

EFFECTIVENESS OF THE ZOOM MEETING APPLICATIONS IN MICRO TEACHING LECTURES IN THE PANDEMIC TIME COVID-19

Trisna Helda, M. Zaim
Universitas Negeri Padang
Indonesia

trisna_helda@yahoo.co.id, mzaim_unp@yahoo.com

Abstract

Online lectures are the main means of learning during the Covid-19 Pandemic. It is inevitable that at this time, the campus is carrying out lectures online from home due to the Covid-19 pandemic, but lecturers and students continue to conduct online-based lectures through various applications, one of which is the Zoom Meeting application. The purpose of this article is to determine the effectiveness of using the Zoom Meeting application in micro teaching lectures during the Covid-19 pandemic. The method used was in the form of filling out a questionnaire via Google Form for 34 students of the Indonesian Language and Literature Study Program STKIP PGRI West Sumatra who were taking micro teaching courses in the even semester of 2019/2020, total 34 students. From the descriptive survey results, it was found that the variable student opinion on the ease of the Zoom Meeting application in micro teaching lectures, obtained an average of 3.857. The student acceptance variable on the ease of the Zoom Meeting application as an online learning medium in micro teaching lectures, obtained an average of 3.649. The student expectation variable regarding the use of the Zoom Meeting application in micro teaching lectures, the results obtained an average of 3.842. That is, the use of the Zoom Meeting application is less effective in micro teaching lectures, but it is already effective in online learning media and can be used as a learning application during the Covid-19 pandemic.

Keywords: Zoom Meeting, Micro Teaching

Introduction

The Covid-19 outbreak began in Wuhan, China and has been declared a pandemic by the world health organization⁽¹⁾. Almost all aspects of life are affected by the COVID-19 pandemic⁽²⁾.⁽³⁾Is no exception to the world of education⁽⁴⁾.⁽⁵⁾Especially in Indonesia, the world of education immediately responds to the impact of the COVID-19 pandemic. Anticipating the transmission of the virus, the government has issued various policies, such as isolation, social and physical distancing to large-scale social restrictions (PSBB)⁽⁶⁾. This condition obliges all people to stay at home, work, worship and study at home. Therefore, various solutions are needed as a solution and also steps taken in the present, especially in the online learning process. One of the courses that uses virtual class learning media with Zoom

Meeting is micro teaching. Learning activities in the educational process are the most basic activities. This shows that the success or failure of achieving educational goals depends a lot on how learning is designed and carried out. Meanwhile, the process and learning outcomes are largely determined by the role and competence of the teacher. Competent teachers will be better able to create an effective learning environment and will be better able to manage their class so that student learning outcomes are at an optimal level. The role and competence of teachers in learning includes many things, namely teachers as teachers, class managers, class leaders, mentors, environmental organizers, participants, expeditors, planners, demonstrators, supervisors, motivators, and counselors.

The West Sumatra PGRI STKIP campus which develops teacher training programs has the task of "printing" professional teacher candidates. In carrying out its duties, the Indonesian Language and Literature Study Program as one of the study programs provides academic and vocational education, academic education is directed at the formation of the academic field in the field of education, while vocational education is directed at forming prospective educators who are skilled in the field of teacher training. Furthermore, to test the accuracy of educational theories and to provide an in-depth experience, all students of the Indonesian Language and Literature Education Study Program are required to take Microteaching courses. Teaching and learning experiences obtained by students through micro teaching are expected to help and facilitate students in real teaching activities. Therefore, the microteaching course is a requirement to be able to follow the Field Experience Practices (PPLK) course. Micro learning is one way of teaching practice exercises that are carried out in the "micro" teaching and learning process to form, develop teaching skills. Based on the above understanding, micro learning is essentially the simplification of learning. Because of the simplification, of course not all teaching skills are practiced at one time, but teaching skills are practiced part by part. Like the skills to open a stand-alone lesson, so in the next exercise it focuses on explanation skills and so on.

