

## **The Influence Of Using The Post-Pandemi Zoom Meeting Application On The Learning Outcomes Of First Middle School Students**

**Sari Dianti<sup>1</sup>, Muhammad Fawwaz Dzakwan Dziaulhaq<sup>2</sup>, Yana Mareza<sup>3</sup>, Ahmad Walid<sup>4</sup>**

<sup>1,2,3,4</sup>Program Studi Ilmu Tadris, Fakultas Tarbiyah dan Tadris, UIN Fatmawati Soekarno Bengkulu



Email: [saridianti01@gmail.com](mailto:saridianti01@gmail.com)<sup>1</sup>, [fawwazdpa@gmail.com](mailto:fawwazdpa@gmail.com)<sup>2</sup>, [marezayana72@gmail.com](mailto:marezayana72@gmail.com)<sup>3</sup>, [ahmadwalid@iainbengkulu.ac.id](mailto:ahmadwalid@iainbengkulu.ac.id)<sup>4</sup>

### **Abstrak**

Perkembangan teknologi saat ini sangat mempengaruhi kehidupan manusia, hal ini dapat dibuktikan ketika seluruh dunia dilanda penyakit menular Covid-19 pada tahun 2020 dimana pembelajaran yang biasanya dilakukan di sekolah harus dilakukan secara daring di rumah. Sehingga dibutuhkan media digital yang mendukung pembelajaran jarak jauh seperti aplikasi zoom meeting. Di masa pandemi, aplikasi zoom meeting dinilai sangat efektif. Tujuan penelitian ini adalah untuk mengetahui pengaruh penggunaan aplikasi zoom meeting pasca pandemi terhadap hasil belajar siswa di SMPN 5 Bengkulu. Penelitian ini menggunakan pendekatan kuantitatif dengan metode penelitian berdasarkan positivistik (data konkrit), data penelitian berupa angka-angka yang akan diukur dengan menggunakan statistik sebagai alat penghitung tes, terkait dengan masalah yang akan diteliti untuk mendapatkan hasil data penelitian. Populasi dalam penelitian ini adalah siswa kelas VII yang sekarang duduk di kelas IX SMP Negeri 5 Bengkulu. Data dalam penelitian ini diperoleh dari hasil belajar siswa pada masa pandemi dan pasca pandemi. Hasil penelitian ini menunjukkan bahwa dari pengolahan data yang telah diuji diatas sig. (2-gagal) adalah 0,000 artinya ada perbedaan hasil belajar kelas (covid) dan kelas (tatap muka). Karena nilai signifikansi < 0,05.

**Keywords:** *Zoom Meeting, Pandemic, Study*

### **Abstract**

Current technological developments greatly affect human life, this can be proven when the whole world was hit by the contagious disease Covid-19 in 2020 where learning that is usually done at school must be done online at home. So that digital media is needed that supports distance learning such as the zoom meeting application. During a pandemic, the zoom meeting application was considered very effective. The purpose of this study was to determine the effect of using the post-pandemic zoom meeting application on student learning outcomes at SMPN 5 Bengkulu. This study uses a quantitative approach with research methods based on positivism (concrete data), research data in the form of numbers that will be measured using statistics as a means of calculating the test, related to the problem to be examined to obtain research data results. The population in this study were class VII students who are currently in class IX at SMP Negeri 5 Bengkulu. The data in this study were obtained from student learning outcomes during the pandemic and post-pandemic. The results of this study indicate that from the data processing that has been

tested above sig. (2-tail) is 0.000, meaning that there are differences in class (covid) and class (face-to-face) learning outcomes. Because the significance value  $<0.05$ .

**Keywords:** Zoom Meeting, Pandemic, Study

## PRELIMINARY

Education is a means to make us human beings who are more advanced in all fields of life, be it in the social, economic, technological, religious, cultural and so on. (Ilham, 2019). Through education, humans can develop a number of abilities they have to improve the quality of life, both formal and non-formal education (Haderani, 2018). The development of education is currently growing rapidly, coupled with advanced technology (Akbar & Noviani, 2019).

