STUDENT'S PREFERENCES IN USING VIDEO-BASED LEARNING APPLICATIONS AND ITS EFFICIENCY IN HIGHER EDUCATION

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Abstract

The aim of this article is to discover students' preferences for using video-based learning applications as well as their efficiency in supporting distance learning in higher education. This article was based on research conducted using descriptive qualitative methods. Data were collected from 100 PAI students at IAIN Kediri using a closed interview technique via Google Form. The authors also conducted a review of various literatures from a number of relevant previous studies to strengthen this research. According to the findings of this research, PAI students are used to using two video-based learning applications during distance learning, namely Google Meet and Zoom Meeting. 64 percent of students, on the other hand, prefer the Google Meet app. Google Meet is considered more efficient because it requires less RAM capacity, uses fewer data packages, and can be accessed via a browser without the need to first download an application.
Keywords: Video Based Learning Application, Distance Learning, Higher Education.

Abstrak

Tujuan dari artikel ini adalah untuk mengetahui preferensi mahasiswa dalam menggunakan aplikasi pembelajaran berbasis video serta efisiensinya dalam mendukung pembelajaran jarak jauh di pendidikan tinggi. Artikel ini didasarkan pada penelitian yang dilakukan dengan menggunakan metode deskriptif kualitatif. Data dikumpulkan dari 100 mahasiswa PAI di IAIN Kediri dengan menggunakan teknik wawancara tertutup melalui Google Form. Penulis juga melakukan tinjauan berbagai literatur dari sejumlah penelitian terdahulu yang relevan untuk memperkuat penelitian ini. Berdasarkan temuan penelitian ini, mahasiswa PAI terbiasa menggunakan dua aplikasi pembelajaran berbasis video selama pembelajaran jarak jauh, yaitu Google Meet dan Zoom Meeting. 64 persen siswa, di sisi lain, lebih memilih aplikasi Google Meet. Google Meet dinilai lebih efisien karena membutuhkan kapasitas RAM yang lebih kecil, menggunakan paket data yang lebih sedikit, dan dapat diakses melalui browser tanpa perlu mengunduh aplikasi terlebih dahulu.
Kata Kunci *: Aplikasi Belajar Berbasis Video, Pembelajaran Jarak Jauh, Pendidikan Tinggi.*

INTRODUCTION

Technology has a significant impact on human development. Humans and technology are inextricably linked. Today's technology is becoming more advanced and modern. Technology is a soft or hard object that can assist humans in shifting from difficult to easy situations.[1] Not only that, but with the rapid advancement of technology, human knowledge and understanding are expanding Currently, the technology used in the field of education is experiencing rapid growth. As previously stated, the use of technology based on applications has become a requirement in order to complete the process of learning at a faster pace. Islam has a long history of promoting technological advancement through research and development. Allh SWT confirms this in Al-Qur'an *surah* Ali Imran verses 190-191:

اِنَّ فِيْ خَلْقِ السَّمٰوٰتِ وَالْاَرْضِ وَاخْتِلَافِ الَّيْلِ وَالنَّهَارِ لَاٰيٰتٍ لِّاُولِى الْاَلْبَابِۙ ١٩٠ —

الَّذِيْنَ يَذْكُرُوْنَ اللّٰهَ قِيَامًا وَّقُعُوْدًا وَّعَلٰى جُنُوْبِهِمْ وَيَتَفَكَّرُوْنَ فِيْ خَلْقِ السَّمٰوٰتِ وَالْاَرْضِۚ رَبَّنَا

مَا خَلَقْتَ هٰذَا بَاطِلًاۚ سُبْحٰنَكَ فَقِنَا عَذَابَ النَّارِ ١٩١ —

> Meaning: "Indeed, in the creation of the heavens and the earth and the alternation of the night and the day are signs for those of understanding. Who remember Allah while standing or sitting or [lying] on their sides and give thought to the creation of the heavens and the earth, [saying], "Our Lord, You did not create this aimlessly; exalted are You [above such a thing]; then protect us from the punishment of the Fire."

