

Student Perceptions about Online Learning Media Through Zoom Cloud Meeting and Google Meet Applications



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ABSTRACT: This research aim to identifying student perceptions of online learning media through the *zoom cloud meeting and Google meet applications* during the Covid-19 pandemic which was carried out for Tadris Biology students class of 2020. This type of research uses descriptive quantitative research. Data retrieval via questionnaires and interviews with sample used _ as many as 41 students. The research results obtained from the responses of each student were included in the good category with a percentage score of 61-80% for 36 students and in the very good category with a percentage score of 81-100% for 5 students. This shows that student perceptions are considered positive about online learning through the zoom meeting application and Google meet for Tadris Biology students at UIN Syarif Hidayatullah Jakarta as supporting media during distance learning. It was proven based on the instruments distributed to Tadris Biology students class of 2020 by giving a good response to use zoom cloud meeting and google meet applications , which are expected to help students in carrying out the lecture process during a pandemic as a transition from face-to-face learning to distance learning far

KEYWORDS: Student's perception, Online learning, Zoom cloud meeting, Google meet

INTRODUCTION

With the Covid-19 pandemic, all forms of social activities that trigger crowds, such as learning in educational institutions, were temporarily stopped to minimize the spread of the Covid-19 virus that occurred in Indonesia, so this forced the world of education to follow a flow that could help the condition of educational institutions in a state of covid-19 emergency. Therefore, the Government provides various policies and provisions that can be implemented in overcoming problems in the education sector. One way is to change the system of learning activities in the school environment to become an online learning from home (BDR) system (in the network). This was explained by the Ministry of Education and Culture (Kemendikbud) in issuing Circular Letter Number 15 of 2020 concerning Guidelines for Organizing Learning from Home in the Emergency Period of the Spread of Covid-19.

The government's policy in implementing the learning system from home aims to ensure the fulfillment of students' rights to receive educational services during the Covid-19 emergency, protect unit residents education from the adverse effects of Covid-19, preventing the spread and transmission of Covid-19 in education units and ensuring the fulfillment of psychosocial support for educators, students and parents in order to achieve learning goals. Methods and media for carrying out learning from home (BDR), namely by implementing Distance Learning (PJJ) which allows for interaction between teachers and students. In PJJ the interaction between teachers and students is not face-to-face so that learning is carried out online (in a network) with media devices in the implementation of this learning. The media is used by the teacher to send materials or detailed instructions provided for students to carry out tasks that will be evaluated by an educator. (Prawiyogi, Purwanugraha, Fakhry, & Firmansyah, 2020)

The rapid development of science and technology in the current era of globalization certainly has a significant impact on people's lives, one of which is in the field of education. This can help the world of education in dealing with problems during the Covid-19 pandemic. The existence of technology such as *smartphones, laptops, computers* , and others is a form of learning media device as well as being a source of learning in distributing and receiving learning material during this pandemic so that it is more effective and efficient. One of the important components supporting the distance learning system is learning media. This learning media is used in an effort to improve students in learning activities, which in determining learning media, educators are required to be able to provide understanding to students in the learning process effectively. This forces educational institutions to innovate and transform learning media to be more creative and attractive so that it can attract a student to learn something in the distance learning process. Distance learning activities are often associated with *online learning* (on the network) or *e-learning* .

In the distance learning process , teachers and students are required to be able to master information and communication technology because the use of technology and information can support the learning process during this pandemic. The teacher plays an important role in the implementation of the learning and teaching process. Therefore, good knowledge, skills and mastery of

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information and communication technology are needed to support the learning process to be more optimal, so that it can increase the stimulus of students in learning to be higher, thus This has a very good effect on the achievements of students.

