



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

Exploring The Experiences of Two Informatics Teachers in Using Zoom Interactive Media in Rural Junior High Schools in East Java: A Narrative Study

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ARTICLE INFO

Article history:

Received: 11 Jan 2026

Revised: 15 April 2026

Accepted: 16 April 2026

Published online: 26 April 2026

Keywords:

Informatics Teacher,

Rural Areas,

Zoom

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Article Doi:

<https://doi.org/10.31258/jes.10.4.p.1093-1103>

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ABSTRACT

Many academics have researched the use of Zoom interactive media at various levels of education. However, little research has been conducted on the use of Zoom interactive media in rural areas. This study details the use of Zoom in a junior high school located in a rural area in Bondowoso Regency, East Java, along with the various problems encountered. This research uses narrative research with the aim of analyzing the experiences of two informatics teachers in using interactive Zoom media in rural areas. Information was obtained through narrative stories/interviews conducted repeatedly and direct observation to maintain data validity. These results suggest that narrative research has three dimensions: looking back (reasons and motivations of participants), looking inward (implementation of Zoom interactive media), looking forward (goals and expectations in using Zoom in Informatics Education). The study's conclusion is that the primary elements influencing the usage of interactive Zoom media in the classroom are a teacher's proficiency, educational background, expertise with technology, and sufficient facilities for students.

1. Introduction

The learning process in the classroom has changed due to advances in digital technology, especially the use of online media. The educational system must keep innovating in the age of digital transformation and swift social change in order to meet the demands of the modern world (Mulyadi & Jabar, 2025). When young people pursue academic brilliance and abstain from vices, education and technology have been shown as a means of attaining sustainable growth (Akinyem & Akinyemi, 2023). One of the most widely used interactive media in synchronous learning is the Zoom Meeting application (Yuliana et al., 2025). The Zoom Meeting

application is one of the most popular interactive media for synchronous learning processes because it enables real-time collaboration, screen sharing, verbal discussions, and video conferencing that allow students and teachers to interact with each other directly (Khotimah, 2022). Several studies have shown that the use of Zoom in synchronous learning can increase student participation and help teachers deliver material better (Munasiah, 2021). Therefore, Zoom not only functions as a tool for delivering information but also as a tool to help students become more active and engaged in class.

Research has shown that Zoom is a popular learning tool not only in Indonesia but also in many Asian countries. Research in Palestine found that Zoom was able to help students and teachers maintain distance learning and help them interact with each other in English (Badah et al., 2024). Therefore, learning through Zoom increases student participation, flexibility in terms of time and distance. However, technical problems and online learning fatigue remain issues in some areas of Israel (Halabi, 2023). In addition, another study examining Zoom-based synchronous learning in the Asian context shows that the use of Zoom can support learning engagement and classroom interaction, but its effectiveness is greatly influenced by technological readiness and learning environment conditions (Zhang et al., 2022). The findings indicate that although Zoom has the potential to be a good interactive learning tool, its application is highly dependent on the social and educational context in each region.

Secondary schools in Indonesia have conducted numerous studies on the use of Zoom as a learning medium. According to research, Zoom meetings enable direct interaction between teachers and students during lessons, which improves the learning outcomes of elementary school students. E-learning (Zoom) also touches more students and is more affordable than traditional teaching techniques (Anggraeni et al., 2025). With the advent of increasingly popular online learning platforms like Google Meet and Zoom, the revolution of education is no longer confined to traditional classrooms but has spread to the digital sphere (Farizy et al., 2025). In addition, studies comparing the use of Zoom and Google Classroom found that Zoom has an advantage in increasing student interest in learning due to its ability to support synchronous content delivery and increase student engagement in learning activities (Munasiah, 2021). Other similar things that research conducted in schools in Indonesia shows that the students really like using Zoom, especially when it comes to achievement (Sutiyono & Hastomo, 2022). In contrast to the use of Zoom at Singingi State Junior High School, in general, during online science learning, students' learning motivation decreases; only a few students really actively participate in learning. Sometimes students take part in learning while watching television or even doing other homework, so students do not focus and did not follow the lesson well (Lesnawati et al., 2022).