From the verse above, it can be seen that Allah SWT ordered to find out what is in the heavens and the earth by conducting research, including in the field of technology. Technology is currently increasingly sophisticated with the times. Of course technology has positive and negative impacts, therefore wise use of technology is also needed. Technology is the solution to the problem that is currently being undertaken, namely distance learning.

The use of applications in distance learning has increased dramatically in the last year. In fact, it has become an important topic of study in a number of countries, such as Indonesia[2], Malaysia[3], India[4], and many more. The reason is that since the Covid-19 outbreak that hit, all learning that was originally face-to-face had to be replaced with distance learning. In distance learning, a liaison tool is needed between teachers and students, lecturers and students. Not only through messages (writing), but also requires a communication tool that can be used instead of face-to-face. Currently, face-to-face activities are carried out in virtual

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[1] Safei, *Teknologi Pembelajaran: Pengertian, Pengembangan dan Aplikasinya* (Makassar: Alauddin University Press, 2013), 11.

[2] Indah Kurniawati dan Abdul Wachid, "Manajemen Pembelajaran Jarak Jauh pada Mata Pelajaran PAI dan BP SMP di Kota Tegal," *Quality: Journal of Empirical Research in Islamic Education* 9, no. 1 (2021): 24, https://doi.org/10.21043/quality.v9i1.10015.

[3] Hiong dkk., "A SWOT-Thematic Analysis of Blended Learning Practices at Institute of Teacher Education Malaysia," *DEStech Transactions on Social Science, Education and Human Science*, 2019, 78, https://doi.org/10.12783/dtssehs/ICEdDE2019/33702.

[4] Afzalur Rahman, "Using Students' Experience to Derive Effectiveness of COVID-19-Lockdown-Induced Emergency Online Learning at Undergraduate Level: Evidence from Assam, India," *Higher Education for the Future* 8, no. 1 (2021): 72, https://doi.org/10.1177/2347631120980549.

meetings. Virtual meeting is the activity of all people from several regions meeting at a predetermined or agreed time using a teleconference or video conference media. The communication tool is in the form of a video-based application. Video-based applications that are often used are Google Meet and Zoom Meeting.

By using this application, lecturers and students can meet face-to-face while lectures are in progress. Zoom Meeting application founded by Eric Yuan in 2011 is a free video-based learning media with a duration of 40 minutes. If the account is paid, then the application can be used with an unlimited time allocation.[5] Meanwhile, Google Meet has its roots in the word that it is a production of Google. Google meet does not need to download because it can be accessed via the web with chrome and login using email. Both can be the most influential media for teaching because they contain information and technology (IoT), Artificial Intelligence, Big Data, alignment, and so on as solutions to respond to the challenges of the distance learning era.[6]

Several previous studies suggest that the use of video-based applications has been carried out from Elementary School (SD) to Higher Education (PT). Research conducted by Mubarak, et al stated that maharah kalam lectures using the Zoom Meeting application received positive responses from students. Students tend to choose Zoom Meeting because there is a record menu, so students can repeat the discussion given by the lecturer. During lectures, the lecturer asked all students to turn on the video. Even though the lectures ran smoothly, for evaluation of learning using the zoom meeting it was deemed less effective. Therefore, lecturers use Google Forms which contain quizzes at the end of each lecture as a medium to evaluate students.[7]

It is different with research conducted by Rezeki which states that the use of Zoom Meeting or Google Meet can be done as a medium to evaluate students. One of the evaluations of students that can be done through the two applications is the evaluation of learning through activity. The assessment of student activity is carried out by means of discussion in the forum. Even teachers conduct active debates online through zoom meetings or google meet.[8]

Not only in lectures, the use of zoom meetings can also be done when conducting interviews based on qualitative research. This research was conducted by Archibald and his team who reported that 16 respondents gave positive values to the use of the Zoom Meeting application compared to other meeting applications when conducting interviews with resource persons.[9]

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[5]Lusy Angelina dan Dedi Rianto Rahadi, "Strategi Pengelolaan Zoom Meeting Dalam Proses Pembelajaran Dimasa Pandemi," *Jurnal Pendidikan Teknologi Informasi (Jukanti)* 3, no. 2 (November 2020): 23.

