Students' Perspective of Zoom Application in Enhancing Collaborative Learning

Resta Astri Royani[*1], Karima[2], Jefry Herlanda[3], Riky Ariansyah[4]

Universitas Islam Ogan Komering Ilir Kayuagung, South Sumatra, Indonesia[1,2,3,4]

*Corresponding Email: restamakmun@gmail.com

Abstract

This study aims to explore students' perspectives on the use of the Zoom application in enhancing collaborative learning in the context of English as a Foreign Language (EFL) learning. A qualitative research approach was employed, using a questionnaire as the research instrument, which was distributed to 47 students of the English Language Education Study Program at Universitas Islam Ogan Komering Ilir, Kayuagung. The findings indicate that most students hold positive perceptions of Zoom, particularly regarding its ease of access, effectiveness, and features that support interaction and collaboration in online learning. Features such as session recording, screen sharing, and breakout rooms were perceived as highly beneficial in improving understanding of learning materials and facilitating group discussions. Although challenges related to stable internet connections and data consumption were identified, Zoom is generally regarded as an effective platform for supporting collaborative online learning. Overall, the study concludes that Zoom enhances flexibility, interactivity, and productivity in EFL learning, especially during periods of fully online instruction.

Keywords: collaborative learning, students' perspective, Zoom application,

Introduction

The implementation and practical applications of modern pedagogical approaches in the classroom have shown increasing enthusiasm in the field of education. According to Pateşan et al. (2016), learners actively work to develop competencies like effective communication, increased interactivity, the development of sociability, student motivation, and the promotion of positive emotional states. The collaborative learning programs are a noticeable modern technique that can aid in the development of these abilities. To enhance learners' ability to use technology, foreign language competence, and general competence. This method is integrated as an essential element of the students' courses of study and is implemented within the guidance of teachers or knowledgeable instructors (Belz, 2003; O'Dowd & Lewis, 2016). In summary, the application of modern and collaborative pedagogical approaches in the classroom supports the development of students' academic, social, and technological competencies, making learning more interactive, motivating, and effective.

As a teaching strategy, collaborative learning enables students to collaborate with others. This kind of learning is designed to achieve a number of objectives, such as fostering awareness for personal higher education as well as for the achievement of other group members, taking on roles within the group, and overcoming emotional obstacles. Strijbos (2016) defined collaborative learning as a learning occurrence where learners in a group interact on the similar or dissimilar attributes of a shared task to achieve implied or definite shared learning goals. In short, collaborative learning encourages students to work together toward shared goals, promotes responsibility and emotional development, and enhances learning through active interaction and cooperation among group members.

Collaborative learning is a group-based learning where students exchange thoughts or ideas in carrying out tasks or solving problems in a lesson. Collaborative learning is a method to increase social interaction between students where they discuss to express ideas and concepts, seek better understanding, meaning, or solutions. During the discussion, students will support each other's opinions or ideas given by their group mates. Collaborative learning is a teaching and learning strategy that involves two or more students in a group who have different abilities and thoughts and are jointly engaged in a learning process (Dewi et al., 2021; Hadwin et al., 2018; Warsah et al., 2021). In conclusion, modern teaching aims to guide students in learning on their own, with students actively participating within the learning environment, becoming conscious of their own knowledge, and creating crucial teacher-student interaction, while the school contributes to the development of students' potential (Clipa & Juravle, 2017). In other words, collaborative learning emphasizes active student participation through group interaction, idea sharing, and mutual support, allowing learners with diverse abilities to work together to achieve common learning goals. This approach aligns with modern teaching principles that encourage learner autonomy, active engagement, and meaningful teacher–student interaction, while enabling schools to effectively support the development of students' academic and social potential.

In academic research, CL is an effective strategy for teaching specific information, disciplines, and developing applicable skills and dispositions that can be applied in various situations, including teamwork, critical thinking, and problem-solving (Nur & Butarbutar, 2022). CL activities emphasize students being actively involved in joint activities. They can combine new perceptions with previous knowledge. They can interpret several new opinions and chronologies of a problem. When students actively construct knowledge by interpreting ideas and events they encounter, it means they have used the constructivist theory of collaborative learning. That way, they can help each other in learning and developing knowledge by collaborating or working together in small groups or pairs. Collaborative learning is based on the notion that learning is an inherently social interaction in which participants converse among themselves to seek a deeper understanding, meaning, and solutions, or create a realistic product as a solution (Azar et al., 2021). In conclusion, collaborative learning not only supports the development of academic knowledge but also fosters essential skills such as cooperation, critical thinking, and problem-solving through active social interaction. By encouraging students to construct knowledge together based on constructivist principles, collaborative learning creates meaningful learning experiences where students support one another and achieve deeper understanding through shared engagement.