Online learning in rural schools is more difficult than in urban areas. This is mainly due to limited infrastructure, internet availability, and the readiness of students' families to support the learning process from home. According to research on distance learning in rural areas of Indonesia, unstable network connections, limited devices, and a lack of digital literacy among parents are the main factors affecting

the effectiveness of distance learning (Lase et al., 2021). In addition, due to limited access and a lack of learning assistance at home, students' social interactions in rural areas in online learning tend to decline (Ismawati & Prasetyo, 2020). Because it allows for synchronous interaction between teachers and students directly, the use of Zoom is still considered useful as a learning medium. Studies on the use of Zoom in elementary schools show that, when adapted to the technical needs and characteristics of students, Zoom can help students communicate and engage in online learning (Mulfajril et al., 2023). Nevertheless, Zoom is still seen as a potential medium because it allows for synchronous interaction between teachers and students, as long as it is adapted to the conditions and capabilities of schools in rural areas.

Studies on the use of Zoom in learning have been conducted extensively, but most focus on its effectiveness and are carried out in urban areas. However, there are only a few studies that examine how informatics teachers use Zoom in rural Junior High Schools. In addition, there has not been much research on teachers' experiences, difficulties, and adaptation strategies in the context of limited infrastructure. Therefore, this study aims to examine how two informatics teachers use the interactive media Zoom in rural Junior High Schools in Bondowoso Regency, East Java. To fill this gap, this study collects personal stories from two informatics teachers who teach in rural schools. The contribution of this study is to provide practical guidance for other teachers in dealing with limited networks and student devices. The following research questions were used to answer the objectives of this study: (1) What were the initial experiences and reasons/motivations of teachers in teaching informatics in Junior High Schools? (2) How was the use of Zoom interactive media implemented in informatics learning, in terms of the learning process, challenges faced, and strategies applied by teachers? (3) What are the objectives and expectations of informatics teachers regarding the use of Zoom in future learning?

2. Methodology

This study uses a qualitative approach, which is characterized by techniques developed based on the researcher's experience in collecting and analyzing data (Creswell, 2013) This study also uses a narrative inquiry approach with the aim of documenting and collecting firsthand accounts of people's life experiences. Furthermore, narrative inquiry is used to analyze individuals' life stories (Connelly & Clandinin, 1990). The purpose of this study is to find out how two informatics teachers experienced learning using Zoom media in a Junior High School in a rural area in Bondowoso Regency, East Java.

First, we recruited two informatics teachers from the same junior high school in a rural area. Data was collected from the two teachers, who were subsequently coded as G1 and G2. The first participant (G1) is an Informatics teacher, but with a non-linear educational background. She is a graduate of Islamic Education, but teaches Information Technology at a junior high school. Another participant (G2) is also an Informatics teacher with a linear educational background, namely a graduate of

Information Technology Education. In addition, the participants agreed to share their experiences and stories, which were included in this study. Participants' characteristics as shown in Table 1.

Table 1. Participants' Characteristics

No.	Name	Gender	Age	Teaching Experience
1.	G1	Female	24	2 Years
2.	G2	Male	37	7 Years

The data from the participants' stories collected in this study were gathered over a period of four months (September 2025 to December 2025). The researchers used a set of questions during the storytelling session so that the participants could answer freely about their experiences using Zoom during the learning process. Readers can see how the data can be analyzed and presented in the researcher's work using stories as a reference (Clandinin & Connelly, 2000). The storytelling sessions were conducted repeatedly to obtain valid data. Both participants told stories for 30-35 minutes per session. To gain a deeper understanding of the story data from the participants, the researchers recorded the participants' voices during the storytelling session, then transcribed the stories and read them repeatedly before analyzing.

In addition to conducting storytelling sessions with the participants, the researchers also observed learning activities using Zoom to maintain data validity. High credibility is achieved when participants provide accurate information (Lincoln & Guba, 1985). To strengthen data validity, researchers used various methods, such as: Researchers met with both participants five times to help researchers become closer to them and enable participants to freely recount their experiences. Furthermore, to ensure that the respondents' responses/stories were the same or different from the beginning to the end, the researchers employed a data triangulation strategy by conducting the storytelling process with the respondents repeatedly using the same set of questions. Next, the researchers conducted an in-depth analysis of all the story data obtained to examine the consistency of the responses/stories provided by the respondents.