[6]Novialita Angga Wiratama, "Penerapan Google Meet Dalam Perkuliahan Daring Mahasiswa PGSD Pada Mata Kuliah Konsep Dasar PKN SD Saat Pandemi Covid 19," *JTIEE* 4, no. 2 (2020): 10.

[7]Mahfuz Rizqi Mubarak dkk., "Zoom Cloud Meeting: Media Alternatif dalam Pembelajaran Maharah Kalam di Tengah Wabah Virus Corona (Covid-19)," *Arabiyatuna: Jurnal Bahasa Arab* 4, no. 2 (2020): 213, https://doi.org/10.29240/jba.v4i2.1445.

[8] Putri Rezeki, "Teknik Pelaksanaan Evaluasi Pembelajaran Pendidikan Agama Islam Berbasis Online Masa Pandemi Covid-19," *At-Tarbiyah al-Mustamirrah: Jurnal Pendidikan Islam* 1, no. 1 (2020): 65.

[9]Mandy M. Archibald dkk., "Using Zoom Videoconferencing for Qualitative Data Collection: Perceptions and Experiences of Researchers and Participants," *International Journal of Qualitative Methods*, 2019, 11, https://doi.org/10.1177/1609406919874596.

Another study was conducted by Nugroho who stated that at this time learning is carried out with several learning methods that can be applied using google meet and zoom meeting media, including: lectures, discussions, quizzes, and assignments. However, in its application there are obstacles that arise, such as: poor internet access, less familiarity with the media used, and decreasing enthusiasm of students. Several times the teacher also used YouTube as a learning medium in which students were asked to make video presentations on lecture topics. This is done for evaluation materials for students. With this video, the teacher can assess whether students understand what is being explained or not.[10]

Another study conducted by Salsabila, et al stated that the Google Meet and Zoom Meeting applications really help distance learning that is currently being carried out, including Islamic Religious Education (PAI) subjects. With the video-based application, it makes it easier for teachers to provide material explanations to students. The obstacle faced by the teacher is the time of lesson hours. During face-to-face learning, PAI is carried out 2x45 minutes or the equivalent of 90 minutes. However, currently the school's policy is that each subject is only given 60 minutes (1 hour). This aims to save on student data packages.[11]

Learning media is always interesting to explore both in terms of conception and application, even though they have to face the dynamics of existing opportunities and challenges. In addition, efforts need to be made to see relevance and representation to be realized in text and the current context, where this discipline is always up-to-date, actual, developing and updated in every era and generation. In addition, the efficiency of the video-based learning media needs to be seen, especially in solving problems from the study of science that is the subject of study, low enthusiasm for learning, memorizing, and orientation on student attendance formalities.

Although there have been many studies on the use of video-based applications, the novelty of this research lies in its focus on highlighting the preferences of PAI students at IAIN Kediri in using video-based learning applications and seeing how far the efficiency in distance learning is carried out. Therefore, the results of this study are expected to be used as a reference for future research. In addition, this research can be used as evaluation material for the selection of applications used in the lecture process.

METHODS

This research uses descriptive qualitative method. Descriptive research is one type of qualitative research. The purpose of descriptive qualitative research is to present facts and events that are in accordance with actual events in the field. According to Sugiyono, descriptive qualitative method is a method used to describe or analyze a research result.[12] This research method describes what is happening in the field according to the facts.[13] However, in accordance with Government directives, the entire research process is carried out online.

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[10]M. Yusuf Amin Nugroho, "Metode, Media, dan Problematika Pembelajaran PAI Berbasis Daring di Tingkat Madrasah Aliyah," *Jurnal Paramurobi* 3, no. 2 (2020): 6.

