STUDENTS' PERSPECTIVES ON THE IMPACT OF USING VIDEO CONFERENCES IN ONLINE LEARNING PROCESS

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Abstract- *This research aims to describe the learning process while using video conferences and to find out the impact of using video conferences in online learning. This research involved the 7th-semester students of the English Department of the University of PGRI Semarang. The method used is qualitative descriptive by providing an open questionnaire and in-depth interviews to collect the data. The results of this study indicated that according to the students, the use of video conferences is very helpful for teaching and learning activities in online learning, and it is also more practical and safer to be used for learners during the pandemic. Then, the impact of using video conferences from the students' perception can be identified from the positive and negative impacts. The positive impacts of using video conferences can be seen from point of view of time effectiveness, student communication, students' participation during the teaching and learning activity, and student achievement. Meanwhile, the negative impacts of using video conferences can be seen in the lack of understanding of the materials and the high cost for students' needs.*

Keywords: online learning, video conference, students' perspectives, the impact, pandemic covid-19

INTRODUCTION

Along with the times, technology is getting more sophisticated, including technology in education which enables education to run in places other than schools. The advance in technology bridges the distance that makes online learning possible at various education levels. Online learning itself is nothing new for students. Various educational institutions, especially universities, already have and use digital platforms to help the lecture process. Online learning can make it easy to access things and give instructions more flexibly, making this system increasingly popular to use (Castro & Tumibay, 2019). This makes online learning very important to consider and implement.

According to Belawati (2020), online learning is the process of teaching that is carried out on the internet or with the help of the internet. This kind of learning system makes it possible for the learning process to be carried out from different places and it is

using media that is simpler and more effective. Online learning has a good method for delivering material, without limitation of time or location, and allows access anytime, anywhere (Yusnilita, 2020). Online learning is also versatile and adaptable in many situations where people are unable to meet and learn in the traditional way, such as when they are separated by distance, they live in a time of crisis, and the emergence of a global pandemic.

Since the coronavirus has attacked all over the world, it has forced people to adapt and adopt. This new habit is related to the prohibition of gathering or interacting directly with the crowd. From this, the government has made various new regulations that must be applied during a pandemic. Due to that reason, the learning process is carried out online. This certainly makes a significant increase for online platform providers. One of the widely used media is video conference applications.

According to Heryawan, a video conference is a real-time voice and video communication device based on IP or the internet. The National Nuclear Energy Agency for the Utilization of Informatics and Nuclear Strategic Areas (2018) stated that a video conference is a form of communication technology that transmits audio and video that is used together to allow several users in different locations to interact (Ekawardhana, 2020). In short, video conferences are a form of communication media that provides services to interact and meet face to face virtually. Gladović et al., (2020) stated that video conference uses synchronized two-way audio and two-way compressed video over the internet so this media allows for a joint meeting from a variety of different locations, a space to hold an event without physical meeting.

Video conference is very useful to use to conduct meetings remotely. This media is very effective in assisting the learning process because it can provide a new atmosphere and experience so it is hoped that students and also educators can easily adapt to using this media. Some examples of applications that provide video conference services are Zoom, Skype, Google meets, WebEx meetings, and Microsoft Teams which have their perspective advantages and disadvantages. Using video conferences in distance learning activities helps students and teachers continue to interact, even if they are not together (Monica & Fitriawati, 2020). That is why the use of video conferences in the learning process is very suitable during a pandemic and must be well implemented because it can have a bad impact if it is not managed properly.

Some previous research works have a theme that is almost the same or relevant to the theme taken by the researcher. The first is from Yusnilita (2020) that conducted qualitative research to know the students' perceptions of online learning. The data were collected by giving a questionnaire to 20 students of Baturaja University. The questionnaire consists of closed-ended questions using the Likert scale and explained open-ended questions. The results showed that online learning was interesting, the use was easier than regular classes, students always prepare for learning by taking notes or recording it, and they also agree that online learning is practical for them.