Collaborative learning presents special elements where students independently process the acquisition of knowledge and have responsibility, assertiveness, productivity, and tolerance. In this learning, the teacher only becomes a facilitator and guide for students in the learning process. The advantages of collaborative learning are that students can help each other in groups. For example, in a group, more proficient students can evaluate the material and develop reasons for explanations to discuss a topic, then less experienced students will ask questions to students who have experience with a problem (Deutsch, 2020). From this incident, students who are less experienced become more critical in their thinking. Even for more proficient students, they can explain the problems faced wisely, and from there, they help each other to achieve common goals. During collaborative learning, students can show an open attitude and be more selective in terms of competence. Group integration can also be achieved more easily, and students' moods tend to be more positive (Manty et al, 2020). In short, collaborative learning encourages responsibility, critical thinking, mutual support, and positive attitudes among students, while enabling them to work together effectively to achieve shared learning goals under the guidance of the teacher as a facilitator.

Collaborative learning can take place in both offline and online settings (utilizing virtual platforms). As technology continues to evolve and impact different areas of life, including education, numerous schools and students have started to adopt digital platforms for learning, such as Zoom. Zoom meeting is a conferencing platform program that enables users to organize meetings, debates, and learn online. Key features include high-resolution video and audio, full-screen display, instant screen sharing, breakout rooms, and a digital whiteboard. Zoom is well-known for its user-friendly design and steady connection, which enables extended video chats without interruption. According to Nurieva and Garaeva (2020), Zoom is preferred over other platforms like Skype due to its ease of installation, good audio and video quality, and lack of connection disturbance during distance learning. Briefly, Zoom supports collaborative learning in online settings by providing user-friendly features that enable effective interaction, discussion, and cooperation among students during distance learning.

Zoom is an essential instrument for online learning since it provides both students and teachers with a communicative and flexible learning experience. Zoom allows for lecture recording, screen sharing, and direct contact between students and lecturers, all of which help in effective understanding of the topic. According to Minhas et al. (2021), Zoom is one of the best apps for online classes, as students are pleased with both the overall class management and the program's user-friendly interface. Furthermore, features like video recording and high-quality audio enable students to repeat classes at any time, boosting their knowledge of the topic being taught. In summary, Zoom is a highly effective online learning tool that supports interaction, flexibility, and comprehension through its user-friendly features, making it beneficial for both teaching and learning processes.

The Zoom application has greatly facilitated online learning by offering accessibility and flexibility. Students can review lessons by recording sessions, while features like material sharing, group discussions, messaging, and activity recording support a transition from traditional to modern teaching methods (Octaviani, 2021). Its features, such as screen sharing, breakout rooms for group discussions, and real-time interaction, mimic elements of traditional classrooms while adding flexibility. These tools not only make lessons more interactive but also cater to diverse teaching

Proceedings of the Conference on the Future of English Language Education
Vol 1 2025: Page 204-215
Copublisher:
Collaboration between Universitas Islam Ogan Komering Ilir Kayuagung with CV. Doki Course and Training

methods and learning styles. Recording sessions allows students to revisit material, enhancing comprehension and retention, which can foster enthusiasm for subjects like English debates or collaborative projects. Fatoni (2021) found that Zoom fosters an effective and engaging learning environment, boosting students' enthusiasm for activities like English debates. In other words, Zoom supports effective online learning by combining flexibility and interactive features that resemble traditional classrooms while accommodating various teaching approaches and learning styles. Its tools encourage active participation, improve understanding through recorded sessions, and enhance students' enthusiasm for collaborative activities such as English discussions and debates.

