VIRTUAL MEETINGS UNLEASHED: A JOURNEY TOWARDS LECTURERS' SATISFACTION IN ONLINE ASYNCHRONOUS BASED LEARNING

Novi Yulinda Sari
Syiah Kuala University, Banda Aceh- Indonesia
Noviyulinda.sari94@gmail.com

Sofyan A. Gani
Syiah Kuala University, Banda Aceh- Indonesia
Sofyangani@usk.ac.id

Iskandar Abdul Samad
Syiah Kuala University, Banda Aceh- Indonesia
Iskandar.abdul.samad@usk.ac.id

Abstract

While online learning has advantages, it also poses challenges, notably the lack of personal connection between educators and students, impacting the psychological aspect of learning. The pandemic period further highlighted issues like technological disparities and limited lecturers' competence in using learning applications, affecting the effectiveness of online education. Ensuring a quality educational experience is crucial. This study examines lecturers' satisfaction with videoconference-based virtual meeting applications in teaching-learning activities at a private college. Using a qualitative approach with semi-structured interviews and thematic analysis, the study explored lecturers' satisfaction. The findings indicate that while virtual meetings might not guarantee improvements in students' English skills, the lecturers were satisfied with the system's implementation. Collaborative teaching through virtual meetings balanced asynchronous learning with direct feedback, fostering class interaction and satisfying the urge for distance learning. The study sheds light on lecturers' satisfaction with virtual meeting applications, underscoring the need to address challenges to enhance online education's effectiveness and quality.

Keywords: *virtual meeting applications, online learning, satisfaction*

INTRODUCTION

In the ever-evolving digital era, the use of videoconference-based virtual meetings has become an integral part of online education (Chun et al., 2016). Through it, lecturers can deliver live, share visual aids, and conduct demonstrations, ensuring that students receive real-time instruction and guidance. Students, on the other hand, can actively participate in discussions, ask questions, and seek clarifications, thereby enhancing their understanding of the subject matter (Karl et al., 2022). After the pandemic, the landscape of education underwent a profound change, with

online learning becoming an integral part of the education system. While some aspects of traditional education returned, the experience during the pandemic highlighted the effectiveness and potential benefits of online education.

As the certain higher education institutions in Indonesia have already implemented online learning methods. These institutions have embraced the potential of technology in education and have been proactive in incorporating online platforms into their curriculum (Slamet et al., 2021). Those institution which adopted the online learning based system in learning, the most commonly

used is an asynchronous learning approach which offers flexibility in terms of time and location. Students can access pre-recorded lectures, course materials, and assignments at their convenience. This approach accommodated varying schedules and allowed students to progress through the curriculum at their own pace (Vonderwell et al., 2007).

While asynchronous learning offers flexibility and convenience, it also presents certain challenges. Students required strong self-discipline and motivation to stay engaged and complete assignments within set deadlines. Moreover, the lack of immediate interaction and feedback from instructors and peers can sometimes hinder the depth of understanding and collaboration that can be achieved in synchronous learning settings. (Mairing et al., 2021). To address these challenges, institutions considered incorporating synchronous elements, which facilitated a real-time interaction, enabling immediate clarification of doubts and fostering collaboration. Such as live virtual discussions, interactive workshops, or virtual office hours, to complement asynchronous learning (Finkelstein, 2006). Incorporating a combination of both elements can provide a more comprehensive and effective educational experience.

Indeed, virtual meeting application which based on videoconferencing has emerged as a prominent form of real-time communication in asynchronous learning during the pandemic. Virtual meeting platforms have played a crucial role in facilitating live interactions between teachers and students, replicating the dynamic nature of traditional classroom discussions (Bennett, 2022). Foronda and Lippincott (2014) investigated the use of a videoconferencing system in a master's degree program in nursing. The study's qualitative data revealed five emergent themes: enjoyment, flexibility, convenience, interaction, and technological problems. Videoconferencing, according to participants, "made learning comparable or better than face-to-face methods" (Foronda & Lippincott, 2014).

Despite the advantages of online learning, it also brought forth certain challenges and concerns. One significant issue was the psychological impact resulting from the lack of a personal connection between educators and students (Thandevaraj et al., 2021). Furthermore, lecturers struggled to gauge students' level of engagement and attention. This caught both students and lecturers off guard, leaving them unprepared and relying on makeshift arrangements (Simamora et al., 2020). Additionally, similar challenges also being faced during the pandemic period in online learning which were not limited to technological disparities between higher education in big cities and regions, but also encompassed limited lecturers' competence in using learning applications. These issues significantly impacted the effectiveness of online education (Mahyoob, 2020). In the context of private colleges, where high-quality teaching and lecturer satisfaction are crucial factors, understanding these with the use of virtual meetings becomes a primary concern (Parra & Granda, 2021).