This micro teaching course is one of the subjects that must be taken by students in the Indonesian Language and Literature Study Program STKIP PGRI West Sumatra before going to the field to carry out Field Practices (PL). So thus there are several lecture strategies that must be studied and practiced before lecturing activities with students. One example of an application that is often used is Zoom Meeting, which provides features to support the online lecture process. For lecturers who are clueless, it will be a problem to carry out

their lecture activities ⁽⁷⁾. Therefore, a special training is needed for lecturers to have special skills in the implementation of online lectures with student⁽⁸⁾. Based on this description, the researcher wants to provide an overview regarding the effectiveness of the implementation of online teaching micro lectures using the Zoom Meeting application for STKIP PGRI Sumatra students, so we hope that this research can provide information and solutions for institutions to the online lecture process by using the Zoom Meeting. During 24 meetings, this subject has quite a lot of meeting frequency because it is one of the practical courses and must be taken before going to the field for Teaching Exercises. Thus the authors are interested in carrying out research entitled "The Effectiveness of Using the Zoom Meeting Application as an Online Learning Media in Micro Teaching Lectures during the Covid-19 Pandemic".

Microteaching comes from two words, namely micro which means small, limited, narrow and teaching means teaching. So, Microteaching means a teaching activity that is done by simplifying or minimizing everything. Thus, by reducing the number of students, time, teaching materials and limiting certain teaching skills, it will be possible to identify various strengths and weaknesses in prospective teachers accurately. Microteaching or micro learning, is explained by experts with various meanings. In essence, micro learning is an approach or learning model to train teacher teaching performances / skills through part by part of each of these basic teaching skills, which is carried out in a controlled and sustainable manner in a learning situation. ⁽⁹⁾argues that "Microteaching typically includes student-teachers conducting (mini) lessons to a small group of students (often in a laboratory setting) and then engaging in post discussions about lessons". Micro Learning involves learners to carry out learning in small groups in the laboratory and discuss it later. Micro Learning is a teaching practice method designed to sort

out certain components of the learning process so that the practitioner can master each of these components in simplified learning.

In early 2020 predictions of the impact of Covid-19 have been widely published where various aspects will be affected, such as a decline in Indonesia's economic growth, disruption of imports, flights, tourism, and an increase in food prices⁽¹⁰⁾. This explains that this pandemic period will have an impact on almost all sectors of people's lives in a period that cannot be ascertained based on the development of the existing situation. The Covid-19 pandemic has also had an impact on company business processes, one of which is the field of higher education in Indonesia. The use of online methods in teaching inevitably has to be done during the Large-Scale Social Restrictions (PSBB) period. Various online technology media are used such as Email, Zoom, Google Meet, and so on. Even though in the process there is news about the element of insecurity in the use of the media, which can form a negative perception of using it⁽¹¹⁾.

Some of the advantages of implementing online lectures include: (1) flexibility, students have the opportunity to choose a suitable time and place for them; (2) can increase knowledge because of the ease of accessing a large amount of information; (3) provide greater opportunities for students in online discussion forums because it can remove barriers such as fear of speaking; (4) Online is considered cost-effective because you don't need to spend money to travel; (5) can help compensate for the lack of academic staff, including instructors or teachers and lab technician facilitators, and others; (6) online use allows students to learn at their own pace, for example in an asynchronous way⁽¹²⁾. And the shortcomings of online learning are: (1) it causes students to interact less with each other; (2) clarification, explanation, and interpretation in online methods may be less effective than traditional learning because traditional

learning is more abundant and easier face-to-face with instructors or teachers; (3) lack of support in terms of increasing skills, online may be able to increase knowledge very well but the effect on improving skills is very small; (4) not all disciplines can use money effectively in education. For example, scientific fields that require practical experience may be more difficult to study online; (5) may cause access congestion or heavy use (overload) of some websites. This can lead to unexpected things both in terms of cost and time⁽¹²⁾.

Obstacles and solutions to online lectures for students are important to know, considering that this learning system was used during the Covid-19 outbreak. Virtual Class is a learning environment that is held without face to face directly between teachers and students. Where teachers provide teaching materials in digital content that can be accessed, stored, and shared via the internet which can be accessed anytime and anywhere so that students can still learn⁽¹³⁾. Regarding online lectures, ⁽¹⁴⁾ said that in an online learning system, the content of learning is delivered online. In this learning system students discuss, study, ask questions and do practice questions online. All learning processes can be carried out without requiring students to attend the room

Methodology

This type of research method is quantitative using an instrument in the form of a questionnaire, namely by distributing a questionnaire in the form of a Google Form which is given to students who are selected to be the research sample. The number of samples who filled out the questionnaire was 34 students of STKIP PGRI West Sumatra in the Indonesian Language and Literature Education Study Program who took micro teaching courses in the even semester 2019/2020.. According to⁽¹⁵⁾. "The questionnaire is a data collection technique in which participants or respondents fill out a question or statement and then return it to

the researcher after it is filled in completely". This study only tested the effectiveness of using the Zoom Meeting application as an online learning medium in micro teaching lectures during the Covid-19 pandemic, therefore the questionnaire was distributed randomly to students who had used the Zoom Meeting application during the learning period from home. Then the data obtained will be analyzed and calculated on the average using a Likert Scale to find out how effective the use of Zoom Meeting is in micro teaching recovery during the Covid-19 pandemic.