While Zoom has become a widely used platform in online English teaching, it still presents several limitations that may affect its effectiveness in the learning process. One major challenge is its reliance on stable internet connections, which can hinder learning for students with slow networks or limited access to adequate devices (Mu'awanah et al., 2021). Technical problems such as audio delays, video lag, and sudden disconnections often disrupt lesson flow and reduce students' comprehension (Bacon et al., 2021). In addition, limited nonverbal communication makes it difficult for teachers to interpret students' facial expressions, gestures, and engagement levels, potentially leading to miscommunication and reduced interaction (Bailenson, 2021). Accessibility issues, including digital literacy gaps and unequal access to technology, further limit student participation, particularly in low-resource or rural areas (Bacon et al., 2021; Estrada et al., 2021). Maintaining student engagement is also challenging, as prolonged screen time, distractions, and online fatigue can decrease motivation during Zoom sessions (Anggrainy, 2024; Yosep et al., 2024). Moreover, security and privacy concerns, such as Zoom bombing and data protection issues, highlight the need for greater attention to online safety in virtual classrooms (Minhas et al., 2021; Mohanty & Yaqub, 2020). In summary, although Zoom has certain limitations, its potential to support interactive and flexible online English learning can outweigh these challenges when it is used thoughtfully and supported by adequate technical and pedagogical strategies.

Although Zoom has faced security challenges, the platform has taken significant steps to address these issues by introducing end-to-end encryption and improved meeting control features. Nevertheless, continuous updates and user awareness remain essential, as users also share responsibility for maintaining secure learning environments by regularly updating the application and utilizing available security settings. Beyond security considerations, Zoom is effective in supporting collaborative learning. Hilal et al. (2022) revealed that Zoom offers advantages over Google Classroom in terms of direct interaction and dynamic group discussions, which promote active student participation. Similarly, Saminem (2021) reported that Zoom training enhanced teachers' abilities to manage collaborative distance learning, particularly through the effective use of breakout rooms and screen-sharing features. These findings indicate that Zoom plays a crucial role in strengthening collaborative learning for both students and teachers in distance education contexts. In other words, when used responsibly and supported by proper training and security practices, Zoom can serve as a reliable and effective platform for fostering meaningful collaboration in online learning.

This study aimed to explore students' perspectives on the use of the Zoom application in enhancing collaborative learning in an EFL (English as a Foreign Language) context. The central research question addressed in this study is how English Education students perceive the use of Zoom

Proceedings of the Conference on the Future of English Language Education
Vol 1 2025: Page 204-215
Copublisher:
Collaboration between Universitas Islam Ogan Komering Ilir Kayuagung with CV. Doki Course and Training

in supporting collaborative learning. Specifically, the study sought to investigate students' views on the effectiveness of Zoom in facilitating collaborative learning activities and to analyze its impact on student interaction and communication during the learning process.

Method

This study employed a qualitative research approach, which seeks to gain an in-depth understanding of specific educational phenomena without manipulating the data (Fata et al., 2018). The data collection instrument is a questionnaire. A questionnaire or survey is defined as a systematic approach to research that involves the distribution of a series of predetermined questions to a group of individuals for the purpose of gathering information related to their characteristics, viewpoints, experiences, and behaviors concerning a specific topic of inquiry (Winata & Mclafferty, 2025).

The participants involved in this research were English language education study program, with a total number of participants are 47 students. Participants in this study had diverse backgrounds in terms of gender, academic performance (e.g., speaking course grades), and extracurricular engagement (e.g., participation in student organizations or community programs). This diversity was intentionally considered to capture a variety of responses that reflect the natural classroom dynamics and student collaboration when using Zoom as a digital learning platform.

Data were collected using a questionnaire adapted from Yudha et al. (2021), which consisted of a series of statements measured on a five-point Likert scale ranging from strongly agree to strongly disagree. The questionnaire was distributed online through Google Forms to students who had experienced learning activities using the Zoom application. It covered three main indicators: students' perceptions of the accessibility of Zoom integration, their comprehension of the learning materials delivered through Zoom, and the effectiveness of Zoom application integration in supporting online learning.

Results and Discussion

The analysis in Table 1 indicates that students generally have a positive opinion of the Zoom application. They appreciate how easy it is to use, how it helps them complete tasks, and the option to revisit and review lectures again. However, there are mixed feelings about certain aspects that need improvement, particularly the internet connectivity and the level of student engagement during classes. These findings can help teachers and tech developers enhance Zoom as a learning tool while also addressing user concerns.

