

Indonesian Journal of Pedagogy and Teaching



Effectiveness of Using Zoom and Google Classroom Platforms in Increasing Student Learning Interaction During Distance Learning

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Indonesian Journal of Pedagogy and Teaching
Volume 1 (1) 124– 140, March 2024
ISSN: In Process
The article is published with Open Access
at: <https://journal.maalahliyah.sch.id/index.php/jpg>

Abstract:

Along with the development of technology and changes in post-pandemic learning patterns, digital platforms such as Zoom and Google Classroom are still used as support in the teaching and learning process, both in distance and hybrid learning schemes. This study aims to analyze the effectiveness of using Zoom and Google Classroom in improving student learning interactions in learning situations that are not entirely face-to-face. The method used is quantitative descriptive with data collection based on literature studies. The results of the study show that Zoom is able to facilitate two-way communication in real-time, while Google Classroom is effective in storing, distributing, and assessing assignments systematically. Although direct learning interactions are still more optimal, the use of these two platforms has proven to be relevant and helps increase student participation, especially in additional learning or when certain conditions do not allow physical attendance.

Keywords: Zoom, Google Classroom, Learning Interaction, Hybrid Learning, Educational Technology.

INTRODUCTION

The development of information and communication technology has brought major changes in various aspects of our lives, from economics, politics, culture, to education. Among

the many advances, there are two technologies that are developing very rapidly, namely mobile phones (handphones) and computers connected to the internet. These two

devices allow us to stay connected and interact with anyone, anytime and anywhere, without being limited by distance or time.

Technological advances in the world of education open up great opportunities for education practitioners to continue to adapt and utilize technological innovations in efforts to improve the quality of the teaching and learning process.(Kasiyanto, 2016).

Learning is an important process in life that brings changes in behavior, knowledge, skills, as well as positive attitudes and values. This process is not only about memorizing theories, but also forming life experiences that will be the foundation for making decisions and acting in the future. As time goes by, the way of learning has also changed, no longer limited to classrooms or printed books, but has penetrated the digital world which is much more dynamic. The development of technology has opened up the widest possible access for anyone to learn anytime and anywhere. The presence of the internet, smart devices, and various digital platforms such as e-learning and Learning Management

System (LMS) makes the learning process more flexible and interactive.

Learning can now be done online, using videos, simulations, and even artificial intelligence that can adapt materials to individual needs. This certainly enriches the learning experience and provides opportunities for everyone to grow in a more personal and contemporary way. In this context, education still plays a major role in shaping a person's character and mindset. However, with the support of technology, the education process becomes more inclusive, faster, and more relevant.

Technology can try to enable the development of a more critical, collaborative, and innovative mindset, skills that are much needed in today's digital era. Therefore, the combination of good education and the proper use of technology will produce a generation that is not only intellectually intelligent, but also adaptive, creative, and ready to face global challenges for the progress of the nation and state.(Anjarsari et al., 2021).

Learning Management System(LMS)is an application specifically designed to facilitate the

online learning process. With LMS, teachers and students can interact with each other, access learning materials, and monitor learning progress more efficiently. The presence of this system makes distance learning more structured and organized, so that the learning experience feels more comfortable and optimal for students.

Learning in LMS is done through the internet network, which functions as a bridge between users, both lecturers and students. In this case, LMS acts as a virtual classroom, where the internet is the main medium for communication. All forms of discussion, Q&A, to consultation of lecture materials can be done online between students and teachers. One example of LMS that has been widely used is Google Classroom. This application was developed to facilitate online learning in a more organized way. Through Google Classroom, lecturers or teachers can manage classes, share materials, and interact directly with students. On the other hand, students can also access assignments, submit work, and communicate with teachers easily.

Google Classroom was officially launched in August 2014 and

is a free service from Google, aimed at schools, non-profit organizations, and anyone with a Google account. This platform facilitates interaction between teachers and students, both inside and outside the classroom.

