

ZOOM CLOUD MEETING AND TUTOR PERFORMANCE IN ONLINE JAPANESE LANGUAGE LEARNING: A QUALITATIVE STUDY AT SAKURA FUBUKI

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Abstract

This study employed a qualitative descriptive approach to examine the utilization of Zoom Cloud Meeting as a supporting medium for tutor performance in online learning at the Sakura Fubuki Online Japanese Language Course Institution. Data were collected through observations, interviews, and documentation studies and analyzed using the Miles and Huberman (1994) interactive model. The findings reveal that Zoom Cloud Meeting supports tutor performance through effective planning, implementation, and evaluation of online learning activities. Tutors utilized various Zoom features, such as screen sharing, breakout rooms, chat, and recording functions, to facilitate interactive Japanese language learning. Regular evaluations also contributed to identifying challenges and improving instructional practices. The use of Zoom enhanced learning effectiveness, strengthened communication, and expanded access to Japanese language education regardless of geographical limitations. However, several challenges remained, including unstable internet connections, technical issues, and varying levels of student participation. In conclusion, Zoom Cloud Meeting has been effectively utilized as a learning platform that supports tutor performance and contributes to the successful implementation of online Japanese language instruction at the institution.

Keywords: Zoom Cloud Meeting; Tutor Performance; Online Learning; Japanese Language Education; Non-Formal Education

A. Introduction

The rapid development of information and communication technologies (ICT) in the digital era has significantly transformed various sectors, including education. The integration of technology into educational practices has increased the flexibility, accessibility, and effectiveness of learning activities. As a result, both formal and non-formal educational institutions are required to adapt to technological advancements in order to meet the evolving needs of learners. According to Law Number 20 of 2003 concerning the National Education System of Indonesia, non-formal education serves as a substitute, complement, and supplement to formal education. One form of non-formal education is course and training institutions, which aim to develop learners' skills in accordance with workforce demands and personal development needs.

Sakura Fubuki Online Japanese Language Course Institution is a non-formal educational institution that utilizes digital technology as its primary learning medium. The use of technology is intended to support tutor performance in delivering instructional materials, fostering interactive communication between tutors and learners, and creating an engaging and effective learning environment. Terasawa and Segawa (2025) explain that

research on language teaching in Japan shows developments in teacher professional skills, learner identities, and language education policies (Terasawa et al., 2025). One of the main platforms used in the learning process is Zoom Cloud Meeting. Zoom is a video-conferencing platform that facilitates online learning through real-time audio and visual communication (Haqien & Rahman, 2020; Monica & Fitriawati, 2020).

The use of Zoom Cloud Meeting has become increasingly common in educational settings (Permatasari, 2021), including at Sakura Fubuki Online Japanese Language Course Institution. The growing demand for Japanese language proficiency among Indonesians has become an important phenomenon that deserves further attention. Japan remains one of the most popular destinations for employment and education, resulting in an increasing demand for Japanese language learning services. Data reported by the Indonesian Embassy in Tokyo indicated that the number of Indonesian citizens residing in Japan increased by 37.2% within one year, reaching 230,689 individuals distributed across various prefectures (LPK Saitama, 2025). Furthermore, reports from Kompas (2026) revealed that Indonesians in Japan contribute to various sectors as students, workers, caregivers, artists, researchers, and entrepreneurs (Kompas, 2026). This situation presents a valuable opportunity for Japanese language course institutions to provide accessible online learning services through Zoom Cloud Meeting, allowing learners to participate regardless of geographical and time constraints.

According to Sihombing and Lase (2024), Zoom Cloud Meeting supports educational activities through features such as video conferencing, screen sharing, breakout rooms, chat functions, and recording tools, enabling more interactive and organized learning experiences (Sihombing et al., 2024). In addition, the platform allows hosts to manage classroom interactions effectively through features such as muting and unmuting participants. As an e-learning platform, Zoom provides substantial benefits for distance education by facilitating communication and instructional delivery in virtual learning environments (Far, 2021).

