TEACHER'S EXPERIENCES IN RUNNING AN ONLINE CLASS USING ZOOM APPLICATION FOR HIGH SCHOOL STUDENT

THESIS

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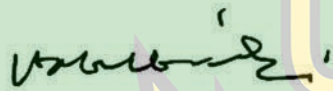
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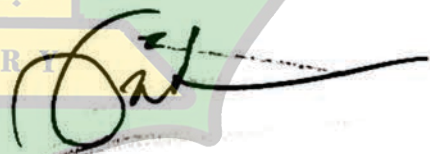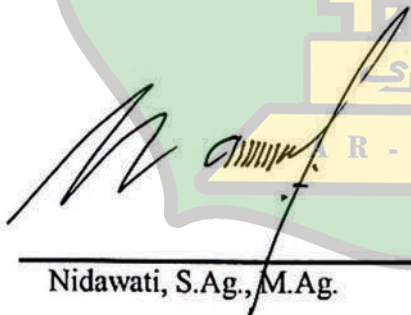
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SURAT PERNYATAAN KEASLIAN

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Teacher's Experiences in Running an Online Class Using ZOOM Application for High School Student

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 15 Desember 2022

Saya yang membuat surat pernyataan,

T. Irsal Mufid

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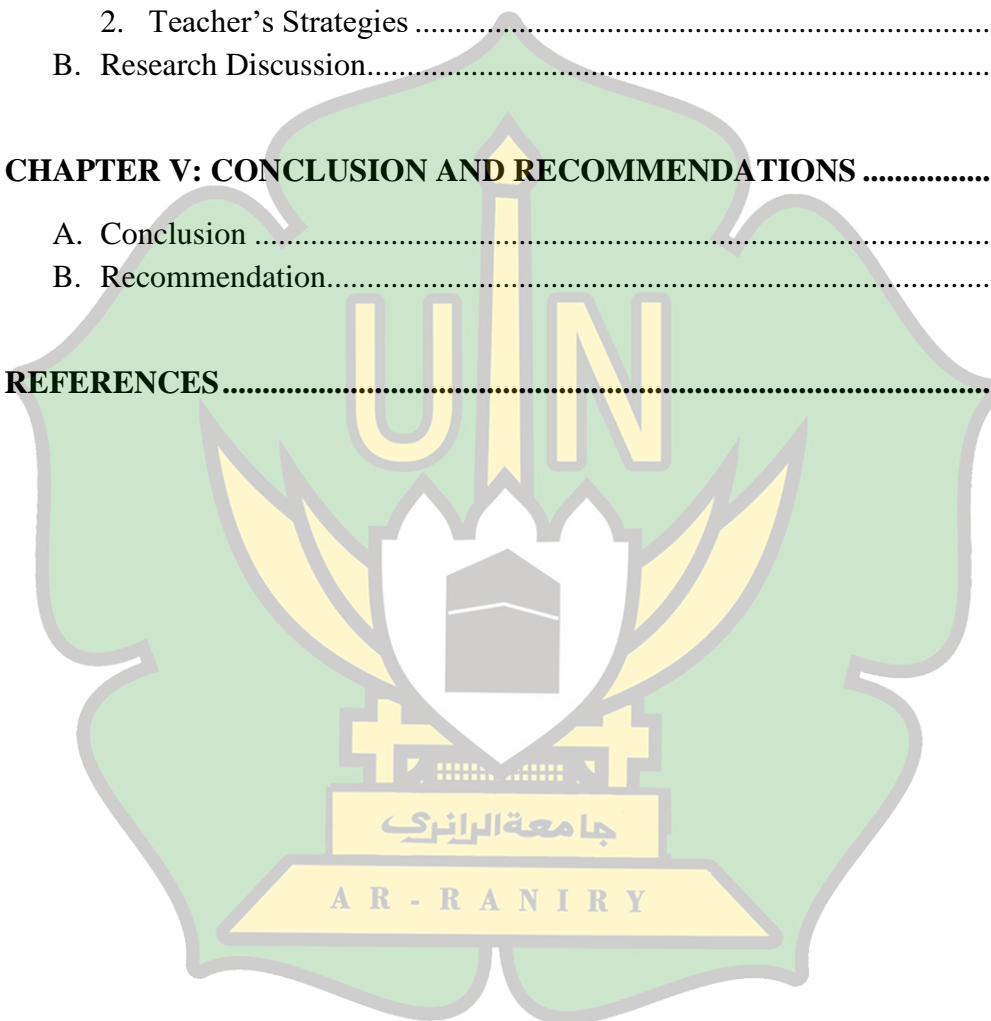
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ABSTRACT

Due to the unexpected circumstances of Covid-19, all physical and face-to-face activities, including schooling, must be adjusted. This condition transforms teaching-learning into a new system that is suitable for the current situation, as well as technology transformation. This study aims to discover about teachers' experiences and strategies for maximizing an online class using the Zoom Meeting Application. A semi-structured face-to-face interview with ten specified questions was used to obtain study data. Seven teachers from Ruhul Islam Anak Bangsa (RIAB) participated in the online learning classroom utilizing the Zoom Meeting application. According to the findings of the study, there are five advantages based on teacher experiences: a suitable option due to covid-19, suitable and practical to use, reduce school operational costs, disclose new options in teaching-learning, and induce students' activeness and contribution in class. Therefore , four disadvantages were discovered: a lack of classroom control, technical issues, a lack of devices, and a lack of discipline. In response to the second research question, four strategies are used by teachers to maximize its use: teacher speaks (teacher-centered), provides additional sources, quizzes, and direct task and discussion section.
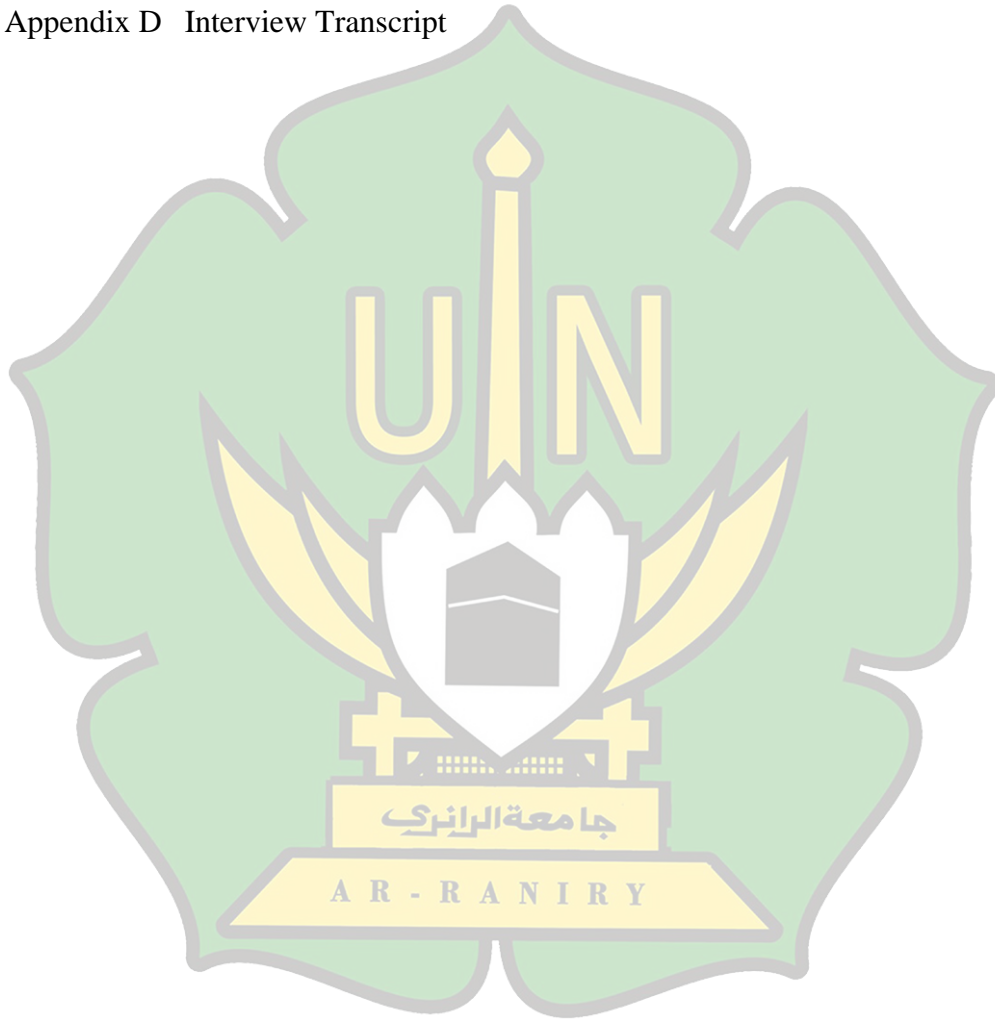
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CHAPTER I

INTRODUCTION

This introductory chapter describes the reasons for conducting the research. It discusses the backgrounds of the study, research questions, the aim of the study, significance of the study, and terminologies. The information needed is elaborated in these following sections.

A. Background of Study

Almost everyone was shocked by the Covid-19 Pandemic, and almost all major countries have been hit by the rapid spread of the Corona Virus and is resulted in thousands of deaths spread across various countries. Indonesia faces many challenges during the spread of Covid-19, which makes us alert and take care of each other. The spread of the corona virus worries all students, teachers, principals, parents, and all of us. Historically, the education system has caused enormous disruption during the COVID-19 pandemic. In all cases, school closings have put real pressure on governments, educational institutions, educators, parents, and students to ensure continuity of learning (Hussein et. al, 2020).

This current circumstances also affect and transform how teaching-learning works nowadays which is technology-based teaching-learning. As cited as Yusny, Rizki, Trisnawati, and Mulia (2021), technology-based learning greatly used that utilize internet access in teaching-learning process to create the online classroom. Many learning systems, especially in Indonesia, have been converted into online

learning through media such as online learning through the Zoom Meeting application. Based on my initial observations, RIAB chose Zoom as a learning support tool during COVID-19 because Zoom is a popular and easy application for teachers and students to use. According to Dhawan (2020), online learning especially at the time of the spread of COVID-19, currently has many opportunities available to maximize the teaching and learning process. Online learning developed rapidly during the pandemic and most academic institutions changed their learning system to online learning. Online learning has become a hot issue during the Covid-19 outbreak.

In their previous research in Kumanova's high school, Ramadani and Xhaferi (2020) stated that using ZOOM makes online teaching more successful because students are prepared, and they achieve data rapidly. However, other teachers replied that online teaching is not always successful because there are possibilities when learners have a bigger opportunity to cheat and get an outstanding grade during the evaluation. Teachers also claim that monitoring students' engagement is easier in online learning because teachers have the opportunity to teach learners in their own way using different tools such as video platforms, slides, and many other tools. We can conclude that the most important idea was to motivate shy students in order to engage in ZOOM by praising them and using interesting activities.

In the other study, *Basic Japanese Grammar and Conversation e-learning through Skype and Zoom Online Application* in Jakarta Dharma et. al, (2017) observing 5 participants of Japanese online language learning showed that online learning using Skype and Zoom media can be used effectively for learning grammar

and conversation. During the COVID-19 pandemic, online learning has been widely applied in various countries to replace face-to-face learning to sustain children's learning and playing at home.

In the other study investigated that, *Student perception data on online learning using heutagogy approach in the Faculty of Mathematics and Natural Sciences of Universitas Negeri Makassar, Indonesia,* 75% of FMIPA UNM students agree with the use of online learning. In every province in Indonesia, the characteristics of millennial students are "almost the same" in terms of thinking about online learning, especially now, most students use the internet for their primary needs in learning (Rusli et. al, 2020).

In other study, *Online Learning and High School Students: A Cultural Perspective* Bardakci, Arslan and Can (2018) which examines how online learning is experienced by students in turkey that involved 30 high school students as part of their English language classes during the academic year of 2016-2017 with 18 female and 12 male students by the age of participants ranged from 16 to 18 years old provided evidence that an online learning environment is beneficial for student learning because online learning can make time more efficient and make easier for students to explore the material to be studied.

Based on a circular letter from the Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim issued Circular Letter Number 15 of 2020 concerning the Implementation of Education during the Covid-19 pandemic, particularly "To fulfill the rights of students to obtain educational services during

the emergency spread of Corona Virus Disease (COVID-19) through the implementation of Learning from Home as stated in Circular Letter Number 4 of 2020 concerning Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (COVID-19)". By the circular, it is stated that to fulfill teaching and learning activities during the covid-19 pandemic online learning must be used.

Ruhul Islam Anak Bangsa is a boarding school that uses a dormitory-based learning system, where the teaching and learning system uses the face-to-face method. since the covid1-19 pandemic, the learning system at RIAB has become online learning as following the policies of the regulations issued by the Minister of Education and Culture (MENDIKBUD). Previously, RIAB had never implemented an online learning system as a learning method, so many teachers were constrained by running online learning such as finding teaching materials, adjusting the time. learn and use learning media.

