to manage time studying.

The results show that 45.5% of the students agree that e-learning using Zoom increase their motivation for studying. In contrast, only 13.6% of the students studying using Zoom remember lessons better. Moreover, 54.5% of them consider e-learning using Zoom making learning more enjoyable. Furthermore, 59.1% of the students agree that e-learning using Zoom contributes to making learning faster. In addition, e-learning using Zoom platforms can improve the students' self-challenge (72.7%).

Discussion

This study aimed to discover STKIP PGRI Bandar Lampung students' perceptions of Zoom on their academic achievement during the covid-19 pandemic. According to Adeyeye et al. (2022), educational information was available through online learning tools. Students can explore via virtual meeting platforms to take part in structured learning programs taught by their instructors in real-time at their rate. In an era of globalization and fast-changing technology, the introduction of online learning platforms has changed the educational process. The Covid-19 pandemic, generational differences in learning goals, and internal and external motives are all variables that influence the growth of online learning

in the educational process. From the results of the data review, it can be concluded that students can use the Zoom during online learning. Most students agree that Zoom wasan essentialtool throughout the learning process and was helpful because itwasan integral part of the educational activity. The results also showed that some students did not like learning using Zoom for a long period of time and prefer part-time or conventional learning. Although they agreed that it can improve communication between the lecturers and the students, and by extensione can increase knowledge and information of the students.

The results of the data review also showed that the use of Zoom can replace the learning practices provided by lecturers and that the material provided can be accessed all the time.According to Putri & Suryaman (2022), students will be more interested and understand the teacher's explanation more in face-to-face learning because when learning is carried out face-to-face, students will get direct feedback from the teacher and peers. The results also showed that Zoom can increase the effectiveness of the learning process, improve students' ICT skills, and expand students' learning resources in a modern way. Elements of Zoom also can be used with various educational methods in the learning process.

The results showed that the quality of using Zoom reflected the curriculum at the current grade of education and can be used at every level of education.However the material and knowledge gained from learning using Zoom was not proportionate with the time spent on learning. Moreover, students' perceptions of technology canalso influence individual behavior. Specifically, the acceptance of learning platform users is determined by two key factors: perceived usefulness and perceived ease of use (Fuady et al., 2021). Students at STKIP PGRI can efficiently operate Zoom.

The research results showed that Zoom can help students and encourage them to advance according to their abilities. According to Su et al. (2020), the use of Zoom also allows participants to write and discuss together throughout the process. Zoom also can be used for community-based discussions and can develop students' time management skills and motivate them to study. Using Zoom platform, students can complete assignments through online resources. Most of them lean on using the Zoom platform for themselves because it can help them remember learning materials effectively.

The results showed that respondents do not have difficulty in answering online exams. Scanning lessons through Zoom helped improve their learning experience and reminded them of the material. According to Zulherman et al. (2021), students can explore at their rate while also taking part in structured learning programs taught by their instructors in real-time classrooms via virtual meeting platforms. In an era of globalization and fast-changing technology, the introduction of online learning platforms has changed the educational process.Zoom can increase the number of friendship relations that students had both outside and inside the classroom. Therefore the students can establish good relationships. Using the Zoom platform can increase student motivation because learning activity can be faster and more fun. E-learning using Zoom can increase students' challenges because they can learn individually and focus more on receiving teaching materials.

D. CONCLUSION AND SUGGESTION
Conclusion
The results of the study showed that e-learning using the Zoom platform can be used in today's learning systems and is following all learning taken by students. E-learning cannot increase the student's motivation to learn but can improve

communication between the teachers and the students and between students outside and inside the classroom. Learning using Zoom can be used to improve students' abilities in the ICT domain because it makes learning fun and more accessible, therefore students can complete their exams effectively. In contrast, learning with long duration can make students less focused and find it difficult to accept the material provided. In general, Zoom was successfully implemented at STKIP PGRI Bandar Lampung during the pandemic. The researchers concluded that STKIP PGRI Bandar Lampung students had a clear understanding and were ready to learn using Zoom e as educational technology for teaching-learning activity.

Suggestion

Furthermore, there were some limitations in this research. First, the researchers only used two variables in this study. Second, the researchers only took a few of the participants because the limitation of time. Third, the researchers also hada limited scope of the research. Last, the researchers only focused on students' perceptions of the zoom platform on their academic achievement during the Covid-19 pandemic. Because of those limitation above, the researchers suggested to the next researchers to use more than two variables and employ more participants. The future researchers also can utilize another research design in order to explore the different findings of implementing Zoom conference for teaching English to EFL students.

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