Students' Emotional Experience and Social Interaction Using Zoom Platform for Online Learning during COVID-19 Pandemic

Pengalaman Emosional dan Interaksi Sosial Mahasiswa Dalam Menggunakan Sarana Zoom untuk Pembelajaran Online selama Pandemi COVID-19

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Abstract

The Covid-19 pandemic has affected the learning and teaching process at universities around the world. To address this crisis, many universities are switching from face-to-face learning to distance learning. They replaced face-to-face (FTF) instruction with classes taught by means of online platforms, so that teachers and students could remain academically productive even when not meeting in person. The sudden and rapid adaptation during the Covid-19 pandemic has created very significant transformations and challenges for the world of higher education globally. This study analyzes self-reported experiences of students using the Zoom platform for online learning in English as a Foreign Language (EFL) classrooms during the pandemic, and it assesses the extent to which the Zoom platform satisfied students' expectations. Data was collected from seventeen students majoring in English Education at a higher education institution during the fourth semester of the 2019/2020 academic year. The instrument is questionnaires. Qualitative data were obtained by means of a questionnaire and an essay of students' reflections. Data analysis was conducted by examining five aspects of responses based on indicators from the appraisal: intrinsic pleasure, novelty, the significance of goals/needs, coping potential, and norms/self-conformance. The study revealed that students found many benefits but encountered difficulties or barriers in using the Zoom platform for online learning during Covid-19.

Keywords: Emotional Experiences, Zoom Platform, Online Learning, Covid-19

Abstrak

Pandemi Covid-19 telah mempengaruhi proses belajar dan mengajar di berbagai universitas di seluruh dunia. Untuk mengatasi krisis ini, banyak universitas beralih dari pembelajaran tatap muka ke pembelajaran jarak jauh. Mereka mengganti pembelajaran tatap muka dengan kelas yang diajarkan melalui sarana online

sehingga dosen dan mahasiswa tetap produktif secara akademis bahkan ketika tidak bertemu langsung. Proses adaptasi yang cepat di masa pandemi Covid-19 ini telah menciptakan baik perubahan maupun tantangan yang sangat signifikan bagi dunia perguruan tinggi secara global. Studi ini menganalisis pengalaman mahasiswa yang dilaporkan sendiri tentang penggunaan sarana Zoom untuk pembelajaran online di kelas Bahasa Inggris sebagai Bahasa Asing (EFL) selama pandemi, dan menilai sejauh mana sarana Zoom memenuhi harapan mahasiswa. Data dikumpulkan dari tujuh belas mahasiswa jurusan Pendidikan Bahasa Inggris di perguruan tinggi pada semester keempat tahun ajaran 2019/2020. Instrumennya adalah kuesioner. Data kualitatif diperoleh melalui angket dan essai refleksi mahasiswa. Analisis data dilakukan dengan menguji lima aspek tanggapan berdasarkan indikator penilaian: kesenangan intrinsik, kebaruan, signifikansi tujuan/kebutuhan, mengatasi potensi, dan norma/kesesuaian diri. Studi ini mengungkapkan bahwa mahasiswa menemukan banyak manfaat tetapi juga mengalami kesulitan atau hambatan dalam menggunakan sarana Zoom untuk pembelajaran online selama Covid-19.

Kata kunci: Pengalaman Emosional, Platform Zoom, Pembelajaran Online, Covid-19

A. Introduction

At the end of 2019 all nations encountered a new virus that was increasingly spreading worldwide. Transmission of the virus was seemingly occurring by exhaling, sneezing, coughing, and in-person touch, or by touching objects handled by someone who had already been exposed to the virus and had recently touched their own face.[1] The World Health Organization (WHO) named this infectious disease Corona Virus Disease 2019 (Covid-19) on February 11th, 2020, and categorized it as a pandemic on March 11th, 2020.[2] Kumari et al. stated that Covid-19 was creating a devastating impact on people around the world. To prevent the further spread of Covid-19, numerous nations have announced full or partial lockdowns for many or all forms of outdoor activities, and announcements are made to everyone that are advised or required to stay home at all times, whether infected or not, unless there is an emergency.[3] In most countries, mandatory lockdowns have created serious

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[1] Wening Sekar Kusuma and Panggung Sutapa, 'Dampak Pembelajaran Daring terhadap Perilaku Sosial Emosional Anak', *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 5, no. 2 (30 December 2020): 1635–43, https://doi.org/10.31004/obsesi.v5i2.940.