Online learning was successfully carried out in RIAB for three months and was the first time the online learning system was implemented. During the teaching and learning process using this new method, of course, the teachers will get new experiences in teaching. Based on general interview observation with the teacher in RIAB, there are two interesting things about the Zoom Meeting application for learning. The first is the advantage for a teacher that they can carry out the learning process directly from home which can make it easier for a teacher to manage time and reduce the risk of spreading COVID-19. The disadvantage of the Zoom Meeting application based on the history of the prophet, it is mentioned by the

prophet in his messages that learning must go through face-to-face between teacher and student so that the knowledge will transfer effectively from a teacher to the student.

Based on the problems above, the researcher is interested in doing research with the title *Teacher's Experiences in Running an Online Class Using Zoom Meeting Application for High School Student* in the Ruhul Islam Anak Bangsa.

B. Research Questions

The research questions conducted from this research, formulated as follow:

1. What are teacher's experiences of teaching online class by using Zoom Meeting application?

2. What are strategies implemented by teachers in running an online class through the Zoom Meeting application?

C. Research Aims

The research questions conducted from this research, formulated as follows:

1. To find out the experiences of teachers in running an online class through the Zoom Meeting application.

2. To find out the strategies used by teachers in running an online class through the Zoom Meeting application.

D. Scope of Study

This research focused on teachers in MAS Ruhul Islam Anak Bangsa (RIAB) that ran an online class through the Zoom Meeting application as a media of teaching and learning process. And this research is also aimed to find the strategies used by teachers in running an online class through the Zoom Meeting application, so that it can be applied or used as a learning strategy in the future.

E. **Significance of the Study**

The result of the study is expected to contribute several parties,

1. **For University**, this research can be used to explore the experiences of the teaching staff in running an online class through the Zoom Meeting application so it can be a consideration to improve the effectiveness and minimize obstacles if this method will be used consistently in the future to achieve a better quality of the teaching-learning process.

2. **For Lecturer and Teacher**, the result of this study can prepare teachers about the revolution and the role of modern technology in education purpose. Furthermore, it can be a learning source for teachers to be able to manage the online class better to achieve a better teaching-learning process.

3. **For Researcher**, the result of this study could minimize future mistakes in inventing the online class learning method and can be an important lesson in self-cultivating to become a good teacher in the future.

4. **For Student,** the result of this study could expand students'
knowledge and understanding toward teacher's point of view in
strategies and applicating their methods in teaching-learning
process

F. Research Terminologies

Some necessary terminologies are defined in this section in order to
help the readers comprehend some terms of this writing.

1. Teacher's Experiences

An experience is an event experienced (lived, tasted, borne) either
that has existed or only happened for a long time. Experience is a lesson
that can be taken for the future. Experience is the most valuable teacher
and can be interpreted as events that have occurred in someone's past,
then that took as lessons from these events or incidents to go to the next
step in the journey of life. Hence, the teacher's experience is an
experience that has been experienced by a teacher in the teaching and
learning process. In this study, the teacher's experience in question is the
experience of the teacher at Ruhul Islam Anak Bangsa.

2. Online Class/Learning

An online class is a lesson or course that uses the Internet. In general,
online classes are conducted through a learning management system,
where students can view the course syllabus and their academic progress,
as well as communicate with fellow students and their teachers. Dhull
and Shaksi (2019) Explained that online learning is one of the learning

methods that include various technologies such as web, email, chat, new group and text, audio, and video conferencing delivered over a computer or cellular networks to provide education. This helps learners to learn at their own pace, at their own convenience. Online education requires a lot of resources and careful planning. Therefore, this study driven to explore how online learning that use video conference-based learning in this case Zoom Meeting application as the platform in online teaching-learning process on student at senior high school level.

3. Zoom Meeting application

Zoom is an application that can be used for online learning. Zoom is a web-based video conferencing tool and a mobile application that allows users to meet online, whether audio, video, or without video. Zoom users can choose to record sessions, collaborate on projects, and share or annotate each other's screens, all with one easy-to-use platform. Internet is one of the most important factors of online learning as Zoom highly recommended compared to Skype. Observations show that Skype often disconnects in the middle of the learning process (Dharma et. al, 2017).

The learning process can run well with the rapidly developing information technology such as zoom, and internet network media is one that Zoom Meeting applications need to connect lecturers and students so that the learning process can run as it should (Bahasoan et. al, 2020).

CHAPTER II

LITERATURE REVIEW

This chapter includes a literature review related to this research. This review consists of several main concepts that include an overview of the teacher's experience in carrying out online learning. The required information is described in the following section.

A. Teacher's Experiences

1. The Definition Teacher

According to Rusdiana and Heryati (2015) the teacher is a figure who must be respected because he has a big task for the success of the learning system at school, the teacher does not only teach, educate, nurture students but a teacher also guides and shapes the personality of students. Teachers are educators and teachers in early childhood education through school or formal education, primary education, and secondary education. In a broader definition, anyone who teaches something new can also be considered a teacher.

According to Sumiati (2018), a teacher is a person who plays a teaching role in the educational process, the teaching and learning process is the core of the educational process because many teaching and learning events are rooted in various views and concepts. The teacher is a leader, and the students entrusted to his care are led by him. As a leader, it is normal for him to be his students' pride, to be always adored and applauded by them, and to be a source of trust for them.

2. Teacher's Experience

A teacher who has experience in teaching for several years, can motivate students to be enthusiastic in learning, pay more consideration to their students, know how to effectively manage the class well, and can take advantage of opportunities to change the direction of learning when situations don't work well or unexpected so that it can improve student engagement in learning (Rodríguez and McKay, 2010)

Teacher experience is a process that has been experienced by a teacher in the teaching and learning process. Teacher experience can be used for learning material in the future so that it can reduce the occurrence of things that hurt teaching and learning processes. Experienced teachers carry a variety of perspectives with them that form how they orientate themselves to the activities and data provided in teacher education courses (Wareen, 2020).

Teacher ability related to teaching experience, which teaching experience itself is an understanding of the length of time and process of a teacher in carrying out teaching and educating tasks in an educational institution unit, where the working period he goes through can provide a level of mastery in his teaching task, both regarding knowledge, skills and values created in herself (Nurmansyah, 2020)

Military (2017) stated, when the teacher has entered the world of work, the teacher is always faced with various situations, both those that make it easier to carry out learning and those that hinder the learning process. The

longer the teacher teaches, the teacher should get more experience so that he can get the right solution to solve a problem

According to Miltary (2017 as cited in Sumitro, 2004), the thing that must always be considered by the teacher is that the teacher is obliged to improve his experience to be able to support the success of carrying out his obligations and duties of the teacher.

According to Trueno (2010) there are five factors that influence the way teachers perceive learning, they are:

a. Teacher education background

Every teacher has a different background which makes teachers tend to have different perceptions. For example, if the teacher has an adequate educational background, he will give a negative response when teaching in an inadequate school

b. Teaching experience

The perception of teachers who have been teaching longer will be different from those of teachers who have just started teaching. Teachers who already have sufficient experience will give a lot of positive perceptions compared to teachers who have never or just started teaching. Teachers who are just starting to teach usually will easily complain because they have not been able to blend in well.

c. Student Factor

Conducting learning with students who have more abilities will make it easier for teachers to learn and lead teachers to have positive perceptions. This also applies vice versa if the teacher teaches students with lower abilities. So the influence of these students on efforts to improve the teaching and learning process as well as the attendance and active learning of students, both during free time at school and at home.

d. Facilities and infrastructure

The perception of teachers who usually teach using complete facilities will be different from teachers who teach without adequate facilities. This is because the facilities really support the learning process. Teachers who teach using adequate facilities tend to give positive perceptions, this also applies vice versa.

e. Environment

A good environment makes students more orderly and eases the efforts of teachers to teach more. This makes teachers have a positive perception of the learning process. This also applies on the contrary if the teacher teaches students with a bad environment, the teacher will teach more and make the teacher tend to have negative perceptions.

3. Teacher competence

To improve the teacher's experiences, a professional teacher must have four competencies which are pedagogic competence, personality competence, social competence, professional competence. According to Asteq (2003, as cited in fajriah 2017), Teacher competence can be related to the ability and professional attitude to make self-improvement in the learning process. When a teacher becomes a professional, a teacher must have a high level of competence and technical criteria, so that the teacher has an attitude that cares for students, has a desire to always add the knowledge taught to students, and encourage students to develop in the learning process.

There are 4 teacher competencies in teaching which are pedagogic competence, personality competence, social competence, professional competence.

a. Pedagogic Competence

Feralys (2015) states "Teacher pedagogic competence is the ability of teachers to manage learning which includes understanding the insights or foundations of scientific education so that they have academic and intellectual expertise".

The quality of teachers must be above average, and this quality can be seen from the intellectual aspect which includes aspects of logic as cognitive development which includes intellectual abilities and ethics as effective development includes emotional abilities (Feralys, 2015).

b. Personality Competence

According to Nadia (2020), the personality competencies that must be possessed by teachers, namely the first is to have behavior in accordance with religious, legal, social and cultural norms, the second is to provide an example of a mature and exemplary personality, and the third is a work ethic, having a high responsibility to become a professional teacher.

Feralys (2015) stated, personal competence is a personal ability that displays a solid, stable, mature, wise, and authoritative character, as well as being a role model for students and possessing noble character. Every quote, attitude, and behaviour will help to strengthen a teacher's self-image and personality.

Personality competence is an abstract problem, which can be seen through appearance, actions, speech, how to dress, and in dealing with every problem that exists. For example, a teacher must be able to create an effective personality to be able to carry out his functions and responsibilities towards the problems created by his students. (Feralys, 2015).

c. Social Competence

According to Feralys (2015), teachers' social competency refers to their capacity to relate with others as social beings. Communication is at the heart of social competency, but not just any communication, but effective communication. The essence of social competence lies in communication, but the communication in question is effective. For example, as a social being,

the teacher behaves politely, can communicate and interact with the environment effectively and attractively, has a sense of empathy for others.

According to Nadia (2020), the social competencies that teachers must possess are that the first is to be inclusive, objective, and non-discriminatory, and the second is to have good communication with teachers, education staff, parents, students, and the community.

d. Professional Competence

Based on Elucidation of Government Regulation of the Republic of Indonesia Number 19 of 2005, Article 28 paragraph (3) letter c. "Professional competence is the ability to master learning materials broadly and deeply that supports students to meet the competency standards set out in the National Education Standards".

Professional competence is the teacher's ability to master the subject matter broadly and deeply. for examples and characteristics, Competent teachers will be better able to create an effective, fun learning environment, and will be better able to manage their classes, so that student learning is at an optimal level (Feralys, 2015).

B. Online Class / Online Learning

1. Definition of online classes/ online learning

According to Arnesi and Hamid (2015) online learning is a learning system that includes aspects of hardware and software in the form of a set of computers that facilitate the learning process so that they can relate to each other

through the internet network that has the ability to transmit data, either in the form of text, messages, graphics, or sound and can accessed at any time.

Online learning is a necessary teaching and learning method when Covid-19 occurs. Both in schools and colleges, online learning continues to evolve to meet learning needs. Furthermore, online learning is internet-based learning where the content is easily accessible on a computer. The content or lessons can be accessed on the Web and installed on hard disk of a computer or smartphone.

Online learning methods and processes are very helpful for the smooth learning process during COVID-19. According to Dhawan (2020) in difficult times like this, online learning can save us from being unable to continue the teaching and learning process. In the teaching and learning process, online learning methods can make it easier in terms of time and location. The e-learning method helps us in managing our learning needs based on what we need or more and makes it easier for us to adjust learning procedures.

Rahardja et al (2019) explained the online learning system is one of the media that can facilitate learning for anyone who wants to continue the learning process at the diploma or undergraduate level without having to meet face-to-face in class and it can be easier to manage time. There are many universities or colleges in Indonesia that have been implementing an online learning system to make it easier for students, such as dividing time or in situations such as a pandemic.

Fortunately, technological advancements allow for the gradual instruction and acquisition of a second or foreign language online, without the need for

face-to-face encounters (Shin & Kang, 2018). Teachers are then shifting to online learning to keep students engaged in their studies. It greatly increases instructors' workloads because it involves not only converting instructional materials into an online learning environment, but also implementing necessary software (Allen, Rowan, & Singh, 2020).

Dhull and Shaksi (2019) explained, in this case, the teacher acts as a facilitator as a conveyor of content knowledge, and ICT is considered a resource that enhances student learning experiences. E-Learning has brought back the joy of learning through the delivery of innovative and interactive content and has proven to be more attractive to students.

