

An Examination of Final Semester Students' Comprehension of Learning Readiness During the COVID-19 Pandemic Using Zoom

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ABSTRACT

Zoom Meeting emerged as a viable interactive multimedia alternative for online education amidst the Covid-19 pandemic. When online learning is selected to replace in-person learning, there are still difficulties and roadblocks that must be overcome in order to fully realize the benefits and potential that come with it. Because Zoom is an alternate medium for online learning in the midst of the Covid-19 pandemic, students can profit from using it for their online education. The goal of this research is to ascertain how learning readiness was analyzed during the Covid-19 epidemic by utilizing Zoom. This study uses a cross-sectional technique with a correlational design. There were eighty nursing students in the population of this study.

Keywords: learning, pandemic, student

BACKGROUND

Covid-19, also known as the coronavirus disease of 2019 (Covid-19), is rapidly spreading to several nations. On March 11, 2020, the World Health Organization (WHO) proclaimed the corona virus to be a global pandemic. As of March 21, 2020, the coronavirus had spread to 167 nations, resulted in over 285,000 cases worldwide, and about 12,000 deaths. Covid-19, also known as the coronavirus disease of 2019 (Covid-19), is rapidly spreading to several nations. On March 11, 2020, the World Health Organization (WHO) proclaimed the corona virus to be a global pandemic. As of March 21, 2020, the coronavirus had spread to 167 countries, resulted in over 285,000 cases worldwide, and about 12,000 deaths (Kusumaningrum & Wijayanto, 2020).

Google Meet, Zoom Meeting, and Google Classroom became interactive multimedia options for online learning during the Covid-19 pandemic. A learning tool known as multimedia mixes several media components that are displayed on a computer screen. However, because some students struggle to participate in online learning, using this media leads to other issues. This is demonstrated by the fact that some students miss class, that some students turn in assignments late, and that some students' GPAs are declining. Numerous prior research have demonstrated the substantial outcomes that may be achieved through online learning. This study will examine the efficacy of utilizing Zoom Meetings as interactive multimedia in online learning in relation to this phenomenon (Mazda & Fikria, 2021).

There were 84 students in this study's population

Statified random sampling technique was used to produce 80 participants. The independent variable for this research is learning using zoom, and the variable related to the research is final semester students' understanding.

Instrument

A 10-question student questionnaire is utilized as the instrument for the independent variable, and a 9-question student questionnaire with evaluative assessment indicators and documentation on a scale of 1-3 is used for the associated variable.

Procedure

Coordination with the research location is the first step in the research process. Researchers gave surveys to pupils after getting their informed consent.

The results of a preliminary study conducted by researchers on March 3 2022 on students with interviews with 10 students revealed that 3 (30%) of the students said they experienced problems including living conditions far from the city resulting in network difficulties, the use of internet quota is much greater than when offline learning took place, the material presented is difficult to understand due to limited interaction, and the large number of assignments given by educators or lecturers. 5 (50%) students said it was difficult to understand, when the deadline came and the assignment was not finished, their learning effectiveness decreased and they even made them cry. Students complain because they have difficulty understanding the material presented by the lecturer. Students also feel worried about their internet network which is sometimes intermittent, apart from that, students also complain about the large number of assignments and difficulty managing their time, they are easily distracted and there are limited facilities for participating in learning activities. 2 (20%) students said that online learning means they have a lot of free time for their family, one student even said it saves costs in terms of transportation (Results of Preliminary Study with Interviews with Respondents).

METHODS

Once the students had completed all of the questionnaires, the researcher double-checked the data using an observational, cross-sectional technique, population, sample, and sampling and making observations. After gathering all the data, the researcher processes the information.

Data analysis

The researcher's data analysis was processed using SPSS software. The type of analysis used is the Ordinal Regression statistical test. The analysis was carried out by the researchers themselves.