Related to online learning length of time, students did not feel disturbed or in a hurry. They also felt more confident joining the discussion than during the face-to-face learning. Online learning can improve the quality of learning. Their teacher always accommodates online learning. Besides that, the result from the open-ended questions showed that the signal of the internet was the main problem they faced in online learning. They also said that with the teacher's limited time in giving the material, they had to explore it independently to understand it properly. So, the study concluded that online learning was very effective and beneficial for educational development.

Demuyakor (2020) studied the use of online learning in higher institutions of education. The research aimed to find out whether Ghanaian International students in China were satisfied with online learning. He used a purposive survey to determine the level of student satisfaction with online learning during the Covid-19 pandemic. The results of his research showed that students agreed that online learning was very useful for them. The majority of students knew that Covid-19 was a disease that could be deadly. They were satisfied with the available learning resources, such as the use of texts, software, and video conferences suggested by the lecturer. Then, students also expressed the obstacles they experienced during online learning. Especially if students were not in China, this could make it difficult for students to participate the online learning.

Ekawardhana (2020) did a study to determine the process and effectiveness of learning by using video conferences in the basic Chinese 2 course at Widya Kartika University. The method used in this research was a mixed methodology. She gave a post-test per meeting after teaching the students, then she filled out the observation sheet and gave a questionnaire to get data. The study results showed that the average percentage of student learning outcomes is 90%, the average percentage of student activity is 72%, and

the questionnaire shows more positive responses. So, it could be concluded that the use of video conference media in the Basic Chinese 2 course was very effective.

Serhan (2020) conducted research to find out students' attitudes toward using Zoom, their perception of its influence on learning, and their activeness compared to face-to-face learning. He used a 5-point Likert scale in surveying by giving a 19-item questionnaire to 31 students. The survey consisted of four sections: (1) students' attitudes during the use of Zoom, (2) students' perceptions regarding the impact of using Zoom on their learning, (3) their involvement when using Zoom, and (4) students' perceptions of the differences between face-to-face learning and while the learning using Zoom. The results showed that students had a negative response to the use of Zoom and feel that it had a negative impact. Students mentioned that the main advantage of using Zoom was the flexibility in carrying out the learning.

Asfar (2021) also researched the use of video conferences. The research aimed to find out the learning effectiveness of using Edmodo with or without video conference in reducing errors in answering the given question. This research design used an experimental type and the data from this study were learning outcomes obtained from the results of giving instruments in the form of description tests. The results showed that learning using Edmodo integrated with video conference could reduce the error rate of students in answering questions by up to 50%. So, the use of Edmodo accompanied by video conference was effective in e-learning. This was reinforced by the results of the questionnaire given and shows that 90% of students need face-to-face interaction so the use of Edmodo which was integrated with the use of video conference Jitsi meet was effective in replacing interactions between lecturers and students in distance learning.

Seeing for those previous studies, some only focuses on the process and the effectiveness of using video conference. Some put their attention on the attitude students create during the learning process using video conferences. In comparison, the focus on the impact of using those kinds of video conferences was explored. To feel the existing gap in the research toward the impact emerged, the positive and negative, seeing for students' views brings this research to happen.

METHODS

Research design

This research used descriptive qualitative methods. The qualitative method is used to study the condition of natural objects (as opposed to experiments), where the researcher acts as the key instrument, data collection techniques are carried out through combination, inductive/qualitative data analysis, and the results are emphasized meaning more than generalization (Sugiyono, 2016). It is descriptive because this research aims to obtain an overview of students' perceptions of the online learning process using video conferences and also the impacts of video conferences on online learning.

