COLLEGE STUDENTS' CHALLENGES OF ONLINE LEARNING THROUGH ZOOM APPLICATION DURING COVID-19 PANDEMIC

Ervina Rahmatul Annisa
English Education Department, Faculty of Teacher Training and Education,
`1University of Singaperbangsa Karawang.

Fauzi Miftakh
English Education Department, Faculty of Teacher Training and Education,
`1University of Singaperbangsa Karawang.

Putri Kamalia Hakim
English Education Department, Faculty of Teacher Training and Education,
`1University of Singaperbangsa Karawang.

Abstract
Covid-19 has been labeled a pandemic by the World Health Organization as a current hazard to humanity. This epidemic has successfully caused the global shutdown of a variety of activities in this world, including educational activities. Resulting in massive crisis-response migration of institutions to online learning as the educational platform was discussed**.** The present interview study reports on two college students' challenges of online learning through the Zoom Application. Semi-structured interviewing was designed to elucidate the students' voices of online learning challenges during the COVID-19 pandemic. The data garnered from online interviewing were transcribed and interpreted using thematic content analysis.

Keywords: College students, Online learning, COVID-19, Challenging experiences

Abstrak

Covid-19 telah diberi label pandemi oleh Organisasi Kesehatan Dunia sebagai bahaya saat ini bagi umat manusia. Wabah ini telah berhasil menyebabkan terhentinya global berbagai kegiatan di dunia ini, termasuk kegiatan pendidikan. Menghasilkan migrasi besar-besaran respon krisis dari institusi ke pembelajaran online sebagai platform pendidikan yang dibahas. Penyajian laporan studi wawancara tentang tantangan dua mahasiswa dalam pembelajaran online melalui aplikasi zoom. Wawancara semi-terstruktur dirancang untuk menjelaskan suara siswa tentang tantangan pembelajaran online selama pandemi COVID-19. Data yang dikumpulkan dari wawancara online ditranskripsikan dan diinterpretasikan menggunakan analisis isi tematik.

Kata kunci: Mahasiswa, Pembelajaran online, COVID-19, Pengalaman tantangan

INTRODUCTION

This pandemic also impacted educational institutions, resulting in a shift in the manner of gaining knowledge through online learning. Online learning is defined as learning carried out from a distance assisted by electronic devices for instance tablets, smartphones, laptops, and computers which require an internet connection . In this era, online learning has emerged as a practical and common credit recovery strategy, signaling widespread agreement among district and school practitioners that expanding credit recovery options through online courses may help more students get back on track toward graduation, and , online learning to enhance and improve student learning outcomes while combating the reduction in credit recovery. Therefore, We need a solution to assist our activity in order to maximize online learning.

It helps the learning activity, for example, get the students together in a frictionless atmosphere to get more work done. An increasing number of previous studies has shown interest and examined of the online learning during COVID19 pandemic faced by both students and teachers. According to Almaihah, Khasawneh and Althunibat We are now in an emergency situation and must react with various accessible learning methods, such as online learning. Online learning is not new to learners, nor is distance learning.

In practice, the use of technology to help this situation of pandemic raises several challenges. One of that arises in online learning, especially in Indonesia in the time of Covid-19 pandemic is about the internet connection which is related to the infrastructure. Summoning the raising issue, this current issue is about to establish a narrative inquiry with 2 college students at The Faculty of Teacher Training and Education with the process of online learning implementation through Zoom application during COVID-19 pandemic. The data collection process establishes some insight into a collection of questions that guide the investigation regarding to the challenges of online learning through covid-19 pandemic. 1.What are the advantages do the college students' recognize of online learning from the use of zoom application during COVID19 pandemic? 2. What are the main challenges that college students' faced of online learning in the time of COVID19 pandemic?