As the distance learning process progresses during this pandemic, of course many obstacles are faced by both teachers and students. These obstacles include the technological capabilities and family economic background of each teacher and student which is of course different, so not all teachers or students have facilities that support online learning activities such as cellphones, laptops and personal computers. In addition, access to internet connections is not optimal in several areas of Indonesia where teachers or students live which results in a decrease in the quality of learning for students to take part in the online learning process and the atmosphere of the learning environment that is less conducive results in learning objectives being disrupted so that the knowledge conveyed is not optimal. . However, this learning must continue so that the government and organizers of educational institutions are asked to have their own policies in overcoming the problems experienced by educators and students in obtaining online learning.

Hidayatullah State Islamic University (UIN) is a state university located in the South Tangerang area which is one of the areas detected in cases of the spread of the Covid-19 virus. Researchers conducted research on this campus because during the Covid-19 pandemic this campus implemented government policies in implementing online learning which aimed to minimize the spread of Covid-19 in the campus environment. Online learning is considered to be the best solution for teaching and learning activities in the midst of the Covid-19 pandemic in order to continue a learning process as before. So researchers conducted research on the UIN Syarif Hidayatullah faculty of Tarbiyah and Teacher Training, majoring in Tadris Biology which carried out online learning activities for about two years due to the co-19 pandemic.

Learning policy *online* or online this raises various individual student perceptions during this learning. Perception is a direct response from an absorption or a person's process of knowing several things through the five senses. Whereas in the Big Psychology Dictionary, perception is referred to as a process of individual observation of the environment through the senses that are owned so that a person becomes aware of everything that exists in the surrounding environment. (Asrori, 2020)

Observation results can bring up individual perceptions in a positive or negative direction according to the observations experienced by each individual while participating in the online learning process.

Perception can take place when a person receives a stimulus from the outside world and is captured by the auxiliary organs and enters the brain. This causes a thought process to occur and the realization of an understanding. So in producing a perception there are processes that occur. The three main components in the perceptual process are as follows:

- a) Selection: the process of filtering by the senses of stimuli that come from outside, the intensity and type can be many or few.
- b) Interpretation: the process of organizing information that is meaningful to someone. Interpretation can be influenced by several factors such as past experiences, adopted value systems, motivation, personality, and intelligence. This interpretation depends on a person's ability to categorize the information he receives.
- c) Interpretation and perception are then explained in the form of behavior as a reaction.

Everything that is around humans is an object that can be perceived. Humans can be objects of perception. Self-perception or self-perception is a person who makes himself an object in perception so that because there are many objects that can be perceived, in general the objects of perception can be classified. The object of perception is divided into two, namely non-human and human. Person perception or social perception is a nickname for humans who are objects of perception, while non-social perception or things perception is a nickname for perception objects that are not human. (Saleh, 2018)

Learning according to Law No. 20 of 2003 concerning the National education system is the process of interaction of students with educators and learning resources in a learning environment. Learning requires a dialogic relationship between the teacher or educator and students, where the emphasis is on the learning process by students (*student of learning*), and not teaching by the teacher (*teacher of teaching*). Educators act as facilitators who provide facilities and create situations that support the improvement of students' learning abilities. Concepts like this emphasize the focus of learning which is more emphasized on the activeness of students so that the process that occurs can explain the extent to which the learning objectives that have been set can be achieved by students.

In the teaching and learning process, learning objectives are one of the aspects that need to be considered in planning learning. The formulation of this learning objective not only clarifies the direction to be achieved in a learning activity, but in terms of efficiency, maximum learning results are obtained. Learning and learning are two words that are very closely related in educating students so that later they can achieve the expected goals. In order for learning objectives to be achieved optimally, teachers must be able to involve and utilize as much as possible the learning potential that exists in students. (Saleh, 2018)

For the implementation of the teaching and learning process (PBM) or teaching and learning activities (KBM) methods and tools are needed which greatly determine the success of the teaching results of educators and student learning outcomes. Selection of the right tool to implement a method that will facilitate the teaching and learning process (PBM). Prospective educators or teachers are needed to understand all kinds of tools/methods in learning media in order to produce proportional, effective and efficient learning. (Soenarto, Suyanto, Widodo, Suparman, & et al, 2012)

