



Students' Perspective and Attitude towards Video Conferencing Learning Platform during Covid-19 Pandemic in Indonesia

Noer Risky Ramadhani^{1*}, and Muhammad Takwin Machmud²

Department of Curriculum and Instruction, Faculty of Education, Khon Kaen University, Khon Kaen Province, Thailand^{1*},

Department of Educational Technology, Faculty of Education Khon Kaen University Khon Kaen Province, Thailand²

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Abstract

The Coronavirus disease outbreak has caused global panic that affected the limitation of human activities, including the teaching and learning process in schools. Since the Indonesian government supported the Work from Home (WFH) campaign, most schools emphasized distance learning by using video conferencing to conduct teaching and learning activities. Video conferencing technology is considered an advantageous media for teaching and learning activities because of its ability to bring the classroom environment into digital form. This study aims to identify the quality of the teaching and learning process using a video conferencing platform based on students' perspectives and attitudes. The sample of this study is 379 respondents from junior and senior high school students in Indonesia. The data collection is conducted using a questionnaire based on students' perception and attitude towards video conferencing during a covid-19 pandemic. The result is divided into two variables which are students' perspective and attitude. Students' perspective result shows positive responses to video conferencing in learning such as providing joyful learning, easiness to access learning activity, and easiness in completing a learning task. Furthermore, the result reveals that video conferencing for learning is lacked in providing better understanding and active and collaborative learning. The majority of the students faced technical issues as obstacles.

Keywords: Video Conferencing, Distance Learning, Online Learning, Students Perspective, Students Attitude.

■ Introduction

The sudden outbreak of Coronavirus has shocked all over people around the world. This outbreak was first identified in Wuhan, China, in December 2019. The condition is turned more chaotic since the outbreak was spreading across to other countries, and The World Health Organization (WHO) announced the Coronavirus outbreak as a global pandemic. Following the instruction from World Health Organization, several countries attempted to apply lockdown regulation (to limit human mobility) and conducted several

*Corresponding author. Tel.: 08 0547 8762

Email address: noerrisky_ra@kku.ac.th

health protocols. Furthermore, Covid-19 has had a significant impact on the world of education, including the education system in Indonesia. This regulation is totally changed all live human activity, including social interaction, economic activity, and the educational system. Furthermore, Covid-19 has had a significant impact on the world of education, including the education system in Indonesia. However, our societies, companies, government office, educational institution, and schools support this regulation in minimizing the Covid-19 outbreak cases by implementing policies of Work from Home (WFH).

The implementation of Work from Home (WFH) campaign is initiated by the educational sector to conduct distance learning. It means that traditional and routine learning, which is based on teacher-student interaction in the classroom and outside the classroom, has changed slowly also to distance learning. Many educational experts suggest distance learning as a possible alternative and the right decision to keep the teaching and learning process run during this pandemic. Traditional and routine learning, which is based on teacher-student interaction in the classroom and outside the classroom, has shifted to distance learning. Recently, the Indonesia Ministry of Education has released an announcement to support distance learning since March 2020. This announcement is addressed into several points, namely: (1) using online learning during the study from home and providing meaningful learning; (2) Learning process is emphasizing in integrating the learning material, and recent issues about Covid-19 pandemic; (3) Learning activities should be concerned to the learner accessibility to learning facilities; (4) Learning product and learning activities result are assessed by using qualitative technique. Since these regulations have been released, the majority of teachers in Indonesia start to conduct distance learning models in the teaching and learning process.