Table 1
The Average of Students' Perspectives on Using the Zoom Application
in Enhancing Collaborative Learning

Descriptive Statistics			
Items	**N**	**Mean**	**Std.**

Proceedings of the Conference on the Future of English Language Education
Vol 1 2025: Page 204-215
Copublisher:
Collaboration between Universitas Islam Ogan Komering Ilir Kayuagung with CV. Doki Course and Training

			Deviation
The Zoom Application is easier to implement when the discussion and the explanations from the lecturer are easier to understand.	46	3.72	0.935
The Zoom Application is easy to access, understand, and operate for the students.	46	4.02	0.774
The Zoom Application makes it possible to complete tasks faster.	46	3.96	0.759
The Zoom Application attracts the attention of students in learning English.	46	3.76	0.848
The Zoom Application gives faster feedback for students when learning English.	46	3.85	0.816
The Zoom Application increases productivity in learning English.	46	3.76	0.822
The Zoom Application is students' favorite learning tool.	46	3.63	0.974
The Zoom application features are very clear and can be used to give a better understanding of the learning material provided by lecturers in real time.	46	3.67	0.790
The Zoom Application makes it easy to conclude the English lesson.	46	3.83	0.950
The Zoom Application acquires information, materials, and the collection of tasks becomes easier and more flexible.	46	3.74	0.855
The Zoom Application can be recorded and reviewed again after the lecture is over, so students are able to interpret or reformulate the lecturer's explanation.	46	4.13	0.833
The Zoom application can help students access material and information on a series of learning processes from lecturers and discussions.	46	3.98	0.774
The Zoom application saves more internet quota.	46	3.22	1.172
The Zoom Application makes students easier to divide time between lectures and other activities, because learning is finished on time.	46	3.91	0.939
The Zoom Application allows lecturers can actively provide responses during discussions, and provide motivation.	46	3.74	0.855
The Zoom Application can provide a quality of learning that becomes more measurable in terms of conformity with the semester learning plan (RPS) and learning objectives.	46	3.76	0.874

Proceedings of the Conference on the Future of English Language Education
Vol 1 2025: Page 204-215
Copublisher:
Collaboration between Universitas Islam Ogan Komering Ilir Kayuagung with CV. Doki Course and Training

Valid N (listwise)	**46**	**-**	**-**
Total	**46**	**60.67**	**9.421**

"Zoom Application is easier to implement when the discussion and the explanations from the lecturer are easier to understand." With a mean = 3.72 and a standard deviation = 0.935. This indicates that students generally agree that Zoom facilitates better understanding during discussions and explanations. While not the highest, it still reflects a positive perception of Zoom's effectiveness in enhancing clarity during lectures.

"Zoom Application is easy to access, understand, and operate for the students." With a mean = 4.02 and a standard deviation = 0.774. This is one of the highest-rated items, showing strong agreement that Zoom is user-friendly. Students find the platform accessible and easy to navigate, which contributes to a smoother learning experience.

"Zoom Application makes it possible to complete tasks faster." With a mean = 3.96 and a standard deviation = 0.759. This high mean indicates that students believe Zoom enhances their efficiency, helping them complete tasks more quickly—likely due to clear instructions, faster communication, and immediate access to resources.

"Zoom Application attracts the attention of students in learning English." With a mean = 3.76 and a standard deviation = 0.848. This score reflects a generally positive view of Zoom's ability to keep students engaged. It suggests that interactive features or the online setting may help sustain student attention during English learning.

"Zoom Application gives faster feedback for students when learning English." With a mean = 3.85 and a standard deviation = 0.816. Students tend to agree that Zoom enables quicker feedback from lecturers, which is vital for language learning, where clarification and correction are important.

"Zoom Application increases productivity in learning English." With a mean = 3.76 and a standard deviation = 0.822. This result shows that students believe Zoom helps improve their productivity. The platform likely supports more structured and efficient study habits.

"Zoom Application as students' favorite learning tool." With a mean = 3.63 and a standard deviation = 0.974. Although still above the midpoint, this item has a relatively lower mean and higher standard deviation, indicating a more varied response. Some students may prefer other tools or learning methods.

"Zoom application features are very clear and can be used to give a better understanding of the learning material provided by lecturers in real time." With a mean = 3.67 and a standard deviation = 0.790. This score suggests that students generally agree with Zoom features (like screen sharing, annotations, etc.) Help in understanding materials during live sessions.

"Zoom Application makes it easy to conclude the English lesson." With a mean = 3.83 and a standard deviation = 0.950. This indicates that students agree Zoom supports effective conclusion of lessons, enabling clear takeaways at the end of each session. However, the relatively high standard deviation shows some variation in perception.