Before determining learning media, an educator must first know the characteristics and types of learning from students both individually and as a whole such as visual, audiotive, kinesthetic, tactile, olaspectic, gustative, combinative. This is because the

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media to be used is in accordance with the conditions of the students, so that the messages conveyed in learning are easily well received. (Ramli, 2012)

Communication cannot work without the help of means of conveying messages or media, the message here is the content of learning in the curriculum presented by the teacher to students in the learning process at school. Delivery of messages is a learning component that has an important role in teaching and learning activities. So that the teacher must have the ability to use media in every learning activity so that it can effectively achieve learning objectives in the teaching and learning process. (Nurdyansyah, 2019)

In the current era of globalization, the use of technological tools such as computers, mobile phones, laptops, televisions and so on has developed rapidly. The existence of these technological tools is a form of learning media as well as being a source of learning in distributing and receiving learning materials to make them more effective and efficient. The use of learning media in the teaching and learning process is an effort to increase the effectiveness and quality of the learning process which in turn can improve the quality of student learning outcomes.

E-learning is a learning process by utilizing information and communication technology systematically by integrating e-learning learning components such as hardware, infrastructure, software, materials, interaction strategies and casts, e-learning including learning interactions across space and time, with guaranteed quality. (Widanarko, Hertono, Sarsito, & et al, 2007)

The use of media is significantly very influential in choosing learning strategies. Therefore, determining the design of internet-based learning must be planned appropriately by considering aspects of the characteristics of teaching materials and the audience that is the subject of learning. (Soenarto et al., 2012)

The use of e-learning means flexibility, in which students are very flexible in choosing the time and place of study because students do not have to come at a certain place and time. Teachers don't have to come on time at a certain place, because teachers can update their learning materials anytime and anywhere. The quality of learning with e-learning is very flexible or varied, meaning that the quality can be good or bad from face-to-face learning systems. In developing an e-learning system, it is necessary to pay attention to two things, namely the target students and the expected learning outcomes. Understanding of students is very important, namely, among others, their hopes and goals in participating in e-learning, speed in accessing the internet, costs for internet access, as well as background knowledge regarding readiness to participate in learning. (Suartama, 2014)

Zoom cloud meeting is a video and audio-based communication application via the internet network. Learning media through the *zoom application* This *meeting* is more dominantly used by students in e-learning learning where this application is very useful in the distance teaching and learning process, making it easier for educators to interact with their students, so that this application supports e-learning based learning. Not only that, this application is often used as a medium for online meetings or seminars. (Fitriyani, Febriyeni, & Kamsi, 2020)

Zoom cloud meeting serves as a remote communication medium that combines video conferencing, chat, online meeting and mobile collaboration. This application can be downloaded for free, but remains functional by accommodating 1000 participants simultaneously in one virtual meeting. This application is considered to have good quality which has been proven by several parties who have used this service. Learning using video conferencing such as the *zoom cloud meeting application* is considered effective in helping educators and students carry out distance learning. (Ismawati & Prasetyo, 2021)

Google meet can make it easier for teachers to present learning material virtually and build active and creative classes with lots of interactions and discussions with students and between students. So this does not rule out the possibility that the learning process will continue effectively even though it is carried out online. Online learning using the *Google meet application* is categorized as *synchronous* learning, namely learning from what is done directly.