As a way to attend school when there are obstacles to conventional timetables, students profit from online learning and access courses that the school might not be able to offer. Schools profit from offering and promoting courses for which they might have difficulty attracting trained teachers or by offering advanced courses that would have reduced enrollment. Online learning will continue to be an important factor of public education as schools respond to the diverse needs of their students (Mueller, 2018).

2. Type of online class/learning

Online learning has several different types in each country. Quoted from Fordham University New York, there are three types of online learning that are suitable to be applied, namely:

a. Asynchronous Online Courses

This type of learning does not take place in real time. Students are required to complete assignments or exams and the meetings are held in discussion forums or blogs. This type of learning is suitable for busy students or students who find it difficult to manage their study schedules.

Hrastinski (2008) mentioned that even when participants cannot be online at the same time, asynchronous e-learning, which is usually assisted via media such as e-mail and discussion boards, maintains work relationships among learners and with teachers. As a result, it's an important part of flexible e-learning. Many people enroll in online courses because of their asynchronous nature, allowing them to balance job, family, and other obligations.

b. Synchronous Online Courses

This type of learning requires a teacher and student to be able to interact or meet at the same time. Teachers can interact through chat or video or online group discussions. This type of online learning is suitable for conditions during the spread of COVID-19 so that teachers and students can conduct learning in real-time from a distance.

Synchronous e-learning, which is frequently accompanied by media like video conferencing and chat, has the capacity to facilitate e-learners in the establishment of learning communities. By asking and responding questions in real time, learners and teachers perceive synchronous e-learning to be more social and avoid dissatisfaction (Hrastinski, 2008).

c. Hybrid Courses

A hybrid course, also known as a blended course, is a type of learning that involves both online and offline learning. Usually, hybrid courses are conducted offline meetings at the beginning of the semester for only a few meetings and conduct online meetings by providing computers for other meetings.

Hybrid Learning is a flexible approach to learning that involves the student, the teacher, and any other specialists or institutions involved in the process. The key feature of hybrid learning, according to the four constructs identified, is that it can be adjusted according to the learner's needs, the course, and other crucial indicators, such as pace, time, and space (Alnajdi, 2014).

3. Advantages of online class/learning

There are several benefits in using online learning to enroll a classroom activity including maximizing the tools provided in the applications used. Online learning must be carried out carefully by weighing students and learning content, it must be done wisely so learning that is designed runs well.

According to Khanna and Kareem (2021) online learning provides flexibility in teaching for many teachers, as they can teach in their own homes. There is other flexibility such as: The teacher can manage time better and be beneficial so that the teacher can have a lot of free time. Furthermore, they have been taking online classes for more than five months and have become a comfort zone in the teaching and learning process. Furthermore, teachers can

easily schedule online classes and can easily organize assignments from home and teachers can also provide learning with new skills such as the importance of the internet as a media of learning. Those features can be used anywhere and everywhere their location is.

According to Anderson (2008) online learning can be done anytime, anywhere. The material provided by the teacher can be updated online, and students can immediately see the changes. The online teaching and learning process is more relevant because students can access more material on the internet compared to the face-to-face learning process which only focuses on printed books. When students access material on the Internet, it is easier for teachers to direct students to get the information or knowledge they need.

4. Disadvantages of online learning.

Online learning is also inseparable from shortcomings, according to Hadisi (2015) online learning has several disadvantages, such as teachers and students will be difficult to discuss the topics which will obstruct the teaching and learning process. The online learning process seems to be more like only to do more exercise and practicing answering questions. Furthermore, the teacher is required to understand or be able to use a computer or smartphone in the teaching and learning process. Furthermore, students who have low learning motivation tend to be unable or fail in the learning process, and the internet network factor sometimes has problems or slow connections so which can affect the smooth online learning process.

C. Zoom Meeting application

During a pandemic situation like today, online learning is like being forced by circumstances, but everything will be different if you have previously done or have mastered online learning. But it's better late to do something than not to do it at all. At the time of the spread of the coronavirus, this application called ZOOM made many of its features suitable for use in the online learning process. This Zoom Meeting application can allow conducting live online classes, real time video chats, and live discussions or meetings (Dhawan, 2020).

1. Zoom Meeting application definition

Zoom is a cloud-based video conferencing service that you can use to meet others remotely - either by video or audio-only or both, both while holding live chats - and it allows you to record such sessions for later viewing. More than half of Fortune 500 companies currently used Zoom in 2019 and scaled even higher heights during 2020, recently citing 300 million Zoom meeting participants a day.

The story of Zoom Meetings started in 2011 when the video conferencing software market was crowded. There was no lack of options as to how your friends or colleagues could make a video call, but the problem was that none of the services held up well. Zoom Video Communications, a new business concentrating on making video calls easier and more secure (hereinafter referred to as simply 'Zoom'). Flash forward to today, with a promising initial public offering (IPO) launched in April 2019 to fit, San Jose, California-based Zoom has become a favorite in the tech industry because it has made good on its promise to solve video

calls. The rest of the world, though with even more mixed results as of late, has gotten a taste of its great reputation (Duffy, 2020).

2. Zoom's main features

Zoom is most likely the most widely used video conferencing tool during this epidemic period to assist talks or meetings via video conference. Zoom is said to be advantageous in the teaching-learning process because disconnection issues never occur. Furthermore, all Zoom participants may clearly hear the audio during online video sharing. Furthermore, Zoom offers Breakout Rooms, which are not available on other platforms. Teachers can use this function to divide pupils into smaller groups. The teachers can visit each group to observe the presentation and the participants' conversations. When the session concludes, the attendees will be guided back to the "main room" automatically.

Co-annotating and remote control are also useful features. Teachers can grant participants mouse access by using the remote control option. This is advantageous when participants are given the opportunity to present so that they can use the mouse to click the point explained on screen. The co-annotate tool allows each participant to utilize an arrow, line, pen, and so on. This feature, particularly the arrow, is beneficial to

participants when the instructor instructs them to point out images of specific words or locations on the screen (Dharma, Asmarani, & Dewi., 2017).

There are four main features in the Zoom Meeting application namely.

a. One-on-one meetings, this feature can hold unlimited one-on-one meetings, and one-on-one meetings can be done for free.

b. Group video conferencing: in the group conferencing feature we can host a meeting of up to 500 participants (if we buy the "large meeting" package). We can only enjoy this feature for free by holding a meeting of 100 people for 40 minutes.

c. Screen sharing: this feature will allow a presenter to share their screen with all members in the group, which call the one-one-one format, so all people in the group will be able to see all activities that the presenter want to show them.

d. Recording: we can use the recording feature to record the events we hold or the meetings we hold.

3. Advantages of Zoom Meeting application

Viewed from the web or internet there are many benefits of the Zoom Meeting application, and they are described as follows:

1. Easy to Use and Deploy

Zoom is quite simple to use and simply download it, click it, and set it up, and you're ready to use. It works immediately away

and connecting to Zoom and talking to a faraway colleague or customer is a breeze for anyone. Zoom connects quickly between Desktop computers, mobile devices, and room systems, allowing several departments, offices, and remote participants to collaborate in real-time. Zoom is simple to use, because of its clear user interface, the convenience of joining rooms, and ease of screen sharing.

2. Interoperability

You can access a virtual meeting from any desktop, laptop, and mobile device with ease. The Zoom conferencing app is compatible with every device currently in use in the workplace. The Zoom app is a cross-platform conferencing solution that works on Windows, Mac, Linux, iOS, and Android. The developer team has also added Zoom Rooms to the list of features (a simple way to video-enabling your conference room). Furthermore, ZOOM appliances make it far easier to set up virtual meetings and conferences than any other program.

3. Zoom App Purchase is cost-effective.

The application is free for personal and small business use, which sets it apart from the rest of the conferencing applications, which are all quite expensive.

4. Zoom makes your work more flexible

You don't have to worry about running out of room to start a virtual meeting. You may zoom in and join other participants from anywhere. This communication app provides you with solutions for organizing essential business meetings while also allowing you to roam around freely. Zoom ensures that your work is as productive as ever, whether you're on the road or at home.

5. Better Service on Slow Connections

Zoom Meeting application able to handle 100 people at once makes it ideal for business meetings and webinars. You don't have to be concerned about low bandwidth because your data is backed up on cloud servers. However, a maximum of 100 people can screen-share and have a productive conversation from a distance.

6. A Centralized Platform

Zoom conferencing isn't just for virtual meetings and webinars. Participants can communicate at any point during the talk by using live chats. So, whenever you want to give your opinion or ask a question, you can use the live chat to do so straight away.

4. Disadvantages Zoom Meeting application

Zoom, like every other service, has its own set of problems. Not only in terms of the program, but also in terms of general usage. The following are Zoom's disadvantages.

1. Zoom bombing

Because everyone was working from home, Covid-19 switched from an offline to an online manner of working, increasing virtual meetings and conferences. Zoom attackers can disrupt the conference call due to the neglect of some participants. Hackers are clever enough to achieve the same result, resulting in Zoom bombing. If not addressed, this flaw may lead to a decrease in the number of users. In other words, Zoom does not provide end-to-end encryption, putting users' security at risk. The misconduct of an uninvited conference participant causes the entire event to be disrupted.

2. No control on comments

Like other platforms, the Zoom Meeting application provides live chatbot features. The comments can be controlled in a meeting of a small business with a few employees. However, if the event is open to the public, the service will not be able to eliminate the inappropriate conversations. This problem has been bothering people for a long time, and it has yet to be resolved.

3. Non-flexible subscription

For the beginner and personal level, this subscription-based service is more affordable. When the number of participants grows, it is necessary to purchase a plan that is initially inexpensive but soon gets more expensive. There is no such add-on package that allows too many people to attend meetings that happen just once or

twice a year. It is not worth it to pay a large amount for a single conference over the course of a year. It has to be adaptive.

4. Internet dependent

Per hour, Zoom uses 600 MB to 1.7 GB of data. As a result, the service is not supported by a limited data internet connection. An unrestricted internet connection with a download and upload speed of 500 Mbps is required for the conference to work well. You may also experience delays when sharing your screen. The various features necessitate significant processing capabilities, so it consumes a lot of electricity. In extended video conferences, this results in low battery.
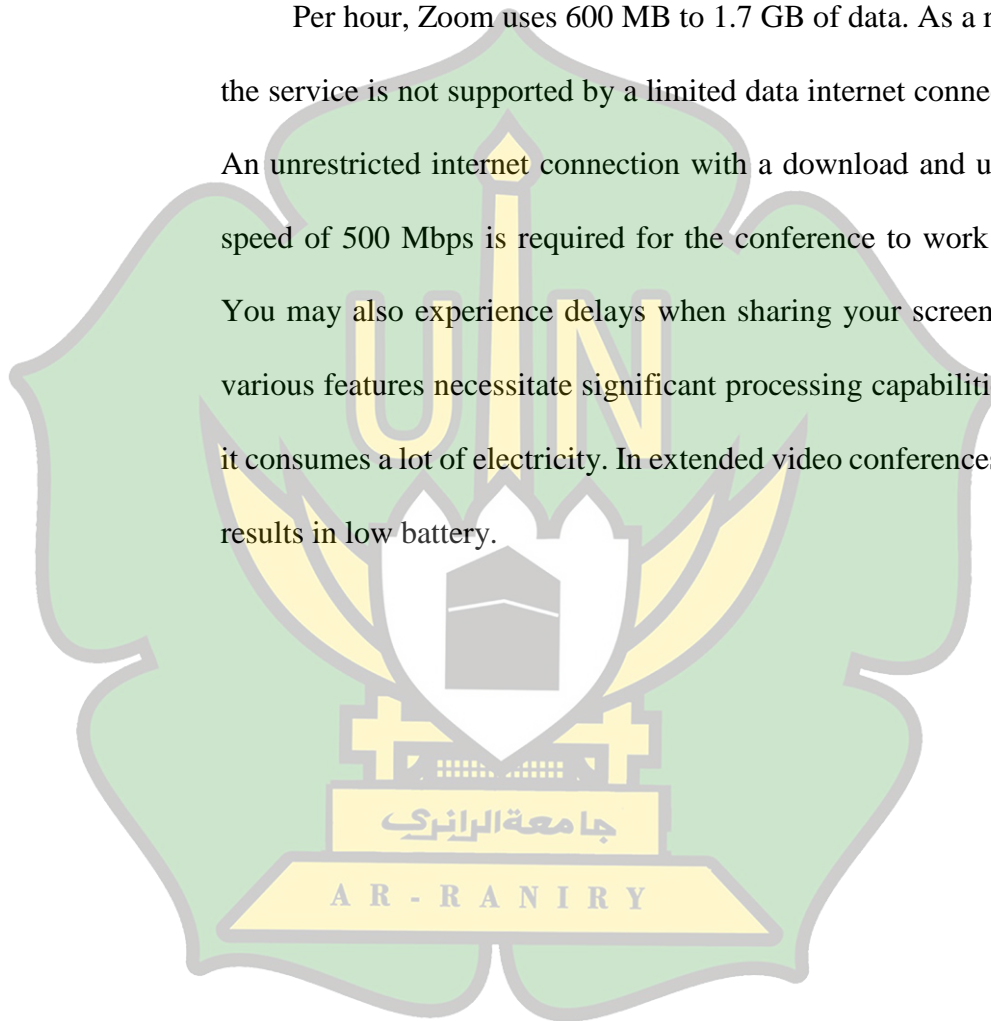
CHAPTER III

RESEARCH METHODOLOGY

This chapter generally explains research methodology which consists of research design, research sites and participants, methods of data collection, and methods of data analysis. Each of them needs to be clearly explained because it illustrates the process of how the researcher conducts this research.

