The Effectiveness of Virtual Class With Zoom Meetingin Teaching Evaluation Lectures Indonesian

[1]**Trisna Helda**, [2]**Edwar Kemal**, [3]**Yulia Pebriani**, [4]**Silvia Marni**
[1,3,4]Universitas PGRI Sumatera Barat, [2]Universiti Malaysia Kelantan,
Jl. Gunung Pangilun, Padang Utara, Padang 25173
*Corresponding Author, email: trisna_helda@yahoo.co.id

Abstract

Covid-19 forced changes in the lecture process. Online learning is the main solution taken, so that learning continues to run well. All students conduct their lectures online, from their respective places of residence, due to Covid-19. Without being discouraged, the lecturers and students remained enthusiastic in carrying out the lectures. Virtual classth rough various applications, one of which is zoom meeting. The application of zoom meetingis still very common for students because usually lecturers teach directly face to face. The purpose of this article is to find out the effectiveness of implementing virtual class with zoom meetingin evaluating Indonesian language teaching evaluation lectures. The research data was taken using a quantitative method, namely filling out a questionnaire using the Google form and distributing it to students who were selected as research samples for the Indonesian language and literature education study program at PGRI West Sumatra University who were taking an evaluation course for teaching Indonesian in the odd semester of 2021/ In 2022 there will be 34 students. From the survey results, the research results show that zoom meetings are less effective in evaluating Indonesian language teaching lectures, however, they are already effective in virtual classlearning and can be used as online learning applications. So it can be concluded that students can still continue lectures in a virtual classor indirectly by using a zoom meetingin the Indonesian language teaching evaluation lecture process.

Keywords: virtual class, zoom meeting, lectures, evaluation of Indonesian language teaching

Introduction

When we conduct lectures online, of course we need media as a means for learning. The media that we use should also be easily accessible to students, for example platforms used include google classroom, zoom meetings, whatsapp,google meet, and others. Zoom meetingitself is a learning medium using video. The founder of the zoom meetingapplication, Eric Yuan, was inaugurated in 2011 whose head office is in San Jose, California (Polvia; 2018). This application is not only used for learning but can be used for office matters and other matters. This platform is free so it can be used by anyone with a time limit of forty minutes and there is no time limit if our account is paid. In this zoom meeting application, we can communicate directly with anyone via video. Therefore, it is suitable to be used as a learning medium. Zoom meeting it self is a learning medium using video. The founder of the Zoom meeting application, Eric Yuan, was inaugurated in 2011 whose head office is in San Jose, California.

This application is not only used for learning but can be used for office matters and other matters. This platform is free so it can be used by anyone with a time limit of forty minutes and there is no time limit if our account is paid. In this zoom meeting application, we can communicate directly with anyone via video. Therefore, it is indeed suitable for use as a learning medium (Haqien: 2020). The Indonesian language learning evaluation course is one of the courses that utilizes virtual learning media. The achievement of the Indonesian language teaching evaluation course is that students are

skilled at explaining the basic concepts of evaluation in learning Indonesian language and literature, are able to choose the appropriate types of evaluation tools to assess students' abilities, so that they are able to make evaluation tools, process them, and carry out follow-up evaluations.

This research needs to be done because it is considered important for the progress and improvement of learning in the future. There have been many articles that have popularized the effectiveness of online learning, but there has been no research that has focused on evaluating the teaching of Indonesian language and literature by conducting virtual classes using zoom meetings, so this research really needs to be continued. Through this course students are taught to be able to carry out assessments and follow up on the results of that assessment. If the knowledge absorbed is very minimal, then this learning is said to fail to produce learning outcomes for graduates who can carry out the evaluation process responsibly and have an effect on various parties.

In the learning process, evaluation is a very urgent ornament and determines student success, where evaluation by some educators is only considered a formality and is not part of the learning process which will have implications for a lack of learning effectiveness. By ignoring evaluation, educators will indirectly ignore the results to be achieved in accordance with the norms that apply in education, it will only be seen how students can graduate and get the desired results without any considerations in terms of carrying out the principles of good and structured evaluation. Ramadani, 2019).