Web and video conference is most effective for learning when used in an interactive mode (Caladine 1999, Mitchell 1993). Furthermore, interaction is achieved through collaboration with learning resources, the facilitator, and students, and it will produce interactive learning activities. So, during the Covid-19 pandemic, the use of video conferencing could be considered an effective way to conduct teaching and learning activities. This phenomenon is mentioned by the article in the Indonesian newspaper “Kompas” that said that Video Conferencing becomes a popular delivery system in the teaching and learning process because of its advantage to facilitate face-to-face communication in digital form. Additionally, there are several reasons why using video conferencing platforms during distance learning schemes would be better than other tools of platforms. Taken from the Website “Microsoft” <https://www.microsoft.com/en-us/microsoft-365/business-insights-ideas/resources/10-reasons-to-use-video-conferencing>, video conferencing platform provide ten benefits: 1) improves communication; 2) Helps build relationships; 3) Saves money; 4) Saves times; 5) streamlines collaboration; 6) Improves efficiency; 7) Increases productivity; 8) Makes scheduling meetings easier; 9) Creates consistent, accurate records; and last, 10) Enable live events. However, the implementation of video conferencing for learning purposes during the Covid-19 pandemic is not always become a solution for several people. Consequently, the pros and cons of the use of video conferencing cannot be neglected. It is also needed to know the pros and cons of using Video conferencing platform to give insight on how video conferencing impacts the students and related to their background in this current pandemic situation.

This recent study focuses on students' perspectives and attitudes toward video conferencing platforms in conducting distance learning during the Covid-19 pandemic. Perspective can be measured through the variety of indicators that give us experience toward the object, including the object efficiency and effectiveness. The attitude addressed on mental state or settle thinking and feeling to the implementation of the program. The motivation and variety of obstacles will be an indicator in measuring the perception. To be concluded, it could be said that the attitude could be the other result and action which the students tend to give out after they are done giving perspectives.

■ Research Questions

There are two research questions which can be mentioned as follows:

- (1) How is students' perspective towards implementation video conferencing platform for learning based on its effectiveness and efficiencies?
- (2) How is students' attitude towards the implementation video conferencing platform for learning?

■ Literature Review

Related Studies

Since the comprehensive implementation of online and distance learning, many studies attempted to conduct studies and surveys towards distance learning form, effectiveness, user responses, model and app development, etc. This study focuses only on reviewing user perspective and attitude towards the implementation of distance learning through video conferencing platforms during the COVID-19 pandemic. In Indonesia, the lack of using online learning systems and technology-supported online learning was shown before the pandemic. This fact is supported by the statement from the Head of ICT Center for Education of Indonesian MOE during The International Symposium on Open, Distance, and E-Learning 2018 in Bali. He stated that only 40 percent of Indonesian teachers have readiness and competencies for technology implementation in the classroom. The sudden pandemic had forced the teaching and learning process into the online system. Unfortunately, not all teachers and learners are well-prepared for this system. According to a study conducted by Jamal (2020), the implementation of online learning must consider the readiness aspect to ensure the success of the program. Online learning readiness can be assessed through six aspects which are: teachers, students, facilities, school management, school environment and behavior, and dependency on conventional learning. The result of the study revealed that student aspects and dependency on conventional learning are becoming the major issues for online learning readiness. Concerning to education process, especially in the pandemic situation, is not just about curriculum and teacher readiness. Learner readiness is also considered an important issue. Identifying the learner readiness through a deeper understanding of their perspective and attitude towards technological use for learning

can lead educators and educational stakeholders to provide a better educational system during the pandemic.

Video conferencing is one of the online learning forms which widespread use during a teaching and learning process during a pandemic. Moreover, video conferencing is known as effective instructional media to support distance learning because its specialty is the audiovisual media that is supposed to facilitate authentic learning. Various studies are conducted to analyze the effectiveness of video conference meeting applications for pupils start from early childhood education until higher education. As a study conducted by Ismawati and Prasetyo (2021), the effectiveness of zoom cloud meeting using for learning activity in early childhood education shows a significant improvement by analyzing learner pretest and posttest. However, learning through video conference applications for early childhood education should be on the parent's guidance and monitoring during the learning process, in which the learning process is more controllable. Another study conducted by Mustakim (2020) described that analyzing learning effectiveness through the implementation of online instructional media for mathematic learning at a secondary level during pandemic shows that video conferencing platform is an unfavorable app to use. The data is confirmed that several video conferencing app (Zoom and Youtube) are placed at the lowest rate. The pupils are preferred to use Google Classroom, which is believed can have positive effects such as improve learning achievement and increase motivation. Analyzing learner attitude and perspective toward specific instructional media is fundamental support in determining the effectiveness of instructional media and as an initial study to develop proper instructional media.