Data Collection

This research was conducted from October 2021 to February 2022 for 7th-semester students of the English Department of Universitas PGRI Semarang. The researcher took 14 students as a research subject. In obtaining the data, the researcher used two instruments. The first was giving an open-ended questionnaire. The researcher prepared 10 questions made with Google form. Then, the researcher contacted and distributed the questionnaire link via *WhatsApp*. After giving the questionnaire, the researcher conducted interviews by taking 5 participants who have filled out the questionnaire. This interview was conducted to find out more about the students' views about the learning process using video conferences and its impact on online learning. The researcher contacted and asked about their willingness to conduct virtual interviews using Google Meet. This media was used because the device and the required signal strength were lighter, making it easier to use than others.

Data analysis

Data analysis is the process of obtaining or compiling data regularly from the results of interviews, field notes, or other instruments to facilitate understanding of the data. Then the finding can be informed to others (Sugiyono, 2016). In this stage, the researchers used a descriptive analysis method to describe the research data results. It used a descriptive approach because this research aims to obtain an overview of students' perceptions of the online learning process using video conferences and the impacts of its use in online learning.

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The researcher conducted data analysis based on the theory of Miles and Huberman, consisting of data reduction, data display, and conclusion drawing (Sugiyono, 2016). Data reduction is the process of minimizing data requirements. It means summarizing, sorting, and focusing on important things in research. Moreover, it can make it easier to provide a clear description. In data display, the presentation of the data will make it easier to understand the things that happened and plan the next step or find the conclusions. It can be in the form of narrative text, graphs, tables, and other similar types. Miles and Huberman (1994) mention the third activity is conclusion drawing and verifications. Conclusions are obtained from the findings that have been presented and are also supported by factual data. To get that thing done, the data collection must be complete first to be able to find a credible conclusion.

FINDINGS AND DISCUSSION

The Learning Process during the Video Conferences

From the results of giving questionnaires and in-depth interviews to 7th-semester students of the English Department, it is known that during online learning, the learning system is carried out by using several media. The first was using *WhatsApp* as the primary media for communicating with both lecturers and students. The second was through SPADA, an online platform generally owned by each campus, and the third was conducting a video conference. Based on the research results, students revealed that the learning process while using video conferences was almost the same as the face-to-face learning process. Monica & Fitriawati (2020) stated that the use of video conferences can replace the learning that is usually done in the classroom with face-to-face activities virtually using applications connected to the internet.

Unlike face-to-face learning where the activities focus on the teacher, the activities become student-centered in online learning. So, students must be active to get good results, and it is also expected to increase their potential. Then as it is known that in the implementation of the learning process, there are opening, main, and closing activities. Those three activities can be carried out better by using video conferences than on other platforms.

The use of video conference applications in online learning is an alternative that is considered efficient to replace conventional learning or known as face-to-face learning.

Sandiwarno (2016) stated that, ideally, learning activities are interactive between educators and students. So video conference, even though it is not in the same place, will help the learning process carried out because educators can be directly involved with students (Monica & Fitriawati, 2020). As in face-to-face or offline learning, the lecturer can explain the material being studied via video conference. This is the following statement uttered by a student as follows:

"I think the use of video conference is helpful rather than just doing learning via chat. It is because learning is the same as face-to-face learning. Lecturers can explain the material and sometimes there is also a group presentation."

Based on the research results, it can be seen that there are several methods used in delivering material. There is a lecture method where the lecturer focuses on providing an explanation of the material in the learning activity. This method is undoubtedly very helpful for students because usually, students need direction to acquire the theories to understand the learning material. Providing material explanations is an advantage of using video conferences which may not necessarily be implemented with other online media. Although, student involvement in the meeting becomes less productive. It is different from the discussion method or presentation activities where the learning is student-centered and the lecturer is a facilitator. This method can train students' abilities in learning the material independently and make students play an active role in the course of learning.

By using video conferences, the learning activities become more effective and practical. This is in line with previous research from Ekawardhana (2020) which revealed that the use of video conferences makes learning more effective, easy, practical, and conducive for students. They can meet and interact directly with lecturers and other students even though they are virtual. Then, students can listen to the explanation as well as see the material from the screen share feature. This can help to understand the material being explained.