[2] Dr. Murillo de Oliveira Dias, Dr. Raphael de Oliveira Albergarias Lopes, and Andre Correia Teles, 'Will Virtual Replace Classroom Teaching? Lessons from Virtual Classes via Zoom in the Times of COVID-19', *Journal of Advances in Education and Philosophy* 04, no. 05 (19 May 2020): 208–13, https://doi.org/10.36348/jaep.2020.v04i05.004.

[3] Pratibha Kumari et al., 'COVID 19 : Impact on Mental Health of Graduating and Post Graduating Students', *Journal of Statistics and Management Systems* 24, no. 1 (2 January 2021): 67–79, https://doi.org/10.1080/09720510.2020.1833449.

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ancillary effects in some or all sectors, and quite notably have created widespread concerns in the education sector.

Globally, various total lockdowns in several universities due to Covid-19, have caused massive changes in education in universities which are currently being implemented. The impact of the pandemic has greatly affected the implementation of teaching and learning assessments. To deal with this crisis, universities have increasingly turned toward remote learning and have replaced FTF classes with online classes, using online platforms in order to remain academically productive. The sudden and rapid adaptation during the Covid-19 pandemic has created very significant transformations and challenges for the world of higher education globally.[4]

The online delivery of academic instruction is also known as E-learning and is defined as teaching and learning activities that use and/or require Communication and Information Technology, or ICT-based tools, as a platform for teaching and learning systems. For remote implementation, the platform runs on computers that can access the internet and be available to multiple users.[5] In this study, the students studied via the Zoom platform. The Zoom platform enables students to learn from home, or at other internet-connected sites, by providing timely access to voice and video instruction, even when the lecturer and/or the learners cannot attend classes in person. The Zoom "cloud-meeting" application is an online platform in the form of video conferencing, much used by businesses, that provides real-time interactions for instructional purposes as well.

Rahayu noted that Zoom allows learning to be continued through important activities related to communication, which include greetings in private or it can be done more privately even in a discussion room, virtual classroom-style lectures, interactive question and answer, and group discussions in the break room. Also enabled is the sharing of slides or screenshots between students or educators. They can easily download homework assignments directly and provide answers to questions in a discussion or also answer poll questions. Besides, it makes it easier for teachers to present lessons through slides or whiteboards, can also use chat boxes, and can collaborate through group work in virtual workspaces.[6] The online learning method during Covid-19, as implemented via Zoom application, also furnishes

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[4] Joseph Crawford et al., 'COVID-19: 20 Countries' Higher Education Intra-Period Digital Pedagogy Responses', *Journal of Applied Learning and Teaching* 3, no. 1 (1 April 2020): 09–28, https://doi.org/10.37074/jalt.2020.3.1.7.

[5] Ahmad Jaenal Mustopa Jaenal Mustopa and Dasrun Hidayat, 'Pengalaman Mahasiswa Saat Kelas Online Menggunakan Aplikasi Zoom Cloud Meeting Selama Covid-19', *Jurnal Digital Media Dan Relationship* 2, no. 2 (15 December 2020): 75–84.

[6] Dwi Rahayu, 'Students' E-Learning Experience through a Synchronous Zoom Web Conference System', *Journal of ELT Research: The Academic Journal of Studies in English Language Teaching and Learning*, 9 June 2020, 68–79, https://doi.org/10.22236/JER_Vol5Issue1pp68-79.

every student with greater experience in virtual interaction and communication methodology, which are widely used in the business world.