3. Results and Discussion

This study was conducted in classes taught by participating teachers at the school where the research took place. The first teacher (G1) taught a seventh-grade class with 25 students. Meanwhile, the second teacher (G2) taught two grade levels, namely eighth grade with 27 students and ninth grade with 23 students. The learning process in these classes took place through a combination of face-to-face and online learning, with students having varying academic abilities. In the learning activities, teachers delivered material, facilitated interaction with students, and utilized technology-based learning media. One of the media used to support online learning was the Zoom platform.

The data collection process was conducted through five in-depth interviews with two informatics teachers with different academic backgrounds as research participants. The interviews were conducted in person using a pre-prepared set of questions to explore the teachers' experiences, views, and obstacles encountered in using Zoom in the learning process. In addition, the researchers observed learning activities using Zoom to maintain data credibility. The data obtained from the interviews was then analyzed to identify the various experiences and perspectives of teachers regarding the use of this media in learning activities. The guidelines for questions used during the interview process as shown in Table 2.

Table 2. Question Guidelines

No.	Question Guidelines
1.	As an IT teacher, do you ever/often teach using technology?
2.	When did you become interested in technology? And what made you interested in becoming an IT teacher?
3.	What is your educational background that led you to choose to teach IT?
4.	Do you use technology during the learning process?
5.	Do you use Zoom as an interactive medium during the learning process?
6.	Are there any interesting aspects to using Zoom? Or even any challenges?
7.	How do you overcome these problems/challenges?
8.	How do students respond when learning is conducted via Zoom?
9.	What is your purpose for using Zoom in computer science learning?
10.	What are your hopes for Zoom users, especially in education in the future?

The findings of this study are described using a three-dimensional space in narrative research: looking back, looking inward, and looking forward (Clandinin & Connelly, 2000).

Looking Back: Reasons and Motivations of Participants

The researchers first focused on the personal reasons why the participants chose to become IT teachers. When the researchers asked about their reasons for choosing to become IT teachers, G1 explained that at a young age, he was often exposed to technology every day. "My experience with technology is that I am often exposed to technology every day, especially at my young age." Then another participant, G2, said that since he was in Junior High School, he had been able to operate computers well, so he began to realize his strengths in the field of technology. "Since I was in Junior High School, I realized that I had strengths in the field of technology. For example, in 7th grade, I was already able to operate computers well." Based on the results, it can be concluded that the motivation of the sources to become informatics teachers was driven by their involvement with technology since childhood, both through the use of technology in their daily lives and their awareness of the skills they had learned at school.

The researchers then continued with questions focusing on professional backgrounds in choosing the subject of Informatics. G1 explained that one of the reasons professionals chose to teach Informatics was the school's need for informatics teachers. The limited number of IT teachers encouraged her to take on this role using her existing abilities. "The main reason I chose to teach informatics

is that this school does not have enough IT teachers, so I took the plunge and decided to teach informatics with the little knowledge of technology that I have.” Meanwhile, G2 had a different reason for choosing to become an informatics teacher. The main reason why G2 chose to teach informatics is that he has a bachelor's degree in Information Technology Education, which means that the knowledge and skills they learned during college would be relevant to the subject being taught. “The reason I teach informatics is that I am a teacher with a Bachelor's degree in Information Technology Education, so the knowledge I gained during college is certainly in line with what I will teach.” Based on these findings, it can be concluded that the professional background of the participants in choosing to teach informatics is influenced by the institutional needs of the school and the suitability of their educational background. These two factors form the basis for taking on the role of informatics teacher.