METHOD

This study of research design is framed by a narrative inquiry. The narrative inquiry has many advantages, the focus of this narrative inquiry not only on someone experiences but also on the social, cultural, and institutional narratives within which individuals' experiences are constituted, shaped, expressed, and also enacted (Clandinin & Rosiek, 2007, pp. 42–43). Narrative inquiry was chosen in this study in order to provide the flexibility for participants to tell stories about their trouble things of online learning through zoom application. Narrative inquiry brings storytelling and research together either by using their stories as research data or by using storytelling as a tool for data analysis or presentation of findings. Narrative inquiry is an established umbrella term for the research involving stories. Narrative Inquiry is also the title of the major cross-disciplinary journal in the field.

The researcher presents a detailed, contextualized picture of a particular case or phenomenon. The purpose of this research is simply to gain a deep understanding of the case or phenomenon itself, not only to generalize this case to other cases or contexts. The researcher wants to see what college students know about zoom application, what are the advantages, and the challenges they find.

In this study , the site and participants are pre service teacher students' from one of the biggest state university in Karawang, West Java Indonesia. Participants in this study, 2 college students were taken for interviews. The university was chosen because the researcher had the access to these universities. The participants were chosen by agreement. The students also had the experiences of online learning in the time of COVID19 pandemic to tell.

RESULT AND DISCUSSION
The objective of this research is to explore college students challenges of online learning through Zoom application during the COVID-19 outbreak. Based on the findings of this research elaborated in the previous section, they indicated the two categories of themes would be discussed, namely advantages and challenges of online learning through zoom cloud meetings. To describe the challenges and advantages of online learning through Zoom Cloud Meetings during the pandemic of COVID-19 at one state university in Karawang, the writer used interviews. The researcher asked questions to the college students.
A.   Advantages of Online Learning Through Zoom Application
In the first section, the researcher produced some questions about the advantages of using zoom of online learning. Participant 1 conveyed several advantages in her answer to the interview such following points :
1). The P1 felt comfortable utilizing Zoom since she got more time to comprehend the materials than the face-to-face encounter. 2). She can conduct discussion same with FTF encounter easier. 3) she still can produce a question immediately if there's still understandable material via personal chat. 4). And the last one is that using Zoom is more than enough
P1: "I am comfortable learning through Zoom because that way the learning time is a little longer and it can be used by us to better understand the material presented. When we still can't understand the material, we can just discuss it with friends and try to find a solution together, it's definitely easier. If by discussing and trying to find other information, for example from books or the internet but still unable to understand the material presented, we can immediately ask the teacher in question via Japri (personal chat) to ask questions and ask for an explanation of the material again.
If you use additional applications such as Google Classroom Honestly, Mrs, it is burdensome for me and my friends. So I seem more advantages can be gained if we use Zoom because for those who can open documents from Zoom can be predicted that only a few people per class and others cannot open the document. For those who cannot open it, they usually can ask a friend who can open the document."
Another advantages stated by Participant 2, when she used Zoom Application for learning during COVID19 pandemic. Firstly, she could comprehend properly the material sent via Zoom, since she stated '…we can understand in detail about something and know the subjects/things...'. Secondly, P2 perceived that Zoom is the best choice to be implemented since the corona outbreak, zoom allows us to do a face to face activities. Lastly, she felt comfort since she can produce or replay greeting, questioning, and discussing the material with her friends or directly to the teacher without coming to school where we are still in the pandemic.

P2: "In my opinion, the advantages of online learning through zoom application are that we can understand in detail about something, and know more about the subjects/things that are being discussed by looking to the video screen."

However, I can say that learning via Zoom is the best choice too, because if you learn via Zoom there are advantages, for example, we can discuss it directly with the teacher. "I also feel comfortable, I can greet, can study, ask questions and discuss without come to school with fear of the pandemic that exists."