According to⁽¹⁵⁾ the Likert scale is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena for each question or respondent's statement must support a question to be selected. Data from this study are opinions students about: 1) ease of application Zoom Meeting in lectures micro-teaching. 2) acceptance of all-students to the ease of application Zoom Meeting as a medium of online learning and 3) expectations regarding the use of applications Zoom Meeting in micro-teaching lectures.

Table 1. Likert Scale Instrument

Assessment	Score
Strongly Agree (SS)	5
Agree (S)	4
Disagree (KS)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

Source: Sugiyono (2016: 132)

Findings and Discussion

The questionnaire is divided into three variables, each variable there are 5 statements. The first variable is the variable opinions of maha students about the ease of application Zoom Meeting as a medium of online learning in lectures micro-teaching in future pandemic Covid 19th, second, variable reception of maha students to the ease of application Zoom Meeting as an online learning medium and third, the variable of expectations regarding the use of the Zoom Meeting application in micro teaching lectures. By using the Likert scale if the form of the statement is positive then it is given a score of 5, 4, 3, 2, 1.

Table 5. First Variable Questionnaire Average Results

Ease of Zoom Meeting in Micro Teaching Lectures		
No.	Statement	Average
1	The Zoom Meeting application is very useful in the micro teaching lecture process	3,616
2	Using the Zoom Meeting application is efficient in micro teaching lectures	3,746
3	The Zoom Meeting application increases my productivity in micro teaching lectures	4,028
4	Using the app Zoom Meeting allows me to complete my task in teaching practice fast	3,996
5	The Zoom Meeting application increases my productivity in micro teaching lectures	3,90
Amount		3,857

From the results of the opinion survey for the variables descriptive of maha students to the ease of application Zoom Meeting in lectures micro-teaching, maha students still gained an average of 3,857. Meaning of five statements contained in the questionnaire can be said that the average students still Ragu-Ragu with each statement in the questionnaire related to the ease of application Zoom Meeting in the course of

micro teaching. So it can be said that the application Zoom Meeting is less effective in the course of teaching future pandemic micro Covid-19, for the Most students still need professors directly in the process of lecturing micro teaching. And also because there are some students who are not accustomed to using online learning media with Zoom Meeting inefficient because students feel that courses in the form of

teaching practice are better and more efficient face-to-face, so that all teaching

steps and activities are clearly visible when practice is carried out .

Table 6. Results of the Second Variable Questionnaire Average

Student Acceptance for the Ease of Zoom Meeting as an Online Learning Media		
No.	Statement	Average
1	The Zoom Meeting application is easy to learn to use in lectures	3,7 4 6
2	Menggun be applications Zoom Meeting in accordance with what I want	3,466
3	Display applications Zoom Meeting very j elas and easy to understand	3,647
4	The Zoom Meeting application is easy to get announcements, materials and task collection to be more efficient	3,615
5	Sanga t easy for me to menggun be applications Zoom Meeting	3, 693
Amount		3, 6 49

Acceptance students to the ease of application Zoom Meeting as amedium of online learning in lectures micro-teaching, gained an average of 3.649. That is from 5 statement on the questionnaire can be said that the average student Ragu-Ragu with each of the statements contained in the questionnaire related students to the ease of application Zoom Meeting as a medium of online learning on micro-teaching lectures. So it can be said that the Zoom Meeting application is less effective in online learning , because all students have not been

able to easily accept the Zoom Meeting application in terms of use, display and have access to announcements, materials and teaching practices. This can be seen during lectures, there are several obstacles or limitations when the lecture is in progress, for example, the internet network is sometimes inadequate when lectures are taking place so that it is often difficult to join online learning media with Zoom Meeting, the voice is not clear (broken) , often going in and out of the network, and not focused on teaching practice.