The Impact of Using Video Conferences in Online Learning

Students have experienced various media to be used in learning activities during online learning. One of them is the use of video conference applications. This media is an alternative that is considered very helpful in teaching and learning activities during online

learning. Based on the research results, it can be seen that there are several impacts of video conferences on online learning. These impacts are classified into positive and negative impacts.

a. Positive Impact

1. Time Effectiveness

The division of time during the online learning period is generally not much different from the previous face-to-face learning. The difference is that students carry out learning activities virtually in online learning and cannot meet and interact face-to-face with other students or lecturers. Based on the research results, students revealed that the duration of time during video conferences was effective. Using video conferences, learning activities can run collaboratively and interactively as in the face-to-face learning process. Then, the attendance can be more flexible if there are late students, which means they still come within the time limit of their late. If the students are sick, they can still attend the conference even if it is only to listen so that they will not miss the learning material and the explanation. The use of applications such as Zoom, which has a time limit is no longer a problem for students because they can use other applications that do not have a time limit. Material book is usually given at the beginning of the semester to prepare students for the learning during the semester.

The use of video conferences can connect students who are in their homes in the context of distance learning during the pandemic. The learning process can be carried out optimally because lecturers can be directly involved and the learning can be carried out according to the existing time provisions. Then, the use of video conferences has easy access and makes learning activities flexible. It can be done anywhere and with a more efficient time. This is in line with Archibald et al., (2019) who reveal that time effectiveness is one of the main advantages of using video conferences such as zoom meetings.

2. Student's Communication

Communication is the main point for interaction between one person and another. In this digital era, many devices or media provide long-distance communication services so that we can easily interact anywhere and anytime. This

is by the teaching and learning activities. Good communication is needed to provide the learning objectives.

During online learning, students' communication can run easily and smoothly with various online media devices. One of them is using *WhatsApp* as the main medium of communication. Creating groups *WhatsApp* in each subject of material has become the right step so that students can communicate in groups and lecturers can also be directly involved. As well as the use of video conferences which combines audio and video in its use can make communication between students and lecturers also students with other students feel more real. They can directly ask questions or provide opinions regarding the material being studied at the conferences. This is relevant to Serhan's (2020) research that the use of Zoom allows us to have more interactions and we can ask questions in real-time when they arise.

3. Student's Participation during the Teaching and Learning Activity

Student participation is one of the important indicators of learning activity in the classroom. The student participation shows that they pay attention and are also excited about following the ongoing learning. Generally, teaching and learning activities can run interactively and physically in face-to-face learning. While in online learning, the system uses technology and internet connection.

Unlike other online tools, video conferences create interactive teaching and learning activities. Video conferences generally have easy-to-understand designs and features so that students can easily use and participate in learning. Based on the results, it can be seen that student participation in video conferences is quite active. Only a few students sometimes cannot join the learning due to the unstable signal. Then, some learning is carried out with student presentations. This presentation activity can certainly increase the role of students' participation because the learning process is student-centered. Appointing or calling students to ask questions or express opinions is also an effort by the lecturer to direct students to be active. It is because there must be students who are passive in learning. With the use of video conferences, students actually cannot meet and interact for real. This can make the learning atmosphere less stressful than face-to-face learning so that students can become more confident to be active in joining

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discussions. This is in line with Yusnilita's (2020) research, which revealed that students feel active and more confident during online learning.

4. Student Achievement

Student achievement can be seen from the results of grades they obtained at the end of the semester. Grades are a form of learning outcomes and become one of the factors that can affect the effectiveness of learning (Ekawardhana, 2020). Based on the research results, students get a satisfactory grades in online learning. Their grades can increase than in face-to-face learning. Using video conferences, the assessment criteria in each learning material can be met more easily as appropriate during face-to-face learning. Then, the learning outcomes can be influenced by the subject of the studied material. It relates to the level of student understanding of the learning material. In light material, it will certainly make it easier for students to understand and also do assignments. On the other hand, if the material feels heavy or hard students will feel less mastered, and work on assignments becomes difficult.