Based on the discussions in the previous section Zoom has become an effective tool in online learning since the participants showed a positive response towards its uses such as felt comfort using Zoom when she comprehends the material properly, she can have conducted discussion and produced question immediately to the teacher. In addition, they can still produce or replay greeting, questioning, and discussing the material with their friends or directly to the teacher. Which support the study established by (Ohnigian, 2021). Which conveyed that participants allowed to open the "participant list" and select "raise hand. Furthermore, in the online learning through Zoom Cloud Meetings P2 stated "I also feel comfortable in using Zoom Cloud Meetings, because Zoom has an option to share screen and choose a background to make the class feel more comfortable". In the same regard, it supports (Ohnigian, 2021) which proposed that Zoom may supports the feature to provides a "virtual" background to make users can be seen in front of a chosen image. This function is useful to makes the online class feels like in the class by choosing a seat or class image to the background. Another feature can be used Chat discussion. Host or teacher and the participant can type into chat for everyone to see or to a specified other person. It is helpful for student that have a trouble with the speaker. He probably ask in the chat discussion directly to the teacher.

Another advantages is the online learning makes students able to study anywhere such as from home. Which support the study established by Smedley stated that online learning on its own has advantages, such as flexibility (2010), interactivity (Leszc zyński et al., 2018; Wagner et al., 2008). (Alchamdani et al., 2020) Online learning is a span-new experience which offers flexibility and comfort without the need to go to the campus. While conventional or face-to-face learning were often limited by space, for example a lecturer who is on duty outside the campus at the time he/she has a schedule to teach in his class must postpone or replace it at another time. But by using zoom application, this problem can be handled more easily.

B.   Challenges of Online Learning Through Zoom Application

The second section is regarding the challenges that college students faced during the online learning via Zoom application. Participant 1 argued that there were challenges related to the financial support issues.

P1: "In case of financial troubles such as the current state of budget deficit. As we can see, we've several subject in campus for example 3 subject for a day it means we used Zoom for 3 times and it's need a lot of quota"

Another challenge stated by participant 2 when she used Zoom. Sometimes it difficult for her to get the access to the zoom because of the troubles on signal.

P2: "Sometimes I am constrained by the signal when I want to use zoom. Because of this thing I came late to join the class"

In the same way, it aslo argued by P1

Saya dirumah menggunakan wifi, meski demikian terkadang koneksi wifi saya tidak stabil sehingga saya tetap harus menggunakan paket data. Dan terkadang

koneksi jelek jadi saya harus berpindah tempat, seperti ke ruang tamu atau ke café yang memiliki akses internet yang bagus. (P1)

I'm at home using wifi, however sometimes my wifi connection is unstable so I still have to use a data plan. And sometimes the connection is bad so I have to move places, such as to the living room or to a cafe that has good internet access. (P1)

It showed that one of the most important thing in online learning is the capability of signal. According to P2 he stated that signal may be a trouble of online learning. Online learning in its entirety is dependent through technological devices and internet, teachers and students with poor internet connections are liable to be denied the access to online leaning. Nowadays, the dependency of online learning on technological equipment and the provision of the equipment was a big challenge for students. According to Ogbonnaya encountered the challenges of online learning due to a lack of internet connectivity.

Another challenges in online learning is socio economic factor. The cost of data internet to engage in online learning was found to be another challenge experienced by some of the students. According to P1 he face the trouble on budget deficit, he had to manage his money to buy more data internet.

Semenjak pembelajaran daring ini saya sudah mengeluarkan banyak biaya untuk membeli kuota. Meskipun pemerintah sudah memberikan bantuan dana kuota, namun seringkali dating terlambat sehingga saya tetap saja harus membeli kuota. Oleh karenanya saya harus pintar dalam mengatur keuangan, mengatur keperluan mana saja yang penting. (P1)

Since this online learning I have spent a lot of money to buy quota. Even though the government has provided quota funds, it often comes too late so I still have to buy quotas. Therefore I have to be smart in managing finances, managing which needs are important. (P1)

It is supported on the research findings of Fishbane and Tomer (2020) on what students with no internet access should do during the Covid-19 pandemic show that as the level of poverty in the community rises, the rate of internet accessibilities declines rapidly.