[11]Unik Hanifah Salsabila dkk., "Manfaat Teknologi Bagi Mata Pelajaran PAI di Masa Pandemi Covid-19," *Edunesia : Jurnal Ilmiah Pendidikan* 2, no. 1 (2021): 125, https://doi.org/10.51276/edu.v2i1.93.

[12]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, XXIII (Bandung: Alfabeta, 2016), 205.

[13] Lexy J Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2017).

In the current pandemic conditions, the authors choose the data collection technique with the smallest risk, namely closed interviews via Google Forms to keep social distancing. To focus this research, the authors involved 100 students of Islamic Studies study program in the third, fifth, and seventh semesters at IAIN Kediri. The main consideration is that they are used to and able to adapt to the learning system at the higher education level and have implemented distance learning since April 2020. The selection of respondents was selected by purposive sampling. According to Bernard quoted by Agus Purwanto, purposive sampling is a method used to achieve certain research objectives. There is no limit to the number of samples used as respondents, as long as the information to be obtained and produced is sufficient.[14]

The researcher also used the literature study method to deepen the discussion. Examine the existing literature, both online (journals and e-books) and offline, to support the explanation in this study. The purpose of the literature review is to discover previous studies and provide a study of the concept of keywords contained in the research title.[15] The descriptive analysis techniques were used in this study's data analysis. The obtained results are processed using sentences that describe the actual situation. Some of the findings will be presented in accordance with the sentences that the researcher has interpreted. Nonetheless, the redaction of the written sentence does not contradict the actual situation.[16]

RESULTS AND DISCUSSION

The Covid-19 pandemic urges students and lecturers to conduct online learning by utilizing learning media in the form of technology in conducting lectures.[17] There are many latest media that can be used during the distance learning process, for example, such as YouTube, WhatsApp, Zoom Meeting, Google Meet, Google Classroom, and so on. Regarding online learning, almost all lecturers at universities (higher education) use applications that are currently being widely used, such as the Zoom Meeting and Google Meet applications. The following is presented data on the use of the best-selling applications in Indonesia according to Statqo Analytics:

Table 1. Best-selling Application Usage Data in Indonesia

Application	Number of Users
Zoom Meeting	257,853
Skype	71,155
Google Hangouts Meet	10,454
Cisco Web Meeting	8,748

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[14]Agus Purwanto, "Studi Eksplorasi Dampak Work From Home (WFH) Terhadap Kinerja Guru Selama Pandemi Covid-19," *Journal of Education, Psycology, and Counselling* 2, no. 1 (2020): 94.

[15] Ali Anwar, *Pembaruan Pendidikan di Pesantren Lirboyo Kediri*, II (Kediri: IAIT Press, 2011), 11.

[16] John W. Creswell, *Penelitian Kualitatif dan Desain Riset; Memilih di Antara Lima Pendekatan*, 5 ed. (Pustaka Pelajar, 2018).

[17]Siti Uswatun Khasanah dan Ainun Syarifah, "Persepsi Mahasiswa Pendidikan Bahasa Inggris UIN Sunan Ampel Surabaya Terhadap Pembelajaran Daring Via Zoom Pada Masa Pandemi Covid-19," *Edunesia: Jurnal Ilmiah Pendidikan* 2, no. 1 (2021): 9.

Go To Meeting	977

Source: Statqo Analytics (March, 2020)

From this data, it can be seen that the application with the highest number of users in Indonesia is Zoom Meeting with 257,853, followed by Skype with 71,155, Google Hangouts Meet with 10,454, Cisco Web Meeting with 8,748, and in fifth place is Go To Meeting with 977 So, Zoom Meeting is the best selling app in use today.