Utilizing the *Google meet application*, an educator can see and ensure how prepared and active students are during the online learning process. Through the on camera feature, educators can ensure readiness and activeness to participate in learning. (Pernatah, Nova, & Ramadhani, 2021)

METHOD

This research method is descriptive quantitative at UIN Syarif Hidayatullah Jakarta with a sample of 41 Tadris Biology students. The data collection technique used in this study was a questionnaire or questionnaire and interviews. Interview on research this used as shape supplementary data obtained through questionnaire. Questionnaires were given to Tadris Biology Students Class of 2020 as a research sample using the *Google form*. This study used a questionnaire with a Likert scale. The Likert scale is a technique of giving a scale value for each alternative answer which amounts to five categories, namely strongly agree, agree, undecided, disagree and strongly disagree. (Malik & Chusni, 2018)

Scoring aims to give a weight value in each answer to the questions listed in the questionnaire. The scoring is determined using a Likert scale adapted 1-4 scale. (Malik & Chusni, 2018)

After the value of each respondent is calculated, then the value will be calculated by the percentage value obtained using the following formula:

$$P = \frac{F}{N} \times 100\%$$

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Information:

P = percentage number

F = the frequency being searched for

N = The number of frequencies or the number of individuals

100%= Fixed numbers (Constant) (Mannong, 2020)

Table 1 the result of the calculation of the measurement scale

Score	Criteria
81% - 100%	Very good
61% - 80%	Well
41% - 60%	Enough
21% - 40%	Not enough
0% - 20%	Very less

1. The fourth step is the presentation of data

Presentation of data is a set of structured information that gives the possibility of drawing conclusions and taking action. So that by presenting this data it will make it easier to understand what events happened which then plan further work based on what has been understood.

2. The fifth step is conclusion.

The researcher concludes the research as a whole by taking into account the results of research with relevant research. This conclusion can be drawn when the data analysis activities are completed by the research.

RESULTS AND DISCUSSION

The results of the study which aimed to find out how students perceive online learning through the zoom meeting and Google meet applications were obtained through distributing questionnaires to Tadris Biology students at UIN Syarif Hidayatullah Jakarta. Questionnaires were distributed to 41 respondents with 29 question items which were divided into 19 positive statement items and 10 negative statement items using a Likert scale with 4 answer options consisting of "Strongly Agree" (SS), "Agree" (S), "No Agree" (TS), and "Strongly Disagree" (STS) and then ask respondents to fill out a questionnaire based on their experiences. The results of the questionnaire were then analyzed using descriptive statistics. The data is then made into categories or groups according to the existing levels, consisting of 4 categories, namely very good, good, not good and very bad. The results of the questionnaire were analyzed using percentage analysis and frequency tables.

Respondents from this study were active 2020 students majoring in Tadris Biology UIN Syarif Hidayatullah who had participated in the implementation of online learning in the even semester of the 2020 academic year with a total of 41 people. Questionnaires were distributed in the form of Google form links through messaging applications such as Whatsapp which were carried out from 8 October 2022 to 14 October 2022 to obtain some data regarding student perceptions regarding online learning media through the Zoom Meeting and Google Meet applications.

RESULTS OF DESCRIPTIVE

To obtain responses regarding student perceptions regarding online learning media through the *Zoom meeting* and *Google meet applications*, data and numbers will be presented on a frequency basis based on the respondent's statements as follows:

Table 4. 1 Total research data

Number of statement items	Score	Number of samples
29	4	41

a. The results of a questionnaire on student perceptions of online learning using zoom meetings and Google meet

The frequency distribution of responses for each student can be seen in Figure 4.1. A complete calculation of the frequency distribution of the student questionnaire results can be seen in Appendix 6. From the graphic results it is found that the responses of each student are included in the good category with a score of 61-80% for 36 students and in the very good category with a percentage score of 81-100% for 5 students. .

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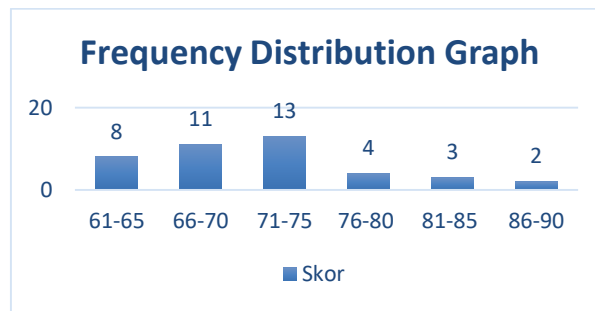