"Zoom Application makes the acquisition of information, materials, and the collection of tasks easier and more flexible." With a mean = 3.74 and a standard deviation = 0.855. Students generally

agree that Zoom simplifies accessing and managing course materials and assignments, likely due to its integration of features such as file sharing and cloud recording.

"Zoom Application can be recorded and reviewed again after the lecture is over, so students can interpret or reformulate the lecturer's explanation." With a mean = 4.13 and a standard deviation = 0.833. This is the highest-rated item, highlighting the value students place on Zoom's recording feature. The ability to revisit lectures aids in comprehension and review, especially for complex topics.

"Zoom Application can help students in accessing material and information on a series of learning processes from lecturers and discussions." With a mean = 3.98 and a standard deviation = 0.774. This strong score indicates that students find Zoom effective for accessing course content and participating in discussions, which likely fosters better learning outcomes.

"Zoom Application saves more internet quota." With a mean = 3.22 and a standard deviation = 1.172. This item has the lowest mean and the highest standard deviation, showing mixed opinions. While some students may find Zoom data-efficient, others could experience higher data consumption based on their usage patterns.

"Zoom Application makes it easier to divide time between lectures and other activities because learning is finished on time." With a mean = 3.91 and a standard deviation = 0.939. This score reflects a positive perception of Zoom's ability to support time management, allowing students to balance academic and personal commitments effectively.

"Zoom Application allows lecturers can actively provide responses during discussions and provide motivation." With a mean = 3.74 and a standard deviation = 0.855. Students agree that Zoom enables active engagement and encouragement from lecturers, possibly due to features like real-time communication and interactivity.

"Zoom Application can provide the quality of lecturers' learning becomes more measurable in terms of conformity with the semester learning plan (RPS) and learning objectives." With a mean = 3.76 and a standard deviation = 0.874. This indicates that students believe Zoom supports structured and goal-oriented teaching, aligning well with planned learning outcomes.

Overall, the results suggest that Zoom effectively supports learning processes by providing accessibility, efficiency, and flexibility. However, there is room for improvement, particularly in addressing data usage concerns and further enhancing students' overall satisfaction with the platform.

The Zoom application has demonstrated considerable utility in facilitating online learning, particularly during the COVID-19 pandemic. The findings detailed in the provided survey metrics indicate a generally positive perception among students regarding the platform's features and efficacy in enhancing the learning process. Below, we will analyze several key aspects related to the effective implementation of Zoom in educational contexts based on mean scores and standard deviations representing student perceptions.

Understanding and Clarity

With a mean score of 3.72 (SD = 0.935), students generally agree that Zoom enhances their understanding during discussions and explanations. This supports the assertion made by Abriati et al. that "the features of video conferencing in the Zoom application were effective and interactive to help

Proceedings of the Conference on the Future of English Language Education
Vol 1 2025: Page 204-215
Copublisher:
Collaboration between Universitas Islam Ogan Komering Ilir Kayuagung with CV. Doki Course and Training

students absorb learning materials," particularly when explanations are clear and straightforward (Abriati et al., 2022). This aligns with the idea that the application allows real-time engagement, facilitating immediate clarification of complex concepts during discussions.

User Accessibility

The perception of Zoom as being easy to access and operate (mean = 4.02, SD = 0.774) is one of the highest-rated items, highlighting its user-friendliness. Mu'Awanah et al. (2021) note that Zoom effectively supports English learning by fostering interaction and communication between lecturers and students, which is crucial for language acquisition. This high level of accessibility contributes to a seamless user experience, enabling students to focus on learning rather than struggling with technical aspects of the application.

Task Efficiency

The assertion that "Zoom makes it possible to complete tasks faster," with a mean of 3.96 (SD = 0.759), indicates that students find the platform enhances their efficiency. This is supported by Mu'Awanah et al. (2021) who conclude that the application facilitates effective and interactive learning which may lead to quicker task completion. The capacity to share resources rapidly within Zoom further aids students in accessing necessary materials efficiently.

Student Engagement

A mean score of 3.76 (SD = 0.848) reflects a generally positive view of the platform's ability to sustain student attention during English lessons. This can be attributed to the interactive features inherent in Zoom, which encourage active participation. Furthermore, studies have noted that such engagement strategies are vital for maintaining student motivation during online learning (Ta'amneh, 2021).

