Zoom Meeting Practices During the Covid-19 Era

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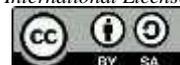elisa@stmikindonesia.ac.id
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Abstract— **This study aims to see the practicality of using the zoom meeting application for student learning at Madrasah Diniyah Takmiliyah Awwaliyah Jabal Nur Mosque, Padang City. This Zoom Meeting is used to be able to assist teachers and students in the learning process in tahfizh learning. The research method used is a qualitative method. The type of data is primary data where the data is provided by media experts, teachers and students. The data analysis technique used is descriptive data analysis technique, namely by describing the practicality of using zoom meetings for tahfizh learning. The results of the study based on the response from the teacher of the practical zoom meeting application used for tahfizh learning with an average total score of 89%. The results of the study based on the response from the students, the zoom meeting application is quite practical which is used for tahfizh learning with an average total score of 74.88%. Based on the results of this study, it is concluded that the zoom meeting application is practical to be used as a learning medium in tahfizh learning at Madrasah Diniyah Takmiliyah Awwaliyah Jabal Nur Padang City. The results of this study are also recommended for other Diniyah Takmiliyah Awwaliyah Madrasah.**

Keywords— **Madrasah Diniyah Takmiliyah; Tahfizh Learning; Practically**

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I. INTRODUCTION

The emergence of the Covid-19 outbreak in various parts of the world has had a disruptive impact on various segments of human life in the world, including education. Governments around the world, including Indonesia, must make decisions to implement the use of information and communication technology in education and change face-to-face learning methods to e-learning/online learning in order to maintain the continuity of education. Based on the Circular Letter (SE) issued by the government number 7 of 2022, all indoor and outdoor activities in all sectors are temporarily limited in order to reduce

the spread of Corona, especially in the field of education.

On July 29, 2022 the Minister of Education, Culture, Research and Technology of the Republic of Indonesia issued Circular Letter Number 7 of 2022 concerning the Implementation of Restrictions on Community Activities in Corona Virus Disease 2019 Conditions. The Circular Letter explains that the learning process carried out in the Education unit is limited. Based on the circular letter above, each education unit must innovate the use of learning media through the use of information and communication technology (ICT) which aims to achieve the learning objectives of each subject.

Technological advances have opened up valuable opportunities for teaching and learning in the covid 19 era (Abuhmaid, 2020). The use of ICT greatly influences the progress of online learning innovation (Sofyan & Hartati, 2020). The use of ICT shifts the paradigm that originally tended to be passive and only relied on what was given by educators or was still conventional to be more active and learner-centered (Hassan & Shamsudin, 2019).

In connection with the development of ICT, ICT is useful for changing the learning culture. Changes in learning culture are in the form of implementing a hybrid learning system. ICT-based learning uses computers as a tool, teaching materials are presented through computers so that teaching and learning activities are more active and interesting so as to increase student motivation in learning.

Digital tools or resources are software, platforms and applications that allow users to experience interactions (with software and other users) and develop knowledge and skills (Perdomo et al., 2022). In Computer Base Instruction (CBI), students interact directly with computer-based media, while lecturers act as designers and programmers". There are four forms/types of computer-assisted learning software, namely:
1) Training and Practice,
2) Tutorial,
3) Simulation,
4) Computer-instructed learning.

It is exciting to explore the opportunities arising from advances in multimedia, web learning, and other cutting-edge digital revolution technologies available in virtually all areas of life that offer potential advantages to people in the workplace, academia, and home (Alharbi & Khalil, 2022).

Learning with computers can be done through face-to-face meetings with lecturers or independent learning. The use of computer media in learning is interactive, namely the interaction between students and computers so that in the learning process students not only see and listen but also do activities. Interactive learning with computers occurs feedback between students and media and student answers are immediately responded to by the media in the form of true or false.

Technology management, for obvious reasons, is one type of program that benefits from the availability of online instruction (Mendoza Diaz et al., 2020). With the interaction of students and media so that students have experience in learning, and students can evaluate the extent of their understanding of the material presented. With experience (interaction with the media) and evaluation of student progress, learning outcomes can be improved.

The world of education at this time has begun to be influenced by the development of information and communication technology. Thus the use of information and communication technology in the world of education raises new ideas in learning, resulting in a paradigm shift that originally tended to be passive which only relied on what was given by educators or was still conventional to be more active and learner-centered.

Learners have changed from passive recipients of knowledge to positive seekers of knowledge, thus realizing fundamental educational reforms (Wang, 2022). Moreover, the current COVID-19 pandemic leaves educational institutions with no choice but to adopt virtual learning media to promote safety and adhere to social distancing protocols (Tweissi et al., 2022).