Previous studies have demonstrated the effectiveness of Zoom in improving learning outcomes. Langi (2021) reported that Zoom significantly improved students' academic achievement (Langi, 2021). Similarly, Azizah and Amalia (2021) found that online learning through Zoom positively influenced students' learning outcomes in social studies (Azizah et al., 2021). Other studies revealed that Zoom usage contributed positively to students' learning motivation and academic performance (Vegatama & Amiruddin, 2021). Alfina et al (2021) further reported that the use of Zoom in online learning significantly improved elementary school students' learning outcomes. These findings suggest that Zoom plays an important role in supporting learning effectiveness (Alfina et al., 2021).

Learners' comprehension is one of the key indicators of successful online learning. However, learning outcomes are not solely determined by the use of Zoom Cloud Meeting but also by learners' ability to understand and process the materials and information delivered during the online learning process. Nevertheless, a gap was identified in the study conducted by Chen (2022), which found that learners demonstrated low levels of

participation in online Japanese language learning (Chen, 2022). This finding highlights the need for further investigation into factors that support effective online learning environments. Therefore, the present study seeks to address this gap by examining the utilization of Zoom Cloud Meeting as a medium that supports tutor performance at the Sakura Fubuki Online Japanese Language Course Institution. Unlike previous studies that primarily focused on the effectiveness of Zoom in formal educational settings, this study explores its role in supporting tutor performance within a non-formal Japanese language learning context.

B. Method

This study employed a qualitative descriptive approach to gain an in-depth understanding of the utilization of Zoom Cloud Meeting as a supporting medium for tutor performance at the Sakura Fubuki Online Japanese Language Course Institution. A descriptive qualitative design was considered appropriate because it enabled the researchers to explore and describe the phenomena, conditions, and processes associated with the use of Zoom Cloud Meeting in online Japanese language learning activities. The study was conducted at the Sakura Fubuki Online Japanese Language Course Institution. Data were collected through observations, semi-structured interviews, and documentation. Participants were selected using purposive sampling based on specific criteria, including active involvement in online learning activities and direct experience with the use of Zoom Cloud Meeting (Creswell, 2008). The research participants consisted of five active tutors and two administrative staff members. Interviews were conducted with each informant for approximately 60 minutes during the research period from January to March 2026. To ensure the trustworthiness of the data, source triangulation and technique triangulation were employed by comparing information obtained from tutors and administrative staff as well as data collected through observations, interviews, and documentation. The collected data were analyzed using the interactive model of Miles and Huberman (1994), which consists of data reduction, data display, and conclusion drawing and verification (Miles et al., 1994).

C. Finding and Discussion

1. Finding

Planning the Use of Zoom Cloud Meeting to Support Tutor Performance

Planning for the use of Zoom Cloud Meeting at the Sakura Fubuki Online Japanese Language Course Institution was carried out before the learning process began. The institution's management arranged the learning schedule and determined the instructional materials to be delivered, while tutors prepared digital modules, presentation slides, instructional videos, and practice exercises. Tutors were also required to have a stable internet connection, a laptop, and a Zoom account to support online learning activities.

"Before we start the lessons, we usually prepare the modules. The most important thing is that tutors must have a laptop and ensure that their internet connection is stable, because relying solely on a mobile phone is not sufficient." (Risky Sensei)

At the planning stage, tutors also provided guidance to learners on how to use Zoom features such as breakout rooms for group discussions and mute/unmute functions to

maintain classroom order. The findings from observations and interviews indicated that tutors understood how to use Zoom Meeting effectively and were able to adapt teaching methods to online Japanese language learning contexts.

"If the learning process is not planned, learners may lose focus. Therefore, I prepare the schedule and determine the teaching method before the meeting begins." (Risky Sensei)

Implementation of Zoom Cloud Meeting to Support Tutor Performance

The learning process began with an opening session conducted by the tutor, attendance checking, and the explanation of learning objectives. Tutors utilized various Zoom features, particularly screen sharing, to explain Japanese writing systems (hiragana, katakana, and kanji), grammar, and conversational expressions. After approximately 50–60 minutes of instruction, tutors opened discussion sessions using the chat feature and breakout rooms to train learners' conversational skills.