Previous research on online platforms used for learning includes the study by Mustopa and Hidayat (2020), which found diverse student experiences with the Zoom application for online learning. Students agreed that learning via Zoom is notably student-centered and that it can increase their responsibility and autonomy. Another opinion, however, was that learning via Zoom is more complicated by comparison to face-to-face schooling. Students, being at home rather than at school, have to get used to taking more solo initiative for doing the assignments from their several courses, coupled with task deadlines that primarily coincide with a time span of one week. Also, in rural areas the level of network speed greatly affects efficient use of the Zoom application. The article explains that the online learning process is in dire need of good internet network speed and quality, and that some areas still have difficulty in reliably and robustly connecting to the internet network from home.[7]

Serhan, in his research on moving from face-to-face to remote learning via Zoom during Covid-19, found that students were not content with their learning impression along the transition period due to several elements. Often, their teachers were not having enough capability to use the app, the design of suitable instructional vigor, and the online nascence mode. In addition, several students faced engineering and unexpected hardship while using the platform, including internet access issues.[8] Such research, as above, focuses on the technological advantages and disadvantages of learning platforms. However, more information has been needed about students' emotional experiences with the aim of knowing students' experiences during their use of online platforms in online learning during Covid-19. The investigation done by this research found that students feel the advantages of using Zoom for helping them learn. Students appreciate features that record and save video of an entire class meeting, so that the material can be revisited if needed. They can brighten the display, shift the background as urged, agenda online meetings, and display power points to facilitate clear presentations via the video calls system.

Given the benefits of the Zoom platform used by the students during Covid-19, the researchers found valuation to be the most suitable model. Such a model was also explained that valuation is the researchers' special assessment of a provided set up, which lead about specific emotional response. In general, if a prone race is supposed to be positive, its supply increases to positive feelings such as excitement; whereas, an effectless picture of thing will outcome

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[7] Mustopa and Hidayat, 'Pengalaman Mahasiswa Saat Kelas Online Menggunakan Aplikasi Zoom Cloud Meeting Selama Covid-19'.

[8] Derar Serhan, 'Transitioning from Face-to-Face to Remote Learning: Students' Attitudes and Perceptions of Using Zoom during COVID-19 Pandemic', *International Journal of Technology in Education and Science* 4, no. 4 (2 September 2020): 335–42, https://doi.org/10.46328/ijtes.v4i4.148.

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in negative emotions of sadness.[9] In other words, the person's expectations influence the experienced results. With desirable outcomes, this effect is colloquially referred to as the power of positive thinking. And, for negative outcomes, the effect is colloquially called self-sabotage. In such ways, personal appraisal can affect the self-reflection meaning of experience. Ismaili indicated that the positive attitude and willingness of most students to take distance learning classes in the post-COVID19 post-pandemic period indicates that there is enormous future potential for e-platform learning at higher education institutions.[10]

The study by Serhan indicated that students had a negative attitude toward the use of Zoom and perceived it as having a negative effect on their learning experience and their motivation to learn. Students listed flexibility as the main advantage of using Zoom for learning.[11] Another study analyzed the distance learning experiences of graduate students, and revealed that adjusting to the transformation in traditional practices during the pandemic was very difficult for students both emotionally and psychologically.[12] Given the previous studies, this research found concerns in the sudden adaptation during the pandemic Covid-19 which created either transformation or challenges for the global higher education issues. Therefore, this research sought to analyze the students' experiences when using the Zoom platform for online learning In the EFL class. The research assessed how far It met the students' expectation.

Research Method

This study of students' experiences while using the Zoom platform during Covid-19 was done by a qualitative descriptive method. Nassaji has noted that such research aims to examine and interpret social interactions.[13] The qualitative descriptive method is used to report data from handy sources.[14]

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[9] Klaus R. Scherer and Johnny R. J. Fontaine, 'The Semantic Structure of Emotion Words across Languages Is Consistent with Componential Appraisal Models of Emotion', *Cognition and Emotion* 33, no. 4 (19 May 2019): 673–82, https://doi.org/10.1080/02699931.2018.1481369; Zulkipli Lessy, Mabid Barokah, and Miftahur Rohman, 'THE ROLE OF SOCIO-EMOTIONAL PARENTING ON CHILDREN'S STUDYING MOTIVATION AND INTEREST DURING THE COVID-19 PANDEMIC IN SAMBAS, WEST KALIMANTAN', *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 12, no. 2 (21 December 2021): 171–92, https://doi.org/10.24042/atjpi.v12i2.8553.

[10] Yassine Ismaili, 'Evaluation of Students' Attitude toward Distance Learning during the Pandemic (Covid-19): A Case Study of ELTE University', *On the Horizon* 29, no. 1 (1 January 2021): 17–30, https://doi.org/10.1108/OTH-09-2020-0032.

[11] Serhan, 'Transitioning from Face-to-Face to Remote Learning'.