Students' subject learning achievement is determined by two factors, namely internal factors such as: motivation, student interest and talent, and external factors such as: curriculum, teaching staff, learning media, learning models, finance, facilities and infrastructure, and the environment. If these factors are maximized, it will facilitate the learning process and support the achievement of optimal learning outcomes. The achievement of

subject learning outcomes is generally used as a measure of learning success.

The learning process in education units is a decisive factor in being able to produce madrasah education graduates who are in accordance with their competencies, because this learning process will determine whether the learning objectives will be achieved or not. The achievement of learning objectives in the learning process is characterized by changes in behavior. These changes in behavior both concern changes in the nature of knowledge (cognitive), skills (psychomotor) as well as those concerning values and attitudes (affective).

Subject learning outcomes can be measured using a series of tests or evaluations. Subject learning outcomes are one indicator of the quality of education programs obtained through the learning process. Learning is an important part of a country's progress and advancement (Hafeez et al., 2022). The goal of the current national education system is to ensure global competitiveness (Vachkova et al., 2022).

In Padang City, especially in Indarung Village, MDTA (Madrasah Diniyah Takmiliyah Awwaliyah) Jabal Nur Mosque is one of the most popular madrasahs. This is due to the good quality of MDTA Masjid Jabal Nur. At MDTA Masjid Jabal Nur, all things are carefully considered, such as: discipline of students and teachers, facilities and infrastructure, and material achievement in all subjects. Of the many subjects at MDTA Masjid Jabal Nur, Tahfizh / Memorization of the Qur'an is a subject that must be interested and mastered by students, because memorizing the Quran is a basic lesson that is the main skill needed by students to become Hafizh Al-Quran.

In terms of the learning process that runs at MDTA Jabal Nur, especially in the subject of memorizing the Koran, it is carried out face-to-face and uses a teacher centered system or is still centered on the knowledge conveyed by the teacher. This results in students not being able to explore their potential and the learning process becomes boring. Integrating the vision of students and the teaching team allows customization of experiences that support the student learning process (Cardenas et al., 2022).

Improving the quality of education in MDTA Jabal Nur mosque is carried out gradually and continuously on various educational components,

one of the educational components used as a reference by each madrasa is the curriculum. Along with the changes in the madrasah curriculum, which is essentially designed in the form of active learning and student centered, so that students are expected to construct their own knowledge / understanding. In addition, in learning activities teachers must be able to integrate between subject matter and the real world situation of students, so that the knowledge gained can be more meaningful and lasting.

Therefore, teachers can determine media, models and learning strategies that can direct students to learn more meaningfully and enjoyably. In its application, teachers are given the freedom to plan, implement and assess the curriculum and student learning outcomes when conveying core competencies and basic competencies as a reflection of mastery and understanding of the subjects studied at the madrasah.

Based on the above problems, it is necessary to innovate and utilize information and communication technology in the learning process. Technology plays an important role in everyday life, especially in learning (Ganokratanaa & Ketcham, 2022). One form of technology implementation that can be utilized in the world of education is the zoom meeting application. The utilization of zoom meeting learning media is expected to help teachers in carrying out the learning process and trigger the creativity and active role of students. Educators can also help students manage learning better and get involved in learning (Gunasekara et al., 2022).

Online learning is one of the best solutions that can be used during the distance learning process during the pandemic (Yunitasari & Hanifah, 2020). This is because online learning allows students to follow learning activities anywhere and anytime, so that in the implementation process students can condition themselves as comfortable as possible to learn without formal rules. Through the implementation of online learning, students can also save time and energy in carrying out the learning process, so that students have more time to do various activities outside of academic activities, for example participating in competitions, taking dance lessons, or developing other talents and interests (Sobron et al., 2020).

It's just that in its implementation in the field there are various obstacles felt by teachers and students during the online learning process (Zalewska & Trzcińska, 2022). The most common obstacles are those related to the technical implementation of online learning. For example, teachers who have not been able to convey the material well to students (Arini & Wiguna, 2021). In online learning, the face-to-face process between teachers and students is very rare. Teachers tend to only give assignments to students, without providing material exposure first. (Pujowati, 2021). In addition, it is not uncommon to find teachers who do not recognize the faces of their students at all because they have never met or met face to face. Such a learning process will create a boring impression for students, which then has an impact on decreasing student motivation and learning outcomes.

Zoom meeting is one of the synchronous learning media. In its application, educators can use videos in delivering learning materials. Therefore, this zoom meeting is suitable for use as a learning media in the pandemic era so that students can understand what the teacher explains through the zoom meeting media. The process of using this media to achieve learning objectives is a suitable learning process that is applied in accordance with situations like this.