Figure 4.1 Frequency Distribution Graph

Table 4. 2 Student questionnaire statistical data

Information	Score
Amount	2937
Min	61
Max	90
Standard Deviation	6.991981
Median	71
mode	72
Means	71.63415
Variant	47.69542

Table 4. 3 The results of the calculation of the per-factor questionnaire

Aspect	Average value	Percentage	Category
Access and features	3.31	83%	Very good
Knowledge and skills	2.87	72%	Well
Feedback	2.64	66%	Well
Communication	2.84	71%	Well
Limitations	2.02	50%	Enough
Total	2.86	72%	Well

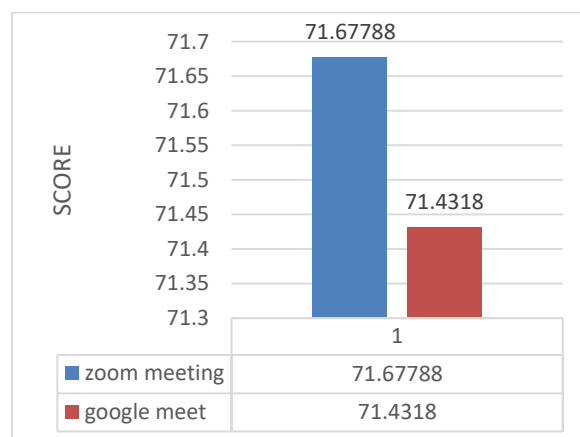


Figure 4.2 Graph of comparison results zoom meeting and google meet

Based on table 4. 3 and figure 4.2 it can be stated that the results of the questionnaire calculation on student perceptions regarding online learning media through the zoom meeting and google meet applications are grouped into four categories namely Very Good, Good, Fairly Poor and Very Poor. The results of analysis of per-aspect data and indicators obtained frequency distribution and percentage, including aspects of access and features included in the very good category with a percentage value of 83% with an average value of 3.31, the other three aspects included in the Good category, including aspects of knowledge and skills obtain a percentage value of 72% with an average value of 2.87, feedback obtains a percentage value of 66% with an average value of 2.64, communication obtains a percentage value of 71% with an average value of 2.84. As for the aspect of limitations, it obtains a

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percentage value of 50% with an average value of 2.02, which is included in the Fairly Good category. So that the total of all factors obtains an average value of 2.86 with a percentage score of 72% included in the Good category.

The results of the study for all statement items obtained the results of data analysis of average values and percentages of 2.86 and 72% in the Good category. This shows that student perceptions are considered positive about online learning through the zoom meeting application and Google meet for Tadris Biology students at UIN Syarif Hidayatullah Jakarta as a supporting medium during distance learning.

1. Access and features

Access according to Law No. 19 of 2016 concerning information and electronic transactions is an activity of interacting with an electronic system that stands alone or in a network. Ease of access to ongoing learning is needed for the smooth running of the learning and teaching process at a distance. Good ease of access in a lesson can indicate that a lesson can be said to be running effectively and efficiently in accordance with the learning objectives. According to KBBI, features are special characteristics contained in a tool that has a special function, capability or design of hardware or software. The features contained in the application function to smooth the distance learning process. This aspect is measured by indicators to identify the effectiveness of accessing and using the features contained in the Zoom Meeting and Google Meet applications.