■ Conceptual Underpinnings

Distance Learning

Since era 4.0, various aspects of our lives have begun to adjust, including the educational system. Supporting this change, many educators are changing their preferences in conducting educational activity by using modern technology and implementing distance learning. Distance learning is not a new thing in the educational system. It was introduced by Isaac Pitmen by offering shorthand lessons through the mail in 1840. Since then, several correspondence studies were established, such as the American correspondence study program in 1873. Nowadays, we can find various definitions of distance learning from different scholars. The most common definition of distance learning by scholars is emphasized on pedagogical approach and technology. According to Molenda (2008) and Buselic (2013), distance learning is an educational program that emphasized the separation between teachers and students by the time and place and the interrelation implementation of teaching method and technology in supporting the information interchange. Additionally, Traxler (2018) explained the essence of distance learning as the use of digital technology to create spaces that accommodate people's interactions from different cyberspace or geographical distances. Educator dependency on distance learning is not apart from the advantages of

distance learning. According to MacLaughlin et al. (2004), distance learning provided several advantages, including 1) facilitating educational institution that has students at different places; 2) to increase the mobility of instructor; and 3) providing flexibility in scheduling.

Conducting distance learning could implement several techniques and delivery systems, including E-TV (educational television), computer-assisted instruction, computer-mediated communication (this is including video conferencing learning), etc. In advance, many scholars divided distance learning based on an interactive process that is synchronous and asynchronous. Synchronous communication is considered more effective than asynchronous because synchronous can provide direct human interaction. As Muthmainnah et al. (2019) said that synchronous communication had high possibilities of learner-human interaction and avoided isolated feelings during communications. Moreover, the interaction can be in the form of text, audio, and video. According to Robert (2009), one of the popular synchronous media varieties is the Video Conferencing Platform which enables two or more people to communicate from different places.

In brief, the primary concern of applying distance learning for the teaching and learning process is the technology capability. Technology should be able to effectively transfer learning messages, create communicative relationships, improve learning experiences, and easy access to learning information (King and South, 2017).

Video Conferencing

Laurillard (1993) defined video conferencing as a medium that provides access for many sites to a remote academic expert. Video conferencing is mentioned previously as synchronous learning, which means the platform is facilitated direct interaction between two subjects, in this case is teachers and learners. In the early appearance of video conferencing, it was commonly used as a business meeting platform. Since the popularity of distance learning has risen, many educational institutions start to use it as instructional media. The presence of video conferencing platform is considered as a proper media to use in presenting the classroom environment during a pandemic.

At present, video conferencing for education is widely used at every educational level to provide easy access to learning material for learners in remote areas, to expose students to technology used as a one of professional demand, to minimize the distance issues in attending an educational program, equity in assessment and learning, giving a motivational boost, to increase the cross interaction between educational institutions, and to improve communication skills (Cochrane, 1996; Freeman, 1998; Candarli, 2012). However, the implementation of video conferencing is not always beneficial for students. Freeman (1998) also provided various problems faced by students with the video conferencing, including 1) reduction in learning time; 2) increase disruptive behavior; 3) reduce staff-student interaction; 4) economic aspect, and 5) commercialization. Moreover, the unprepared design of video conferencing for learning will lead the classroom activity into a teacher-centered approach in which this approach is not relatable to the learning in 21st-century learning.

■ Methodology

Participant

The study sample includes 379 students of Junior High School and Senior High schools in Indonesia. The respondent is chosen by using a simple random sampling technique which is the object has an equal probability of being chosen as a sample.