This learning media is an alternative to electronic-based learning and provides many benefits, especially in the educational process carried out by distance. Another advantage possessed by the zoom application is that it allows users to activate scheduling of video conferences that will be carried out during meetings (Komalasari, 2020). Participants can also start a video conference or meeting through their Gmail (Haqien & Rahman, 2020). In terms of security, the zoom application adds an end-to-end encryption feature that can be used during meetings so that the security of its users is maintained..

Additional security can be obtained from a password that is only known by the user. Meeting participants can also record meetings conducted through the zoom application and then save the recordings on their respective devices or in a cloud account (Layla, 2020). The various advantages possessed by the zoom application are in accordance with the needs of students in the implementation of online learning because in online learning students are required to learn by utilizing various digital technologies (Baihaqi, 2021). In addition, the zoom application is also able to overcome teachers' problems in the online learning process. Previously, teachers still had limitations in carrying out the face-to-face process with students. With the zoom application, teachers can meet face-to-face with students virtually according to the schedule that has been agreed upon.

The existence of face-to-face activities between teachers and students in online learning certainly has a positive influence on student learning outcomes. With the virtual face-to-face, the teacher can provide a clearer and more detailed explanation of the material to the students. In addition, teachers can also motivate students to be more enthusiastic about learning. Indirectly, this will have an impact on improving student learning outcomes. The results obtained in this study are in line with some previous research results which reveal that the use of the zoom meeting platform can significantly improve student learning outcomes (Langi, 2021).

Other research also states that online learning via zoom affects student learning outcomes in social studies subjects (Azizah & Amalia, 2021). Further research also states that there is an influence in the use of the zoom platform on student motivation and learning outcomes (Vegatama & Amiruddin, 2021). Based on the results of this study, which are supported by the results of previous research, it can be said that the zoom meeting platform is very feasible to use in online learning because it can improve learning outcomes, learning motivation, and students' critical thinking skills.

II. METHOD

A. Research Methods

The research method used is a qualitative research method. The data collection technique uses google form. Google form is used to distribute questionnaires, the use of google form is because google form is more effective, fast and wide to distribute questionnaires to teachers and students. The research subjects were teachers and students of MDTA Masjid Jabal Nur Padang City. This research was conducted to find out the

practicality of utilizing the Zoom Meeting platform by Madrasah Diniyah Takmiliyah Awwaliyah Jabal Nur Mosque, Padang City. The flowchart of the research method used can be seen in Figure 1 below.
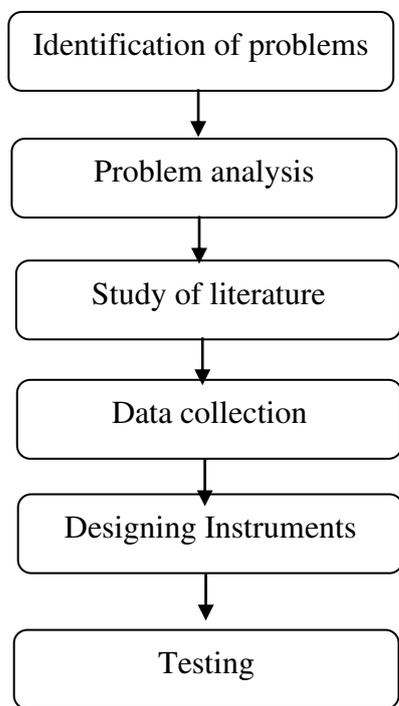

Fig 1. flowchart of the research method

B. Application Testing

The trial was conducted to determine the practicality of the Zoom meeting. The trial was conducted from May 19 to June 20, 2022. At this stage, trials were carried out in grades 3 and 4 and MDTA Masjid Jabal Nur teachers. The trial was carried out to see the practicality of the zoom meeting by means of students and teachers filling out the questionnaire that had been provided. The practicality questionnaire grid by teachers and students can be seen in Tables 1 and 2 below.

TABLE 1

TEACHER'S PRACTICALITY QUESTIONNAIRE GRID

No	Assessment Indicator	No Question Item
1	Ease of use	1-4
2	Time effectiveness	5-8
3	Media Interpretation	9-11
4	Equivalence	1-2

TABLE 2

QUESTIONNAIRE GRID FOR PRACTICALITY BY STUDENTS

No	Assessment Indicator	No Question Item
1	Ease of media use	1-6
2	Time required	7-9
3	Media appearance and attractiveness	10-12

C. Test Subjects

The test subjects are teachers and students who use zoom meetings. The subjects for this zoom meeting trial were teachers and students in grades 3 and 4 of MDTA Masjid Jabal Nur.

D. Data Type

The type of data used is primary data, meaning that the data is directly obtained from the research subject, namely from media experts/experts, from students and teachers who use the zoom meeting application. The data referred to here are the results of qualitative research given to teachers and students through questionnaires, the results of which are analyzed using statistical formulas.