Feedback Mechanisms

Students rated the effectiveness of Zoom in providing faster feedback (mean = 3.85, SD = 0.816), an essential component of language learning. Quick feedback allows for timely corrections and adjustments, thereby enhancing the overall learning experience. The immediacy of responses possible in Zoom is crucial in language education, where timely clarification is vital for comprehension and skill development (Serhan, 2020).

Productivity and Learning Management

With a mean of 3.76 (SD = 0.822), students expressed that Zoom increases productivity in learning English. This perception underscores the effectiveness of the platform in organizing lessons and ensuring learning goals are met within the set timeframe (Al-Salman & Haider, 2021). Additionally, the capacity to conclude lessons effectively through Zoom, as indicated by the mean score of 3.83 (SD = 0.950), reflects its role in providing structured teaching and clear takeaways for students.

Information Access

The platform's ability to provide flexibility in accessing materials and collecting assignments (mean = 3.74, SD = 0.855) fits well within the needs of learners who require adaptable learning solutions. The integration of features such as file sharing and cloud recordings promotes an organized and user-centric approach to learning (Hermanto & Srimulyani, 2021).

Limitations and Areas for Improvement

Despite these positive perceptions, the item related to data consumption, which scored the lowest (mean = 3.22, SD = 1.172), highlights concern regarding internet quota usage. This indicates variance in student experiences, where some may find Zoom conducive to low data consumption while others encounter significant data usage (Putri et al., 2021). Addressing these concerns could enhance overall satisfaction and accessibility for diverse student populations.

In summary, the data suggest that students perceive Zoom as an effective tool in enhancing their learning experiences, especially in terms of accessibility, efficiency, and engagement. However, continuous improvement in areas such as data usage will be vital to maximize the platform's effectiveness across varied student demographics. The findings resonate with existing literature that supports robust interactions and engagement strategies through Zoom, further affirming its value in modern educational frameworks.

Conclusion

This study reveals that the Zoom application makes a significant contribution to supporting collaborative learning among English Language Education students, particularly in online learning contexts. From the students' perspectives, Zoom not only facilitates easy access to learning materials but also enables more dynamic and effective interaction between lecturers and students through features such as real-time discussions, screen sharing, breakout rooms, and session recording. These features support collaborative learning by encouraging active participation, group discussions, and opportunities for students to revisit learning materials to deepen understanding and support independent revision. Additionally, Zoom helps students manage their learning time more flexibly, allowing them to balance academic and non-academic activities. Although challenges such as dependence on stable internet connections and data consumption remain, students generally perceive Zoom as an effective and valuable learning medium. Overall, the findings indicate that Zoom enhances accessibility, engagement, productivity, and learning flexibility in online English learning. With adequate infrastructure support, continuous feature improvement, and proper training for educators, Zoom has strong potential to become an integral part of sustainable digital learning strategies aligned with modern, student-centered learning principles.

Acknowledgements

References

Abriati, F., Atmanegara, Y., & Manurung, J. (2022). Students' perception in using Zoom application during online learning in FKIP at Tridinanti University Palembang. *Didascein Journal of English Education, 3*(1), 22. https://doi.org/10.52333/d.v3i1.921

Al-Salman, S. & Haider, A. (2021). Jordanian university students' views on emergency online learning during COVID-19. *Online Learning, 25*(1). https://doi.org/10.24059/olj.v25i1.2470

Anggrainy, S. (2024). Zooming into engagement: exploring cognitive, behavioral, and emotional dynamics in EFL writing classes. *IJLHE: International Journal of Language Humanities and Education, 7*(2), 377-286. https://doi.org/10.52217/ijlhe.v7i2.1683

Bacon, D., Weaver, H., & Saffran, J. (2021). A framework for online experimenter-moderated looking-time studies assessing infants' linguistic knowledge. *Frontiers in Psychology, 12.* https://doi.org/10.3389/fpsyg.2021.703839

Bailenson, J. N. (2021). Nonverbal overload: A theoretical argument for the causes of Zoom fatigue. Jaiswal, A., Williams, T., William, J., & Madni, A. (2025). Assessing the impact of virtual reality and Zoom on learning experiences in instructor training program. *Future in Educational Research, 3*(3), 435-455. https://doi.org/10.1002/fer3.70002

Estrada, V. L., Pena, C., & Love, D. (2021). Learning to teach in mixed-reality simulated virtual environments at a Hispanic Serving Institution (HSI). In *Handbook of Research on Developing a Post-Pandemic Paradigm for Virtual Technologies in Higher Education* (pp. 144-166). IGI Global. https://doi.org/10.4018/978-1-7998-6963-4.ch008