A. Research Design

Qualitative is the methodology that was applied in this research. Creswell (2012) stated Qualitative research includes data collection and working with text, pictures, or sounds. Qualitative research is a naturalistic investigative method that seeks a detailed understanding of social phenomena within their natural context. In line with this statement, this study used semi-structured interview with purposive selected participants, and the result of the interview transcribed and analyzed openly by the researcher.

According to Devers and Frankel (2000) qualitative research more commonly uses "purposive" sampling methods rather than random ones. To design a reliable qualitative analysis, a clear understanding of these sampling techniques and why they are used is central. Furthermore, the identification and negotiation of access to study sites and subjects are essential parts of the process, considering the real-world context in which most qualitative research is carried out. We also give suggestions for

establishing and sustaining fruitful and mutually fulfilling relationships with sites and subjects in the field of study.

Moreover, this research applied qualitative research and the participants are teacher from Ruhul Islam Anak Bangsa Banda Aceh that purposely choose five teachers whose used Zoom Meeting application in teaching learning process. The data was conducted by using face-to-face interview and analyzed descriptively from the interview transcript result.

B. Population and Sample

According to Cresswell (2008), population is a group of individuals who have the same characteristics. The populations in this study were the teachers of Ruhul Islam Anak Bangsa (RIAB). The main reason of RIAB being chosen in this study due to the convenient aspect of being an alumnus of RIAB itself. Hence, RIAB also fits the category needed in this research which are school that use Zoom Meeting application as the tool in online classroom. The researcher selected participants based on the teachers who had been using online learning in classroom activities especially Zoom Meeting application. Based on my observations, there are 30 teachers at RIAB.

In choosing the sample, the researcher applied purposive sampling. Purposive sampling is the sampling technique with particular consideration of the sample (Siregar, 2014). Purposive sampling was used due to the researcher's consideration. The criteria of the participants were the teachers who had been using Zoom Meeting application in learning

process. According to criteria above, 7 (seven) participants were selected that match the criteria needed. Those participants were selected because those are teachers in RIAB that use Zoom Meeting application as their main platform in teaching-learning process.

C. Data Collection

Researcher developed with qualitative research. Qualitative research is a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting. Creswell (2012) stated that interview gives more opportunities for the researcher to gain detail information to the research. In line with the statement, this research used interview as the instrument to collect the data needed. This interview conducted by using face-to-face interview due current situation of Covid-19 and should follow the health protocol. During the interview, participants will be asking 10 questions regarding the needs of the researcher. All questions related to the research questions above. The interview was done one-by-one with a minimum of 15 minutes to an hour. The interview is semi-structured with a more conversational style.

D. Data Analysis

Qualitative data analysis was carried out simultaneously with data collection, presentation, and writing of reports. For example, while interviews are going on, the researcher can review an interview collected

earlier, write memos that may eventually be used in the final report as a narrative, and organize the structure of the final report (Creswell, 2008).

This study used a descriptive analysis to analyze the data from the interview and help the researcher describe the data. In this research, the interview data were analyzed in the transcription form of interview questions. Data was collected by recording respondents' answers in Language. Therefore, the researcher transcribed the interview results in English in the form of transcription. Researcher interviewed five teachers with several questions because different teachers must have different experiences and recorded what answers from five different teachers and made a transcript after all the teachers were interviewed.

For the first step of analyzing the data, the researcher will review the audiotape from the interview and transfer it into a word document transcript. Next, the whole transcripts were read and reflected to get an understanding of what participants said. Finally, analyzing and coding processes such as underlining the necessary sentence based on themes were implemented before it was interpreted narratively in the end.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter focuses in presents the results of data interview analysis. This study aims to find out the experiences of teachers in running online class through the Zoom Meeting application and the strategies used by teachers in running an online class through the Zoom Meeting application; moreover, all the data will be presented descriptively.

A. Research Findings

In this research, there were seven selected participants those are teachers from Ruhul Islam Anak Bangsa School (RIAB) whose have been doing online learning classroom and specifically using Zoom Meeting application as a tool in the online classroom. Their name was initialed in order to retain privacy of the participants as Participant 1 (P1), Participant 2 (P2), Participant 3 (P3), Participant 4 (P4), Participant 5 (P5), Participant 6 (P6), and Participant 7.

As described in the previous chapter, the data was collected by interviewing seven participants selected from Ruhul Islam Anak Bangsa (RIAB) who have been utilize online learning during pandemic era and especially using Zoom Meeting application as a tool in their teaching-learning process using semi-structured interviews. The interviews had been done both face to face and phone calls due to unstable conditions during the final period of the global pandemic; two participants are interviewed via phone call and the rest of them are being interviewed face to

face for about 15-25 minutes and all interviews are recorded. Ten questions, including several supporting questions will be used to obtain the required information from the participants. The raw data collected was then transcribed to make it easier to find the preferred answer. Furthermore, the researcher will highlight important points of the conversation transcripts based on the participants' answers. After analyzing the data, the researcher found the following results:

1. *Teachers' Experience*

Based on the result of the interview, I collected some data that showed RIAB teachers' experiences on using Zoom Meeting application in online learning. The experiences divided into two main categories; those are Zoom Meeting application's advantages and Zoom Meeting application's disadvantages. Zoom Meeting application's advantages category is splits into five parts which are a suitable option due to covid-19, suitable and practical to use, reduce school operational cost, disclose new option in teaching-learning, and Induce students' activeness and contribution in classroom. For Zoom Meeting application's disadvantages category is splits into four parts which are lack of classroom control, technical issues, no devices problem, and discipline problem.

a. Advantages of Zoom Meeting Application

By virtue of the interview results, the teachers mention diverse advantages of using Zoom Meeting application in teaching-learning process in different ways, circumstances, and explanations yet the same meaning. Moreover, based on the interview result, those advantages classified into five parts:

1) A Suitable Option Due Covid-19

During current situation of COVID-19 which require minimizing all physical activities; including work, study, meet, gather and other face to face activities. This circumstance drive everyone including teachers to improvise the teaching learning process from usual offline learning to online learning. Teachers are agreeing that online learning is the safest option during pandemic, as participants said:

P1:
"I think, it's the safest option during this pandemic era to avoid un-wanting things that might happen for both students and teacher."

P4:
"In my opinion, during this pandemic era this application really help both teacher and students to still doing classroom activities in the safest way both of us.

P7:
"I think in pandemic era, this is the safest way for both teacher and students while keep the teaching-learning process going."

Based on the result, it showed that those participants; P1, P4, and P7 share the same thought and agreed that during latest situation of COVID-

19 using online learning in this case the tool is Zoom Meeting application helpful for both teachers and students and the safest option that facilitate teaching-learning process properly and create the closest face to face environment for safer online meeting option.

2) Suitable and Practical to Use

The use of Zoom Meeting application in teaching-learning process that facilitate and support online learning and create the closest environment as usual face to face offline classroom, yet there might be a difficulty for teacher to understand and utilize the Zoom Meeting application in online teaching-learning. According to the interview results, Zoom Meeting application is convenient and handy to use to enroll online teaching-learning process.

P1:
"I think the use of Zoom Meeting application support online learning based on internet which really convenient and easy to use especially during this pandemic era lately that applying home-based learning that automatically applying online learning."

P3:
"During pandemic era, Zoom Meeting application hold an important role in teaching-learning process, because all students have to study from home, and Zoom Meeting application is the easiest and common tools for that."

Based on the interview results, both P1 and P3 share the same opinion that Zoom Meeting application as the tool to helps teachers in

enroll online learning during pandemic era that provide that closest environment like offline face to face offline class, yet it is easy to use, convenient and have common tools that help in online meeting class. Moreover, other participants also agreed that Zoom Meeting application is the most suitable one for face-to-face online classroom.

> P5:
> *"I think this Zoom Meeting application really help teacher and students during pandemic era especially it feels like face-to-face class that can see both teacher and student in live time."*

> P6:
> *"The most suitable media for face-to face online learning"*

> P7:
> *"In my opinion, compare to other application Zoom Meeting application is the most suitable application if we want face to face online learning."*

The result shows that, those participants agreed that Zoom Meeting application work the best in creating the environment as usual face to face offline classroom during online learning. P5 mentioned that Zoom Meeting application helps both teacher and students make online classroom feel like face-to-face classroom with live time interaction. Align with P5, P6 mentioned that Zoom Meeting application is the most suitable tools for face-to-face online learning. Moreover, P7 even mentioned that compare to other tools in term of face-to-face online learning Zoom Meeting application is the most suitable one for that.

From the data above, it shows that almost all participants agreed that Zoom Meeting application is the most suitable one to create the same environment as usual face to face offline classroom with live interactions, yet it convenient and handy to use for teachers and students.

3) Reduce School Operational Cost

According to result interview, one of the participants mention that one of the advantages of using online learning like Zoom Meeting application help in reducing school operational cost.

> *P1:*
> *"If we evaluate deeply, online learning especially face to face online learning like Zoom Meeting application indirectly connected with school operational cost that have been reduced; for example the use of paper for printed materials, ink, marker, and more."*

From the data above, P1 pointed that using online learning like Zoom Meeting application relate and help indirectly reducing schools' operational cost which normally used in offline learning process, for example the use of paper for printed materials become soft-data file that less use of paper, in and marker which usually used by teacher and students for learning purposes, and many more. Those factors indirectly reduce operational cost for school in term of facilities used in teaching-learning purpose.

4) Disclose New Option in Teaching-Learning

During sudden pandemic circumstance that require all activities to be done in certain rules and protocols to avoid worse situation and create safer environment for everybody, online learning become the only option for that. Yet, this circumstance force everyone adapts with such a whole new working system. In teaching it helps teacher to disclose and imply online classroom that usually never really implied before by school and teachers in Indonesia especially in Aceh.

P2:

"I think the use of Zoom Meeting application expose us; both teacher and student new information and method in learning process that supported by specific media, and that's really a good point to give more option in teaching-learning strategy.   This type of teaching-learning well known between teachers as TPACK (technology pedagogic content of knowledge)."

P2:

"This application serves new option in teaching-learning process and knowledge to students about technology used in teaching-learning process."

Based on the result, P2 mention clearly that Zoom Meeting application help exposing both teacher and student with new way and method in teaching learning process that can be supported by various tools and media and make both teacher and student experience the use of this strategy in teaching learning. Hence, P2 mentioned this pandemic made both teacher and student directly experience this type of learning and give them viewpoint of how online learning works and feels like. Moreover, P4 and P6 also agree with P2 as said:

P4:

"In my opinion, it feels new and effective because we introduce new type of learning   to students, and they seem to like it, also because students lately have been exposed   by technology in daily activities, and this type of learning fits with their life style."

P6:

"This application exposed both students and teacher to new learning

method."

As the interview result, it shows that P4 and P6 also think the same way as P2. They believe that the pandemic era helps teacher and student discover and experience new type of learning process. P6 mentioned that current situation of pandemic expose both student and teacher in new type of learning, while P4 specifically mentioned that in line with the use of technology in daily basis and lifestyle of human being in this era, it is a great time to introduce student to new type of learning that improvise by technology they usually use in daily basis to teaching-learning purposes and fits this era pace on technology and internet use.

5) **Induce Students' Activeness and Contribution**

According to the result of interview, it shows that using Zoom Meeting application help students in term of classroom contributions, responses, and activeness.

P3:

"Student more active in using computer for many different purposes, like doing   assignments, search for resources, and more. And this new

activity makes students   more active and interest to search and find other sources for the learning   purposes compare to before they use Zoom Meeting application and just learn from   textbook given by the school."

   P3:
   "Students become more active in finding learning materials, also they become more   independent in answering questions and not relying on their friends' answer like they used to do in the face-to-face classroom."

From the data above, P3 clearly mention that during online classroom students become more active in various ways like; using computer for doing assignments given by the teacher, search for resources to help them understand to the materials and not just depend on what teacher gave them or just by their textbook like they usually did in offline classroom. Thus, P3 mention more about the increase of students' independency in answering questions given by the teacher in the classroom and not rely on their friends answer like some of them usually did in offline classroom. Hence other participants also felt the same way and mentioned it in the interview:

   P4:
   "The use of this application help students to be more active in the classroom, where they used to just listen to teacher in the class, now they have to talk and react to the material given and find other sources to help them understand the learning material more by individual."