Advances in technology that are growing rapidly are very influential for human life, especially when the whole world is hit by an infectious disease, namely Covid-19. In the education system which is usually carried out face-to-face, but now these activities cannot be carried out to prevent the spread of the virus (Hidayati & Aslam, 2021). In this regard, so that the learning process continues, the learning process is carried out online by utilizing digital media (Sobron et al., 2020)

This is a challenge for a teacher to be able to encourage the creation of the use of innovative, effective and efficient learning media so as to improve student learning outcomes (Citra & Rosy, 2020). Apart from that, it also has a huge impact on students, where lessons are usually carried out in the classroom, now students are required to study at home. Moreover, by looking at the different abilities of students, as well as the absorption capacity of each student, of course, it is also very different (Sari et al., 2021).

Therefore, application media is needed as a means to carry out online learning activities such as using zoom meetings. The zoom meeting application is an application that supports the online learning process, especially distance learning where this application can display faces, images and sounds like a face-to-face learning process. (Marsiding, 2021) Through the zoom application the teacher can convey learning material and interact with students even though they are not face to face at the same time and in different places. The teacher who is in charge of the process of learning activities must be able to see the development of students (Watini, 2019).

The use of the zoom meeting application in delivering learning material during a pandemic has a positive and significant impact on student learning outcomes (Alfina & Susanto, 2021). Learning outcomes are something that someone achieves after carrying out learning activities. Besides that, seen from the results of other studies, it says that the use of the zoom meeting application has increased student learning outcomes (Liu & Ilyas, 2020). The use of the zoom meeting application is very effective, because in this zoom application there are features that teachers can use such as sharescreen videos, sound, and learning materials (Makhayah & Watini., 2021). In research on the effect of online learning on learning outcomes in class IV mathematics, it was found that web learning increased student learning outcomes and activity. Where the average score of student learning outcomes only reaches 5.9 with a classical completeness presentation of 35.00% in offline learning. And after applying Web-based learning media, student learning outcomes increased to 7.5 with a classical mastery presentation of 78.26%. According to students, Web-based learning is 100% fun and can help understand learning material (Sobron et al., 2020). Learning with zoom meetings can optimize creativity in learning. In addition, the use of zoom meetings can lead to direct interaction between students, children's learning companions and educators (Widyaningrum, 2020).

Technological advances, plus we are already going through a pandemic that requires online learning, this is the basis for research objectives. The purpose of this study is to explain the effect of using post-pandemic zoom meetings on student learning outcomes. With this research on the effect of using zoom meetings, it is hoped that it will be useful and help

the continuity of learning if an incident occurs, such as for example Covid-19 yesterday. With the use of this zoom meeting it is also hoped that the use of media will be more applied in the learning process, in addition to helping the learning process, we can also make better use of existing technology. By utilizing the zoom application for distance (online) teaching and learning activities, it is hoped that learning can be fun, innovative, effective and efficient so that children can stimulate their cognitive well.

## METHODS

This type of research is quantitative using Descriptive Comparative research methods (descriptive comparative). Quantitative data is a research method that is based on positivistic (concrete data), research data is in the form of numbers that will be measured using statistics as a calculation test tool, related to the problem to be studied to obtain research data results (Fitriani, 2017).

Image 1 Research design



The variables in this study are the effect of using zoom meetings (x) as the independent variable and learning outcomes (y) as the dependent variable. The instrument in this study uses value data taken during the pandemic and post-pandemic times. The population in this study were students of class VII who are now in class IX of SMP 5 Bengkulu.

**Table 1 Research population**

No	Class student	Amount
1.	VII (In 2020)	31 student
2.	IX (In 2022)	31 student

Sampling in this study using sampling technique (random sampling). In order to make sure that the two groups are not significantly different, the scores taken from the test given after a set of learning program units have been given (summative test). Then the summative test results were analyzed using the SPSS t-test (Harsiwi & Arini, 2020).

With the SPSS t-test, the population is homogeneous and normally distributed, the sample is tested using the normality test and homogeneity test. The data in this study were obtained from student learning outcomes during the pandemic and post-pandemic periods. To find out the differences in the use of zoom meetings in the two classes on student learning outcomes, a comparative test was carried out for free samples (independent sample t-test) to find out the differences between the two classes.

## RESULTS AND DISCUSSION

This research was conducted to see the effect of using the post-pandemic zoom meeting application on student learning outcomes at SMPN 5 Bengkulu. This research begins with collecting data on student learning outcomes during the pandemic and post-pandemic learning outcomes which are then analyzed using SPSS by conducting a hypothesis/T test.