[12] Chad E. Kee, 'The Impact of COVID-19: Graduate Students' Emotional and Psychological Experiences', *Journal of Human Behavior in the Social Environment* 31, no. 1–4 (19 May 2021): 476–88, https://doi.org/10.1080/10911359.2020.1855285.

[13] Hossein Nassaji, 'Qualitative and Descriptive Research: Data Type versus Data Analysis', *Language Teaching Research* 19, no. 2 (1 March 2015): 129–32, https://doi.org/10.1177/1362168815572747.

[14] Laura L. Ellingson and Patty Sotirin, *Making Data in Qualitative Research: Engagements, Ethics, and Entanglements (London: Routledge, 2020).* (London: Routledge, 2020).

The researchers designed and implemented a ten-item Questionnaire and the subsequent five-item Students' Reflection. These were furnished to participants as Google Forms deliverable by WhatsApp, once the researchers had initially ascertained participants' availability to participate. Participants were given instructions and one week's time for answering the Questionnaire. MS Excel was used for recording and displaying the Questionnaire responses. The researcher then created five Reflection essay questions to gather narratives from participants. The researchers collected, read, and highlighted the Reflection responses and categorized and summarized this data from these EFL learners, having used pseudonyms at the transcription stage. This data was characterized via thematic coding (thematic analysis) to identify patterns and find themes regarding students' experiences with the Zoom platform.[15]Narrative analysis adapted from Simamora was also used to explore the students' perspectives on e-learning. Pseudonyms during the transcription stage were used for participants, along with designations "I.F" for females and "I.M" for males and the designation "ST" for all the student participants.[16]

The study was implemented at an Islamic higher education institution in Kendari, Southeast Sulawesi. Seventeen students participated of two classes being held during the academic year 2019/2020. The research was conducted from February 2021 to March 2021. The examples of Questionnaires such as "This is my first experience using the Zoom platform!", "I am excited to listen to the lecturer's explanation, if it is explained through the Zoom platform!", "Zoom platform is the best online learning media compared to other platform!", "I feel challenged to understand every material presented by the lecturer, when the Zoom platform is in progress!" These participants were in their fourth semester at the university and were majoring in English Education. Their ages ranged from nineteen to twenty-one years old. They had been using the Zoom platform for at least a year prior to this research. These online arrangements arose specifically due to Covid-19 concerns. Zoom was chosen by the university as the way for students to learn together virtually, while having their experiences stay analogous to in-person classes, including their ability to give presentations and to have group discussions.

The researchers created four questions as the questionnaire. First, the researcher invented the questionnaire at the Google Form, and using WhatsApp application for share the link. The researchers asked the participants for their readiness. then, the researchers explained the way how to answer it. last, given time around one week to answer the Questionnaire.

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[15]Virginia Braun and Victoria Clarke. "U*sing Thematic Analysis in Psychology: Qualitative Research in Psychology.*" 3, no. 2 (2006): 77-101. http://dx.doi.org/10.1191/1478088706qp063ao

[16] Roy Martin Simamora, 'The Challenges of Online Learning during the COVID-19 Pandemic: An Essay Analysis of Performing Arts Education Students', *Studies In Learning and Teaching* 1, no. 2 (7 September 2020): 86–103, https://doi.org/10.46627/silet.v1i2.38.

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Data were collected by using two instruments, namely an initial Questionnaire and a follow-up Students' Reflection. These were structured as updated versions of Scherer and Fontaine's components of appraisals.[17] As the data in this research collected using a student's Questionnaire section, the Questionnaire sought answers on a Likert Scale, in which subjects chose each response from the following options: Strongly Agree, Agree, Disagree, and Strongly Disagree. After analyzing the questionnaire data, the researchers evaluated the data, which given coded to assist the researchers analyze the data. The subsequent Reflection instrument posed descriptive questions, for which the students were asked to reply with narrative text. Then indicators were derived from the Reflection answers based on the five Scherer and Fontaine components: (1) Novelty; (2) Intrinsic Pleasantness; (3) Goal Significance; (4) Coping Potential; and (5) Compatibility Standards. In analyzing data, the researchers implemented the steps of collecting data, preparing data, coding the data, and preparing descriptions.[18]

B. Result and Discussion

As noted, the researchers collected data from 17 EFL students at the State Islamic University in Kendari, regarding their use of the Zoom platform for distance learning. The questionnaire was consisting of four statements. On a Questionnaire consisting of 11 statements, the students replied by choosing from the discrete Likert-scale options provided for each statement. Subsequently, these students answered five Reflection questions, and their answers were assessed based on the five Scherer and Fontaine indicators.