Data Collection

This study is conducted from May to June 2020 which is the early phase of pandemic in Indonesia and all schools started to implement online learning. The data collection is conducted by using combinations of open-ended and close-ended questionnaire. The content of questionnaire is constructed based on student perception and attitude towards the use of video conferencing in learning during covid-19 pandemic. The questionnaire is administered to the respondents through online system by using Google form. The two aspects are namely the students' perspective and students' attitude toward video conferencing platform. The total items combined in both aspects in this questionnaire are 11 items. The 11 items distributed in both aspects, 5 item questions related to students' perspective and 6 item question (with open-ended questions) related to students' attitude. Students' perspective or perception means the process of receiving information and stimuli from the surrounding environment, then interpreting the information and categorizing it in the framework of knowledge appropriately (Mahdum, 2019). There are 2 aspects in the perception side which are including (1) Usefulness (Effectiveness) and (2) Ease of Use (Efficiencies). Usefulness (Effectiveness) means the degree to which a teacher and students believe that using a technology (video conferencing) will enhance their job performance. The example item of this aspect is "The use of video conferencing platforms for learning can create more joyful and interesting learning". Meanwhile, Ease of use (Efficiencies) means the degree to which a person believes that the use of a technology (video conferencing platforms) will be free of effort (Davis et al. 1989). The example item of this aspect is "The use of video conferencing platforms provide students' easiness to access learning anytime and anywhere". Meanwhile, the second aspect, students' attitude, means that students have mental state or settle thinking and feeling to the implementation of video conferencing platforms while teaching and learning occurred online. It takes the preliminary information on the usage of video conferencing platform based on indicators such as (1) Motivation and (2) Obstacles during learning process. Motivation is a psychological process that enhances and directs behavior to achieve goals. Internal factors and external factors also influence and encourage someone to increase success, achieve performance or change behavior and attitudes (Mahdum, 2019). The example item of this indicator is "How is students' ability and knowledge to use video conferencing platforms for the learning process during Covid-19 Pandemic?". On the other side, obstacle is internal or external factor that preventing teacher and students

to implement video conferencing (Mahdum, 2019). Differently, this indicator would be answered freely by the respondents and divided into five terms: No Problem, Understanding learning content, Economic problem, Individual readiness, Technical Issue and problem in learning activity.

Data Analysis

The process of data interpretation through data analysis is divided into: (1) Analyzing the students' response through closed-ended questionnaire is using statistic descriptive analysis; and (2) The open-ended questionnaire is analyzed using transcription and coding. In which, each respondent's answer will be interpreted, selected, and grouped into several categories.

Reliability

The reliability analysis is using SPSS 23.0, showing that the score of reliability is .833. The acceptable value of alpha has ranged from 0.70 to 0.95. Tavakol & Dennick (2011) stated that the maximum alpha value of 0.90 had been recommended.

■ Result and Discussion

During the Covid-19 Pandemic, the mobility of our society is limited to avoid a massive infection. This circumstance is also made a massive impact on educational systems in Indonesia. The government has started emphasizing the massive use of technology to provide distance learning such as e-learning platform, video conferencing platform, etc. This study aims to identify students' perception and attitude towards the use of educational technology during the Covid-19 pandemic. The students' perspective and attitude questionnaire represents the numerous and various responses from students about the usage of video conferencing platforms during Covid-19 Pandemic. Different responses show that every student has different perspectives and attitudes towards the appearance of online video conferencing platforms.

The questionnaire parts also show the several types of Video Conferencing application used by students namely Zoom, Google Meet, Whatsapp, Cisco Webex, Hangouts, Youtube and other E-learning meeting. It is also has the information on students' family income ranged from less than 1 million to more than 10 million per month. Furthermore, the questionnaire items are also included the personal background namely students' background such as gender, education level, and parents' income. Most of the respondents are female students, junior high school students and students with parents' income around 1 million Indonesian rupiah per month. The result is then explained with descriptive analysis which discussed about students' perspective and attitude.

Research Question 1: Students Perspective towards Video Conferencing during Covid-19 Pandemic

The following item questions will cover both aspects of students' perception of Video Conferencing Platforms during Covid-19 Pandemic.