Google created Classroom to support blended learning, with the aim of simplifying the process of creating and submitting assignments online, without the need for paper. This LMS can be accessed through the website <https://classroom.google.com>, and has now become one of the popular online learning applications in the world of education. Its features are very helpful for lecturers and students in carrying out online teaching and learning activities more effectively and efficiently. (Fauzan, 2025).

Online learning, or often referred to as e-learning, is a form of learning that utilizes technological advances, especially the internet network. Unlike conventional learning that is done face-to-face, e-learning allows the learning process to take place virtually through various digital platforms. In this method, students and teachers do not need to be in the same place, because learning interactions can be done through

electronic devices such as laptops, tablets, or even cellphones. This is certainly very helpful, especially in certain situations such as a pandemic or geographical conditions that are difficult to reach.

One of the platforms widely used in online learning is Zoom Meeting. This application provides facilities for lecturers and students to stay connected and carry out the teaching and learning process even though they are physically in different places. Zoom allows real-time class meetings, where lecturers can deliver materials, discuss, or even hold interactive quizzes. Features such as screen sharing, breakout rooms, and chat boxes also help create a more lively and participatory learning atmosphere. The presence of Zoom is a practical solution when lecturers cannot be present in person in class, but can still provide material without delaying the learning process.

However, the effectiveness of learning via Zoom is highly dependent on several factors, such as the stability of the internet connection, the readiness of the device, and the ability of teachers and students to operate the technology. On the other hand, many students feel more flexible in

managing their study time because they can access class recordings, take notes more freely, and participate from home.

Therefore, even though it cannot completely replace face-to-face learning, Zoom has become a very helpful alternative in maintaining the continuity of education, especially in the digital era like today. (Muhammad et al., 2021).

The presence of applications such as Zoom and Google Classroom has had a major impact on the world of education, especially in supporting the distance learning process. Both platforms help teachers and students to stay connected, interact, and achieve learning goals even though they are not in the same physical space. Zoom facilitates virtual face-to-face meetings, allowing students to listen to teacher explanations directly, discuss, and make group presentations. Meanwhile, Google Classroom makes it easier to manage materials, collect assignments, and provide feedback in an organized manner. The presence of this technology also indirectly increases student participation and involvement in the learning process,

because learning can be accessed more flexibly and interactively.

Technological developments have also brought significant changes in the way people consume news. If previously people relied on print

RESEARCH METHODS

This study uses a quantitative descriptive approach, which aims to describe and analyze the extent to which the use of the Zoom and Google Classroom platforms can improve student learning interactions during distance learning. This approach was chosen because it is able to present data objectively based on facts found from various literature sources.

Data collection was conducted through library research, where researchers searched for various scientific articles, journals, research reports, and other relevant documents that discuss the use of digital technology in education, especially related to the use of Zoom and Google Classroom. All sources used were selected based on their recency and relevance to the research topic, in order to provide a comprehensive picture.

The data obtained were then analyzed systematically by grouping relevant findings, comparing the

media or television, now many prefer to get information through social media, including through private WhatsApp groups.(UBAIDAH, 2021).

advantages and disadvantages of each platform, and evaluating their impact on student engagement in the learning process. From the results of the analysis, researchers attempted to draw conclusions about the effectiveness of using these two digital platforms in the context of learning that is not entirely face-to-face.

DISCUSSION

A. Definition and concept of Distance Learning

Distance learning is a form of adaptation of the educational process that continues to change, especially when the situation does not allow for direct meetings between educators and students. In practice, this learning is often equated with distance education or online systems, although both have different characteristics. The COVID-19 pandemic situation that has lasted quite a long time has become an important turning point in the widespread implementation of distance learning, where students are required to study from home with the

help of various technology platforms as a bridge of communication and knowledge transfer.

In general, distance learning can be understood as a teaching and learning process that takes place without physical presence in the classroom, but is still designed formally and structured. Communication in this system is usually facilitated through electronic media, such as video conferencing, digital materials, and learning management platforms. The goal remains the same: to provide access to quality education, even though geographical limitations and situations do not allow for direct interaction.

With a good system, this method allows the delivery of material to many students simultaneously, without reducing the essence of the educational process itself.