From the data, P4 mentioned that this application help student to be more active in the classroom, where they used to just listen to what teacher

say and give in the classroom when offline classroom enrolled, to the point

they must talk and react to material given and search for more material

individually to help them understand better. Moreover, other participants

agree that using Zoom Meeting application help students in different ways.

> *P4:*
> *"Students feel easier because the learning material come not only from textbook but other sources too and give them more examples."*
>
> *P5:*
> *"Students feel more active and independent in finding more sources to learning   material. It also gives them more role in learning rather than listening to learning material to searching more, active in discussion and quizzes and more. Also, give quizzes and project in limited time to increase their focus and activeness in the   learning process."*

The data shows that, P4 also agreed that during online classroom

using Zoom Meeting application, students helped by the fact that they can

search and find more example to help the understand better related to

specific topic or material rather than just rely on textbook like they usually

did in face-to-face classroom. Thus, P5 mentioned that the classroom felt

more active, and students are gave more role rather than just listening to

independently find for more explanations, react more in quizzes and

discussion that need more focus because limited time given.

From the data above, it shows that using online learning in this case

Zoom Meeting application help students react more to teacher or friends

in learning purposes, response more, and grow independently by the

supervision of the teacher using various strategies applied in the live time face to face online class via Zoom Meeting application.

b. Zoom Meeting application's Disadvantages

Based on the interview results, despite of all those advantages of using Zoom Meeting application in teaching-learning process, it also discovers several disadvantages experienced by the participants whose are teachers of its implementation in real life process. Thus, after transcribed the data based on the interview results, those disadvantages are classified into four parts:

1) Lack of Classroom Control

After doing the interview, the result shows that participants whose are teachers in senior high school level students in Ruhul Islam Anak Bangsa (RIAB) that experienced teaching-learning process through online learning, all participants mentioned the same disadvantages experienced that lack of classroom control is one of the biggest problems they faced during online classroom using Zoom Meeting application meeting application. Thus, classroom become more lack of controlled compared to usual face to face classroom, as mentioned:

> *P6:*
> *"Teacher hardly to control students in the classroom."*
>
> *P5:*

" It feels less flexible to monitor students' activity rather than face to face class. Also, it feels like lack of control in the classroom during teaching-learning process."

The result shows that, both P6 and P5 got the same feeling that during online classroom even though Zoom Meeting application create an environment that feels like usual face to face classroom, participants still felt intricacy in controlling the classroom situation to make a conducive environment for teaching-learning process. Thus, P5 also mentioned that it feels less flexible compared to face-to-face classroom. Other participants also agree with this, and add more according to their personal experience

P4:
"Because the classroom enrolled online, teacher hardly control students that not serious on the class or not paying attention in the Zoom Meeting application meeting class."

P3:
"Some students might not pay attention to the teacher or their friends during online meeting classroom."

P7:
"I think because students are not being watched in real life, teacher hardly control students and that sometimes make an un-conducive classroom for teaching-learning process."

Moreover, more participants add the information of how classroom felt difficult to control. P4 mentioned that because online classroom means not directly in one room like original classroom, maintain students'

seriousness and make them keep paying attention during classroom are harder compared to offline classroom. Moreover, P3 mentioned more it hard to control students that not paying attention to the teacher when theory or learning material explained or when other students discuss or present during learning process. Thus, P7 mentioned that this lack of control sometimes creates un-conducive classroom and environment for teaching-learning process. The rest of participant also added more information:

> *P2:*
> *"The lack of prepare because of sudden circumstance (pandemic era) make students lack seriousness in learning and think that online learning not as serious as classroom learning such as sleep in the class, turn off camera, not on the screen, and more."*
>
> *"This un-seriousness make teacher hard to control the class and teaching-learning process and make such an un-conducive classroom environment."*
>
> *P1:*
> *"Students can somehow miss the class, use un-proper dress code, or even talking in private chat and reduce the effectiveness of this strategy."*

From the interview result, P2 mentioned that this sudden circumstance also become one of the reasons why during online learning, students feel less serious in the online classroom because they think it is not as formal and serious as usual offline face to face classroom even Zoom Meeting application that create the closest face to face online learning. P2 mentioned that this thought create more action that showed their unseriousness like sleep in the classroom, not on the screen, or even

turn off the camera and those attitude are harder to control because teacher cannot really scold them and give the same impact like when it is on usual face to face classroom. Hence, P2 also mentioned the same thing that these un-seriousness actions sometimes create less conducive classroom for teaching learning process.

Moreover, P1 also mentioned more actions that happen during online classroom as the impact that showed lack of control aspect that happen during online classroom during Zoom Meeting application. Those actions are students miss the class while they cannot do that on usual face to face classroom, use un-proper dress code that they usually obey during usual offline face to face classroom, and they even using private chat tool that provided by Zoom Meeting application to talk with friends about other things and not related to teaching learning process.

From the data above based on the result of the interviews, all seven participants agreed that one of the biggest drawback in online learning using Zoom Meeting application is lack of classroom control that create actions made by students they usually did not do in usual offline classroom like not paying attention to teacher and friends, sleep on the class, turn off the camera, not on the screen, miss the class, use un-proper school dress code, or even talking and chatting using private chat tool create unconducive situation compare to offline classroom even though both of the classroom looks face to face.

Moreover, according to the result of the interview from P2, this problem might happen because of this type of learning not really match with students in certain level such as students from high school level to below levels such as junior high school, elementary school, and primary school. As mentioned from the interview:

P2:
"Students lack seriousness in learning and think that online learning not as serious as classroom learning such as sleep in the class, turn off camera, not on the screen, and more. These un-seriousness in learning process somehow make me feel that this type of learning more suitable with higher students like university student more that elementary until high school students."

From the interview result, it shows that according to P2 if the circumstance does not force us to use technology and online learning, students in high school level and every student's lower level whose still need more assist in various aspect and not really independent as university students not really fit with this type of learning that require students to have high self-awareness in numerous aspects. Thus, P2 mentioned before that the sudden circumstance of pandemic also might affect students' point of view of how they react in the implementation of online learning compare to what they usually did, offline learning.

2) Technical issues

Online learning as named itself indicates the implementation of various devices and tools toward learning systematically and maximize the

use of it for learning purposes. Thus, its implementation of online learning will also face numerous problems and errors technically as it is the connector of how this learning operate. According to the interview result there are several technical problems faced in this case specifically in RIAB by the use of online learning itself and Zoom Meeting application as the tool such as teachers lack training, students problem in technological knowledge, bad connection problem and others.

> *P1:*
> *"Because of sudden pandemic situation, the lack of training for that somehow make the only option is speech-based method mostly applied in online classroom. The limited knowledge teacher has in creating various method should be trained for example PPT, videos, animation, and more that can help in online teaching learning process."*

The result shows that P1 mentioned sudden circumstance of pandemic that cause teachers did not get proper training of how to use various tools and applications properly to maximize its use in order to get maximum result of teaching-learning by online learning and apply it in classroom. Moreover, not just teachers who lack in knowledge of implying online learning, students whose also never really get exposed by this type of learning got confuse by it use and how to maximize it.

> *P2:*
> *"Not all students advance in using the technology such as Zoom Meeting application and power point."*

From the data, P2 stated that not all students get used to how technology and online learning worked, in this case Zoom Meeting application. This cause confusion for students and some of them cannot keep up like their friends did and struggle in use and maximize it. Moreover, majority of the participant mentioned the biggest problem is bad connection and how it affected the learning process.

> *P6:*
> *"I think internet connection is the biggest problem."*
>
> *P7:*
> *"Internet connection is the biggest problem for teacher and students that live in   different places with different connection level available."*
>
> *P4:*
> *"Because it is an internet-based learning, the connection is the main problem because each student and teacher live in different location that might have different level of internet connection."*

From the data above, P3, P7, and P4 agreed that connection is the biggest problem that make teaching learning process through online learning especially Zoom Meeting application can be unconducive. Both P7 and P4 mentioned that this problem happens because teacher and students live in different areas that cause different level of connectivity. Moreover, in line with these statements, other participants also mentioned this problem.

> *P3:*

"Because Zoom Meeting application is internet-based application, the main problem of course often came from connection. Because every student and teacher live in different areas, and sometimes the connection is bad."

P5:
"I think the biggest obstacle is internet connection because every student and teacher live in different location and have different level of connectivity. Also, some students run out the internet data in the middle of the class."

Based on the data of the interview, both P3 and P5 mentioned the similar view that because Zoom Meeting application is an internet-based application the main problem of its implementation is internet connection. Various locations and areas by teacher and students often cause different level of internet connectivity. Thus, P5 also add that in some cases, students run out the internet data in the middle of the class. Furthermore, according to the interview result, this problem also gains unconducive situation that impact the teaching-learning process.

P1:
"If the connection is stable, students can listen to the class better and learn better too."

P3:
"Sometimes in few places the network is bad that cause; sudden disconnect from the meeting, lagging, and more, then it can make an inconvenient to the person."

It stated by the data above that P1 and P3 mentioned that the internet connection cause trouble for teacher and students. Hence, P3 added that this internet connection problem causes inconvenient for both teacher and students in teaching-learning process during online classroom via Zoom Meeting application.

P4:
"Also, the pace of learning slightly slower than usual classroom, because teacher needs to repeat the learning material few times because lagging or connection problems to make sure all students understand."

P4:
"Also, students sometimes feel hard in asking question or things that they confuse because sometimes it turns to miss-communication."

The data shows that P4 mentioned because of this problem, the pace of teaching learning process got slower than usual offline classroom. This problem cause teacher to repeating the learning material several times because of lagging to make sure all students understand. Hence, the lagging also make students hardly asking questions because it sometimes turn into miss-communication and interpretation either from student to teacher or teacher to students.

P6:
"Because of those problem like connectivity, internet data, and has no devices, students often cannot attend the class and have to learn by them self while their barely understand what we learnt that day."

Furthermore, the interview shows that P6 stated that this internet connection problem or running out internet data like P5 mentioned before cause students cannot attend the class and left behind, so they must learn by themselves and it difficult for them while they barely understand that topic.

3) Students Not Having Devices

Along with the problem mentioned before based on the interview result, the problem not only came from internet connection yet devices for online learning also another obstacle in online learning which both are the main instruments of online learning. From the data, some participants mentioned some students did not have devices or personal devices. Due to boarding school rules that disallow students to bring any devices to the school and dormitory area, some of the students are not owning personal smartphone, laptop, or computer. Because the usually did not really use it in daily basis.

P4:
"Also, some students do not have laptop, pc, and phone."

P7:
"Also, some students don't have devices like PC, laptop and Phone so sometimes   they often cannot attend the classroom."

P5:

"And some of them not having personal laptop or phone and need to borrow from their parents while their parents need to work or outside the home at the moment."

P6:
"Some of the students has no devices, students often cannot attend the class and have to learn by them self while their barely understand what we learnt that day."

According to the data above, P4, P5, P7, and P5 experienced the same moments and cases where students hardly attend the class because they did not have personal smartphone, computer, and laptop. P4 and P7 mentioned because some students did not have personal devices, they frequently skipped and cannot attend the class. P5 also added that because some students did not have their personal devices, they need to borrow from their parents or siblings, and sometimes when they not in the house when students need the device, they cannot attend the class. Hence, this problem cause students cannot attend the class and must learn by themselves while they barely understand the topic.

4) **Discipline Problem**

Every place, institutions, school, offices, even a house has their own rules and provisions. In this case in term of education, school, classroom and teacher has their own rules applied. Discipline and obey the rules are one of the aspects students should follow. During online learning through Zoom Meeting application, teacher discover new problem that rarely happen during offline classroom. This issue mentioned by P1, P6 and P7.

P1:

"In this case, the negative effect relates to clear classroom contract for both teacher and students, students can somehow miss the class, use un-proper dress code, or even talking in private chat and reduce the effectiveness of this strategy."

From the data above, P1 mentioned that undisciplined cases happened during online classroom through Zoom Meeting application are some students miss the class or some students do not follow school uniform dress code which rarely happen in offline classroom. P1 also added that, some of the students even talking and chatting to each other during the classroom through personal chat room tool.

P6:

"Also, few students often late in submitting the task if it is a homework task which in offline classroom, they did not dare doing that"

P7:

"Also, students often are not discipline in entering classroom and giving many excuses related to the connection devices for being late or submitting the task late from the due date."

Based on the data, P6 and P7 both shared the same view that during online classroom some students late in submitting the task from due date, while they are barely due that during offline class. P7 also added that some students often late and not discipline in entering the class with various excuses like connection, devices, and more that they usually cannot use in usual offline classes.