Aspects in this study are measured by indicators to identify the effectiveness of access and use of features contained in the zoom meeting and google meet applications. Based on the data obtained on access factors and features, it was found that the use of the zoom meeting and google meet applications received a very positive response from the respondents, where all respondents thought that this application was easy to access by students and lecturers, so this statement item is included in the category very good with the acquisition of a percentage value of 84%. Furthermore, in the use of these two applications, of course, there are features that function as support for the course of learning, therefore respondents think that the Zoom Meeting and Google Meet applications have features that are attractive and easy to use during learning. The app provides a powerful set of features that are ideal tools for educators to work with students. These applications allow for the presentation of interesting learning content with screen sharing facilities in these two applications, so that this can provide great opportunities for lecturers to develop inter-student skills with a variety of interesting material presentations such as videos, articles and presentations. Then, this learning activity can be recorded and shared for reviewing material that is lacking or not understood during learning. (Mannong, 2020)

2. Knowledge and Skills

Aspects in this study are measured by indicators to increase the knowledge and skills acquired during learning through the zoom meeting and google meet applications. student perceptions about the effectiveness of knowledge and skills acquired during distance learning using the zoom meeting and google meet applications. Based on the results of research on aspects of knowledge and skills, the results obtained are an average value of 2.86 or a percentage of 72% included in the Good category. Several respondents argued that the use of the zoom meeting application and Google Meet made students enthusiastic about participating in the learning process. Learning using these two applications generates a sense of enthusiasm to follow them. The enthusiasm of a student during the learning process must have a high value to support independent learning. So this is very influential in the level of understanding of each student.

When learning at a distance, the criteria for complete understanding of the material in learning are determined by the students themselves because students must be more independent in acquiring knowledge beyond the knowledge gained during the teaching and learning process. So that the independent learning of each student makes a difference in different learning success. (Handarini & Wulandari, 2020) Therefore students are required to think critically so that students do not only rely on sources of information provided by lecturers, but students also need to seek and find other sources of information that are relevant to themes related to learning. (Tsuroya, 2021) So that things can increase student understanding in obtaining learning and also affect the grades obtained by the students themselves.

Independent learning is a process where students are directly involved in identifying what needs to be learned to become the holder of control in the learning process. (Handarini & Wulandari, 2020) Independent learning is very necessary in distance learning, because during the learning process students will search, find, and conclude for themselves what they have learned.

The ability of students to study independently influences distance learning. Theoretically, student learning independence is a critical aspect of success during distance learning. This is evidenced by the results of data analysis of 36 students who think that students feel more independent during distance learning by using the Zoom meeting and Google Meet applications. The occurrence of a pandemic forces students to undergo distance learning with independence that is not fully present in each student, this is because during the face-to-face learning process students still lack independence in learning. (Sunarti & Mitroharjono, 2021)

With distance learning. Both educators and students are required to make a change by continuing to create new learning innovations and being able to increase creativity during learning. This is done to erode the feeling of boredom that occurs during distance learning. The results of the analysis of the data obtained on this statement item, namely 71% with an average of 2.9, are included in the good category.

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Based on the results of data analysis and interviews obtained, it can be concluded that aspects of access to knowledge and skills are included in the Good category with a total average score of 2.86 and a percentage of 72%.

3. Feedback

This feedback aspect is used to determine meaningful responses during online learning using the Zoom Meeting and Google Meet applications. Feedback plays an important role in the success and effectiveness of learning with the use of supporting *platforms* such as Zoom meetings and Google Meet which have very supportive feedback features as a way to provide evaluations for educators and students in distance learning. Explanation of the material is carried out as usual in face-to-face learning because a whiteboard is available to explain using handwriting using a pen, recording learning activities, making it easier to control students in following the learning process and so on. (Haryati & Nursaptini, 2021)

Distance learning using this application is considered relatively capable of replacing face-to-face learning synchronization and is considered efficient for use as an online learning medium. Zoom meeting and Google Meet learning media are expected to be able to assist students in carrying out the learning process during the Covid pandemic, because good and correct learning can increase student understanding and knowledge. Zoom meeting and Google Meet learning media are considered effective during distance learning. This is evidenced by the results of the questionnaire data analysis which showed that around 42 students gave a positive response to the statement. Thus obtaining an average value of 3.2 and a percentage of 80% is included in the Good category. Based on the results of the study, it showed that most of the online applications that students liked were Zoom meetings.