In a completion, as virtual meeting became one of the solution in facing the lack of immediate interaction and feedback from instructors and peers which sometimes hinder the depth of understanding. This study investigated lecturers' satisfaction in implementing the virtual meetings as one of online-based system learning in English at one of a private higher education, considered it as one of college that having lots of students originated from various unique areas. LP3I College Banda Aceh, as a private higher education institution, has the flexibility to adopt various learning systems due to its policy. Regular meetings and training sessions are conducted to improve the delivery of materials through online platforms, including virtual meeting applications (such as Zoom, Google Meet, Skype, YouTube Live, Facebook Live, WebEx, and WhatsApp Video-Calls), reflecting the college's commitment to enhancing the online learning experience for both students and lecturers. Considered those factors, this research conducted research to get lecturers' satisfaction towards English online-based learning through virtual meetings within 4 lecturers and 50 students of LP3I College Banda Aceh.

METHODS

This study investigated lecturers' satisfaction with virtual meeting applications in English classes at LP3I College in Banda Aceh. Four English lecturers participated in semi-structured interviews, answering 10 open-ended questions about their experiences and satisfaction. The interviews were audio-recorded, transcribed, and analyzed through thematic analysis. The research aimed to gain insights into lecturers' satisfaction with virtual meeting applications and provide a comprehensive understanding of their experiences in the context of online English classes.

RESULTS AND DISCUSSION

With a series of 10 questions this study investigated lecturers' satisfaction in online-based learning through virtual meeting applications in English classes through a series of 10 questions. The study aimed to determine the extent to which lecturers were satisfied with the systems in place and explore their experiences in using these applications.

The results of the study revealed that a majority of the lecturers expressed satisfaction with the virtual meeting applications, with seven out of the ten points indicating positive satisfaction levels. This indicates that the lecturers were generally satisfied with the systems that were implemented for online English classes through virtual meeting applications. Even though this qualitative findings was conducted in Bahasa Indonesia, the researcher directly put the transcript in English translation of the lecturer interview responses. Following themes were discovered through the analysis of qualitative data and was displayed the responses of all respondent, which were coded as (L) and all of them totaled 4 or (L-4). In this sections, each point of it will be discussed in detail, highlighting the reasons behind the positive responses and providing insights into the lecturers' experiences.

Providing Supports

One important aspect explored in this study was the selection of digital learning platforms by the lecturers for conducting online classes. The findings revealed that each lecturer had their own preferred platform based on their individual teaching methods and preferences. This indicates that virtual meeting applications offer a wide range of options, allowing lecturers to choose the platform that best aligns with their teaching approach. The variety of platforms used by the lecturers suggests that there is no one-size-fits-all solution for virtual meetings in online classes. Different platforms offer unique features and functionalities that cater to the diverse needs and teaching styles of lecturers. The availability of multiple platforms allows lecturers to select the one that they feel most comfortable and confident using in their instructional practices. The lecturers, for instance, stated:

> L-1: *".... we have to choose whether we want to use Zoom, Google Meet, or else. At that time, it is easier to use Google Meet...."*

On the same phase, another respondent also response in:

> L-4: *"... Yah.. I used some media such as Zoom a few times, yet for the rest I often used Google Meet, that was the most used..... I also used WhatsApp video call for material project, which was easier to operate.... Yet, the one I used the most was Google Meet"*

The next respondents with the same experienced, chose differently.

> L-2: *"Alright, for teaching online, we used Zoom and we also have ever tried Google Meet, yet the one we familiar with is Zoom, so we always used it"*

> L-3: *"... I have ever taught online and was using some platform which I combined. They are WhatsApp, Google Meet,*

Zoom, and else depend on signal"

By having the flexibility to choose their preferred platforms, lecturers can align their teaching strategies with the specific features and capabilities offered by each platform. Some lecturers may opt for platforms that emphasize interactive features, while others may prefer platforms that prioritize collaborative tools or advanced presentation capabilities. This variety in platform selection showcases the adaptability and versatility of virtual meeting applications in meeting the diverse requirements of lecturers. It also highlights the importance of considering lecturers' comfort and familiarity with the chosen platform, as it directly impacts their ability to effectively deliver online classes and engage students (McBrien et al., 2009).