Table 1. Aspect of Students' Perspective towards Video Conferencing Platform during Covid-19 Pandemic

Items	Result (%)			
	Strongly Disagree	Disagree	Agree	Strongly Agree
The use of video conferencing platforms for learning can create more joyful and interesting learning.	0.79	11.35	71.77	16.09
The use of video conferencing platforms can give a better understanding to the subject material during learning.	3.43	48.55	38.52	9.50
The use of video conferencing platforms provide students' easiness to access learning anytime and anywhere.	1.32	9.50	61.74	27.44
The use of video conferencing platforms facilitates students to easily conduct active and collaborative learning.	8.71	74.67	10.82	5.80
The use of video conferencing platforms enhances the convenience to complete learning task or exercises.	1.85	12.14	65.17	20.84

Usefulness is derived into two items addressing how video conferencing platforms provide joyful and exciting learning and provide better learning comprehension. According to the result, most learners mention video conferencing can provide joyful and interesting learning because video conferencing can visualize the classroom environment without visiting school. Along with Bhasin's statement (2012), there are several indicators that instructional media based on ICT is claimed to provide joyful learning for pupils, including animations, simulations, software packages to teach

various subjects, speech, music, multimedia networks, image enhancements, etc. All these ICT abilities can create virtual realities and experiences for learners. On the other hand, the result shows that disagreement of Indonesian pupils on video conferencing can provide better learning comprehension. The primary reason is that learner having less direct contact and interaction towards the subject materials. Moreover, they are easier to get distracted by the other technical factor. Strengthen the claim, Denstadli et al. (2012) mentioned that the biggest issue that users of video conferencing face are blurred and hard to define information.

Addressing the Ease of Use of video conferencing, the questionnaire provides three items: identifying the easiness to access learning, conducting active and collaborative learning, and completing learning tasks. Students give their positive response towards video conferencing efficiencies to access learning and complete the task. The presence of video conferencing emphasizes on the value of flexibility and easiness to access learning without sacrificing time. Additionally, learners are also given a freedom to explore information available in the internet and simplicity to find information they need (Gladovich, 2019; Suryani, 2010). However, students are showing their disagreement with the statement that video conferencing can facilitate active and collaborative learning. The uncontrolled environment during online classroom using video conferencing is becoming a significant issue. Drexhage et al. (2016) mentioned that the lack of opportunities to get involved in the class and communicate with teachers become the significant issues to conduct active learning using video conferencing.

Research Question 2: Students Attitude towards Video Conferencing during Covid-19 Pandemic

The following item questions will be presented in the term of students' attitude towards Video Conferencing Platforms during Covid-19 Pandemic to address both indicators. This part took the percentage of each choice and gave a written section in which students can serve reasons to the answers about attitude toward video conferencing platforms.

The motivation aspect is derived into three items asking about students' ability and knowledge towards video conferencing use, the quality of learning process that students experienced through video conferencing, and the types of video conferencing platform that students use. Firstly, the technological skill is highly recommended ability to possess by students for working productively during the implementation of video conferencing learning. According to the result of students' technological ability (Table 2), more than 50 percent of sample students possessed good ability and knowledge in video conferencing. The next item is identifying the quality of learning during the implementation of video conferencing (Table 3). Around 40 students respond that it is good to use video conference-based learning, meanwhile the rest take a more agreeable position on this question. There are many benefits with online video-based learning such as more knowledge to accomplish, more understanding the material, more task can be done quickly, or more explanation given by teachers. Additionally, besides home, they can also learn anywhere or at anyplace. Technic on how to start (open) is also not complicated and straightforward so, there is no problem, we need only internet and gadget. Additionally, if teacher used to record their meeting, students can watch

the learning online over and over again. A case is that a student feels more passionate and confident to speak rather than in face to face environment in school.