5) *Teachers' Strategies*

Zoom Meeting application created to ease and help people whose need face to face online meeting and it provide video meeting also it various tools. Despite the use of Zoom Meeting application as a tool to help teacher in teaching-learning process more specifically online classroom, teacher itself plays an important role in how the class will going; classroom condition, learning pace, students' interaction, and more. Thus, this study wants to explore about how teacher maximize Zoom Meeting application as a tool in online learning as mentioned in research question before. Based on the result of the interview with the teachers, I grouped teachers' strategies in maximize the Zoom Meeting application into four parts; teacher speaks, provide other sources, quizzes and direct tasks, and discussion section.

a. **Teacher Speaks** (teacher-centered)

Teaching-learning process frequently carried out with teacher as the center of students' attention to help them by sharing the learning materials and explain about it. This type of learning is one of the most used methods by teachers in classroom. In this case, by the data from the interview, it shows that during online learning through Zoom Meeting application all participants used this method in order to explain the learning material to the students.

> *P1:*
> *"Nothing different from offline classroom learning, I used speech and motivation teaching type to encourage students.*

> *P7:*

> *"I use the basic speech strategy like I did in face-to-face classroom to explain and make sure all students understand material we learn that day"*

From the data above, both P1 and P2 mentioned that they basically use the same method as they use in usual offline face to face classroom which is basic speech method that focus on teacher to teach the learning material to the students by giving explanation, example, and more. Other participants also mention the same think as:

> *P3:*
> *"Like in the offline classroom, I like giving speech and explain everything with my voice and word, but then mix it with other tools."*

> *P4:*
> *"I used both strategies, first is speech the theory and explain it to students and give the material needed"*

> *P5:*
> *"I mix speech when theory given and need me as a teacher to explain it to students"*

Based on the data above, P3, P4, and P5 mix the speech method with other method depend on how the situation needs. P3 mentioned because giving and explain material is the type of learning he used in usual offline class, he likes to do it to in online learning yet mix it also with the tools provided in Zoom Meeting application. Thus, P4 and P5 stated that they like using speech method in theoretical and explanation purposes to make sure all students understand.

> *P2:*

"And those sources mix with speech teacher-centered method in enrolling the class."
        P6:
        "I use speech basic strategy to explain the theory to students, yet I think the speech method make the classroom monotonous and boring that is why I mix it with other strategies"
        "I think in speech for the theory, Zoom Meeting application fits the most compare to other application because students can see teacher explain the learning material right away."

From the interview result, along with the rest of participants P2 and P6 also shared the same view that after using other strategies they will ended up using speech method with put the teacher as the center of the class and explain the learning material and the topic to give the understanding and avoid miss perception and miss understanding for all students. Moreover, P6 mentioned that she used to avoid using only speech method or too much of its implementation to avoid monotonous and boring classroom, despites she also agreed that for theory explanation purposes speech method is the most suitable and this Zoom Meeting application provide and support this type of method on its implementation.

b. **Providing Other Sources**

Despite all participants agreed and share the same view on the use of speech method for teaching-learning process, some participants also add and provide various sources to help students comprehend the learning

material better and help them actively search, contribute, and find out more

everything related to the learning material. As the result of the interview, it

mentioned by participant that:

> *P4:*
> *"I give students other sources, so students feel easier because the learning material come not only from textbook but other sources too and give them more examples."*

From the data above, P4 mentioned that he gave students other sources so

students that still confused by the material and want to understand more can

learn and read again by themselves to help them understand the learning

material or strengthen their knowledge and understanding to it by reading

more and learn from the examples given other than just from textbook.

> *P3:*
> *" Giving assignments by pointing person, and mix them with giving them PPT, and interned based sources like articles, website, and videos. This makes Students become more active in finding learning materials."*
>
> *P2:*
> *"I used various strategies to maximize the use of Zoom Meeting application in classroom like share PPT and other learning materials with various sources like Ms. Word, link of websites, article, YouTube videos, and more."*
>
> *"With all the sources provided from various types, students can read, see, and watch the learning material visually and help them understand more about the topics."*

From the data above in line with P4, P3 also shared the same view

by providing other sources in order to help students understand more the

learning materials and topics given. P3 stated that he used various sources such as power point or internet-based sources like articles, websites, or video so that students understand more, read more, and actively contribute to learning process. Moreover, P2 also shared and provide various sources for students as P3 did, he also provide PPT, Ms. Word, articles, website, video and more to help them understand better not only from the textbook or just one primary source given.

c. Quizzes and Direct Tasks

The result of the interviews shows that, after participants provide various sources and maximize students understanding to the learning material, some participants examine and make sure students understand the material they also applied few strategies to evaluate student understanding by giving quizzes after the theory given or direct task to each student.

> *P4:*
> *"I mix learning material from other sources for example and quizzes. And I think giving quizzes and question work the best to enhance their focus in the classroom."*

> *P6:*
> *"I give quizzes and question for the assignment for conclude the class. And I think giving quizzes and task to increase their contribution in the classroom."*

From the data, P4 and P6 mention that they gave quizzes in the classroom to analyze how far students understand the topic. P4 mentioned

that by giving students quizzes in the classroom, it increased their focus in the classroom during the teaching-learning process. Thus, P6 agreed that giving quizzes help increasing students' contribution in the classroom so she likes to do it to conclude and sum up before the class end.

P7:
"I used live time quizzes to examine students understanding to the topic. And help them stay focus during the classroom."

P5:
"I mix speech when theory given, and discussion or quizzes of example and adding more understanding to the students. And I give them more role in learning rather than listening to learning material to searching more, active in discussion and quizzes and more. And in result, the discussion strategy, quizzes and project in limited time to increase their focus and activeness in the learning process."

Along with P4 and P6, P7 and P5 also shared the same view about using quizzes after the theory given. P7 also mentioned the same thing as P4 that giving quizzes in the class after explanation of the theory help students enhance their focus during the classroom. Hence, P5 stated that giving quizzes mean teacher give students role to make them involve during teaching-learning process rather just listening during a whole class. P5 also added that by giving discussion, quizzes, and limited-time project activity can increase students focus, contribution, and activeness during the teaching-learning process.

P3:
"I used in face-to-face class like giving speech and assignments by pointing person. Students become more active in finding learning

materials, also they become more independent in answering questions and not relying on their friends' answer like they used to do in the face-to-face classroom."

From the data above, P3 stated that other than giving quizzes, he also giving direct questions by pointing out random students and asking questions related to the topic they learned. He added that this strategy helps student contribution and activeness during the class and in finding learning materials or topic related, students also become more independent in answering questions and not rely on their friends like they used to do in usual offline face to face classroom because they are not in the same room and location so they have no time for sharing the answer.

d. Discussion section

In order to examine how understand students to the learning material given by the teacher, the result interviews shows that participant not only apply personal quizzes, one participant also apply discussion section for students related to the topic given.

P5:
"I mix speech when theory given, and discussion or quizzes of example and adding more understanding to the students. And I give them more role in learning rather than listening to learning material to searching more, active in discussion and quizzes and more. And in result, the discussion strategy, quizzes and project in limited time to increase their focus and activeness in the learning process."

From the data above, P5 mentioned that she collaborates not just quizzes to examine students understanding to the theory given, she also makes a discussion section so all students can involve in classroom and also contribute more to both teacher and students explanation. She also innovating more strategy by giving project to grouped students with limited time. All those various strategies made in order to evaluate students' understanding and increase their focus and contributions in the classroom and avoid monotonous and boring classroom that will decrease the effectiveness of online teaching –learning process via Zoom Meeting application.

B. Research Discussion

In this section, the indispensable information related to the findings of the research are provided by the writer. The purposes of this study are discovered teachers' experiences of teaching online class using Zoom Meeting application and find out strategies implemented by teachers to maximize its use in teaching-learning process. This study purposely targets online learning because of the massive exertion of it type of learning due the current situation of COVID-19 pandemic this type of learning admittedly as the most suitable and effective during this current circumstance. The statement in line with Dhawan (2020), online learning especially at the time of the spread of COVID-19, currently has many opportunities available to maximize the teaching and learning process. Online learning developed rapidly during the pandemic and most academic institutions changed their learning system

to online learning. Online learning has become a hot issue during the Covid-19 outbreak.

I this study, the writer focusses on Zoom Meeting application due to wide domain of online learning. Zoom meeting application itself become the most suitable option for every field and people including online classroom that require face to face meeting even through online way due to the fact that teaching-learning process need interaction and real conversation between both teacher and students. The statement in line with Bahasoan et al, (2020) that stated the learning process can run well with the rapidly developing information technology such as zoom, and internet network media is one that zoom applications need to connect lecturers and students so that the learning process can run as it should. Dhawan, (2020) also stated, this Zoom Meeting application can allow conducting live online classes, real time video chats, and live discussions or meetings.

In this research, there were 7 participants involved whose teachers from Ruhul Islam Anak Bangsa (RIAB) boarding school that purposely chosen by their implementation of Zoom Meeting application in teaching-learning process during online learning in COVID-19 pandemic era. During current situation of pandemic, the researcher cannot pull off all the interview face to face, yet few of them are interviewed online by phone call whose participants consisted with five men and two women.

To answer the first research question about teacher's experiences in teaching online class using Zoom Meeting application, the researcher figures out

that there are five advantages based on RIAB teachers experience using Zoom Meeting application in online classroom which are safer option during pandemic era, suitable, convenient, and handy to use, reduce school operational cost, disclose new option in teaching learning. The first advantage, the result shows that all participants agreed that using online learning is the safer option during pandemic era. Hence, to achieve the maximal online classroom, teacher use Zoom Meeting application to create closest environment as actual real face to face classroom. This result in line with Dhawan (2020) that mentioned Zoom Meeting application can allow conducting live online classes, real time video chats, and live discussions or meetings. Also, Wargadinata, et al (2020) stated that online learning seems to be a solution to situations and circumstances that cause traditional learning impossible

The second advantage is suitable, convenient, and handy application to use for teacher in order creating the closest environment as real time classroom. The participant mentioned that tools provided in Zoom meeting application are helpful and simple to use. Thus, one of the participants mentioned other benefit of this type of learning is reducing school operational cost. By using only online learning, teachers reducing components that usually used and consumed in usual offline face to face class such as paper for various purposes, marker, ink, and more while in online learning, the only outlay come from internet data.

The last advantage is disclosing new option in teaching-learning. The teacher in Indonesia especially in Aceh mostly only heard about learning by online and never really apply this type of learning in person before pandemic happen. This

circumstance exposes teachers to experiencing this type of teaching-learning in person. This result shares the same view as Dhawan (2020) that stated, in difficult times like this, online learning can save us from being unable to continue the teaching and learning process. Yusny et al (2021) also showed similar result that online learning activity make students found new discovery that completing conventional face-to-face teaching-learning.

Nevertheless, despite all advantages experienced by the teachers, they also mention the struggles and disadvantages they felt during the online learning classroom using Zoom Meeting Application even though it's the most suitable application for online face to face classroom which are lack of classroom control, technical issues, no devices problem, and discipline problem. This in line with Maulida and Akmal (2021) mentioned that virtual learning can be as good as face-to-face one or even better but if it is done in the right way.

In this study the researcher found several disadvantages caused by different things. The first disadvantage is lacking classroom control by the teacher during the teaching-learning process. The participants mentioned that they felt less control in the classroom compared to usual face to face classroom even though they can see all the students' activities. Sometimes the students still carelessly not on screen, eating during class, and even chat ti their friends using private chat tool provided by Zoom Meeting application and those things cannot be handled right away like they did in usual face to face classroom. Moreover, one of the participants even mentioned that even though this type of learning is good and practical, students in

senior high school level to lower level not fit in term of their independency and responsibility.

The second disadvantage is technical issues. Because online learning means the teaching-learning process directly related to technology and internet the problem related to it is things that happen during online classroom. From the interview result, it was discovered that some of the participants felt lack of technology understanding because they also did not have proper training caused by sudden pandemic situation, and this point reducing the effectiveness of the Zoom Meeting application and both teacher and students faced the same struggle of lacking in technological understanding and skill so they cannot maximize its use.

In Butarbutar (2021) the result showed that the outcomes of students in technology-mediated task-based language learning absolutely affected compatible technology and stable internet connection. In coherence with the result of Butarbutars' study, some participants also mention internet connectivity problem they faced because different level of connectivity and cause inconvenience such as lagging that caused some miss understanding while topic delivered or other, lost connection that caused cannot attend the class and more. This result in line with Hadisi (2015) that stated online learning has several disadvantages, such as teachers and students will be difficult to discuss the topics which will obstruct the teaching and learning process.

Moreover, other participants also experienced and mentioned other disadvantages which a case that might only happen on boarding school students.

Because usually in daily basis and any activity inside the school or dormitory, any technological devices are forbidden for students, some students did not have any devices such as smartphone, computer, or notebook because they barely use it usually while most of their time spent in the school. This fact cause problem during online learning, such as sometimes some students who did not have personal devices and used to borrow it from their family members has no devices for a moment, so they cannot attend the class and they left behind and should study alone while they barely understand anything about the topic.