E. Data Collection Instruments

The questionnaire sheet for the practicality of zoom meetings consists of sheets to measure the level of practicality of zoom meetings for teachers and students. Before conducting research, researchers compiled instruments based on the instrument grid.

The following are the steps for preparing the questionnaire validation sheet:
1) Make a questionnaire grid
2) Analyzing sub-variables that become indicators
3) Determine the number of question items needed for an indicator
4) The question items are compiled based on predetermined indicators

The scale used in compiling the validation instrument in this study is a Likert scale where on this scale the variables to be measured are translated into variable indicators. Then the indicator is used as a starting point for compiling instrument items which can be in the form of statements or questions. The answer to each instrument item using the Likert scale has a gradient from very positive to very negative.

F. Data Analysis Techniques

Data on the practicality test of zoom meetings are obtained from teacher practicability data and

the use of zoom meetings by students. Practicality data by teachers is analyzed using the following steps:

1) Scoring the answers with the following criteria: 4 = very practical, 3 = practical, 2 = quite practical, 1 = less practical, 0 = not practical.
2) Add up the scores from each validator for all indicators.
3) To determine the level of practicality of the zoom meeting is with the criteria in Table 3.

TABLE 3

ZOOM MEETING PRACTICALITY CATEGORIES (MAULANA ET AL., 2021)

No	Level of Achievement (%)	Category
1	90 – 100	Very Practical
2	80 – 89	Practical
3	65 – 79	Quite Practical
4	55 – 64	Less Practical
5	0 – 54	Not Practical

III. RESULT AND DISCUSSION

Data on the practicality test of zoom meetings in tahfizh subjects in grades 3 and 4 are taken from questionnaires that have been distributed to teachers and students.

A. Practicality Test Data Based on Teacher Response

Practicality is related to the ease of use of zoom meetings. Practicality data is obtained through a questionnaire filled out by two teachers, namely Mr. Iqbal Rihaldi and Mr. Indra Saputra, from the contents of the questionnaire, it can be seen the practicality of the zoom meeting. The results of the assessment of the practicality of the zoom meeting are summarized in Table 4 below:

TABLE 4

DATA ON ZOOM MEETING PRACTICALITY RESULTS ACCORDING TO TEACHER RESPONSE

No		Percentage Rating			Category
		G1	G2	Averages	
1	Ease of use	90	85	87.5	Practical
2	Time effectiveness	100	80	90	Very Practical
3	Media Interpretation	100	80	90	Very Practical
4	Equivalence	100	80	90	Very Practical

Averages		97.5	81.25	89.37	Practical

G1 = Teacher 1   G2 = Teacher 2

B. Practicality Test Data Based on Student Response

For the practicality of zoom meetings also requires input in the form of responses from students. This data is obtained after learning using zoom meetings, through a questionnaire given to students. The results obtained are as shown in Table 5 below:

TABLE 5

DATA ON ZOOM MEETING PRACTICALITY RESULTS ACCORDING TO STUDENT RESPONSE

No	Assessment Indicator	Percentage Rating	Category
1	Ease of media use	75.25	Quite Practical
2	Time required	73.12	Quite Practical
3	Media appearance and attractiveness	77.5	Quite Practical
	Rata-rata	**75.29**	**Quite Practical**

The use of the Zoom Meeting Application aims to help teachers and students to carry out the learning process at MDTA Masjid Jabal Nur. The Zoom Meeting application is used for tahfizh learning.

The results of the practicality test of the zoom meeting application by teachers and students were carried out through teacher and student response questionnaires. The results of the practicality test by the teacher's response showed the level of practicality with a percentage of 89.37% in the practical category. The results of the practicality test by student responses showed a level of practicality with a percentage of 75.29% in the moderately practical category.

The practical use of the zoom meeting application means that it makes it easier for teachers and students in the learning and teaching process of tahfizh subjects. The good and bad of learning is supported by learning media users. The zoom meeting application is able to become an alternative learning media in the covid 19 era.

C. Research Constriction

This research was conducted with great care, but the implementation was not free from the following limitations:

1) Limitations in implementation, this research should have been carried out by including all MDTA Jabal nur Mosque students, but due to time constraints, the researchers only conducted two classes, namely grades 3 and 4.

2) The validation of the practicality questionnaire was only carried out on experts while validation from students was not carried out.

IV. CONCLUSIONS

Based on the results of the research and discussion above, it can be concluded that the zoom meeting application can be used as an alternative learning media at the Jabal Nur Mosque MDTA. This learning media is practical both from the teacher's response with a total score of 89.27% and from the students' response with a total score of 75.29%. The use of this zoom meeting application can be recommended for use with other MDTA.

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