In the evaluation syllabus for teaching Indonesian, it is explained that lecture materials contain activities (1) discussing theories, principles, and evaluation procedures for learning Indonesian language and literature: the nature of evaluation, evaluation tools, evaluation procedures, analysis of evaluation tools (validity, reliability, level of difficulty, resolving power), distractor analysis, grouping tests, PAN, and PAP, (2) training students to be skilled in planning, making, implementing, and assessing evaluation evaluation tools (tests), and determining student positions based on PAN and PAP analysis. (3) instilling a positive attitude towards lectures evaluating Indonesian language and literature learning. Students are expected to be skilled at analyzing and applying theories, concepts, approaches in learning Indonesian language and literature; and produce innovative learning designs for learning Indonesian language and literature. Lecturers with all their abilities certainly have strategies for carrying out online lectures as best they can.

The strategies used in implementing online lectures must be learned and understood, so that the learning process and practice carried out with students can run well. Zoom meeting which is used in the online learning process, its features really support students, so it's easy to digest. Likewise, lecturers who lack knowledge in applying technology will understand it more quickly and use it as a learning medium. However, for lecturers who are unable to utilize this technology, special training is needed to have special skills in implementing these online lectures (Kurniawansyah: 2020). Based on the problems seen while in the field, the researcher is interested in researching to provide an overview of the effectiveness of implementing Indonesian language teaching evaluation lectures virtually using zoom meetings for PGRI Sumatra University students. This research is expected to provide information and solutions for institutions regarding the online virtual classlecture process by using zoom meetings for sixteen meetings, to be used as material for consideration in preparing appropriate regulations so as to have a positive impact on the effectiveness of the lecture process during the Covid-19 outbreak pandemic . Thus the author is interested in carrying out research with the title "effectiveness of virtual classes with zoom meetings in Indonesian language teaching evaluation lectures".

Methods

The research method used in this study is the questionnaire method, distributing questionnaires using the Google form. Then the samples that filled out the questionnaire were taken from students who were studying evaluating Indonesian language teaching online at the Indonesian language and literature education study program, totaling 34 students who were taking the Evaluation course on Indonesian language teaching in the odd semester of 2021/2022. According to Sugiyono (2016: 192) "Questionnaire is a data collection technique in which participants or respondents fill out questions or statements and then, after filling them completely, return them to the researcher." Questionnaires were randomly distributed to selected samples who had used the zoom meetingapplication in the home learning process to see its effectiveness. Then the data obtained will

be analyzed and averaged using a Likert scale to find out how effective the use of zoom meetings is in evaluating the evaluation of Indonesian language teaching.

According to Sugiyono (2017: 134) measurement using a Likert scale is to measure student attitudes in the lecture process, how students think in using zoom meetings, as well as the perception of a person or group of people about social phenomena for each question or statement the respondent must support a question to be selected . The data from this study are in the form of student opinions about: 1) the convenience of zoom meetings in conducting lectures evaluating Indonesian language teaching, 2) student acceptance of the convenience of zoom meetings as a virtual class(virtual class) and 3) expectations regarding the use of zoom meetings in language teaching evaluation lectures Indonesia.

Table 1. Instrument Skala Likert

Evaluation	Score
Strongly Agree (SA)	5
Agree (A)	4
Disagree (D)	3
Don't Agree (DA)	2
Strongly Disagree (SD)	1

Sugiyono (2016:132)

Result and Discussion

The questionnaire given is divided into three variables. Each of the variables has 5 statements, namely first, student opinion variables about the ease of zoom meetings in Indonesian language teaching evaluation lectures, second, student acceptance variables on the convenience of zoom meetings as virtual classes and third, expectations variables about the use of zoom meetings in Indonesian language teaching evaluation lecture. By using a Likert scale if the form of a positive statement is given a score of 5, 4, 3, 2, 1.