"We usually deliver the material for around 50 minutes, followed by a 10-minute question-and-answer session, which can also be conducted at the beginning of the lesson" (Janu Sensei)

Interview results also showed that Zoom Meeting helped tutors deliver materials from different locations while maintaining interaction through audio and video communication.

"We always provide opportunities for students to participate during the Zoom session. The discussion is conducted in two directions, allowing direct communication between tutors and students, such as when checking Japanese vocabulary pronunciation." (Janu Sensei)

"We also use screen sharing for games such as Quizizz/Wayground and to explain the writing of hiragana, katakana, and Japanese dialogues." (Janu Sensei)

In addition to teaching activities, Zoom Meeting was also used for evaluation meetings involving tutors, administrators, and learners. These meetings focused on learner progress, learning obstacles, and program evaluation.

"Besides learning activities, we also use Zoom for evaluation meetings involving tutors, administrators, and learners. We usually discuss learner progress and other challenges." (Risky Sensei)

"Tutor meetings are usually held online because many tutors live outside the region, and some are currently in Japan. The meetings are conducted every six months or once a year." (Risky Sensei).

Evaluation of Zoom Cloud Meeting to Support Tutor Performance

Based on interviews, observations, and documentation, evaluation activities were conducted to assess the effectiveness of Zoom features, the quality of learning interactions, and their impact on tutors' instructional processes. Following Matondang's (2009) dalam Putri (2025) concept of evaluation, the institution used assessment data to determine learners' understanding and the effectiveness of e-learning activities (Putri et al., 2025)

Tutors also used Zoom Meeting as a coordination and evaluation tool to discuss operational issues, learner complaints, and tutor performance.

"The evaluation is conducted through tutor meetings on Zoom. For example, there were cases where tutors failed to submit progress reports, changed schedules without following procedures, or learners complained to the administrator." (Risky Sensei)

Evaluation was carried out through direct observation of learning achievement, assignments, and interactive quizzes such as Quizizz. Most learners were able to understand the materials delivered by tutors, although a small number did not meet the institution's expected learning standards.

"We maintain quality assurance. If learners do not attend according to schedule or never complete assignments, we do not issue certificates because we must maintain the institution's reputation." (Janu Sensei)

The findings also indicate that Zoom Meeting supports the functions of communication identified by Effendy, namely information dissemination, education, persuasion, and entertainment (Radisyia Eka Putri H et al., 2020). Tutors utilized features such as mute, breakout rooms, and recording functions to manage classes, encourage interaction, and provide opportunities for learners to review materials.

"I usually manage students using the mute feature when explaining material so that the class remains conducive. During discussions, I divide them into breakout rooms so they can talk in groups. I also record lessons so that they can be used for evaluation or review later." (Eni Sensei)

Zoom Meeting was additionally employed for webinars and institutional collaborations, such as activities conducted with Yamanashi Gakuin in Japan.

"We once collaborated with Yamanashi Gakuin for a webinar aimed at junior high school students interested in studying in Japan, including information for their parents." (Risky Sensei)

Overall, the evaluation results suggest that Zoom Meeting has had a positive impact on tutor performance by improving learning effectiveness and expanding access to Japanese language education services. However, tutors must continuously improve their digital competencies to ensure optimal online learning delivery.

Challenges in Using Zoom Meeting as a Supporting Medium for Tutor Performance

Despite its benefits, several challenges were identified in the utilization of Zoom Meeting. The most common issue was unstable internet connectivity.

"Because our institution is fully online, network problems are unavoidable. Tutors and learners are located in different areas, so we constantly deal with varying internet access conditions." (Eni Sensei) *"Zoom's features are complete, but sometimes technical issues occur, such as audio not working or the application suddenly closing during class." (Eni Sensei)*

Another challenge involved learner discipline. Some learners frequently missed classes or failed to submit assignments, which affected tutors' efforts to maintain engagement.

"There are always some learners who skip classes or leave the session after joining." (Janu Sensei)

Tutors also reported experiencing fatigue from prolonged online teaching, which could reduce focus and instructional effectiveness.