Looking Inward: Implementation of Zoom Interactive Media

The personal experiences of the participants in using Zoom interactive media were further explored in this study. During the interviews, both participants highlighted the learning process and the challenges faced by students and teachers in using Zoom interactive media. In online learning, G1 used the Zoom application to create a learning atmosphere similar to face-to-face learning. However, the geographical location in rural areas posed a challenge, mainly due to limited internet connectivity, which was often unstable and disrupted focus and the learning process. “When learning is conducted online, I ask students to continue learning as they would in class, using the Zoom application. That is the reality of life in a village; unstable signals can disrupt their focus on learning.” Meanwhile, G2 responded that the biggest challenge is when some students do not have cell phones/laptops, making it difficult or even impossible for them to attend online classes. “When I use Zoom with students for online learning, they are definitely happy because they don't have to go to school. However, the reality is that not all students have laptops/cell phones to attend online classes. That is a challenge in my opinion.” Based on the experiences of both participants, it can be concluded that the use of Zoom interactive media in online learning helps to create a learning atmosphere that resembles face-to-face learning. However, its implementation still faces various challenges, particularly limited internet access in rural areas and unequal access to learning devices among students, which affects the effectiveness of the learning process.

In facing various limitations during online learning, the resource persons demonstrated adaptive efforts to ensure that all students gained the same understanding of the material. The strategies used not only focused on the online learning process, but also involved offline follow-up learning to help students who experienced technical or device problems. G1 said, “When I faced challenges such as unstable signals, at the end of the lesson, I would chat with the class group so that students could ask questions and take notes from their friends who were able to follow the lesson smoothly without signal problems, then I would check the notes when the lesson was conducted offline.” The next source, G2, also expressed a similar opinion: “I am very saddened to find that not all students have cell

phones/laptops, so they are forced to not attend online classes. However, I will re-explain the material to students who did not attend the online class when the learning is conducted offline.” Based on these findings, it can be concluded that teachers apply adaptive strategies by combining online and offline learning to overcome device and network limitations while ensuring that all students gain the same understanding of the material.

Looking Forward: Goals and Expectations in Using Zoom in Informatics Education

The researchers asked the participants to explain their goals in using Zoom as an informatics teaching tool. The purpose of this question was to gain a better understanding of how teachers plan and direct their teaching process to be more effective in the future. G1 explained that the main goal was to tailor learning to the students' abilities so that they could receive the material optimally. “We should teach according to our abilities and the knowledge we have truly learned,” said G1. “As an informatics teacher who is not an IT graduate, I try to solve students' problems when they encounter difficulties, because it is difficult or even impossible to solve them.” G2 also emphasizes the importance of mastering technology and subject matter so that teachers can manage their classes well and face complex learning challenges. “The important thing when becoming an IT teacher is to truly master the ever-evolving technology.

When faced with challenges, teachers must be able to manage their classes well. Being an IT teacher is not easy; we must be able to keep up with increasingly sophisticated technology.” According to the explanations of both sources, it can be concluded that the main purpose of using Zoom in informatics education is to ensure that students master the material and technology in the best way possible, so that learning can run smoothly and teachers can handle various problems that arise in the classroom. Then, the researchers asked the final question regarding the interviewees' expectations for Zoom users in the future. Although the Zoom application has proven to be helpful for online learning, the interviewees said that students must pay attention to their readiness and conditions when using it. To ensure that learning runs smoothly and all students can follow the lessons optimally, things such as device accessibility and internet network stability must be considered. “Zoom is indeed very helpful for the learning process when it cannot be done offline.

However, I hope that future Zoom users will also consider whether all students can access and use the application or not,” said G1. G2 also expressed his opinion, “I feel helped by Zoom, but future Zoom users must also ensure that the signal is stable when using Zoom. Because learning time will be significantly reduced due to unstable signals, making learning ineffective.” Although Zoom helps with online learning, according to both sources, its success depends heavily on student readiness, device availability, and network stability. To ensure that learning runs smoothly and that every student gets the most out of it, these components are very important. The findings of this study document three dimensions of the narrators' experiences, namely looking back, looking inward, and looking forward, which

shape their perspectives on teaching strategies and objectives. The summary of participant experiences is reviewed in the three dimensions listed in Table 3.