The next challenge encountered by the college students' was lack of motivation and engagement to join the online learning activities. As for this challenge, the results of data analysis showed that the participants suggested to design more interesting activities focusing on the student-centered learning and to improve the efficacy of teaching method and strategy. Online learning process should use techniques or media in the learning process because using media or techniques can stimulate or foster students' interest in participating in the learning process. According to the participant, the main reason of college students' lack of motivation and engagement was ineffective learning activities.

Selain itu, pembelajaran online dampak pada motivasi saya. Terkadang motivasi saya naik dan turun ditambah dengan kelas yang membosankan. Bila dapat saya sarankan saya ingin kelas yang lebih memperhatikan mahasiswa dan membuat kelas menjadi lebih kreatif dan seru. (P2)

In addition, online learning has an impact on my motivation. Sometimes my motivation goes up and down coupled with boring classes. If I can suggest I want a class that has more attention to students and makes the class more creative and fun.(P2)

This is in line with the research findings that conducted by Wu, Zhai, Wall and Li (2019) who reported that motivation Self is one of the most crucial things for international students to build enthusiasm for learning.

On the others hand, social interactions is one the crucial indicator that students faced. This indicator still focuses on the theory conveyed by Chee and Phaik (2002) has stated that the perception of stimuli could be influenced by an individual's mental awareness, past experience, knowledge, motivation, and social interactions. Researcher still use the theory above as a reference in making indicators of social interactions. In online learning are actors as well as material that mutually support each other. The main online learners are teachers and students. Interaction between actors in carrying out online learning through applications that are used in online learning.

Another challenges argued by the participants, they said at the first time they are still hesitant to use the e-learning system, which explains their aversion. They are distrustful of the learning services provided by the system, such as submitting assignments, administering tests, and so on. Furthermore, now they have started to get used to the situation.

"Awalnya saya merasa kesulitan dengan pembelajaran daring ini, terlebih dalam mensubmit tugas karena setiap mata kuliah menggunakan aplikasi yang berbeda. Namun saya lebih nyaman menggunakan zoom karena lebih mudah dan saya sudah terbiasa"P2

At first time i felt it difficult with online learning, especially in submitting assignments because each course uses a different application. But I'm more comfortable using zoom because it's easier and I'm used to it. P2

Based on the interview to the participants they agreed that zoom meeting has many advantages including the effectiveness in terms of time and place where learning is not bound by space and time it can be carried out anytime and anywhere as long as the internet access is good. Therefore, with the use of the zoom application, the students do not need to spend time on their way to campus. They only need to activate the internet network and open through the zoom application. Meanwhile, despite of disusing the advantages of the use of Zoom application in online language learning, there are also some challenges.

Based on the result, some of participant complain about the effectiveness and efficiency of online learning which is not optimal due to internet connection barriers that have an impact on schedule changes. Result of this study is similar to that reported by Harrison, Robinson and Rawlings (2018) that although current students have skill at using technological tools, however internet connection is still a problem especially in areas where the internet network is problematic due to internet quota and geographic location. Participants describe it in the following interview data.

CONCLUSION AND RECOMMENDATION

This chapter describes the summary of the research based on research finding in previous chapter and recommendation for further research.

A.   CONCLUSION

The purpose of this research is to identify the challenges of using Zoom Cloud Meetings while used as a learning tool for students of English Language Department of one of the state University in Karawang. There were two (2) students as P1 and P2 who completed the interview fill the narrative frame.

Based on the results of this research, it can be concluded that zoom cloud meetings becomes an alternative online learning media the midst of Covid-19 pandemic. It can help the replacement of face to face learning process into learning from home to home activities so that it runs optimally by adjusting the current pandemic situation. Lecturers and students carry out the distance learning activities to reduce learning barriers. Through zoom, lecturers and students can conduct video conference which is used as a means of communication in online learning as a substitute for real meetings in offline class although it is not quite effective due to the lack of signal connection, budget deficit and college students' motivation.