Table 2. Result of First Variable Statement

No	Ease of Zoom meetingin Teaching Evaluation Lectures Indonesian	SA	A	D	DA	SD
1	Zoom meetings are very useful in the lecture process of evaluating Indonesian language teaching	1 (2,9%)	1 (2,9%)	5 (14,7%)	16 (47,0%)	11 (32,4%)
2	Using an efficient zoom meetingin evaluating Indonesian language teaching lectures	1 (2,9%)	4 (11,7%)	10 (29,4%)	10 (29,4%)	9 (26,5%)
3	Zoom meetingincreases my productivity in Indonesian language teaching evaluation lectures	2 (5,9%)	4 (11,8%)	7 (20,6%)	13 (38,2%)	8 (23,5%)
4	Using a zoom meetingallows me to complete evaluation tasks more quickly	3 (8,8%)	2 (5,9%)	7 (20,6%)	12 (35,3%)	10 (29,2%)
5	Zoom meeting increases my productivity in Indonesian language teaching evaluation lectures	1 (2,9%)	3 (8,8%)	10 (29,2%)	14 (41,1%)	6 (17,6%)

Table 3. Results of the Second Variable Statement

No	Student Admission to the Ease of Zoom meetingas a Virtual Class	SA	A	D	DA	SD
1	Zoom meetings make it easy to learn	1 (2,9%)	4 (11,8%)	8 (23,5%)	11 (32,4%)	10 (29,2%)
2	It's easy for me to use zoom meetings according to what I want	3 (8,8%)	4 (11,8%)	7 (20.6%)	14 (41,1%)	6 (17,6%)

(**The Effectiveness of Virtual Class**)

No		SA	A	D	DA	SD
3	The zoom meetingdisplay is very clear and easy to understand	2 (5,9%)	1 (2,9%)	12 (35,3%)	11 (32,4%)	8 (23,5%)
4	Zoom meetings easily get announcements, learning materials and task collection becomes more efficient	1 (2,9%)	5 (14,7%)	8 (23,5%)	12 (35,3%)	8 (23,5%)
5	It's very easy for me to use zoom meeting	1 (2,9%)	2 (5,9%)	13 (38,2%)	8 (23,5%)	10 (29,2%)

Table 4. Results of the Third Variable Statement

No	Harapan tentang Penggunaan Zoom Meeting	SA	A	D	DA	SD
1	The zoom meeting application feels very useful for evaluating Indonesian language teaching evaluation lectures	1 (2,9%)	4 (11,8%)	7 (20,6%)	11 (32,4%)	11 (32,4%)
2	The zoom meetingdisplay is very clear and easy to understand	1 (2,9%)	5 (14,7%)	6 (17,6%)	10 (29,2%)	12 (35,3%)
3	Zoom meeting feels easy to use in operating it	1 (2,9%)	1 (2,9%)	8 (23,5%)	13 (38,2%)	11 (32,4%)
4	Using zoom meetings is easy to learn	2 (5,9%)	2 (5,9%)	5 (14,7%)	15 (44,1%)	10 (29,2%)
5	Zoom meetings are easy to access	3 (8,8%)	3 (8,8%)	5 (14,7%)	13 (38,2%)	9 (26,5%)

Information:
SA = Strongly Agree
A = Agree
D = Disagree
DA = Don't Agree
SD = Strongly Disagree

Table 5. The Average Results of the First Variable Questionnaire

Ease of Zoom meetingin Indonesian Teaching Evaluation Lectures

No	Statement	Average
1	Zoom meetings are very useful in the lecture process of evaluating Indonesian language teaching	4,028
2	Using an efficient zoom meetingin evaluating Indonesian language teaching lectures	3,646
3	Zoom meeting increases my productivity in Indonesian language teaching evaluation lectures	3,616
4	Using a zoom meeting allows me to complete BI teaching evaluation tasks more quickly	3,696
5	Zoom meeting increases my productivity in Indonesian language teaching evaluation lectures	3,90
	Total	**3, 777**

From the results of a descriptive survey for student opinion variables on the convenience of zoom meetings in Indonesian language teaching evaluation lectures, the results obtained an average of 3.777. That is, based on the 5 statements provided in the questionnaire it can be said that the average student is still unsure about each statement in the

questionnaire regarding the ease of zoom meeting in evaluating Indonesian language teaching evaluation lectures. So it can be said that zoom meetings are not used effectively for lectures evaluating Indonesian language teaching, because students still need lecturers directly in the lecture process evaluating Indonesian language teaching. And also because there are some lecture materials that are not effective when using virtual classes with zoom meetings, namely material related to calculating test validity, calculating test reliability, determining class rankings (ranking) and calculating Benchmark Reference Assessments and Norm Reference Assessments.