Table 2. Students' ability and knowledge in implementing video conferencing platforms (Motivation)

Items	Result (%)				
	Very	Poor	Average	Good	Very
	Poor				Good
How is students' ability and knowledge in using video conferencing platforms for learning process during Covid-19 Pandemic?	0.53	2.37	30.34	59.10	7.65

Table 3. Learning experiences (Motivation)

Items	Result (%)				
	Very	Poor	Average	Good	Very
	Poor				Good
How is the quality of learning process that students experienced through the implementation of video conferencing?	0.79	14.51	7.92	64.38	12.40

The rest find that it is not a good idea because they are still thinking that learning is more comfortable in school and can facilitate communication with friends, if they are doing it online, sometimes there is an error or the signal is not supported and that will bother them during learning. Sometimes, if the signal got problems, the communication between both parties is going to be delayed and there is no clear voice to hear. Also, there is an absence on socialization among students. Sometimes, teachers only give limited time in online video learning, so when the students have difficulties, there would be no time to ask for deeper learning. The worst, the students could be late in task submission just because of internet problems.

Prominent of the participants think that zoom and google meet would be the ones from numerous available and well-known platforms that will help them access the material (Figure 1). They supported this because they were both accessible to use, easier to open, clear presentation, advanced quality, and because their teachers told them to access those. Unfortunately, back to the basic, all need a good signal and internet, so it comes a little bit hard for them to get the material beside online. Sometimes, they find it hard to access because their connection is not good either it was the teachers' connection or vice versa.

Another thing is that teachers still use Whatsapp to forward their task and material online rather than video conference and submit there. In the other hand, the surprise comes that around half of the students participated in the questionnaires do the video conference for the sake of school procedures or their teacher' asking or reinforce them to use that platform (either zoom, google meeting, etc.), so there is no possibility to choose their preferred platform.