Overall, the findings demonstrate that lecturers have the freedom to select the digital learning platform that suits their teaching style and preferences when conducting online classes. This diversity in platform choices emphasizes the importance of providing support and resources to ensure that lecturers have access to a range of options and are equipped with the necessary skills and knowledge to utilize their chosen platforms effectively.

Learning Process

A recurring theme in the interviews was the lecturers' recognition of virtual meeting applications as a viable alternative to face-to-face interaction in the teaching-learning process. The respondents emphasized that these applications have become essential tools in replacing traditional in-person interactions, offering new possibilities and making the teaching-learning process more manageable. The lecturers highlighted the convenience and flexibility of virtual meetings, which have allowed them to overcome the limitations of physical distance and time constraints. They mentioned how virtual meetings have provided a platform for effective communication and interaction between lecturers and students, enabling them to engage in meaningful discussions and collaborative activities.

L-3: *"...in that kind of situation, so, this is one of the <u>alternatives</u> that really helps to hold classes..."*

Furthermore, the lecturers expressed that the virtual meeting applications have facilitated the seamless delivery of educational content. They mentioned how teaching online has become easier and more efficient, as they can utilize various features and tools offered by the applications to enhance the learning experience. These features include screen sharing, interactive whiteboards, and real-time feedback, which have made the teaching-learning process more dynamic and engaging.

L-3: *"… they can directly give an example to the students while they can directly access it. So, the <u>teaching-learning process become easier</u>…"*

The lecturers also acknowledged the advantages of virtual meetings in terms of accessibility and inclusivity. They noted that students who might have faced challenges attending face-to-face classes, such as those with mobility issues or geographical limitations, now have equal opportunities to participate in the learning process (Basilaia & Kvavadze, 2020). Virtual meetings have broken down barriers and provided a level playing field for students to access quality education (Dhawan, 2020).
The findings demonstrate that virtual meeting applications have become indispensable tools in replacing face-to-face interaction in the teaching-learning process. The lecturers highlighted the convenience, flexibility, and enhanced engagement that virtual meetings offer. These applications have made the teaching-learning process easier to manage and have provided new opportunities for effective communication and inclusive education.

Students' Confidence

The issue of whether virtual meeting applications can elevate students' confidence in their English learning was raised in this study. The researcher aimed to explore the potential

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impact of online English learning through virtual meetings on students' confidence levels. However, the respondents' perspectives indicated a lack of significant effect on their confidence, leading to contradictory findings.

> L-2: *"In my perspective I <u>saw this method of learning is a cheat way for students to remain silent</u>"*

As contrary stated:

> L-3: *"...it seems like they <u>have more confident</u> ..."*

Despite the availability of virtual meetings, the respondents did not perceive a substantial increase in their confidence levels. This finding suggests that the use of virtual meetings alone may not be sufficient to enhance students' self-confidence in their English abilities. It implies that other factors, such as individual learning styles, personal motivation, or additional support mechanisms, may play a more significant role in shaping students' confidence levels (Atthill et al., 2021). It indicates that virtual meeting applications, in isolation, may not have a substantial impact on students' confidence in their English learning abilities. Further research is needed to identify additional factors and interventions that can contribute to enhancing students' confidence levels in the online learning context.

Convenience

The other significant challenge highlighted by the respondents was the issue of devices and internet data in implementing virtual meeting applications for teaching-learning activities. While some respondents reported having good conditions and access to reliable internet connections, they acknowledged that not all students, especially those in suburban locations, have the same level of access or resources.

The availability of suitable devices and stable internet connections emerged as crucial factors that determine the success and effectiveness of online learning through virtual meetings. The respondents emphasized that the limitations in device availability and the quality of internet connections posed significant challenges for both students and lecturers..

> L-3: *"If virtual meeting has got a lot of <u>difficulties on internet access</u>, it is because we are still a developing country, right?"*

Need to note that the difficulties mentioned by the respondents do not reflect an inherent flaw in the virtual meeting applications themselves. Rather, the issues primarily stem from the reliance on internet connectivity, which can be inconsistent or unreliable in certain areas. The respondents acknowledged that the virtual meeting applications function well when there are stable internet connections and appropriate devices. These findings suggest that efforts should be made to address the digital divide and provide equitable access to devices and reliable internet connections for all students. Bridging this gap will ensure that students, regardless of their geographical location, have equal opportunities to engage in online learning through virtual meetings. The challenges faced in implementing virtual meeting applications for teaching-learning activities primarily revolve around the availability of devices and reliable internet connections. While the applications themselves are not the root cause of the difficulties, ensuring equal access to technology and internet resources is crucial to overcoming these challenges and providing a more inclusive online learning environment.