RESULTS

Table 1. Characteristics of Respondents at 13 August 2022

Variable	N	%
Gender		
Man	20	25
Woman	60	75
Class		
A	49	61.3
B	31	38.8
Learning Using Zoom		
Low	31	38.8
Currently	26	32.5

Tall	27	28.7
Variable	N	%
Student Understanding		
Low	29	36.3
Currently	32	40
Tall	19	23.8

Table 2. Analysis of Learning Readiness Using Zoom on Final Semester Students' Understanding During the Covid 19 Pandemic.

Variable	Learning Using Zoom				<i>p value</i>
	Low	Currently	Tall	Total	
Student Understanding	Low	16	12	1	29
	Currently	9	10	13	32
	Tall	6	4	9	19
	Total	31	26	23	80

Table 1 Based on the characteristics of respondents, some of the female gender is in the medium category, namely 60 respondents (75%). Based on class, learning using Zoom on final semester student understanding was categorized as moderate with 49 respondents (61.3%). Learning using zoom is in the Low category, namely 31 respondents (38%). Student Understanding respondents in the Medium category were 32 Respondents (40%).

Table 2 shows that the analysis using the ordinal regression test obtained P-value = 0.002 < α = 0.05, so it can be said that variable X can provide changes in variable Y. Variable final semester during the pandemic.

DISCUSSION

Zoom learning during the Covid 19 epidemic revealed that 31 respondents (38%), or a portion of the sample, fell into the Low category. According to the respondents' characteristics, 60 respondents, or 75% of the total, were female in the medium group. Zoom learning indicates that, according to cross tabulation, 23 respondents (29%), who identified as female, fell into the medium range. Regarding class, it is known that 17 respondents (21%), who have a Class A response, fall into the middle category.

Students who learn online report feeling extremely bored and uninterested in their studies as a result of this method. The level of excitement and passion exhibited by students is gradually declining. When pupils learn in class with their friends, the environment is different from this one (Putri H. & Wulandari, 2021).

Students can study anytime, anyplace with the flexibility that comes with online learning. Because they may do assignments from wherever, students can study with ease. In addition, a variety of apps, including e-classroom, video conferences, phone or live chat, Zoom, and WhatsApp groups, can be used by students to communicate with their instructors. Numerous research studies have demonstrated the strong correlation between learning freedom and successful learning outcomes in both in-person and virtual learning (Nurhayati, 2019).

Learning effectiveness can be achieved one way by using learning media in the learning process that is appropriate to the situation and conditions, both in terms of material content

and the lecturer's environmental conditions. Conveying a concept to students will be conveyed well if the concept requires students to be directly involved in it compared to concepts that only involve students observing (Wibawanto, Wandah. 2017).

Online learning allows students to have flexibility in study time so they can study anytime and anywhere. Students study relaxed because they can make assignments anywhere. Apart from that, students can interact with lecturers using several applications such as e-classroom, video conference, telephone or live chat, zoom or via WhatsApp group. Several studies have explained that there is a significant relationship between learning independence and good learning outcomes in direct learning, as well as in distance learning. (Nurhayati, 2019; Tahar & Enceng, 2006).

Analysis of learning readiness using Zoom on the understanding of final semester students during the Covid 19 pandemic. It was found that Learning Using Zoom was categorized as low by 16 respondents (55%). This is due to a lack of mastery of the Zoom application during lectures and finding it difficult to understand the material while lectures are in progress due to inadequate internet access for some students in their hometowns, inadequate facilities.

The work that should have been finished on time actually became delayed because some students were not disciplined in completing the assignments given by the lecturer. Students acknowledged that they did not always check or hold their cellphones because they were busy with their families. As a result, time was wasted. Because of this, the assignments are not finished to the best of their abilities or accomplish their objectives, which naturally affects the students' marks (Dzalila et al., 2020).

CONCLUSION

Thirty-one respondents, or three eighths, fall into the Low category of respondents who use Zoom to learn. According to the research findings, 32 respondents (or 40%) fell into the Medium category, which represents the bulk of students' understanding responses. It is advised that when learning online, pupils take part more actively.

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