Table 6. Average Results of the Second Variable Questionnaire

Student Admission for the Ease of Zoom Meetings
as a Virtual class(Virtual Class)

No	Statement	Average
1	Zoom meetings are easy to learn to use in lectures	3,726
2	Using Zoom meetingis exactly what I want	3,466
3	The zoom meetingdisplay is very clear and easy to understand	3,647
4	Zoom meetings make it easy to get announcements, materials and collection of tasks becomes more efficient	3,615
5	It's very easy for me to use zoom meeting	3, 693
	Total	**3, 629**

Student acceptance of the convenience of zoom meetings as a virtual classin Indonesian language teaching evaluation lectures, the results obtained an average of 3,629. It was explained that the 5 statements in the questionnaire found that the average student was hesitant about student acceptance of the convenience of zoom meetings as a virtual classin Indonesian language teaching evaluation lectures. So it can be said that zoom meetings are not used effectively in virtual class learning, because students have not been able to accept that zoom meetings are easy in terms of usage, appearance and form of obtaining access to announcements, materials, and tasks that are more efficient. This can be seen during lectures, there are several obstacles, for example, the internet network is disconnected while the lecture is taking place so that it is often difficult to join back in virtual classwith zoom meetings. Then the sound is not clear (broken), frequent going in and out of the network, and not focusing on the material being taught.

Table 7. Average Results of the Third Variable Questionnaire

Expectations about Using Zoom Meeting

Statement	Statement	Rata-rata
1	Zoom meetings are very useful in the lecture process of evaluating Indonesian language teaching	3,799
2	Using Zoom meetings efficiently in evaluating Indonesian language teaching evaluation lectures	3,784
3	Zoom meetings in crease my productivity in evaluating Indonesian language lectures	3,94
4	Using Zoom meeting allows me to complete tasks more quickly	3,84
5	Zoom meetingincreases my productivity in Indonesian language teaching evaluation lectures	3,558
	Total	**3,784**

Based on data obtained in the field for the variable student expectations regarding the use of zoom meetings in Indonesian language teaching evaluation lectures, the results obtained an average of 3.784. The point is that of the five statements available in the questionnaire, it can be said that the average student is hesitant about each statement in the questionnaire related to the student's wishes about using zoom meetings. So it can be said that zoom meetings are less effective as virtual class applications in Indonesian language teaching evaluation lectures. Because it is not in accordance with student expectations, that is, they cannot complete assignments quickly because they are tied to the network. Meanwhile, usually students in the class are very motivated in making assignments because

the answers from the exercise are immediately shown. Then immediately assess together. Whereas in a virtual classwith a zoom meeting, they feel a change or a very big difference compared to face-to-face lectures. It seems that zoom meetings have not increased student productivity in lectures. Obstacles faced by students when the zoom meetingwas held, students gave input that the lecturer's response was long when responding to questions during discussions. The study materials delivered by the lecturers were very limited and the discussions were monotonous.

Based on the findings above, there are advantages and disadvantages of online lectures. For the advantages of them.

1. Students learn by using the network or the internet regularly or at any time. Communication activities can be done anytime and anywhere.
2. Students can obtain teaching materials from the internet that can be accessed easily, structured and can be used at any time.
3. Students can study at any time they want, and access teaching materials at any time as needed.
4. If students need more references they can access material from teaching material sources from the internet.
5. Students with a large number can carry out discussion activities or study together with the internet.
6. Students become more active in the activities of all learning processes.
7. Students are more relative and effective in lectures. Those who live anywhere or any college can access it.