"I sometimes feel tired because I have to teach for long periods in front of a screen, which slightly affects my focus and the effectiveness of material delivery during online classes. To minimize this, I use games such as Quizizz." (Eni Sensei)

These findings indicate that while Zoom Meeting offers substantial advantages for online Japanese language learning, successful implementation still depends on

technological readiness, learner discipline, and tutors' ability to adapt to digital teaching environments.

2. Discussion Planning Stage

Planning involves setting objectives and determining the strategies required to achieve them. It is considered one of the primary functions of management and encompasses all activities undertaken by managers. Through planning, managers focus on future goals by identifying what needs to be achieved and how those objectives can be accomplished (Robbins & Coulter, 2018).

The planning stage is a critical factor in the success of the e-learning process. This stage emphasizes that every educational activity requires careful and systematic planning to ensure the achievement of its intended objectives. This finding is supported by the study of Vegetama and Amiruddin (2021), which highlights that the success of educational programs depends on the active involvement and support of all stakeholders, including tutors and educational staff (Vegetama et al., 2021). Furthermore, the success of a program should be aligned with the institution's conditions, needs, and objectives. Therefore, every program must be designed in accordance with the institutional context and goals. As a result, clear guidelines, strategic planning, and measurable targets are essential to ensure the effective achievement of educational objectives.



Figure 1. Digital Learning Module Used at Sakura Fubuki Online Japanese Language Course Institution

Source: Author's Documentation (2026).

The findings of this study indicate that tutors at the Sakura Fubuki Online Japanese Language Course Institution are required to possess adequate digital devices, such as laptops and mobile gadgets, as well as the necessary skills to effectively utilize Zoom Meeting as a learning platform. This finding is consistent with Haqien and Rahman's (2020) study, which states that the effectiveness of online learning is influenced by

educators' readiness in designing instructional materials and optimizing the use of technological features (Haqien & Rahman, 2020). Furthermore, Zhafira et al. (2020) argue that online learning requires careful planning to ensure effective interaction and maintain the quality of the learning process (Zhafira et al., 2020). In response to these requirements, the Sakura Fubuki Online Japanese Language Course Institution prepares learning schedules and instructional materials, including digital modules, presentation slides, learning videos, and practice exercises, to support the successful implementation of online Japanese language instruction.

	A	B	C	D	E	F	G	H	I	J
1										
2	JAM	SENEN	SELASA	RABU	KAMIS	JUMAT	SABTU	MINGGU		
3	07:00-08:00									
4	08:00-09:00			Divi	Divi		Basic 1 Jan	Basic 1 Jan		
5	09:00-10:00	Jane		Semi-Private	Semi-Private		Basic 0 Mei	Basic 0 Mei		
6	10:00-11:00	Rozka		Rozka	Jane	Zetris	Basic 1 Mar	Basic 1 Mar		
7	11:00-12:00	Rozka				JUNJARAN	Basic 1 Mei	Basic 1 Mei		
8	13:00-14:00			Sinthia	Rozka	Sinthia	Basic 2 Mei	Basic 2 Mei		
9	14:00-15:00						Hajar Dian			
10	15:00-16:30	JEMPUT	JEMPUT	JEMPUT	JEMPUT	JEMPUT				
11	16:30-17:30	Lita		Basic 1 Feb	Lita	Basic 1 Feb				
12	18:30-19:45		Pertamina							
13	20:00-21:00			Basic 2 Mar		Basic 2 Mar				
14	21:00-22:00									
15										
16										
17										
18										
19										
20										

Figure 2. Learning Schedule for Each Tutor
Source: Author's Documentation (2026)

Implementation Stage

During the implementation stage, tutors and learners followed the learning plan that had been established during the planning phase. The implementation process was carried out in accordance with institutional guidelines and learning procedures designed to facilitate learners' understanding of the instructional materials. At the Sakura Fubuki Online Japanese Language Course Institution, each learning session began with an opening activity, attendance checking, and the presentation of learning objectives by the tutor. These activities were intended to create a structured learning environment and ensure that learners understood the goals and expected outcomes of the lesson.