The essence of distance learning lies in its flexibility in terms of both time and place. Students can learn from anywhere, while teachers can still deliver material systematically through the help of technology.

The relationship between teachers and students does not occur physically, but it can still be bridged

through planned digital communication. In the context of a crisis such as a pandemic, this learning model is a solution that not only saves the education process but also opens up new insights into how technology can be an integral part of the future learning system.

The principles of implementing learning from home (BDR) also emphasize inclusivity and flexibility. Learning materials are adjusted to the age, level of education, cultural background, and special conditions of students. Learning activities can vary between regions or educational units, considering the availability of facilities and student interests. Assessments are also directed at qualitative, constructive feedback that supports student development without emphasizing numbers or scores. In addition, the success of BDR is highly dependent on the establishment of positive and collaborative communication between teachers and parents, as the main partners in assisting children to learn from home.

The implementation of distance learning (PJJ) has become the main choice in special situations such as pandemics, or other obstacles to ensure that students' rights to

education are maintained. Although different from face-to-face learning, PJJ offers a number of advantages that should be appreciated. Among them is the flexibility of time and place that allows students to learn at their own pace.

With the support of technology, communication between teachers and students can be established without geographical boundaries. In fact, students have the opportunity to repeat learning materials whenever needed, so that the understanding process can take place more deeply. In addition, this system also encourages changes in the role of students from being passive to being more active and independent in undergoing their learning process.

However, behind these conveniences, PJJ also has challenges that cannot be ignored. Teachers are required to be more creative and thorough in preparing learning materials, which often require more time and effort than conventional learning. Not all students can adapt to independent learning patterns; some find it difficult because of the lack of social interaction that they usually find in class.

Technical issues such as limited internet access and device availability are also obstacles, especially for students living in areas with inadequate infrastructure. In addition, the lack of internal motivation and support from the surrounding environment also affects the overall effectiveness of PJJ.

Learning from home through distance learning has unique characteristics that distinguish it from the face-to-face system. One of the main characteristics is the absence of direct physical interaction between teachers and students. Meetings are only held in certain urgent conditions, such as to discuss important assignments. Because of this separation, students are required to be more independent and proactive in managing their learning. Support from teachers and peers is very limited, so each student must be able to find solutions creatively and independently when faced with obstacles.

Therefore, schools and teachers need to design learning programs with these limitations in mind, including providing support mechanisms for students who experience obstacles. In addition,

distance learning requires more systematic management in delivering materials, guidance, and evaluation.

Communication remains an important aspect, even though it is done through digital media. The initiative to interact can come from both teachers and students, and the relationships established in the digital space determine the success of learning. The role of the teacher has shifted, from being an information center to a facilitator who helps students understand the material independently. Teachers are expected to be able to design learning that is interesting, relevant, and touches on students' needs. On the other hand, students must be active, think critically, and be fully involved in the learning process in order to achieve optimal results even without a physical presence in the classroom.(Mustafa, 2020).

B. Utilization of the Zoom Platform in Learning

The use of the Zoom application is one of the important solutions in supporting the learning process from home, especially amidst the limitations caused by conditions that do not allow for direct face-to-face meetings. Zoom provides a virtual

interaction space that allows teachers and students to stay connected in the teaching and learning process.

Through features such as screen sharing, presentation of materials, and playback of learning videos, teachers can deliver materials in a more interesting and interactive way. The visual presence of students during the session also creates an atmosphere similar to direct learning, thus maintaining a sense of togetherness in the virtual classroom.

As a learning medium, Zoom has provided great benefits for both educators and students. Teachers can manage learning more flexibly, while students have the opportunity to listen to the material directly and actively participate in discussions. This application not only acts as a technical tool, but also as an emotional bridge that maintains the connection between teachers and students in distance learning situations. With the support of proper use, Zoom becomes an effective teaching medium in bridging the challenges of digital learning, while broadening the horizons of all parties in utilizing technology for educational purposes.(Samantragool & Amirudin, 2022).