However, the Zoom Meeting application is much better to other educational platforms because it allows for remote learning and allows for conversation between lectures and students, just as in a real classroom. The main aspect to remember is that the video conference's continuance is dependent on the internet network, thus pre service teachers must have adequate and stable internet access in order to use the zoom program for learning activities.

B. RECOMMENDATION

Referring to the result of this research, the researcher gives suggestion to college students to maximize the use of Zoom Cloud Meeting as one of the learning tools. Students are expected to use Zoom Cloud Meeting creatively and expressively rather than in the real class. The current study offers a recommendation for further next study, this study only takes a part of the whole population of college students and produce the data already outlined above. Hopefully, next study can continue this research on the other research, so it can get more varieties data.

REFERENCES

Alchamdani, A., Fatmasari, Anugrah, E. R., Sari, N. P., Putri, F., & Astina, A. (2020). The impact of covid19 pandemic on online learning process in the college at southeast sulawesi. 12(1), 129–136. https://doi.org/10.20473/jkl.v12i1si.2020.129-136

Almaiah., Al-Khasawneh., Althunibat. (2020). Exploring the critical challenges and factors influencing the E-learning system usage during COVID-19 pandemic, doi:10.1007/s10639-020-10219-y

Almaiah, M. A., Jalil, M. A. and Man, M. (2016b). Preliminary study for exploring the major problems and activities of mobile learning system: A case study of Jordan

Choy, Chee and Phaik Kin Cheah. (2009). Teacher Perceptions of Critical Thinking Among Students and its Influence on Higher Education. International Journal of Teaching and Learning.(20)2: 179-207

Clandinin, D. J., & Rosiek, J. (2007). Mapping a landscape of narrative inquiry: Borderland spaces and tensions. In D. J. Clandinin (Ed.), Handbook of narrative inquiry : Mapping a methodology (pp. 35-75). Thousand Oaks, CA: Sage.

Harrison, R. A., Harrison, A., Robinson, C., & Rawlings, B. (2018). The experience of international postgraduate students on a distance-learning programme. Distance Education, Terbit pertama online (hlm. 1-15). DOI: 10.1080/01587919.2018.1520038

Leszczyński, P., Charuta, A., Łaziuk, B., Gałązkowski, R., Wejnarski, A., Roszak, M., & Kołodziejczak, B. (2018). Multimedia and interactivity in distance learning of

resuscitation guidelines: A randomised controlled trial. Interactive Learning Environments, 26(2), 151–162. https://doi.org/10.1080/10494820.2017.1337035

Ogbonnaya, I. (2020). Move to Online Learning during COVID-19Lockdown: Pre-Service Teachers' Experiencesin Ghana. International Journal of Learning, Teaching and Educational ResearchVol. 19, No. 10, pp. 286-303, October 2020https://doi.org/10.26803/ijlter.19.10.16

Ognigian, S., Richards, J., Monette, D., and Roberts, H. (2021). Optimizing Remote Learning: Leveraging Zoom to Develop and Implement Successful Education Sessions. The Author(s) 2021Article reuse guidelines: sagepub.com/journals-permissionsDOI: 10.1177/23821205

Smedley, J. (2010). Modelling the impact of knowledge management using technology. OR Insight, 23(4), 233–250. https://doi.org/10.1057/ori.2010.11

Wu, M. Y., Zhai, J., Wall, G., & Li, Q. C. (2019). Understanding international students" motivations to pursue higher education in mainland China. Educational Review. Terbit pertama online (hlm. 1-17). DOI: 10.1080/00131911.2019.1662772

Zoom Video Communications Inc. (2016).Security guide. ZoomVideo Communications Inc. Retrieved from