Progressive Users

The overall respondents had a sufficient level of proficiency in utilizing virtual meeting applications, with many confidently stating that they have mastered the necessary tools. The respondents' ability to navigate and effectively use the virtual meeting applications played a crucial role in ensuring the smoothness of the teaching-learning process. Their proficiency in utilizing various features and functionalities, such as screen sharing, chat functions, and breakout rooms, contributed to creating an engaging and interactive virtual classroom environment.

L4: *"In my case, <u>I mastered all of the tools and device in these virtual meeting applications easily</u>. One of the causes is we grew on a generation that familiar in devices, so I face a minim problem in using it"*

Furthermore, the respondents' confidence in their mastery of the tools translated into a greater sense of control and efficiency in conducting teaching-learning activities. Their familiarity with the virtual meeting applications allowed them to navigate seamlessly between different features, troubleshoot technical issues, and adapt to the evolving needs of the online classroom.

It is worth noting that while the respondents expressed confidence in their mastery of the tools, ongoing professional development and support should still be provided to ensure continuous improvement and adaptation to emerging technologies and updates in virtual meeting applications.

Self-performance Evaluation

The researcher sought to gain insights into the novelty of their performance in terms of satisfaction by asking the respondents about their experiences and perceptions over time. The findings indicate that the lecturers, who actively participated in the teaching and learning process through virtual meetings, expressed a significant level of satisfaction with their overall performance. They reported satisfaction with various aspects, including their ability to conduct classes, deliver instructional material, and employ effective teaching-learning techniques.

L4: *"Based on all the experience felt, <u>I am really satisfied</u> with the use of application so far"*

L2: *"...<u>I really satisfied with this system of learning</u> .... I need to separate into two parts, first, in terms of*

theoretical teaching, I feel quite satisfied with it. Because it can be done easily. .... But, for the second one, it is practical thing, I find it a bit difficult to..."

The respondents highlighted their satisfaction with the virtual meeting environment, which provided them with the necessary tools and resources to deliver engaging and interactive classes. They expressed contentment with their ability to effectively navigate the virtual meeting platforms, utilize multimedia resources, and foster student participation through interactive activities and discussions. Furthermore, the lecturers expressed satisfaction with their teaching methods and techniques employed during the virtual classes. They reported feeling confident in their instructional approaches and believed that their methods were effective in facilitating student learning and engagement. This highlights their adaptability and successful integration of pedagogical strategies within the virtual learning environment.

Overall, the findings indicate that the lecturers were quite satisfied with their performance in teaching, including the effective delivery of instructional material and the application of various teaching methods. Their satisfaction demonstrates their commitment to ensuring quality education through the virtual teaching and learning process.

Students' Improvement

The assessment of students' improvement in the context of virtual meeting utilization yielded mixed opinions among the respondents. While there were indications of increased improvement, the overall sentiment leaned slightly towards the negative. When asked to categorize their views on a scale, the respondents tended to choose neutral or negative options, suggesting a lack of confidence in accurately measuring the exact improvement of their students. The respondents expressed uncertainty about whether the observed improvements in students' performance could be attributed solely to the utilization of virtual

meetings. They acknowledged that other factors could have influenced students' progress, making it difficult to attribute the improvements directly to the virtual meeting platform.

> L2: "*If we talk about how this virtual meeting utilization is helping students in improving their English skill, it depends on each case…*

> L4: "*..if we talk about the comparison of improvement rating, it is higher on an offline class. If we take a range from 1-100, the improvement on online class maybe on 70-80*"

Although there were indications of improvement in certain areas, the respondents did not perceive the level of progress to be significant enough to evoke a sense of pride. It is important to note that the lack of perceived significant improvement does not necessarily implied a lack of effort or effective teaching practices on the part of the respondents. Rather, it suggests that the virtual meeting platform alone may not guarantee substantial improvements in students' performance. It is important to identify and address any potential limitations or challenges that may hinder students' progress, such as limited access to resources or difficulties in adapting to online learning methodologies.

Teaching-Learning Satisfaction

In this section, the focus is on the overall satisfaction with the system that has been implemented in the teaching-learning process. The findings indicate that the majority of the respondents provided positive feedback regarding the online English teaching-learning through virtual meeting applications. The lecturers expressed strong satisfaction with the videoconference-based system. The positive feedback from the respondents reflects their overall contentment with the implementation of virtual meetings for English teaching-learning. They appreciated the convenience and flexibility offered by the videoconference-based system, allowing them to conduct classes and interact with students in a remote setting.