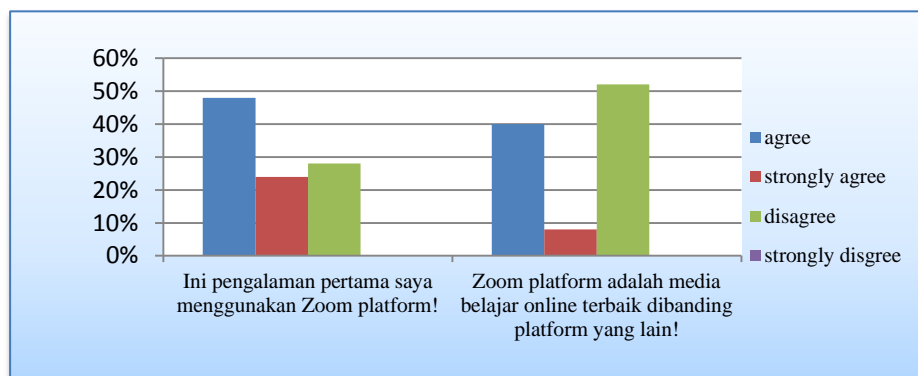Results of the first two Questionnaire items are displayed figure 1.

Figure 1. The Zoom Platform as the Best Online Learning Platform

In the left-hand bar graph figure 1, it can be seen that 72% of the students (48% plus 24%) were having their first experience using Zoom, while 28% of students were not new to Zoom. Shown in the right-hand bar graph

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[17] Scherer and Fontaine, 'The Semantic Structure of Emotion Words across Languages Is Consistent with Componential Appraisal Models of Emotion'.

[18] Vinayak Bairagi and Mousami V. Munot, *Research Methodology: A Practical and Scientific Approach* (New York, NY: CRC Press, 2019).

above is that the Questionnaire found this group of students to be about evenly split on whether the Zoom platform was best for remote learning, as compared to other platforms. This split was 48% giving a positive assessment (agree or strongly agree) versus 52% disagreeing.
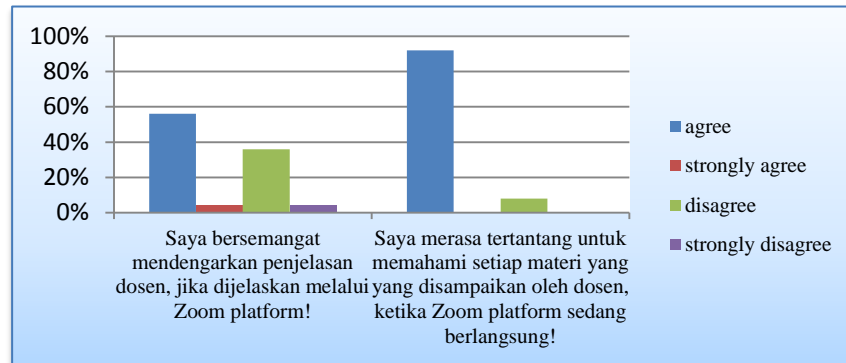

Figure 2. EFL Students' Experiences of E-learning Platform

When asked about being excited to listen to lecturers' presentations by means of the Zoom platform, there were 60% favorable replies (56% plus 4%) from the students and 40% not favorable (36% disagree and 4% strongly disagree). The students were also asked if they felt challenged to understand material presented by the lecturer while the Zoom platform is in progress. In this case the responses did not include either of the Strongly options. Nearly all of the students simply agreed (92%), and a few simply disagreed (8%).

Data from the subsequent Reflection responses confirmed that students felt that the Zoom platform quality was very good. Nonetheless, the students also noted that it was sometimes somewhat daunting to use the Zoom platform when the internet network was not performing well. At those times, as the students noted, they could miss some points of information from the lecturer. This could occur because the teacher's voice transmission became choppy. Or it could naturally happen when a student came late into or came too soon out from a class meeting and thus would miss important explanations from the lecturer.