Meanwhile, the shortcomings in online learning are as follows:

1. Communication becomes ineffective between students and lecturers, thus slowing students down in understanding the learning being done.
2. Students ignore academic aspects, do not focus on learning.
3. The learning and teaching process tends towards training rather than education.
4. Changes in the way of teaching by lecturers is quite high, normally lecturers master learning techniques, but now they are required to be able to master IT in learning.
5. Students who do not have high learning motivation tend to fail.
6. Internet signal coverage is not available in all places (related to problems with the availability of electricity, telephones and computers (Taufik in Suhery, 2010).

Conclusion

The application of zoom meetings in the lecture process evaluating Indonesian language teaching has not been effective. This is because students are not familiar with the learning process indirectly. Previously, students always conducted face-to-face lectures in lectures. Students can receive online learning by using zoom meetings even with Doubtful criteria. The point is, not all material in Indonesian language teaching evaluation lectures can be done using a zoom meeting. Because, there are some materials that must be done face to face. Based on the results of the analysis above, online lectures with zoom meetings can only be carried out effectively for a number of courses, but not effectively for lectures evaluating Indonesian language teaching. If the learning video is provided by the lecturer for lectures evaluating Indonesian language teaching, it will be more effective. This can be studied by students well and asked questions when the meeting is held. So, it can be said that the zoom meetingis an application that can be used in the lecture process in a virtual class, but it has not been effectively implemented for evaluation lectures teaching Indonesian. For other courses, students can still make good use of zoom meetings.

Acknowledgments

References

Ericha, Windhiyana Pratiwi. Dampak Covid-19 terhadap Kegiatan Pembelajaran Online di Sebuah Perguruan Tinggi Kristen di Indonesia. Perspektif Ilmu Pendidikan Vol.34 No. 1 April tahun (2020) hlm. 1-8. [Online]. Available:

Haqien, Danin, and Aqiilah Afiifadiyah Rahman. "Pemanfaatan Zoom meetinguntuk Proses Pembelajaran pada Masa Pandemi Covid-19." *SAP (Susunan Artikel Pendidikan)* 5.1 (2020).

Palvia, S., Aeron, P., Gupta, P., Mahapatra, D., Parida, R., Rosner, R., & Sindhi, S. (2018). Online education: Worldwide status, challenges, trends, and implications.

Potter & Perry. (1997). Fudamental of Nursing Concept: Buku Ajar Fundamental Keperawatan. Volume 1. Edisi 4. United States of America: Mosby

Ramadhani, Dony Ahmad. " Evaluasi Pengajaran Bahasa arab dengan Media Online di Perguruan Tinggi." Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban 2.1 (2019): 85-104.

Sugiyono. (2017). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung : Alfabeta, CV.

Siregar, H. S., Sugilar, H., Ukit, U., & Hambali, H. (2020) Merekonstruksi alam dalam kajian sains dan agama: Studi kasus pada masa Pembatasan Sosial Berskala Besar (PSBB). Digital Library UIN Sunan Gunung Djati Bandung.

Suhery, Suhery, Trimardi Jaya Putra, and Jasmalinda Jasmalinda. "Sosialisasi Penggunaan Aplikasi Zoom meetingdan Google Classroom pada Guru di Sdn 17 Mata Air Padang Selatan." *Jurnal Inovasi Penelitian* 1.3 (2020): 129-132.

Sohrabi, C., Alsafi, Z., O'Neill, N., Khan, M., Kerwan, A., Al-Jabir, A., & Agha, R. (2020). World Health Organization declares global emergency: A review of the 2019 novel coronavirus. International Journal of Surgery.

Kroker, A., & Weinstein, M. A. (1994). Data trash: The theory of the virtual class. New World Perspectives.

Kurniawansyah, Arius Satoni. "A Kolaborasi Whatsapp group, Zoom meetingCloud Meeting dan Google Drive sebagai Formula dalam Pelaksanaan Kegiatan Perkuiahan Online di Masa Pandemi Covid-19." Jurnal Media Infotama 16.2 (2020).