The last disadvantage faced by the participants is students' discipline problem. They mentioned some students did not follow school dress code because they think it just an online classroom not as serious as usual offline classroom, some of them talk in private chat provided tool by Zoom Meeting application, others are late in attend the class or submit the task given. Those result of disadvantages in line with the research enrolled by Muawanah, Sumardi, and Suparno (2021) which also showed that poor internet connection and having devices problem are the problem and challenge that usually happen in this type of learning.

Subsequently, for the second research question which is strategies implemented by teachers in running an online class using Zoom Meeting application. Akmal, Mulia, and An-nur (2021) mentioned that "strategy is a way of accomplishing a goal by employing particular, effective, and efficient methods. A good and effective strategy would greatly assist in accomplishing specific tasks" (p. 4). The interview result shows that teacher applied various strategies to maximize

the use of the application to create a better classroom environment; teacher speak (teacher-centered), provide other sources, quizzes and direct task, and discussion section. The first strategies are teacher speak which is applied by all participants in order to deliver the learning material and explain the topic.

Hence, after they speech the learning material out and explain it, they tend to provide some other sources in order to add more information related to the topic like power point, videos, websites, and more. After all the explanations, some participants give direct quizzes or pointed the students one by one randomly and asked them questions to evaluate their understanding and to increase their contributions and focus on the classroom. One of the participants also applied little project work with limited time and open discussion section with the same reason. Those strategies applied by teachers in order to maximize the use of the application and create the similar atmosphere of classroom as usual face to face classroom.
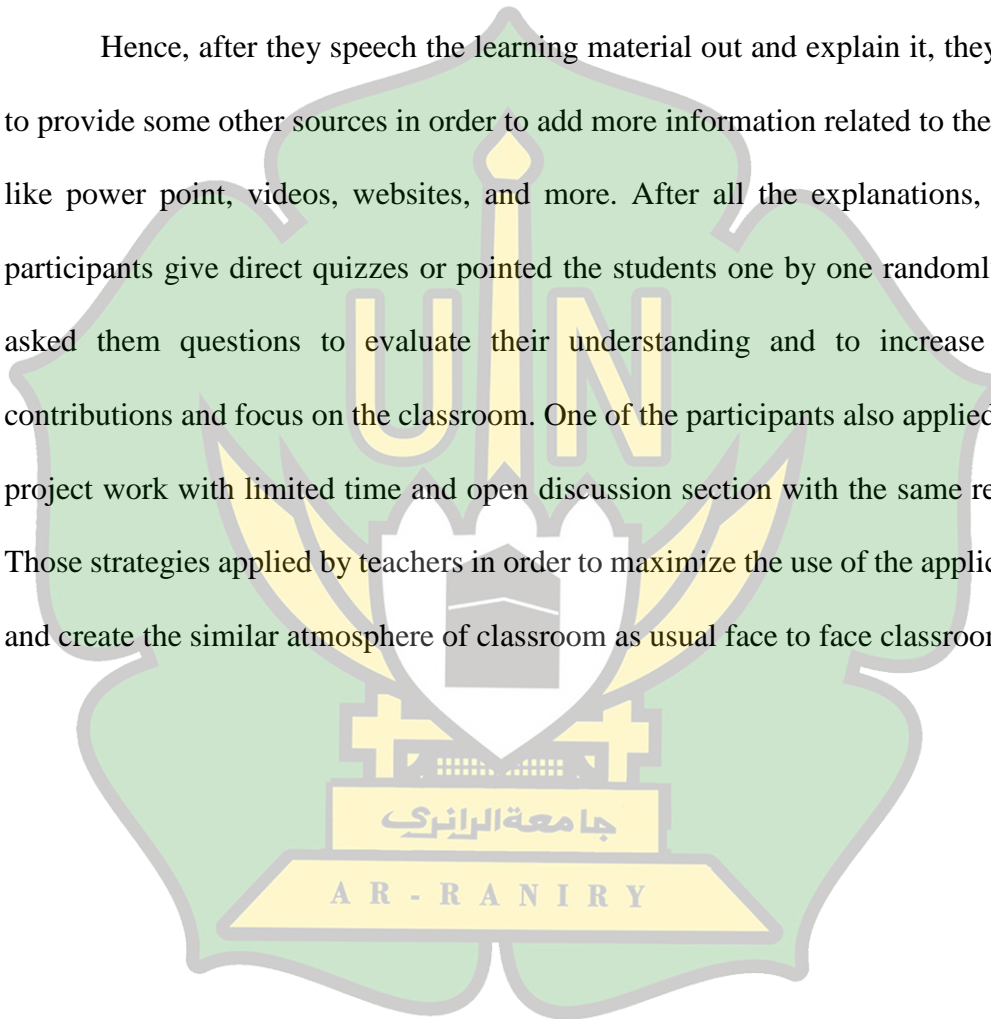
CHAPTER V

CONCLUSION AND RECOMMENDATION

This final chapter consist of two sections which the first part is a conclusion that explain the summary of the research findings, and the second part present some recommendations related to the involvement of an application in the classroom and teaching-learning process. The recommendations are expected to benefit the future researcher's improvement.

A. Conclusion

During the massive use of online learning during COVID-19 pandemic era, this study focusses on the use of Zoom Meeting application as the platform of its implementation. The study mainly separated into two research questions in order to explore teacher's experiences in teaching online classroom using Zoom Meeting application and to figure out the strategies implemented by the teachers to maximize it use. For the first research question, the result shows that the teacher felt various advantages of it use such as (1) safer option during pandemic, (2) most suitable, convenient, and handy to use, (3) reduce school operational cost, (4) disclose new option in teaching-learning, and (5) induce students' activeness and contribution in the class. However, despite all those advantages perceived by participants according to their perceptions and experiences, they also mention several disadvantages perceived such as (1) lack of classroom control, (2) technical issues, (3) no devices problem, and (4) discipline problem.

Nevertheless, for the second research question, I dig deeper information in order to find out teachers' strategies used to maximize the use of its application. The result shows that participants used various strategies to create a conducive and better environment for teaching-learning and increase students focus, attention, and contributions during the classroom. Those strategies are (1) teacher speaks (teacher-centered), (2) provide other sources, (3) quizzes and direct task, and (4) discussion section.

B. Recommendation

This study provides views and data how Zoom Meeting application affected and worked in senior high school level students especially at Islamic school one. It shows specific circumstances that help people to find out how Zoom works in this type of students' level. However, despite those specific circumstances, this study also has limitation in the teachers' period of using Zoom Meeting application as their platform in online learning, the participants just experience using this platform less than a year. Hence, this research only focusses on one platform which is Zoom Meeting application that is video conference-based platform.

It is suggested to future research to explore and compare more online language classroom platforms such as Canvas, Google Classroom, Moodle, and more used platform to facilitate and enroll the online classroom also the longer utilization period. The future researcher also can change the target of the research from the teacher to students, or from boarding school environment to non-

boarding school environment, from senior high school level students or teacher to junior high school or university level students or teacher or lecturer to find out more their experiences, point of view, or strategies implemented to maximize the use of Zoom Meeting application.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 12819/Un.08/FTK/KP.07.6/09/2022

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

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		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

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3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Maret 2021

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-16249/Un.08/FTK/KP.07.6/11/2021 tanggal 9 November 2021

KEDUA : Menunjuk Saudara:
1. Dr. phil. Saiful Akmal, M.A   Sebagai Pembimbing Pertama
2. Nidawati, M.Ag   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :

Nama	:	T. Irsal mufid
NIM	:	160203069
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Teacher's Experiences in Running an Online Class Using ZOOM Application for High School Student

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 06 September 2022
Dekan,

Safrul Muluk

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;

Nomor   : B-6689/Un.08/FTK.1/TL.00/06/2022

Lamp   : -

Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala MAS Ruhul Islam Anak Bangsa

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **T. IRSAL MUFID / 160203069**
Semester/Jurusan : XII / Pendidikan Bahasa Inggris
Alamat sekarang   : Gampoeng Doi Kecamatan Ulee Kareng Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Teacher's Experiences in Running an Online Class Using Zoom Application for High SchoolStudent*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 13 Juni 2022
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Berlaku sampai : 14 Juli 2022   Dr. M. Chalis, M.Ag.

SURAT KETERANGAN
Nomor : B-09.203.5/Ma.01.40/PP.00.6/SKet/12/2022

Kepala Madrasah Aliyah Swasta Ruhul Islam Anak Bangsa dengan ini menerangkan bahwa :

N a m a	: **T. Irsal Mufid**
N i m	: 160203069
Prodi	: S1 Pendidikan Bahasa Inggris
Universitas	: UIN Ar Raniry Banda Aceh

Benar yang namanya tersebut di atas telah melakukan penelitian untuk menyelesaikan Skripsi dengan judul: *"Teacher's Experiences in Running an Online Class Using Zoom Application for High School Student"* secara luring di Dayah /Madrasah Aliyah Ruhul Islam Anak Bangsa Kabupaten Aceh Besar dari tanggal 20 Juni s.d. Agustus 2022.

Demikian Surat Keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Darul Imarah, 20 Desember 2022
K e p a l a

(Irsjadi, S. Ag, MA)
Nip. 197009171999051001

Participant 1: Ikhsan Amiruddin

1. **How long have you use Zoom application in online learning?**
   At first of online learning at Covid-19 era, we did not use this app. And with Zoom, I have been use it for about 3-4 months.

2. **What do you think of the use of Zoom in online learning?**
   I think the use of zoom typically similar with other tools or application that support online learning based on internet which really convenient and easy to use especially during this pandemic era lately that applying home-based learning that automatically applying online learning.

3. **What are positive impacts you felt of using Zoom in online learning?**
   Yes, I feel positive impacts of using Zoom application in online learning. First, safest option during this pandemic era to avoid un-wanting things that might happen for both students and teacher. Second, zoom application in online learning directly connected with school operational cost that have been reduced; for example the use of paper for printed materials, ink, marker, and more.

4. **What are Negative impacts you felt of using Zoom in online learning?**
   Of course in every teaching method that teacher use will still have negative effects in some points. In this case, the negative effect relate to clear classroom contract for both teacher and students, students can somehow miss the class, use un-proper dress code, or even talking in private chat and reduce the effectiveness of this strategy. This also happen to teacher that might be late or else that can reduce the effectiveness too. And this how classroom contract before the class start is important.

5. **What are obstacles you experience on using Zoon in online learning?**
   The obstacle might come from internet quotas, but sometimes KEMENDIKBUD and school also provide quotas for learning purposes.

6. **Will you keep using Zoom on your online learning tools?**
   In the future for now because we are boarding school and we start back to normal routine which is face to face classroom, but later on if we need to use online learning again, I would love to use Zoom application again.

7. **What are the strategies you use to maximize the use of Zoom in online learning?**
   Nothing really different from classroom learning, I used speech and motivation teaching type to encourage students.

8. **What are positive impacts of using those strategies in learning process?**
   If the connection are stable, students can listen to the class better and learn better too.

9. **What are negative impacts of using those strategies in learning process?**
   The negative side of this strategy is the classroom will feels monotonous and slightly boring, but the zoom itself slightly limiting other strategies to be applied

10. Which strategy work better with using Zoom in online learning?
Maybe, the limited knowledge teacher has in creating various method should be trained for example PPT, videos, animation, and more that can help in online teaching learning process. And the lack of training for that somehow make the only option is speech based method mostly applied in online classroom

Participant 2: T. Muhammad Hasan

1. **How long have you use Zoom application in online learning?**
I started using Zoom application in learning process since pandemic era, I learnt and started using it for about 3-4 months now if I am not mistaken.

2. **What do you think of the use of Zoom in online learning?**
I think the use of Zoom application expose us; both teacher and student new information and method in learning process that supported by specific media, and that's really a good point to give more option in teaching-learning strategy. This type of teaching-learning well known between teachers as TPACK (technology pedagogic content of knowledge).

3. **What are positive impacts you felt of using Zoom in online learning?**
This application serve new option in teaching-learning process and knowledge to students about technology used in teaching-learning process.

4. **What are Negative impacts you felt of using Zoom in online learning?**
The lack of prepare because of sudden circumstances (pandemic era) make students lack of seriousness in learning and think that online learning not as serious as classroom learning such as sleep in the class, turn off camera, not on the screen, and more. These un-seriousness in learning process somehow make me feel that this type of learning more suitable with higher students like university student more that elementary until high school students.

5. **What are obstacles you experience on using Zoon in online learning?**
This un-seriousness make teacher hard to control the class and teaching-learning process and make such an un-conducive classroom environment

6. **Will you keep using Zoom on your online learning tools?**
Because we are boarding school, and all students already comeback to dormitory because the decrease of COVID cases, we start using face-to-face again in teaching-learning process while still let them know that using technology in teaching-learning can be done as they used to do.

