



The Effectiveness of Using Zoom as a Learning Medium for STIQ Kepulauan Riau Students in Batam City Who Work

Fariha As'ad

STIQ Riau Islands

*Correspondence: oohfariha01@gmail.com

Abstract

The COVID-19 pandemic has changed learning patterns in higher education, encouraging the use of online learning media. Many students at the Riau Islands College of Islamic Studies (STIQ) in Batam City work while studying, requiring a flexible learning system. Zoom is one of the learning platforms used by STIQ to facilitate online learning. This study aims to assess the effectiveness of Zoom as a learning medium for working students. The method used was a combination of quantitative and qualitative methods, with surveys and interviews as data collection techniques. The results showed that the use of Zoom was quite effective, but there were several obstacles such as unstable internet connections and limited time. This study recommends improving technological infrastructure and arranging more flexible schedules for working students.

Keywords: Online Learning Zoom Working Students

INTRODUCTION

Diverse learning media allow educators to choose the most suitable learning medium for them. Since the COVID-19 pandemic, various internet-based learning platforms have emerged to complement existing learning platforms. For higher education institutions, e-learning without face-to-face media, namely video conferencing, is ineffective, significantly enhancing the benefits of e-learning platforms. Consequently, video conferencing applications have become a very popular medium for face-to-face virtual lectures. Zoom is currently one of the most popular learning media. It is not only used for e-learning but also widely used to conduct web-based seminars, now known as webinars. Zoom was also the most downloaded application in 2020, with 681 million downloads (Lidwina, 2021).

This learning medium provides convenience for universities that have employee classes, also known as non-regular classes, and classes located outside the main campus. Zoom offers the benefit of virtual face-to-face meetings, making it suitable for distance learning. Using Zoom, as a new technology, requires adaptation from its users. The implementation of new technology can impact the community using it, determining whether they are able to accept and understand it well or not (Soraya, 2021).

Higher education in Indonesia is increasingly transforming towards digital, with the increasing use of technology in the learning process. This is experienced by many Indonesian universities, one of which is the College of Qur'anic Sciences (STIQ) in Batam City, Riau Islands. At STIQ Riau Islands, which has students with working backgrounds, online learning media such as Zoom has become the primary choice. Many students work outside of class hours and require flexibility in accessing learning materials. Using Zoom allows students to interact with lecturers and colleagues directly, even if they are unable to attend campus. Therefore, the researchers' questions are: is Zoom effective as a learning medium for STIQ students who work? What challenges do STIQ students face in participating in online learning using Zoom? To what extent does Zoom affect the quality of learning for students who work?

This study aims to assess the effectiveness of Zoom in online learning for working students at STIQ Kepulauan Riau, identify the obstacles and challenges faced by working students, and provide recommendations for managing online learning at STIQ. It is hoped that this study will provide information for STIQ Kepulauan Riau to improve the quality of online learning, help students utilize technology in the learning process, and contribute to the development of theories about online learning in higher education.

METHOD

This research uses a case study approach with qualitative methods to explore students' experiences using Zoom as a learning medium. The subjects were working students at the Riau Islands College of Technology (STIQ) in Batam City. The sample size was categorized as active undergraduate students, students

who worked at least 20 hours per week, and students who had participated in online learning using Zoom for one semester.

The data collection technique used in-depth interviews with several students to gain a deeper understanding of the challenges they face, technical constraints, and their learning experiences. Furthermore, researchers observed several online learning sessions using Zoom. Qualitative data from the interviews will be analyzed using a thematic analysis approach to identify common patterns in student experiences.

RESULTS AND DISCUSSION

Researchers interviewed several working STIQ students and found that using Zoom makes things easier due to its flexibility, allowing them to attend lectures from anywhere, especially for students who work or live far from campus. Zoom helps save time and energy typically spent traveling to campus. Furthermore, Zoom offers numerous features, such as meeting features. Screen sharing and class recordings are highly valued for streamlining the learning process. Through Zoom, students can still participate in lessons even if the lecturer or they themselves are unable to physically attend.

However, in practice, online learning also has drawbacks. Unstable internet connections are a major issue for some students, especially when attending classes in poor network conditions. Furthermore, working students face challenges managing their time between classes and work, especially if Zoom sessions conflict with work assignments or responsibilities. Most importantly, direct interaction with lecturers and peers is considered less intensive than face-to-face learning.