Based on this data, it is not surprising that Zoom Meeting is one application that is often chosen by educators as a medium to help the teaching and learning process during the Covid-19 pandemic. This also happened in the PAI Study Program, IAIN Kediri. Some of the lecturers there use the Zoom Meeting and Google Meet applications during distance learning even though IAIN Kediri already has a Moodle-based e-learning platform. This is done because the learning management system does not yet support the video conferencing function. Therefore, campus e-learning is more often used for attendance, providing written discussion forums, distributing lecture materials in the form of documents, and collecting lecture assignments.

Based on the data described above, an analysis of the reality of video-based applications in the student learning process, particularly the PAI study program, is performed. The use of video-based applications by several PAI student informants has had a significant impact on their learning. The details of the explanation are divided into two groups, namely how the preferences of PAI study program students towards the use of video-based applications and how far the efficiency of video-based applications in an effort to provide distance learning support, especially the PAI study program at IAIN Kediri.

PAI Study Program Students' Preferences at IAIN Kediri towards the Use of Video-Based Learning Applications

As it is known that there are many application-based technologies that can be used in the learning process. However, the students of the PAI IAIN Kediri study program, they admitted that there were only two applications that were often used in the lecture process. The two applications are Zoom Meeting and Google Meet. Both applications are used to make video calls with a large number of participants. In addition, the two applications can share a screen display that can be seen by people who join the forum (share screen). Making it easier for lecturers and students to display Microsoft Power Point (PPT) slides, books, or anything related to lectures.

The preferences of PAI study program students towards the use of video-based applications are dominated by the google meet application, followed by zoom, and finally youtube. Everything must have advantages and disadvantages. So is the technology that is currently being widely used. Applications that are often used by PAI IAIN Kediri students to conduct lectures are zoom meetings and google meet. Of the questionnaires given to 100 students, 64% stated that they prefer to use the Google Meet application rather than the Zoom meeting.

The reason students choose the application is because of the ease of access, affordable quota fees, and no need to install the application because the google meet application is already linked in their respective emails and can be accessed directly through a browser without having to download the application first. On the other hand, it turns out that the Google Meet application can last a long time and is not paid. This is in stark contrast to the zoom application. Therefore, it is natural that the majority of students choose this way. The results are different according to the Statqo Analytics analysis which states that the zoom application is the most widely used application.

The information provided by the lecturer through this video application is allegedly able to optimize the process of receiving material rather than just a narration. However, the assumption that students are able to receive learning well and apply it needs further study. Plus the role of lecturers in positioning the behavior of using video-based learning resources needs to be improved for credibility and authenticity.

Efficiency of Video-Based Applications in Supporting Distance Learning in PAI Study Program at IAIN Kediri

The efficiency of video-based applications that are able to support distance learning in PAI Study Program at IAIN Kediri can be viewed from various perspectives. In terms of flexibility, using video-based applications is more flexible regarding lecture times. Lecturers and students can arrange lecture times according to the agreement. As it is known that everyone must practice social distancing by working from home (WFH), with this application, it is easier for lecturers and students to continue doing lectures according to a predetermined time without having to meet face to face.[18]

However, it should be emphasized that no matter how good the application used, it will be in vain if there is no enthusiasm for learning from within the students. Moreover, for students who are pursuing higher education, they are psychologically more likely to be enthusiastic in learning something if they feel it will provide good benefits for their future. In this case, the pedagogical learning strategy will not speak much. Therefore, an andragogy-based learning strategy is needed which is more suitable for adult learners.[19]

The Zoom Meeting and Google Meet applications also contain several features that can be used to support the lecture process. The features that are known in the application are the presentation mode where users can play a virtual background screen, video reactions, additional brightness, noise cancellation, and filters. The components of some of these features add to the existence of the two applications at the student academic stage.[20] In addition, by using video-based applications, lecturers can monitor students whether they are listening or not at the same time as a face-to-face substitute.

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[18]Fatmawati Nur Hasanah dan Toni Setiawan, "Pembelajaran Daring di Masa Pandemi Covid-19 pada Perguruan Tinggi Keagamaan Islam Negeri (Studi di IAIN Pekalongan)," *Indonesian Journal of Educational Science (IJES)* 3, no. 1 (2020): 13.