An excerpt from an interview with Tadris Biology Class 2020 students regarding the feedback aspect, namely

"The use of Zoom meeting and Google meeting media is less effective in terms of quota and network, this is because the locations where students live are different, there are those whose houses are far from the city which makes it possible for signal difficulties."

Based on the results of data analysis and interviews obtained, it can be concluded that the feedback aspect has a positive response from the respondents with an average value of 2.54 or a percentage of 63% included in the Good category.

4. Communication

The communication aspect in this study was carried out to identify whether the Zoom Meeting and Google Meet applications can facilitate communication between educators and students during distance learning. Based on the research results for the communication factor has an average value of 2.91 with a percentage of 73% included in the Good category

In the statement item The use of the Zoom meeting application and Google Meet in learning makes the interaction of lecturers and students even closer/closer and gets a very negative response from students, 32 respondents with a percentage value of 70.4% of students think they disagree with this statement. Students think that the pattern of interaction with lecturers is not good, this is because communication interactions are not carried out face-to-face, students often think that there is a lack of teacher response when students communicate via messaging applications such as WhatsApp to consult regarding learning.

The application of appropriate patterns of interaction between educators and students in the learning process should be able to provide stimulation and arouse student learning motivation, so that students will like the subjects given and be more enthusiastic about participating in learning. Conversely, if the interaction between educators and students cannot be carried out properly, it is likely that the learning process will be disrupted and student learning outcomes will decrease. (Yahzanuna, Adib, & Wiradimadja, 2022) Interactivity is an aspect of successful distance learning assessed in terms of the quality of the education system. Most students find it easy and capable of interacting with lecturers. This is evidenced by the responses of respondents who thought that students were able to ask questions and respond to the learning material provided by the lecturer. However, there are still students who find it difficult to interact where students still find it difficult to ask and respond to the learning material given by the lecturer. This is in line with the results of research conducted by Nylund and Lanz (2020) in the journal *Tahdzibi* which states that interactive learners and opportunities to respond to material play an important role in distance learning, because interactivity is an element that must exist in distance learning. (Sunarti & Mitroharjono, 2021) Educators or lecturers must be able to explain and facilitate learning activities using the Zoom meeting application and Google Meet properly, this statement received a good response from students. As professional educators and qualified teachers/lecturers must have various important roles in learning activities such as planning and compiling good learning programs and the ability to manage students appropriately so that the potential of students can develop. Various forms of the role of the teacher/lecturer in the learning process include providing motivation, providing facilities, as well as acting as an intermediary in communicating between educators/lecturers and students in the learning process. (Apriansyah & Lindawati, 2022)

From the results of the research, students think that the lecturer explains and facilitates learning activities using the Zoom Meeting and Google Meet applications well. Dissatisfaction from the lecturer side is felt by students at the current PJJ. In addition, confidence in using technology for new learning also affects the quality of lecturers. In the statement item The use of the Zoom meeting application and Google Meet can give students confidence in expressing opinions and asking questions to get a positive response from students. It is explained that students have a high level of trust in expressing opinions and asking questions when learning is carried out online with the Zoom Meeting and Google Meet applications. This is because students are in the process of

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recognizing the level of confidence that exists within them, such as acting independently in making decisions, daring to try something new and asking questions about what they have not understood or understood. Confidence is one of the factors that can influence the success of student learning. Confidence is an aspect of personality that contains beliefs about the strengths, abilities and skills they have. (Novita Nur Synthiawati & Ilimul Ma'arif, 2021) This is in line with Firman's research saying that online/online/PJJ learning provides comfort for students in expressing opinions without feeling peer pressure and the absence of a physical lecturer also makes them not feel the awkwardness they usually feel when studying with friends in lectures held face to face. (Word & Rahayu, 2020) Zoom meeting and Google meet applications are considered to make it easy for students to discuss and collaborate with other students. This statement item is included in the good category. This is because the existence of distance learning does not deny the limitations of students to collaborate and discuss, because there are several applications and features that can support the discussion even though these activities are not carried out directly such as learning activities in the classroom. Thus, based on the results analysis of the data and interviews obtained it can be concluded that the communication aspect has a positive response from the respondents with an average value of 2.91 or a percentage of 73% included in the Good category.