Data from the Questionnaire and Reflections indicated that most students were interested in using the Zoom platform as an online learning medium to replace the face-to-face learning. It also showed that there were some experiences in which they found difficulties using Zoom, but that it was nonetheless easier to study from home during this pandemic with this online platform, and that students found it easy to get the points that the lecturer was making. The data also showed that most of the students agreed that the Zoom platform is the best platform for ease of access and usage and for understanding the materials taught by the lecturers. They felt that features on the Zoom platform let them access the class well and see the lecturer just as for in-person class teaching. In addition, even when they did not comprehend the materials, they put their questions by using the comments column or turning

on their voice access to ask real-time questions. The researchers found that learners felt the benefits of using Zoom to be favorably comparable to learning as in an in-person class, and furthermore to help them to learn in ways not available for strictly in-person classes. The students liked that they can record videos of classes and then view the material again, also having the functions available to brighten faces by using digital filters, or even change the background as desired. They mentioned the advantage of being able to schedule online meetings, display power points, and have clear presentations with a video call system. A similar study by Guzel R Nurieva and Leila M Garaeva, 'Zoom-Based Distance Learning of English as a Foreign Language' 11, no. June (2020): 13–14.revealed such benefits of using the Zoom platform. By comparison to other video web conferencing applications, Zoom was reported to be better platforms than Skype. The Zoom connection is typically noted as stable, the quality of audio and the visual is rated as excellent; and it is found to offer more tools. Tools include simultaneous screen share, virtual background, active speaker view, desktop and application sharing, private and group chats, the option "Raise hand", and breakout rooms, all being mentioned as Zoom advantages.

Data collected in this study found that at the start of using the Zoom platform, students felt confused and found it difficult to operate this platform well. At first, for example, they don't know how to turn on or turn off the sound and the camera. But after using Zoom for a while, all of them felt that this platform gave them great experiences, many benefits, and even a new style of studying. Nonetheless, there were glitches. The students acknowledged that some of their bad experiences with the Zoom platform were related to non-conductive networks and/or very large internet quota usage. Indeed, another research showed that students loved learning through the online mode. While poor networks and unreliable connectivity is highly disliked elements. Indeed, poor connectivity to be the main factor of most disadvantages of online education.[19] The students feel challenged to use the Zoom platform when the internet network goes slowly. They cannot get all of the points of information from the lecturer because the teacher's voice explaining became choppy or the students come in and come out from the meeting, and then miss the important explanations from the lecturer. The features on the Zoom platform can control the class well and the students can see the lecturer like at the real class teaching. Emotionally the students feel challenged to use the Zoom platform when the internet network is bad so they cannot get all the information points from the lecturer because of the lecturer's voice explaining stuttering or students going in and out of meetings, then missing out the important

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[19] Naziya Hasan and Naved Hassan Khan, 'Online Teaching-Learning during Covid-19 Pandemic: Students' Perspective', *Online Journal of Distance Education and E-Learning* 8, no. 4 (2020): 202–13.

explanation from the lecturer. Features on the Zoom platform can control classes well, and the students can see the lecturer as if teaching is in real classes. They can also interact freely during the lockdown, and there is a ban on leaving the house. At the beginning of the pandemic, the students complained a lot about the new way of learning to use the platform, but they got used to it and even felt happy because there was a platform that helped them learn like in a real classroom. However, when the network deteriorates, they feel very depressed and unmotivated to learn because they are constrained by the bad network.

C. Conclusion

The pandemic has led to various emotional and psychological challenges and responses. Nearness to areas with high Covid-19 outbreaks contributed to unanswered questions, anxiety, and fears about well-being. Students experienced woes such as feelings of anger, or persistent anxiety. Stress and fear which was caused by the corona virus outbreak could have been tremendous for students. This research nonetheless found that students got benefits of using Zoom to assist them to study and to mitigate some difficulties of real-time in-person classes. With Zoom they didn't have to spend time to get to campus to attend classes. The various interesting Zoom features could record and save videos of class meetings. Students then liked the ability to view the material again, brighten faces via filters, change the backgrounds as desired, schedule online meetings, and display power points to facilitate and support clear presentations by means of the video calls system.

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