The use of the Zoom Meeting application in learning activities provides a real solution to the limitations of space and time that are often faced in conventional systems. In practice, Zoom allows lecturers and students to stay connected without having to be in a physical classroom. Situations such as lecturers who are on assignment outside the campus or students who cannot attend in person can be overcome with just an internet connection and a supporting device. This convenience makes the lecture process more flexible, without having to sacrifice the continuity of learning.

In terms of user effectiveness, Zoom provides various features designed to support the collective learning process. One of its superior features is group video conferencing that allows many participants to be involved in learning sessions simultaneously. For free users, this application allows up to 100 participants in one session with a duration of 40 minutes. While for paid users, the capacity can be increased to 500 people. This is very helpful in managing large classes and maintaining effective communication between lecturers and students.

Additional features such as video recording, conversation transcripts, and privacy settings are also added value to this application. Students can record learning sessions without having to install additional applications, simply by activating the settings available in Zoom. The recordings can be accessed again at any time, so that the material can be re-studied if there are parts that are not understood. This feature greatly supports an independent learning style and provides space for students to rearrange their understanding more flexibly.

However, the use of Zoom is not without its challenges. Unstable internet connections are still a major obstacle, especially in areas with uneven digital infrastructure. In addition, the effectiveness of learning also depends heavily on the way the lecturer delivers the material. When the explanation is unclear or the instructions are not conveyed properly, students can have difficulty understanding the material. Therefore, even though technology has provided adequate facilities, successful learning still requires effective communication and

readiness from both lecturers and students.(Kuswandi, 2021).

C. Use of Google Classroom in Learning Management

In managing learning through Google Classroom, teachers start the process with careful planning in accordance with the Learning Implementation Plan (RPP). Initial directions, time allocation, assignments, attendance collection, and assessment processes are carried out by adjusting to this platform. Experience shows that teachers feel helped by automatically storing student assignments. This makes the process of collecting learning data neater, and makes it easier for teachers to carry out assessments systematically and efficiently.

Another advantage of Google Classroom is its high flexibility. Teachers and students can access materials and assignments anywhere and anytime, as long as they are connected to the internet. This flexibility provides a more dynamic learning space, especially for students who have time or location constraints. However, from the results of observations it was found that two-way communication between teachers and students was still limited.

Although the delivery of information went well, the space for in-depth discussions was not optimally facilitated in this platform.

To bridge the gap in communication, teachers also utilize the WhatsApp application as a support. WhatsApp is used to convey information quickly and directly, considering that not all students routinely open Google Classroom. The combination of these two applications creates a more complete communication pattern, however, deeper interaction between teachers and students still needs to be improved, especially in terms of active discussion or Q&A.

In terms of appearance and performance, both teachers and students said that Google Classroom has a clear and easy-to-understand interface. Its features support the digital learning process quite well, starting from providing materials, uploading assignments, comments, to giving grades. The simple yet functional interface makes students feel comfortable exploring the learning features provided, even for those who are not yet familiar with technology-based learning.

The simplicity and clarity of this display are also factors that make students more interested in following the learning process. They do not feel burdened by technology, but instead feel encouraged to be more active and independent in managing their own learning. Meanwhile, teachers feel that Google Classroom is not only a technical tool, but also a means to form a more structured and organized learning pattern for students.(Riyadi, 2021).

D. Impact of Using Zoom and Google Classroom on Student Participation

The use of Google Classroom in the learning process has been proven to have a positive impact on student discipline, especially in terms of submitting assignments. In practice, students in the experimental class showed increased responsibility in completing and submitting group discussion assignments according to the specified time. This reflects a growing awareness that technology is not just a tool, but can also be part of forming a more orderly and independent learning character.

In addition to the discipline aspect, Google Classroom also makes it easier for students to understand the subject matter, especially in computer and basic network subjects. The available features,

such as material storage, discussion columns, and easy access to information, are a bridge for students to explore deeper understanding. Consistent use of this platform also encourages an increase in the quality of learning, because students can learn more flexibly, while remaining in a clear and structured learning flow.(Riesyaf & Sesmiarni, 2022).