Table 3. Summary of Participants' Experiences Based on 3 Dimensions

No.	Dimension	G1	G2
1.	Looking Back (Reasons & Motivation)	Personal motivation: frequently engaged with technology from a young age. Professional background: took on the role of informatics teacher due to school needs, despite limited abilities.	Personal motivation: recognized strengths in IT since Junior High School. Professional background: holds a Bachelor's degree in IT Education, so college knowledge is relevant to the subjects taught.
2.	Looking Inward (Implementation & Challenges of Zoom)	Using Zoom to create a face-to-face learning environment; dealing with unstable internet connections; overcoming students' device limitations with group chat strategies and offline follow-ups.	The main challenges are that some students do not have devices; conducting offline follow-ups to ensure that all students understand the material.
3.	Looking Forward (Goals & Expectations)	Adapt learning to students' abilities; ensure students receive the material optimally; overcome problems that arise with the teacher's abilities. Expectations for Zoom users: students must pay attention to the readiness and condition of their devices and network.	Master technology and subject matter in order to manage the class well and face complex learning challenges. Expectations for Zoom users: ensure network stability for effective online learning.

According to the results of the study, personal backgrounds and school needs influenced the experiences and desires of both teachers to teach and supervise informatics subjects at this Junior High School located in a rural area. One teacher chose this decision mainly because of the demands and responsibilities associated with school needs, even though this field did not fully match his educational background. On the other hand, the other teacher decided to teach informatics because his educational background was directly related to this field. As a result, this decision to teach is also in line with the teacher's competence and major, although the factor of school needs remains an additional consideration. This shows that the teacher's motivation to choose informatics is not solely based on professional experience; it is also based on a combination of institutional responsibilities and suitability with personal abilities.

A teacher should be able to master the technology and learning media used in order to be able to face challenges in learning (Sitompul, 2022). In using the interactive media Zoom, the two teachers faced major challenges, including unstable internet connections and limited student access to devices. These conditions meant that online learning using the interactive media Zoom was not fully accessible to students. Unstable internet connections and limited resources are major challenges in online learning, which can reduce the effectiveness of learning (Suhada et al.,

2022). However, the two teachers implemented strategies that were considered capable of overcoming the problems they faced. To ensure that students experiencing network disruptions could still understand the lessons, methods such as combining online and offline learning, offline follow-ups, and communication through class groups were used. Teachers face various challenges, such as technology, unsupportive networks, and inadequate student facilities (Dalimunthe & Suryatik, 2024).

In the Looking Forward dimension, both teachers emphasized that the future use of Zoom in informatics learning must be accompanied by the development of teachers' technological competencies so that they can manage online learning effectively. In today's digital age, some teachers still find it difficult to master technology and make optimal use of interactive learning media, so teacher digital competency training and institutional support are very important (Murniyati, 2025). Thus, Zoom interactive media is considered a medium that facilitates the learning process, but its use needs to be accompanied by competent human resources and adequate infrastructure, especially in rural areas. This shows that the success of online learning does not only depend on the technology itself, but also on how teachers manage the classroom, optimize media, and adjust learning strategies to the needs of students.

4. Conclusion

This study reveals the teaching experiences of two informatics teachers in using the interactive media Zoom in a Junior High School located in a rural area. The results of this study explain that the experience, competence, and educational background of teachers will have an impact on the learning process. Based on these findings, Junior High Schools in rural areas have limitations in using the interactive media Zoom, so that access to its use is not evenly distributed to all students and learning becomes ineffective. This study has limitations in terms of scope, as it only involved two informatics teachers, making it difficult to generalize these findings to a broader rural context. Thus, this study provides new insights for teachers, especially those in the field of IT, in using interactive Zoom media in the future by prioritizing teachers' ability to use technology and preparing student facilities so that interactive Zoom media can be used comprehensively.

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How to cite this article:

Ulhaq, M. Y., Suparto, A. A., & Seituni, S. (2026). Exploring The Experiences of Two Informatics Teachers in Using Zoom Interactive Media in Rural Junior High Schools in East Java: A Narrative Study. *Journal of Educational Sciences*, 10(4), 1093-1103.