Hypothesis/T test is used to test a statement statistically and is used to draw conclusions whether the statement is accepted or rejected. Hypothesis testing is the most commonly used procedure for making decisions (Lolang, 2014). If the sig. (2-tailed) < 0.05, so there is a significant difference between learning outcomes in class (pandemic period) and (face to face). Conversely, if the sig. (2-tailed) > 0.05, so there is no significant difference between learning outcomes in class (pandemic period) and (face to face) (Sunami & Aslam,

2021). So it can be concluded from the processing of the data that has been tested above the sig. (2-tailed) is 0.000, meaning that there is a difference in class (covid) and class (face-to-face) learning outcomes because the significance value is  $<0.05$ .

From the results of research that has been carried out at SMPN 5 Bengkulu, namely the effect of using post-pandemic zoom meetings on student learning outcomes, it is known that there is an influence on learning outcomes during the pandemic, namely online and post-pandemic, namely face-to-face (online). From the research results, the use of zoom meetings improves student learning outcomes. And due to the habit of students using zoom meetings, post-pandemic student learning outcomes have slightly decreased. Zoom meetings can be used very easily, where users of this application can be accessed on various websites including Android. With clear image quality, it is very possible for users to make face-to-face virtual plus the zoom meeting application can be used by up to 100 people (Langi, 2021).

the use of this zoom meeting media is very flexible in the process of teaching and learning activities, where teachers/lecturers and students study according to the agreement. However, the flexibility of zoom meetings for school students is only used at certain times such as heavy rain which does not allow teachers or students to come to school for the learning process (Mubarak et al., 2020). In addition, zoom has advantages, where users can share screens simultaneously so that they can take notes together for more interactive learning (Angelina, 2020). Besides that, there are several obstacles experienced by students in using zoom meetings, namely the use of large quotas, which affect differences in the family economy, and networks that are difficult to reach in remote areas (Setiani, 2020).

lack of stability of the network / connection so that it makes zoom in and out. Limited media is also an obstacle, where free zoom meeting users will exit the application after zooming for 40-50 minutes, besides premium zoom meetings are quite expensive for students. In addition, sometimes students do not focus on learning because it is done online, especially online learning that can be done anywhere can divert students' focus (Irmada & Yatri, 2021).

## CONCLUSION

The use of the zoom meeting application in the learning process greatly influences student learning outcomes. Zoom meetings can be an alternative medium when teachers are constrained to attend learning, or both cannot carry out face-to-face learning due to certain constraints. There is an effect of using post-pandemic zoom meetings on student learning outcomes. This is proven from the processing of data that has been tested above the sig value. (2-tailed) is 0.000, meaning that there is a difference in class (covid) and class (face-to-face) learning outcomes because the significance value is  $<0.05$ .

## REFERENCES

- Akbar, A., & Noviani, N. (2019). Tantangan dan Solusi dalam Perkembangan Teknologi Pendidikan di Indonesia. *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang*, 2(1), 18–25.
- Alfina, M. T., & Susanto, R. (2021). Pengaruh Penggunaan Media Zoom Meeting dalam Pembelajaran Online terhadap Hasil Belajar. *Jurnal Edutech Undiksha*, 9(2), 298. <https://doi.org/10.23887/jeu.v9i2.39967>
- Angelina, L. (2020). Strategi Pengelolaan Zoom Meeting Dalam Proses Pembelajaran Dimasa Pandemi. *Jurnal Pendidikan Teknologi Informasi (JUKANTI)*, 3(2), 27–32. <https://doi.org/10.37792/jukanti.v3i2.219>
- Citra, C. A., & Rosy, B. (2020). Keefektifan Penggunaan Media Pembelajaran Berbasis Game Edukasi Quizizz Terhadap Hasil Belajar Teknologi Perkantoran Siswa Kelas X SMK Ketintang Surabaya. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 8(2), 261–272. <https://doi.org/10.26740/jpap.v8n2.p261-272>
- Fitriani, R. (2017). Perilaku Peduli Lingkungan Pada Siswa Kelas X Sma Muhammadiyah 1 Yogyakarta. *Jurnal Pendidikan Teknik Boga*, 1–11.