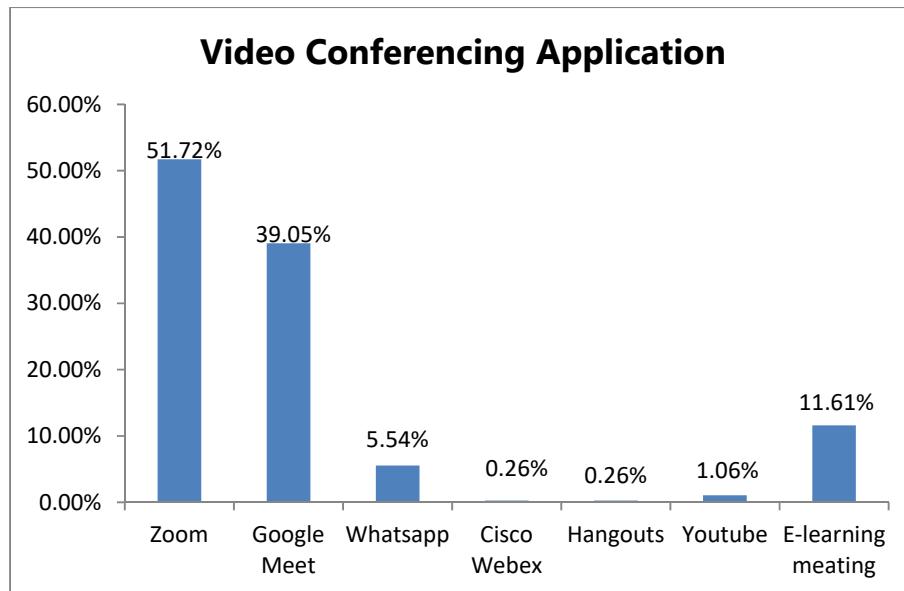


Figure 1. Type of Video Conferencing Application Used by Student

As students, many think this kind of development through online learning is already been a help for them to accelerate learning (Table 4). The problem mostly was that the more teacher use online learning, the more they could not provide a more straightforward assessment to students. Imagine if a teacher would make it easier by only giving small task that covers one subject. It would be much more significant for students to overcome the learning difficulties. Many students said that online video learning already makes a good quality for learning and students can use it wisely, furtherly, it will help more in this current situation regarding covid-19 pandemic. Another specific answer is that the more developed a technology is, the more necessary people to understand digital learning and how they cope with it. Also, even though the money we invest in online learning couldn't be said cheap, the benefit would help students get access to online learning. The learning could be more practical, easy to follow and broader. Even though we could not meet face to face with teacher, the learning can be conducted well at home. The negativity could be taken such as making students lazy to open book because of already reduce energy while doing online video conference. Also, not making book as their thing to learn and understand but maybe as a force to keeping them getting a good score. Last, teachers should evaluate how they give students extra works because some students feel stressed and not enthusiastic during learning because of that reason.

Table 4. Aspect of Students' Attitude towards Video Conferencing Platform during Covid-19 Pandemic (Motivation)

Items	Result (%)		
	Not prospective	Needs quality enhancement	Prospective
How is your thought as a student with the appearance of numerous video conferencing platforms for future technology development in education field?	0.26	25.59	74.14

Table 5. Obstacle in using video conferencing during learning process

Issues	Result (%)
No problem	11.08
Understanding learning content	6.59
Economic problem (difficulties in providing facilities and supporting element)	26.38
Individual readiness	2.63
Technical Issue	47.49
Learning activity (lack of experience to receive proper learning activities)	5.80

Identifying students attitude towards video conferencing is also conducted by seeking the obstacle learner faces during video conferencing implementation (Table 5). We could call it problems in using platform video conference-based learning, which could be specified mainly through two terms: First, economic field. Many young generations include students from the early stage until higher school levels have difficulty earning money (provide by parents or themselves) to access online learning or video conference. In line with the information about the economic status that we gather from our sample (figure 2), there are about 48.02 percent of our student family income less than 1 million rupiah per month (USD 67). Thus, this made them not to be able to buy internet package. Another thing that should be considered is if they want to get a good signal, they should have an internet provider, the better internet provider will enhance the better signal it will produce. That is why in recent cases, parents often provide Wi-Fi at home. The richer ones may get easiness to buy the internet package, but this is definitely far different from poor

people. They tend to work first or put a saving so they can afford money to buy internet package. If this problem (signal) happened every day, it could increase the misunderstanding between students and teachers.