Table 7. Average Results of the Third Variable Questionnaire

Expectations regarding the Use of Zoom Meeting		
No.	Statement	Average
1	The Zoom Meeting application is very useful in the micro teaching lecture process	3,799
2	Using the Zoom Meeting application is efficient in micro teaching lectures	3,784
3	The Zoom Meeting application increases my productivity in micro teaching lectures	3,94
4	Using the Zoom Meeting application allows me to complete tasks faster	3, 9 4
5	The Zoom Meeting application increases my productivity in micro teaching lectures	3, 7 5
Amount		3, 842

Based on the steps for the variable student expectations regarding the use of the Zoom Meeting application in micro teaching lectures, the results obtained an average of 3,842.. This means that from the 5 statements in the questionnaire it can be said that the average student is hesitant with each statement in the questionnaire related to student expectations regarding the use of the Zoom Meeting application. So it can be said that the Zoom Meeting application is

less effective as an online learning media application in micro teaching lectures. Because it is not in accordance with student expectations, namely not being able to carry out teaching exercises properly because it is tied to a network. Meanwhile, students usually practice in micro laboratories in their appearance as prospective teachers who are very motivated because they are immediately displayed and take place in a room that has been specially designed for

students taking micro teaching courses that have soundproofing, recording and air conditioning. Meanwhile, online with the Zoom Meeting application, students feel a different difference from the habit of studying face-to-face. Zoom Meeting has not increased student productivity in lectures. There were several obstacles during the online lecture process using the Zoom Meeting application. In general, it can be found that when students share videos, appearing to teach them through zoom, sometimes they are not biased because of the inadequate network. And also when the teaching exercise video is shown it looks less clear and broken. Then in terms of providing input or questions to the lecturer, but the lecturer responds to the question for a long time or vice versa, the study material submitted by the lecturer is very limited and the implementation of the discussion is monotonous.

In addition, based on the findings above, there are advantages and disadvantages of online lectures using the Zoom Meeting application. The advantages are as follows: 1) The availability of facilities where students can communicate easily through the internet on a regular basis or whenever such communication activities are carried out without being limited by distance, place, and time. 2) Students can use structured and scheduled teaching materials via the internet. 3) Students can study (review) teaching materials at any time and anywhere if necessary, remembering that teaching materials are stored on the computer. 4) If students need additional information related to the material they are studying, they can access the internet. 5) Students can conduct discussions via the internet which can be followed by a large number of participants. 6) Changing the role of students from being passive to being active. 7) Relatively more efficient. For example, those who live far from conventional universities or schools can access it Lectures are online by using application Zoom Meeting also not free from shortcomings, as follows: 1) Lack of

interaction between students and lecturers, or even between students themselves, can slow down the formation of values in the teaching and learning process. 2) The tendency to ignore academic or social aspects and instead encourage business or commercial aspects. 3) The learning and teaching process tends towards training rather than education. 4) Changing the role of lecturers from previously mastering conventional learning techniques, now required to master learning techniques using ICT (Information Communication Technology). 5) Students who do not have high motivation to learn tend to fail. 6) Not all places have internet facilities (related to problems with the availability of electricity, networks, cellphones and computers.

Conclusion

In the current condition students are required to study from home due to the Covid-19 outbreak, the use of Zoom Meeting, a form of bold lectures, has not been effective in micro lectures because students still need them directly in the lecture process, this is because the old micro courses are one of the subjects is in the form of practice, and it is not enough to lecture only theory in front of the zoom. Students can receive Zoom Meeting as a Virtual Class application even though they are in the Doubt criteria, which is not meeting the criteria for the Micro Teaching lecture with Zoom Meeting which can be carried out as effectively as possible, because there are still disturbances or interruptions in lectures. During the Virtual Class lecture process using Zoom Meeting, among others, when students broadcast a video recording of their teaching methods, they were interrupted by an inadequate internet network and the video could not be played or sound interrupted. Then, students are currently giving input or questions, the old lecturer answers or questions so that the discussion becomes monotonous. Meeting Zoom is only effectively used as an online lecture for a few courses, but not effective for teaching micro-lectures. Zoom Meeting

is an application that can be used in the online lecture process (virtual class), although it has not been effectively used in teaching micro-lectures, students can still make good use of Zoom Meeting for other subjects.

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