- Haderani, H. (2018). Tinjauan Filosofis tentang Fungsi Pendidikan dalam Hidup Manusia. *Jurnal Tarbiyah: Jurnal Ilmiah Kependidikan*, 7(1), 41–49. <https://doi.org/10.18592/tarbiyah.v7i1.2103>
- Harsiwi, U. B., & Arini, L. D. D. (2020). Pengaruh Pembelajaran Menggunakan Media Pembelajaran Interaktif terhadap Hasil Belajar siswa di Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1104–1113. <https://doi.org/10.31004/basicedu.v4i4.505>
- Hidayati, I. D., & Aslam, A. (2021). Efektivitas Media Pembelajaran Aplikasi Quizizz Secara Daring Terhadap Perkembangan Kognitif Siswa. *Jurnal Pedagogi Dan Pembelajaran*, 4(2), 251. <https://doi.org/10.23887/jp2.v4i2.37038>
- Ilham, D. (2019). Menggagas Pendidikan Nilai dalam Sistem Pendidikan Nasional. *Didaktika: Jurnal Kependidikan*, 8(3), 109–122. <https://jurnaldidaktika.org/contents/article/view/73>
- Irmada, F., & Yatri, I. (2021). Keefektifan Pembelajaran Online Melalui Zoom Meeting di Masa Pandemi bagi Mahasiswa. *Jurnal Basicedu*, 5(4), 2423–2429. <https://jbasic.org/index.php/basicedu/article/view/1245>
- Langi, J. P. (2021). Keywords: physics; online learning; zoom meeting; learning outcomes. *Syntax Admiration*, 2(1), 85–93.
- Liu, A. N. A. M., & Ilyas, I. (2020). Pengaruh Pembelajaran Online Berbasis Zoom Cloud Meeting Terhadap Hasil Belajar Mahasiswa Fisika Universitas Flores. *Jurnal Pendidikan Fisika Dan Keilmuan (JPFK)*, 6(1), 34. <https://doi.org/10.25273/jpfk.v6i1.7303>
- Marsiding, Z. (2021). Efektifitas Penggunaan Media Zoom Terhadap Pembelajaran Pada Masa Pandemi Covid-19. *Jurnal Ilmiah Pranata Edu*, 2(1), 33–39. <https://doi.org/10.36090/jipe.v2i1.931>
- Mubarak, M. R., Wahdah, N., Ilmiani, A. M., & Hamidah, H. (2020). Zoom Cloud Meeting: Media Alternatif dalam Pembelajaran Maharah Kalam di Tengah Wabah Virus Corona (Covid-19). *Arabiyatuna: Jurnal Bahasa Arab*, 4(2), 211. <https://doi.org/10.29240/jba.v4i2.1445>
- Sari, R. P., Tussyantari, N. B., & Suswandari, M. (2021). Dampak Pembelajaran Daring Bagi Siswa Sekolah Dasar Selama Covid-19. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 2(1), 9–15. <https://doi.org/10.37478/jpm.v2i1.732>
- Setiani, A. (2020). Efektivitas Proses Belajar Aplikasi Zoom di Masa Pandemi dan Setelah Pandemi Covid-19. *Prosiding Seminar Nasional Pascasarjana UNNES*, 2, 523–530. [http://www.academia.edu/download/64015904/M\\_Darul\\_Aksan\\_F.pdf](http://www.academia.edu/download/64015904/M_Darul_Aksan_F.pdf)
- Sobron, A. N., Titik, S., & Meidawati, S. (2020). Jurnal Inovasi Penelitian. *Jurnal Inovasi Penelitian*, 1(3), 1–4.
- Sunami, M. A., & Aslam, A. (2021). Pengaruh Penggunaan Media Pembelajaran Video Animasi Berbasis Zoom Meeting terhadap Minat dan Hasil Belajar IPA Siswa Sekolah Dasar. *Jurnal Basicedu*, 5(4), 1940–1945. <https://jbasic.org/index.php/basicedu/article/view/1129>
- Watini, S. (2019). Pendekatan Kontekstual dalam Meningkatkan Hasil Belajar Sains pada Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 3(1), 82. <https://doi.org/10.31004/obsesi.v3i1.111>
- Widyaningrum, D. P. (2020). Pengaruh Zoom meeting pada Pembelajaran Jarak Jauh Berbasis E-Learning dalam Meningkatkan Kemampuan Kognitif Peserta Didik. *Jurnal Administrasi Dan Manajemen Pendidikan*, 1(2), 62–77.