NO	NAMA SISWA	JADWAL PEMBELAJARAN							TOTAL
		SEN	SUN	MON	TUE	WED	THU	FRI	
1	SETI ANGGELA	1							1
2	ZIE FIDIA DINI ANGGELA								0
3	UNTAHAN WISHEPUTI								0
4	REY MUGAGAT								0
5	WAFIAH BASRI ALADARMI MATONDANG								0
6	SAMPIA MARIYI								0
7	LUNYU RAGHINI								0
8	THORIC AF SAVIDE								0
9	MUHAMMAD FATIY								0
10	MICHY RAHMAT DINT ANONGA								0
11	BERRY BAFI SETYUNGGI								0
12	MARSHA NARESA								0
13	ROSE ZENITH DARUSMAN								0
14	STEAM DORIS								0
15	ZULIA CANDRA								0
16									0
17									0
18									0
19									0
20									0
21									0
22									0
23									0
24									0
25									0
26									0
27									0
28									0
29									0
30									0

Figure 3. Learner Attendance Record at Sakura Fubuki Online Japanese Language Course Institution

Source: Author's Documentation (2026).

The findings indicate that Zoom Cloud Meeting was effectively utilized in the Japanese language learning process at the Sakura Fubuki Online Japanese Language Course Institution. Various features, including screen sharing, breakout rooms, chat, and recording, were employed to support teaching and learning activities. These features assisted tutors in delivering instructional materials, enhancing interaction, and facilitating students’ conversational practice. In particular, the screen-sharing feature enabled tutors to present Japanese language materials, such as hiragana, katakana, kanji, grammar, and conversation exercises, more effectively.

The findings are consistent with the study conducted by Xie et al. (2022), which emphasized that the success of online learning is largely determined by the quality of interaction between instructors and learners (Xie et al., 2022). The effective use of Zoom Cloud Meeting features in this study contributed to creating interactive learning environments that promoted active participation among students. This finding is in line with Takai and Kariko (2023), who highlighted that active online collaboration and communication between instructors and learners enhance interactivity in Japanese language learning (Takai et al., 2023). Similarly, Sihombing and Lase (2024) found that Zoom supports interactive learning through video conferencing and breakout room features, which enhance student engagement and participation (Sihombing & Lase et al., 2024). Furthermore, Permatasari (2021) reported that Zoom Cloud Meeting is an effective platform for supporting distance learning by facilitating communication and interaction between instructors and learners (Permatasari, 2021). These findings suggest that the integration of Zoom Cloud Meeting features not only supports instructional delivery but also strengthens tutor performance in managing interactive online Japanese language learning.

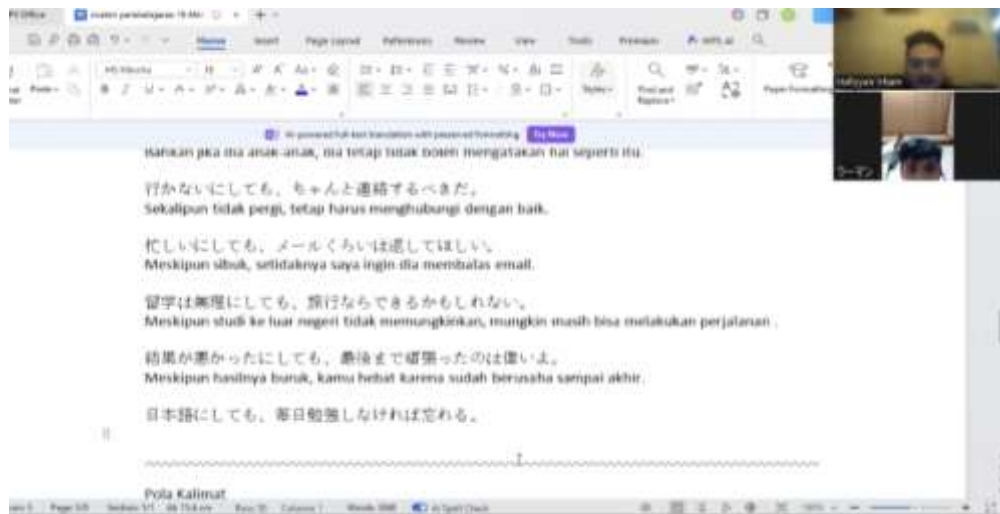


Figure 4. Zoom Meeting Utilization in Supporting Tutor Performance at Sakura Fubuki Online Japanese Language Course Institution
Source: Author's Documentation (2026).