7. **What are the strategies you use to maximize the use of Zoom in online learning?**
I used various strategies to maximize the use of Zoom in classroom like share PPT and other learning materials with various sources like ms.word, link of websites,

article, Youtube videos, and more. And those sources mix with speech teacher-centered method in enrolling the class.

8. **What are positive impacts of using those strategies in learning process?**
With all the sources provided from various types, students can read, see, and watch the learning material visually and help them understand more about the topic

9. **What are negative impacts of using those strategies in learning process?**
Not all students advance in using the technology such as zoom and power point.

10. **Which strategy work better with using Zoom in online learning?**
Both work well in me, especially if I mix both strategies and apply it in the class. And just use speech strategy in teaching has the least effectiveness in teaching-learning process.

Participant 3: Auliya Rauyan

1. **How long have you use Zoom application in online learning?**
During pandemic era, with all the transition process, we used Zoom application for about 3-4 months

2. **What do you think of the use of Zoom in online learning?**
During pandemic era, Zoom hold an important role in teaching-learning process, because all students have to study from home, and zoom is the easiest and common tools for that.

3. **What are positive impacts you felt of using Zoom in online learning?**
Student more active in using computer for many different purposes, like doing assignments, search for resources, and more. And this new activity make students more active and interest to search and find another sources for the learning purposes compare to before they use zoom and just learn from textbook given by the school

4. **What are Negative impacts you felt of using Zoom in online learning?**
Sometimes, there are several errors like; human error, connection problem, and device error that can be problem for student, and make them left behind when the teaching-learning enrolled. Also some students might not paying attention and other.

5. **What are obstacles you experience on using Zoon in online learning?**
Because zoom is internet-based application, the main problem of course often came from connection. Because every students and teachers live in different areas, and sometimes in few places the network is bad that cause; sudden disconnect from the meeting, lagging, and more, then it can make an inconvenient to the person.

6. **Will you keep using Zoom on your online learning tools?**

Because we are follow the rule by the boarding school that forbid students from bring any electronic devices, and now all students already back to dormitory, we will back to face-to-face classroom again.

7. **What are the strategies you use to maximize the use of Zoom in online learning?**
I mix strategies I used in face-to-face class like giving speech and assignments by pointing person, and mix them with giving them PPT, and interned based sources like articles, website, and videos.

8. **What are positive impacts of using those strategies in learning process?**
Students become more active in finding learning materials, also they become more independent in answering questions and not relying on their friends' answer like they used to do in the face-to-face classroom.

9. **What are negative impacts of using those strategies in learning process?**
This type of learning need high teacher awareness of the atmosphere in the class for example variation and games in the class, if not the class can be monotonous and boring for students.

10. **Which strategy work better with using Zoom in online learning?**
In my opinion, giving questions for students work well and help their sense in finding the answer and reading the learning materials. And speech have the least effectiveness in the teaching-learning process and can break students' attention from the class.

Participant 4: Muatif

1. **How long have you use Zoom application in online learning?**
We have been using Zoom since pandemic era for about 3-4 months

2. **What do you think of the use of Zoom in online learning?**
In my opinion, it feels new and effective because we introduce new type of learning to students, and they seems to like it, also because students lately have been exposed by technology in daily activities, and this type of learning fits with their life style.

3. **What are positive impacts you felt of using Zoom in online learning?**
First, during this pandemic era this application really help both teacher and students to still doing classroom activities in the safest way both of us. Second, the use of this application help students to be more active in the classroom, where they used to just listen to teacher in the class, now they have to talk and react to the material given and find another sources to help them understand the learning material more by individual.

4. **What are Negative impacts you felt of using Zoom in online learning?**
Because the classroom enrolled online, teacher hardly control students that not serious on the class or not paying attention in the zoom meeting class. Also students

sometimes feel hard in asking question or things that they confuse because sometimes it turn to miss-communication.

5. **What are obstacles you experience on using Zoon in online learning?**
Because it is an internet-based learning, the connection is the main problem because each students and teacher live in different location that might have different level of internet connection. Also the pace of learning slightly slower than usual classroom, because teacher needs to repeat the learning material few times because lagging or connection problems to make sure all students understand. Also some students does not have laptop, pc, and phone.

6. **Will you keep using Zoom on your online learning tools?**
In the future I think we will back to face to face class because everything start to comeback as usual and we are boarding school.

7. **What are the strategies you use to maximize the use of Zoom in online learning?**
I mix both speech for the theory and learning material from other sources for example and quizzes.

8. **What are positive impacts of using those strategies in learning process?**
Students feel easier because the learning material come not only from textbook but other sources too and give them more examples.

9. **What are negative impacts of using those strategies in learning process?**
Few students are not paying attention and teacher hardly scold them because it just verbally mention online compare to verbally mention face to face.

10. **Which strategy work better with using Zoom in online learning?**
I think giving quizzes and question work the best to enhance their focus in the classroom

Participant 5: Masyitah

1. **How long have you use Zoom application in online learning?**
Around 3-4 months during pandemic era before.

2. **What do you think of the use of Zoom in online learning?**
I think this Zoom application really help teacher and students during pandemic era especially it feels like face to face class that can see both teacher and student in live time.

3. **What are positive impacts you felt of using Zoom in online learning?**

Students feel more active and independent in finding more sources to learning material.

4. **What are Negative impacts you felt of using Zoom in online learning?**
It feels less flexible to monitor students' activity rather than face to face class.

5. **What are obstacles you experience on using Zoon in online learning?**
I think the biggest obstacle is internet connection because every students and teacher live in different location and have different level of connectivity. Also some students run out the internet data in the middle of the class. And some of them not having personal laptop or phone and need to borrow from their parents while their parents need to work or outside the home at the moment.

6. **Will you keep using Zoom on your online learning tools?**
Because we start back to dormitory we will back to face to face classroom.

7. **What are the strategies you use to maximize the use of Zoom in online learning?**
I mix speech when theory given, and discussion or quizzes of example and adding more understanding to the students.

8. **What are positive impacts of using those strategies in learning process?**
Give them more role in learning rather than listening to learning material to searching more, active in discussion and quizzes and more.

9. **What are negative impacts of using those strategies in learning process?**
Its lack of control to student in the classroom

10. **Which strategy work better with using Zoom in online learning?**
The discussion strategy, quizzes and project in limited time to increase their focus and activeness in the learning process.

Participant 6: Wini

1. **How long have you use Zoom application in online learning?**
Here in RIAB use online learning during pandemic era for about 3-4 months, and then we back to face to face classroom

2. **What do you think of the use of Zoom in online learning?**
The fittest media for face-to face online learning

3. **What are positive impacts you felt of using Zoom in online learning?**
This application exposed both students and teacher to new learning method.

4. **What are Negative impacts you felt of using Zoom in online learning?**
I think internet connection is the biggest problem and few students has no devices like laptop, pc, and phone so they can not follow the class. And more technical error like connection and more. Also teacher hardly to control students in the classroom.

5. **What are obstacles you experience on using Zoon in online learning?**
Because of those problem like connectivity, internet datas, and has no devices, students often cannot attend the class and have to learn by them self while their barely understand what we learnt that day.

6. **Will you keep using Zoom on your online learning tools?**
Because this school is boarding school and all students already back to dormitory, we will back to face to face classroom from now on.

7. **What are the strategies you use to maximize the use of Zoom in online learning?**
I used to give speech for the theory and give quizzes and question for the assignment for conclude the class

8. **What are positive impacts of using those strategies in learning process?**
I think in speech for the theory, zoom fits the most compare to other application because students can see teacher explain the learning material right away**.**

9. **What are negative impacts of using those strategies in learning process?**
I think the speech method make the classroom monotonous and boring, also few students often late in submitting the task if it is a homework task.

10. **Which strategy work better with using Zoom in online learning?**
I think giving quizzes and task to increase their contribution in the classroom.

Participant 7:

1. **How long have you use Zoom application in online learning?**
During pandemic era, RIAB use online learning with Zoom application for about 3-4 months.

2. **What do you think of the use of Zoom in online learning?**
In my opinion, compare to other application Zoom is the fittest application if we want face to face online learning.

3. **What are positive impacts you felt of using Zoom in online learning?**
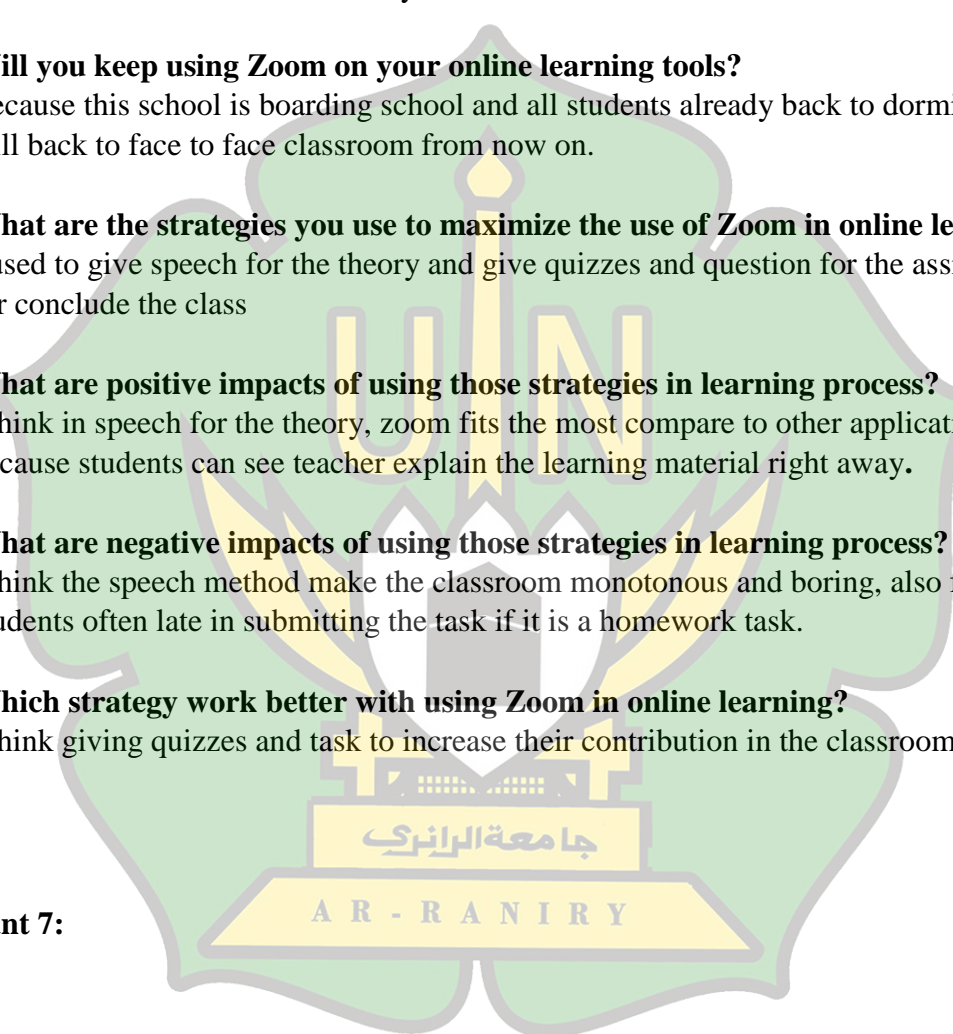
I think in pandemic era, this is the safest way for both teacher and students while keep the teaching-learning process going. Also flexible in time and location for teaching-learning process.

4. **What are Negative impacts you felt of using Zoom in online learning?**
I think because students are not being watched in real life, teacher hardly control students and that sometimes make an unconducive classroom for teaching-learning process. Also students often are not discipline in entering classroom time or submitting the task late from the due date.

5. **What are obstacles you experience on using Zoon in online learning?**
Internet connection is the biggest problem for teacher and students that live in different places with different connection level available. Also some students doesn't have devices like PC, laptop and Phone so sometimes they often cannot attend the classroom.

6. **Will you keep using Zoom on your online learning tools?**
Because we are boarding school we cannot keep using it while gadgets are forbidden in this school for students.

7. **What are the strategies you use to maximize the use of Zoom in online learning?**
I use speech for theory and live time quizzes to examine students understanding to the topic.

8. **What are positive impacts of using those strategies in learning process?**
I think the collaboration of this strategies work the best for me in running the online classroom.

9. **What are negative impacts of using those strategies in learning process?**
I think lack of control when the class is running sometimes happen.

10. **Which strategy work better with using Zoom in online learning?**
I think both work the best when we mix it together.

AUTOBIOGRAPHY

Full Name : T. Irsal Mufid

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    Senior High School : MAS Ruhul Islam Anak Bangsa (2013-2016)

    University : PBI UIN Ar-Raniry (2016-2022)

Banda Aceh, December 2022

T. Irsal Mufid