Despite this, students consistently strive to ensure everything runs smoothly. For example, some students use calendar apps and prioritize assignments to manage their schedules between class and work. Furthermore, when facing technical difficulties, such as internet connection issues, some students rely on friends' hotspots to stay connected. With proper time management, Zoom can be an effective tool for balancing class and work.

a. Learning Media Concept

Learning media are tools used to convey educational material to students. According to Arsyad (2011), learning media are any form used to convey

learning messages that can stimulate students' attention, interest, and understanding. In this context, Zoom is a video-based learning medium that allows for real-time, two-way interaction.

b. Zoom as a Learning Medium

Zoom is a popular video conferencing platform used in online learning. It offers various features such as video conferencing, screen sharing, recording, and breakout rooms that enable small group discussions. Previous research has shown that Zoom can increase interactivity between students and lecturers and provide the flexibility needed by working students (Hussain, 2020).

c. Working Students

Working students often face challenges in managing their time between work and study. They need flexible learning methods that allow them to access course materials and interact with lecturers and peers even when they are not on campus. Research by Smith et al. (2018) shows that online learning can provide a solution for working students, while taking into account time and accessibility.

CONCLUSION

The use of Zoom as a learning medium for working STIQ Kepulauan Riau students has proven effective in increasing flexibility and interaction, despite technical and time constraints being the main challenges.

BIBLIOGRAPHY

Cahyono, AN (2018). Learning mathematics in a mobile app-supported math trail environment. Springer International Publishing. <https://doi.org/10.1007/978-3-319-93245-3>

Chairani, Z. (2016). Students' Metacognition in Mathematical Problem Solving. Deepublish.

OECD. (2019). PISA 2018 Assessment and Analytical Framework. OECD Publishing. <https://doi.org/10.1787/b25efab8-en>

Thesis:

Astuti, RSSD (2018). Development of PISA Model Mathematics Questions to Measure the Mathematical Communication Skills of Grade IX Students of SMPN 4 Bandar Lampung [Thesis, UIN Raden Intan Lampung]. <http://repository.radenintan.ac.id/4779>

Nurliantari, R. (2022). Implementation of the Scientific Approach in Mathematics Learning at SMA Budi Luhur Samarinda in the 2021/2022 Academic Year. [Thesis, Mulawarman University]. <https://repository.unmul.ac.id/handle/123456789/40158>

Proceedings (Conference Paper):

-
- Samsuddin, AF, & Retnawati, H. (2018). Mathematical representation: The roles, challenges and implications on instruction. *Journal of Physics: Conference Series*, 1097, 012152. Institute of Physics Publishing. <https://doi.org/10.1088/1742-6596/1097/1/012152>
- Yahya, MHN, Rizki, NA, Muhtadin, A., Aditama, C., Asnawati, & Fitriyati, D. (2022). Population growth model of East Kalimantan province based on gender. *Proceedings of the National Seminar on Mathematics, Science, Geography, and Computer Education*, 3, 64–72.

Journal Article (Journal Article):

- Safrudiannur, Labulan, PM, Suriaty, Ngilawajan, DA, Cahyono, AN, Putra, ZH, Pagiling, SL, & Rott, B. (2023). Pre-service mathematics teachers' beliefs: A quantitative study to investigate the complex relationships in their beliefs. *International Journal of Mathematical Education in Science and Technology*, 1–17. <https://doi.org/10.1080/0020739X.2023.2170289>
- Sari, PK, & Sugeng. (2019). The Influence of Social Interaction and Critical Thinking on Mathematics Learning Outcomes of Class VIII Students of SMP Negeri 1 Samarinda. *Primatika: Journal of Mathematics Education*, 8(2), 73–82. <https://doi.org/10.30872/primatika.v8i2.142>

Laws and other regulations (Document):

- Republic of Indonesia. (2003). Law Number 20 of 2003 concerning the National Education System. Central Government. Jakarta. <https://peraturan.go.id/id/uu-no-20-tahun-2003>
- Republic of Indonesia. (2018). Regulation of the Minister of Education and Culture Number 37 of 2018 concerning Amendments to Regulation of the Minister of Education and Culture Number 24 of 2016 concerning Core Competencies and Basic Competencies of Subjects in the 2013 Curriculum in Elementary and Secondary Education. Ministry of Education and Culture. Jakarta. <https://peraturan.go.id/id/permendikbud-no-37-tahun-2018>
- Republic of Indonesia. (2020). Regulation of the Head of the Central Statistics Agency Number 4 of 2020 concerning Technical Instructions for Statistical Data Standards. Central Statistics Agency. Jakarta. <https://peraturan.go.id/id/perka-bps-no-4-tahun-2020>
- Mayor of Samarinda. (2006). Samarinda City Regional Regulation Number 34 of 2006 Concerning the Education Implementation System in Samarinda City. Samarinda City Government. Samarinda. <https://peraturan.go.id/id/perda-kota-samarinda-no-34-tahun-2006>