The findings also indicate that instructional materials should be delivered as effectively and efficiently as possible despite existing limitations in the online learning environment. Therefore, tutors are required to manage instructional time effectively, including presenting learning materials, providing explanations, and facilitating discussions within the available time. This finding suggests that effective online instruction depends not only on technological tools but also on tutors' ability to utilize these tools strategically to support learning objectives. This finding is consistent with the concept of digital competence proposed by Althubyani (2024), which emphasizes that teachers' digital competence significantly influences the effectiveness of technology integration in educational practices (Althubyani, 2024). Tutors who possess adequate digital competence are better able to utilize technological features to enhance instructional delivery and student engagement. Furthermore, the findings align with the Technological Pedagogical Content Knowledge (TPACK) framework discussed by Su (2023), which highlights that successful online learning requires teachers to integrate technological knowledge, pedagogical knowledge, and content knowledge (Su, 2023). In this study, tutors demonstrated their ability to combine technological features available in Zoom Cloud Meeting with appropriate instructional strategies and Japanese language content, thereby supporting more effective and interactive online learning experiences.

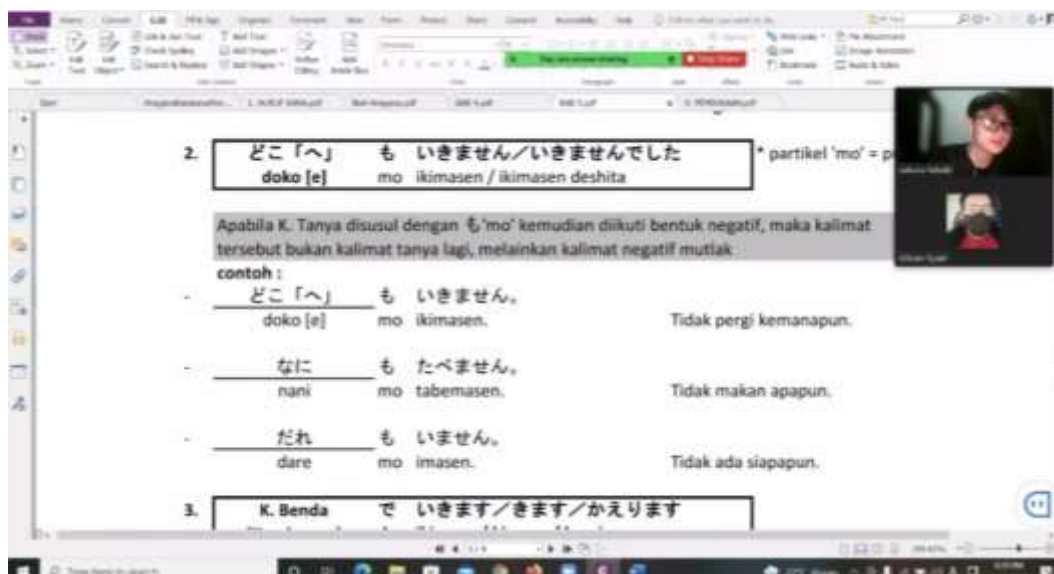


Figure 5. Implementation of Zoom Meeting as a Medium to Support Tutor Performance at Sakura Fubuki Online Japanese Language Course Institution
Source: Author's Documentation (2026)

Furthermore, the results align with Vegatama and Amiruddin (2021), who found that Zoom-based learning can increase learner motivation and academic achievement through active participation and interaction. Consequently, the successful implementation of Zoom at Sakura Fubuki demonstrates the platform's effectiveness in supporting tutor performance and enhancing the quality of online language instruction (Vegatama & Amiruddin, 2021).