[19] Sufirmansyah Sufirmansyah, "Actualization of Andragogical Learning Strategies for Higher Education in Disruption Era," *Didaktika Religia* 6, no. 2 (2018): 351–70, https://doi.org/10.30762/didaktika.v6i2.1111.

[20] Unik Hanifah Salsabila dkk., "Strategi Alternatif Pembelajaran Daring Mahasiswa Pendidikan Agama Islam pada Masa Pandemi Covid-19," *Jurnal Edusciense* 7, no. 2 (2020): 79.

Although the Zoom Meeting and Google Meet applications are urgently needed in current lectures, it is possible that these applications can also hinder the lecture process. There are many obstacles that occur during the lecture process, including network problems, data packet usage, and cell phone memory capacity. The three main problems can be explained as follows.

The presence of a poor network is a significant factor impeding the lecture process. This occurred not only in the PAI Study Program at IAIN Kediri,[21] but also happened in several other campuses such as STKIP Kusumanegara Jakarta.[22] This can happen because students live in rural areas which are not very supportive of doing lectures online. Even students often fail to join and leave the forum by themselves.

The use of a large number of data packages makes students often complain and are even willing to not attend lectures due to their inability to meet the internet quota needed as a condition for operating Zoom Meetings. In addition, lecturers cannot observe the activities carried out by students in detail. In some cases, students do prohibited things such as eating, drinking, or even sleeping during lecture hours. Lecturers are also unable to observe student movements and body language while conducting lectures.[23] Students also often leave discussion forums, it can be said that students' attention to lecturers' explanations is not intense. Students also cannot hone other abilities such as independence, responsibility, creativity, and most importantly character.[24]

The limited amount of cell phone memory capacity is also the cause of hampered lectures. Students cannot install the Zoom Meeting or Google Meet application because the phone memory is already being used a lot for other applications. Even 10% of students stated that they chose to study through the WhattsApp Group because the application was already installed on their respective cellphones and was often used in daily life. Apart from these several inhibiting factors, according to students, the use of the two applications (Zoom Meeting and Google Meet) is considered effective for conducting the lecture process at this time. With this application, students and lecturers can still conduct lectures at their respective homes.

The advantages and disadvantages of this application include the use of google meet can be done without having to download the application. Students can follow lectures by opening the web and entering the link provided by the lecturer. In addition, Google Meet is

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[21] Muhammad Taufiqurrahman, "Perkuliahan Daring Mata Kuliah Ilmu Pendidikan Islam pada Masa Darurat Covid-19," *Ta'dibuna: Jurnal Pendidikan Islam* 9, no. 2 (2020): 213, https://doi.org/10.32832/tadibuna.v9i2.3151.

[22] Ismail Akbar Brahma, "Penggunaan Zoom Sebagai Pembelajaran Berbasis Online Dalam Mata Kuliah Sosiologi dan Antropologi Pada Mahasiswa PPKN di STKIP Kusumanegara Jakarta," *Aksara: Jurnal Ilmu Pendidikan Nonformal* 6, no. 2 (2020): 97, https://doi.org/10.37905/aksara.6.2.97-102.2020.

[23] Katherine A Karl, Joy V Peluchette, dan Navid Aghakhani, "Virtual Work Meetings During the COVID-19 Pandemic: The Good, Bad, and Ugly," *Small Group Research*, 2021, 7, https://doi.org/10.1177/10464964211015286.