Basically, many students do not fully understand the benefits and objectives of the learning process itself. In a distance learning (PJJ) situation, the role of teachers and parents becomes very important in directing, motivating, and maintaining children's enthusiasm for learning. Collaboration between teachers and parents at home is the main key to creating a learning atmosphere that remains productive even without face-to-face meetings. One simple but very effective way to foster students' interest in learning during PJJ is to provide appreciation. If praise usually comes from teachers in the classroom, when learning from home parents can take on this role by providing positive support every time the child shows an effort in learning.

Maintaining students' interest in learning is not only about providing facilities, but also touching the emotional and spiritual side of the child. When a

person's heart feels appreciated, supported, and loved, the enthusiasm to continue learning will grow by itself. Therefore, education that touches the heart, not just the mind, is needed so that children remain motivated in undergoing their learning process. A happy heart will open up space for a consistent enthusiasm for learning, while a tired and neglected heart can be an obstacle to the growth of interest and achievement in education.(Aprillia et al., 2022). Online learning using Zoom and Google Classroom certainly brings a number of advantages and challenges. On the one hand, this method provides space for students to learn more flexibly and independently, allowing them to access various learning resources from the internet and explore the material at their own pace. This makes the learning process feel more meaningful and the information conveyed is easier to understand. However, it cannot be denied that there are obstacles, especially for students who still have difficulty understanding lesson concepts in depth.

They may find it difficult to connect ideas both in writing and orally. In addition, the need for a stable internet connection and the limited effectiveness when applied in classes with a large number of students are challenges that need to be overcome so that learning

continues to run optimally for all parties.(Subagiyo, 2022).

E. Implementation of Zoom Usage in the Context of Learning

The Zoom Meeting application is present as a bridge of interaction that brings together teachers and students in a virtual space, replacing face-to-face meetings that were previously the mainstay of teaching and learning activities. Its presence is not just a technical aid, but part of an educational innovation that tries to answer the challenges of the times. In situations where physical meetings are limited, Zoom allows the learning process to continue with nuances of dialogue and two-way engagement that remain alive, even though separated by distance.

More than just a video conferencing application, Zoom Meeting has become a symbol of rapid and profound social change in the world of education. It represents how technology can be quickly adapted in teaching methods, becoming a tangible manifestation of brilliant ideas born from the urgent need to maintain the continuity of the learning process. In this context, the use of Zoom not only reflects adaptability, but also opens up new space for creativity in delivering materials and building emotional

connections between educators and students, even though they are not physically face to face.(Aditya & Abu, 2022).

Online learning often makes students feel bored, especially if the methods or media used feel monotonous and lack variety. To overcome this, teachers have an important role in creating a more interesting and dynamic learning atmosphere. One way that can be done is by utilizing the Zoom application as a learning medium. Through Zoom, teachers can present direct interactions, insert a variety of activities such as small group discussions, interactive Q&A, or share visual displays of materials, so that students feel a fresher and more enjoyable learning experience even from home.(Kuntarto et al., 2021).

Based on current research findings and supported by various similar studies, the use of digital platforms such as Zoom Meeting has proven to be quite effective in supporting the learning process. With its various superior features, such as video conferencing, Zoom is able to present a livelier and more interactive discussion atmosphere between teachers and students. The presence of this feature not only facilitates two-way communication, but also helps students or pupils

understand the subject matter better, so that even though it is done online, the class atmosphere still feels active and meaningful.(Wayan et al., 2023).

CONCLUSION

The results of the study show that the Zoom application has been able to create a two-way communication space that takes place directly and in real time. Through features such as video discussions and direct interactions, students and teachers can stay connected even though they are physically separated. This provides space for the exchange of ideas and understanding of the material more lively, as if they were in the same room.

Meanwhile, Google Classroom provides convenience in terms of storage, sharing of materials, and assessment of assignments in a neater and more systematic way. Although the direct learning experience still has its own advantages, the combination of these two platforms remains relevant to support student engagement. Especially when additional learning is needed or conditions do not allow for direct attendance, this technology becomes a bridge that strengthens the

connection between teachers and students.

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