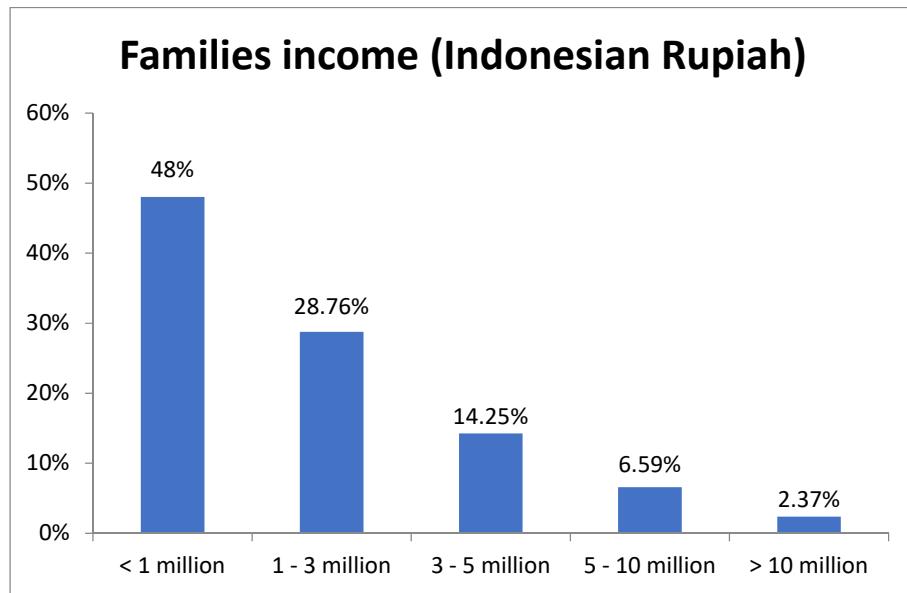


Figure 2. Students Family Income

On a social course which does not have the necessity to do learning and project practically, they only need to understand and remember learning theoretically, meanwhile for science-based course, they need to understand more and practice in real life, if they only do online learning (which only demonstrated by teacher' speaking), they will get problem or misunderstanding during their own practices. Sometimes, it is not only about money, they (students) need to prepare well before accessing online video platform, such as get into the platform earlier than it should be to make minimum error of signal. On the other hand, half of the answers from the participants said that they got no problem while accessing video conference platform, this is due to good signal and availability of internet quota. Another different problem is the lack knowledge of the platform provided. For example, the students are new in using such kind of platform like Zoom and they do not know how to insert their content to present in Zoom or they do not understand the feature (system) of the platform so they merely cannot use it or because that is the new thing for them. It is often happened not only because of lack of knowledge (students), but also the lack of assistance from teacher itself. Last but not least, we can find that even though you already provide all the best to get good access to the online video platform, the quality of the video itself could be not excellent sometimes.

During the video conference learning, students overcome the difficulties by using translating service or could be with google translate. They also often ask for information from teacher, friends or parents if there is a problem or something they would not understand. Students hereby mention that when they are late or missed the online video learning, their friends always helping them in explaining the material that they got from teacher with better communication. Shouldn't they have internet quota, they will do their

best by installing Wifi in their home. They maximize their internet quota to learn the material from teachers or communicate the learning with their friends. Teachers sometimes save the record of the meeting and students use it to watch multiple times so that they can learn better. If the signal or internet got broken or not good, they re-login or wait to the signal until it can be used again. They usually find another better internet package which is excellent and suitable for their area or phone. Sometimes, there are also certain times to do online video learning at home based on different area, as an example, night in several areas would be suitable, otherwise, morning and afternoon would be best. Places, too, sometimes will affect the learning. During learning, we reluctantly find people find wifi on public places such as library, shopping mall, café, restaurant that is also comfortable for them to read and understand the material.

Fortunately, not all of the students get troubles while performing the online video conference learning. When they had no struggle, they often use the time to learn as maximum and best as they could be. They understand what teacher is speaking and what they have to do. Students often value their time and use their time wisely on reading books and understand the material given by teacher. They also presented additional materials that provide extra help to their learning aside from learning by hearing their teacher's explanation. If they got a problem, one particular thing that they have to do regarding the lousy connection or signal is patience. They have to be patient at the end of the day. They also sometimes wait until the connection gets better. They also need to concentrate more on video learning because they should catch up with the material given by the teacher. The particular case goes to the ones who cannot afford money to buy internet. They need extra work and save their money to buy internet.

■ Conclusion

To conclude, from using video conferencing platforms during online learning in Covid-19 Pandemic, we could take the strength and weaknesses from this learning based on the students' perspective and attitude. From the result of students' perspective, the Video Conferencing platform during online learning provided joyful learning, easy to access learning activity, and easiness in completing a learning task. Meanwhile, different from the previous advantages, the Video Conferencing platform is lacked in providing better understanding, active and collaborative learning. It has also appeared that Zoom is the most used platform in online learning during Covid-19 Pandemic by students. Last, students claimed that learning through video conferencing is worthy and fun to use. However, technical issues and economic problems become an issue during the implementation of video conferencing platform within online learning. Students think that it is sometimes difficult to operate the platforms or the bad signal occurred when learning online for the technical issues. Similar to the technical issues, economic issues also become the problem as in many remote areas, people lived in low-income family. Thus, this leads to students not being able to provide internet package because of the expensive price and accessibility of internet signal. Additionally, the future researchers could use this study and its finding to refer to students' perspective and attitude towards video conferencing platforms or even they could improve it for example they could specify

research on the strength and weakness of each platform namely Zoom Meeting or any other platform. Future researchers also could improve by doing research related to why technical issue and economic problems become the biggest problems in video conferencing.

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