Many assignments given in online learning can influence their learning outcomes. This means that students get good feedback and are worth their time to do a lot of assignments. Moreover, easy access to find various references on the internet can help students in understanding the material and doing assignments.

b. Negative Impact

1. The Lack of Understanding of the Material

Understanding the material is a goal that students must achieve. Understanding is the ability of students to master the material being studied. During online learning, the activities are carried out with various media. One of them is the video conference application. Although the application has become commonly used since the pandemic, do not use it. This makes students find it difficult to understand the material. Students need adaptation because they used to interact directly and meet in person. This is different when doing video conferences where they are alone in their homes and only face to face virtually.

The use of video conferences makes learning more relaxed. Students can turn off the camera if they do not want to show their faces. However, we do not

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know whether students who turn off the camera focus on paying attention or not to the lesson. In addition, the environment also affects their focus. Then, with the many assignments given, it can take students time to study. It is because sometimes students already feel heavy with a lot of assignments which can affect their emotions and concentration in learning.

In addition, the signal is a major obstacle in online learning, especially in the use of video conferences. If the signal is not stable, it can interfere with learning and even cannot join at all so that students can miss the material being studied at that time. Based on that problem faced, students still find it difficult to understand the material. This is in line with Serhan's (2020) research that 61.9% of students did not agree that the use of Zoom improves their learning, while only 9.68% agreed. So, it is very important to prepare for more interactive learning activities so that students can focus on learning.

2. The High Cost of Students' Need

The needs of students during online learning are certainly different from those of offline learning. Online learning activities are carried out using internet-based media. So, the main needs for learning activities are gadgets and internet quota. Especially on the use of video conferences in learning activities. Its use requires a signal that is strong enough and also quite a lot of internet balance. This situation can be different if students have Wi-Fi at home. Based on the results, some students use Wi-Fi at home and even some of them also looked for a place that provides free Wi-Fi to study, so that their expenses are not too wasteful. In addition, the government has provided internet balance assistance. The internet balance can be used for video conferences and other media accesses that support learning activities so that they can be more economical.

But generally, the intensity of the use of video conferences is used every day. The daily usage of video conferences in learning causes students a huge amount of internet balance supply. This is in line with Demuyakor's (2020) research that shows the need for students to buy internet balance is quite high. The student's needs are not as big as during face-to-face learning because they do not need to pay for accommodation, meals, and boarding houses. Even so, the

student's need for internet balance is still to be high because there are still many students who use their internet balance.

Based on the description above, it can be seen that the use of video conferences is very helpful in teaching and learning activities during online learning. With video conferences, the lecturer can provide a good explanation of the material even though it is limited. Besides, students still find it difficult to understand the material because they are less active in learning independently from existing learning resources.

CONCLUSION

This part presents the conclusions from the results of research that has been carried out to determine the learning process in using video conferences and its impacts on online learning. Based on in-depth interviews conducted with students, it can be seen that the learning process while using video conferences was very helpful in facilitating teaching and learning activities during online learning. The use of video conferences is believed that it can replace conventional learning because it has almost the same system where students receive explanations and can also meet face-to-face and interact directly with lecturers and other friends. There was real communication and learning became more practical. The learning process can be systematically carried out from the opening, main, and closing activities. It can be seen that usually, lecturers use lecture and discussion methods in carrying out learning. Then, there were three main media used in online learning: *WhatsApp* group, SPADA, and video conference applications. The combination of the use of those media has encouraged students to keep learning, interactive and innovative.

In addition, the impact of video conferences on online learning can be classified as positive and negative impacts. Based on the instrument results, the positive impacts of using video conferences can be seen in the time effectiveness, student communication, student participation during teaching and learning activities, and student achievement. Meanwhile, the negative impact of using video conferences can be seen in the lack of understanding of the material and the high cost for students.

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