[24] M Nurul Ikhsan Saleh, Ratna Sari, dan Puji Alim, "University Students' Perception on The Implementation of Online Learning during the Covid-19," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 1 (2021): 7, https://doi.org/10.31538/nzh.v4i1.1022.

also not limited by time.[25] Moreover, currently IAIN Kediri has collaborated with Google in providing Google Suite-based institutional email for all lecturers. This has implications for the availability of premium accounts, which also affects the use of Google Meet accounts, which becomes more convenient thanks to the larger cloud storage capacity. As for the advantages of the Zoom Meeting application, one of them is that they provide video conferencing features that can accommodate more participants. If you subscribe to a pro or business plan, users can have video meetings with up to 1,000 people at the same time. However, if you choose the free feature, users can host video conferences for up to 100 people with a duration of 40 minutes. This is a positive value in overcoming conventional lectures. The number of class members with class volumes that are not comparable is often a trigger for ineffective lectures. This also makes lecturers overwhelmed in coordinating students.[26] The zoom meeting application also provides a record feature which lecturers can use and after the lecture is over, the lecturer shares the recording with students. So that students can listen to the lecturer's explanation again.[27]

Meanwhile, the drawbacks of video-based applications, namely google meet and zoom, among others, even though these applications are an alternative to online learning polemics, however, the level of student focus tends to be difficult for lecturers to monitor. Possibility to leave the lesson during the course takes a fairly high percentage. The output itself for students is the difficulty of students in practicum.

It is undeniable that to make distance learning successful, it is necessary to have an integrated institutional readiness.[28] Not only moral support, but also support for the availability of adequate infrastructure and adequate financial support. This means that no matter how good a government policy is, it will not run optimally if each institution does not have sufficient readiness to carry out the policy. In this case, it takes an active role and synergy from all parties in supporting the readiness of the institution.

The use of video-based online learning applications such as Zoom Meeting and Google Meet in online learning today does present a different connotation. On the one hand, this momentum can be used as a stimulant to innovate in the learning process. But on the other hand, this is also a measure of the efficiency of the two applications when used in an academic environment whose basis from the start was face-to-face. It could be that the essence of video-based applications is said to be relative because it depends on the environment and its characteristics as well. Relevant institutions should respond to these problems responsively and always strive for continuous innovation in order to achieve learning even in a pandemic.

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[25]Siti Yumnah, "E-Learning Based Islamic Religious Education of Learning Media: Alternative Solutions For Online Learning During Covid-19," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (2021): 254, https://doi.org/10.31538/nzh.v4i2.1209.

[26]Nur Muhammad Rosyid, Ilyas Thohari, dan Yorita Febry Lismanda, "Penggunaan Aplikasi Zoom Cloud Meetings dalam Kuliah Statistik Pendidikan di Fakultas Agama Islam Universitas Islam Malang," *Vicratina: Jurnal Pendidikan Islam* 5, no. 11 (2020): 49.

[27]Gazali Far-Far, "Efektifitas Penggunaan Aplikasi Zoom Meeting dalam Pembelajaran di Masa Pandemi Covid-19," *Istoria: Jurnal Pendidikan dan Sejarah* 17, no. 1 (2021): 3.

[28] Iskandar Tsani, Rofik Efendi, dan Sufirmansyah Sufirmansyah, "Evaluasi kesiapan lembaga pendidikan tinggi Islam dalam menghadapi era digital," *Ta'dibuna: Jurnal Pendidikan Islam* 9, no. 1 (4 April 2020): 019–033, https://doi.org/10.32832/tadibuna.v9i1.2604.

CONCLUSION

The availability of video-based learning applications is extremely beneficial in the learning process, particularly in lectures such as those offered in the PAI study program at IAIN Kediri. Google Meet and Zoom Meeting are used by lecturers and students. The application's purpose is to conduct face-to-face meetings even if they do not take place. Obstacles that occur in distance learning such as the internet network that is less stable, the use of quite a lot of data packets, and student enthusiasm that begins to decrease due to boredom and student attention to lecturer explanations are less intense.

There may be advantages and disadvantages to each of the various video-based applications, and there are two applications that are frequently used as lecture media. Despite the fact that some of the features are very similar, Zoom Meeting has a record feature that Google Meet does not have. However, 64% of students prefer to use the Google Meet application. The student preference is motivated by the fact that the use of Google Meet is more efficient. They can access Google Meet directly from a web browser, which saves quota and eliminates the need for a large RAM capacity on their respective phones.

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