5. Limitations

Limitations or obstacles in using the zoom meeting and google meet applications in distance learning are often experienced by students and lecturers during the learning process. These obstacles are at the same time a challenge in the implementation of distance learning considering that the implementation of distance learning is a must so that educational activities can continue to be carried out in the midst of the Covid-19 pandemic emergency. The obstacles obtained in this study are that students are less able to understand the content of the material presented due to the disruption of student focus caused by environmental conditions that are too noisy, due to conditions at home that are not as conducive as classrooms, especially if parents do not facilitate conditions at home, so that participants do not get a comfortable learning atmosphere at home. As a result, several respondents stated that it was difficult to concentrate when learning activities were carried out at home, then they complained about internet quota and unstable internet network constraints, and so on. The economic aspect is one of the problems with implementing online learning systems. Each student certainly has a background of varying parents' economic status so that the readiness of online learning for each student is different due to inadequate learning facilities. The facilities that need to be prepared to carry out distance learning activities are hardware in the form of cellphones or laptops, as well as internet quota that can support the process of distance learning activities so that the process can run well and optimally. There is an increase in the cost of internet packages that must be paid every month, while the income of sedentary families tends to decrease even during a pandemic. For the socio-economic status of middle and lower parents, of course this really results in students not being optimal in participating in online learning because they are constrained in fulfilling internet quota. There were also respondents who complained about the lack of attention from the campus/university where they studied, there was a policy of internet quota assistance which was distributed to students but it was not evenly distributed in terms of amount to each student, so there were some students who did not feel it.

Then, distance learning certainly cannot be separated from the quality of the internet network. The internet network is one of the tools for the smooth learning process. However, an unstable internet network is a problem that is often experienced by most students. Not a few students have difficulty getting stable internet coverage because the geographical location of the house is far from signal coverage so that the learning process cannot be carried out properly.

If students often experience connection problems, the result is that the sound of the teacher's explanation is paused and the visual images are not clear, even the connection can be disconnected which can cause entry and exit from the learning room, which in the end the student loses focus on learning because the learning time is cut off so that students cannot receive learning material in full, so that learning will also be difficult to accept. In line with previous research, it also said that most of the losses reported by students to video conferencing media were the main problems in the form of internet connection and audio quality and limited meeting time. (Artanti & Subekti, 2022)

An excerpt from an interview with Tadris Biology class 2020 students regarding aspects of limitations, namely

"The obstacles that are often experienced earlier are the internet network and the condition of the surrounding environment and also the constraints of the students."

"The problems that I often experience are signal conditions that are less stable."

Based on the results of data analysis and interviews obtained, it can be concluded that the feedback aspect has a positive response from the respondents with an average value of 2.06 or a percentage of 51% included in the Fairly Good category.

CONCLUSION

Based on the results of data analysis and discussion put forward, it can be concluded that Student Perceptions About Online Learning Media Through the Zoom Cloud Meeting and Google Meet Applications in the Tadris Biology study program at UIN Syarif Hidayatullah Jakarta are included in the good category which is proven based on the instruments distributed to the students class of 2020 who gave good responses, this is expected to help students in carrying out the lecture process during the Covid-19 pandemic as a transition from face-to-face learning to online learning using these two applications. Even though there are many obstacles in the implementation, this does not reduce the enthusiasm of students to take part in learning. Thus, it can be said that online learning

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media using video conferencing software such as Zoom Cloud Meetings and Google Meet can be used properly by Tadris Biology students at UIN Syarif Hidayatullah Jakarta.

ACKNOWLEDGEMENT

Researchers would like to thank all parties who have helped carry out this research, therefore the authors would like to thank you for UIN Syarif Hidayatullah Jakarta.

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