> L3: "*As a whole, we can say it is quite satisfying with a progressive improvement on me in doing it. So, I bet it could be consider as quite satisfied*"

> L4: "*Oh yeah. I am satisfied with it as a whole, moreover on tools for delivering the material. I am satisfied with it*"

The lecturers found the virtual meeting applications to be effective in facilitating class interaction and communication between students and themselves. The features and functionalities of the videoconference-based system enabled them to deliver instructional material, engage students in discussions, and provide real-time feedback. The strong satisfaction expressed by the lecturers indicates their recognition of the benefits and advantages offered by the videoconference-based system. It highlights the successful integration of technology to create an interactive and engaging virtual classroom environment. However, it is important to note that while the majority of the respondents expressed positive satisfaction, individual experiences and perspectives may vary. Further research and analysis could explore potential areas for improvement or specific challenges that may affect satisfaction levels among lecturers in different contexts.

Helping Teaching-Learning Activity

The respondent highlighted that these applications were highly beneficial and suited the current situation, serving as one of the best alternative methods of teaching in remote settings. The feedback from the respondents indicates that the videoconference-based virtual meeting applications were helpful in facilitating the teaching-learning process. The lecturers found them suitable for various aspects of teaching, including the delivery of instructional material, interaction with students, and

evaluation and assessment of student performance.

> L1: *"... So, virtual meeting in the pandemic time is really helping... because there was no solution when we cannot touch and face-to-face to each other ..... These virtual meeting apps were really helpful, moreover for nowadays generation"*

> L3: *"This virtual meeting is really helpful, and from the perspective of students also not spending too much time in a teaching-learning activity"*

The respondents' positive feedback suggested that the implementation of virtual meeting applications did not pose significant challenges in terms of teaching methods, material delivery, or student evaluation. The virtual meeting platform provided an aid, means for the lecturers to carry out their teaching responsibilities, despite the distance and remote nature of the learning environment.

These findings indicated that the lecturers were able to adapt their teaching methods to the virtual meeting applications successfully. They found the tools and features of these applications to be conducive to certain instruction, allowing them to engage students, deliver content, and assess their progress.

Alternative for Future Teaching-Learning

After the overall implementation of English online learning through virtual meeting applications, the respondents were asked to provide their perspective on a scale of 1 to 5 regarding their recommendation of these applications for future teaching-learning activities in an online system. The findings indicate that the respondents highly recommend the use of virtual meeting applications as a component of distance learning in the future.

> L4: *"Oh, it is 1 to 5? I will choose 4, I will*

> *recommend it on a number of 4. Because it is not the only one that must be recommended"*

The findings implied that the use of virtual meetings is not only seen as a temporary solution but also as a potentially integral part of future distance learning practices. By recommending virtual meetings for future use, the respondents acknowledge the benefits and advantages these applications offer. These include the ability to overcome geographical barriers, facilitate real-time interaction and collaboration, and provide a platform for effective teaching and learning in remote settings.

CONCLUSION

In conclusion, this research demonstrates the satisfaction of lecturers towards videoconference-based virtual meeting applications in online English teaching-learning activities. The findings highlight the benefits and effectiveness of these applications in facilitating the teaching-learning process, fostering class interaction, and providing direct feedback. While acknowledging challenges and considering other factors affecting students' improvement, the overall satisfaction and positive recommendations from the lecturers reinforce the value and potential of virtual meeting applications in future distance learning endeavors. Further research and exploration in this field are encouraged to enhance the understanding and implementation of virtual meeting applications for educational purposes.

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Appendix
Interview Guide Questions

Name:		
Subject Taught:		
Time of Interview:		
No.	Questions	Answer
1	Have you ever teaching English online through Virtual Meeting applications before Covid-19? Mention the application!	
2	Please describe your opinion about teaching English online through Virtual meeting application!	
3	To what extent do you think students' confident in English skills, when studying online through Virtual Meeting application?	
4	Do you find any difficulties in teaching English online through Virtual Meeting? Explain!	
5	Do you think you can make good use of the online English learning through Virtual Meeting?	
6	How satisfied are you about your performance in teaching English through Virtual Meeting?	
7	In your opinion, how online English learning through Virtual Meeting can improve your student's English skills?	
8	How satisfied are you with teaching English online as a whole?	
9	Does teaching English online through Virtual Meeting help you in doing online teaching?	
10	To any online teaching that will be held in the future, to what extent from 1-5 you will recommend other lecturers to teach using Virtual Meeting?	