Fata, I. A., Komariah, E., & Irfandy, I. (2018). Laugh and learn: Evaluating from students' perspective of humor used in English class. *Al-Ta Lim Journal*, *25*(2), 117-127. https://doi.org/10.15548/jt.v25i2.425

Hermanto, Y. & Srimulyani, V. (2021). The challenges of online learning during the COVID-19 pandemic. *Jurnal Pendidikan dan Pengajaran, 54*(1), 46. https://doi.org/10.23887/jpp.v54i1.29703

Hilal, T. A., Hilal, A. A., & Hilal, H. A. (2022). Social networking applications: A comparative analysis for a collaborative learning through Google Classroom and Zoom. *Procedia Computer Science*, 210, 61-69.

Minhas, S., Hussain, T., Ghani, A., Sajid, K., & Pakistan, L. (2021). Exploring students online learning: A study of Zoom application. *Gazi University Journal of Science*, *34*(2), 171-178.

Mohanty, M., & Yaqub, W. (2020, September). Seamless authentication for online teaching and meeting. In *2020 IEEE Sixth International Conference on Multimedia Big Data (BigMM)* (pp. 120-124). IEEE.

Mu'awanah, N., Sumardi, S., & Suparno, S. (2021). Using Zoom to support English learning during COVID-19 pandemic: Strengths and challenges. *Jurnal Ilmiah Sekolah Dasar*, 5(2), 222-230.

Nurieva, G. R. & Garaeva, L.M. (2020). Zoom-based distance learning of English as a foreign language. *Journal of Research in Applied Linguistics*, *11*(Proceedings of the 7th International

Proceedings of the Conference on the Future of English Language Education
Vol 1 2025: Page 204-215
Copublisher:
Collaboration between Universitas Islam Ogan Komering Ilir Kayuagung with CV. Doki Course and Training

Conference on Applied Linguistics Issues (ALI 2020), Saint Petersburg, 13-14 June 2020), 439-448.

Nur, S., & Butarbutar, R. (2022). Insights of collaborative learning approach in teaching English from social-psychology perspective: a systematic review. *Journal of English Education and Teaching (JEET), 6*(3), 379-397. https://doi.org/10.29408/jeet.v6i3.3903

O'Dowd, R., & O'Rourke, B. (2019). New developments in virtual exchange for foreign language education. *Language Learning & Technology, 23(3), 1–7*. http://hdl.handle.net/10125/44690

Putri, A. D., Slamet, A., & Meilinda, M. (2021). Take and give learning model during COVID on students' learning outcomes in high school on ecosystem materials?. *JPBIO (Jurnal Pendidikan Biologi)*, *6*(1), 96-107. https://doi.org/10.31932/jpbio.v6i1.982

Saminem, F. (2021). Increasing teachers' ability using Zoom meeting applications in the distance learning process through collaborative assistance in SD Negeri Bendo Kapanewon Samigaluh Kulon Progo academic year 2020/2021. *IJCER (International Journal of Chemistry Education Research), 78-83.*

Serhan, D. (2020). 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*(4), 335-342. https://doi.org/10.46328/ijtes.v4i4.148

Ta'amneh, M. (2021). Attitudes and challenges towards virtual classes in learning English language courses from students' perspectives at Taibah University during the COVID-19 pandemic. *Journal of Language Teaching and Research, 12*(3), 419-428. https://doi.org/10.17507/jltr.1203.12

Winata, F., & McLafferty, S. (2025). Survey and questionnaire methods. In r. Lave & s. N. Lane (eds.), *the field guide to mixing social and biophysical methods in environmental research* (pp. 577-583). Open book publishers. Https://doi.org/10.11647/obp.0418.43

Yosep, I., Sakti, D., Mardhiyah, A., Maulana, I., Hernawaty, T., & Lukman, M. (2024). Screen fatigue during online learning among first grade of nursing students. *Jurnal Keperawatan Komprehensif, 10*(2). https://doi.org/10.33755/jkk.v10i2.631

Yudha, C. B., Zulela, & Handayani, T. (2021). Learning in networks during the COVID-19 pandemic. *Journal of Basic Education, 5*(2), 1083-1093. Https://doi.org/10.31004/basicedu.v512.869