Evaluation Stage

Evaluation serves as a critical component in determining the effectiveness of learning activities and identifying areas for improvement. According to Matondang (2009), as cited in Putri et al (2025), evaluation is a systematic process involving the collection, analysis, and interpretation of information to support educational decision-making (Putri et al., 2025). The findings indicate that Sakura Fubuki conducts periodic evaluation meetings through Zoom every six months, involving tutors and administrators to discuss learner progress, instructional challenges, and institutional development.



Figure 6. Tutor Evaluation Meeting Conducted via Zoom Cloud Meeting
Source: Author's Documentation (2026)

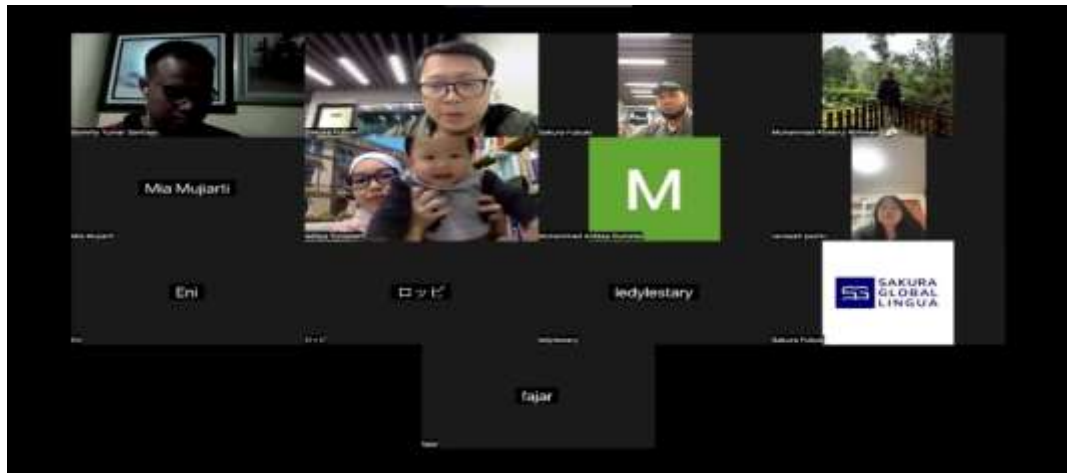


Figure 7. Tutor Evaluation Meeting Conducted via Zoom Cloud Meeting
Source: Author's Documentation (2026).

The use of Zoom for evaluation activities demonstrates that the platform extends beyond instructional purposes and functions as an organizational communication tool. This finding supports Effendy's (2003) theory of communication functions, which include information dissemination, education, persuasion, and entertainment (Effendy, 2003). Through features such as mute controls, breakout rooms, and recording functions, tutors can effectively manage classroom interactions while simultaneously monitoring and evaluating learning outcomes.

Moreover, evaluation activities contribute to continuous improvement in learning quality by providing opportunities for tutors to reflect on their teaching practices and identify necessary adjustments. Thus, Zoom plays a dual role as both a learning platform and an evaluation medium that supports institutional quality assurance.

Challenges in the Utilization of Zoom Meeting

Despite its benefits, several challenges were identified in the implementation of Zoom Meeting. The most frequently reported obstacle was unstable internet connectivity, which occasionally disrupted communication and learning activities. This finding is consistent with Azizah and Amalia (2021), who identified poor internet connections as one of the primary barriers to effective online learning (Azizah & Amalia, 2021).

Technical issues, such as audio malfunctions and unexpected application disruptions, were also reported. These findings reinforce Far's (2021) argument that successful e-learning implementation requires adequate technological infrastructure and digital readiness among educators (Far, 2021).

In addition, learner discipline emerged as a significant challenge. Some learners demonstrated low participation rates, irregular attendance, and incomplete assignment submissions. This finding supports Alfina et al. (2021), who identified learner discipline as a major factor affecting the success of online learning environments (Alfina et al., 2021). Furthermore, Wibawa et al. (2022) emphasize that intrinsic motivation, extrinsic motivation, and self-regulation significantly influence learning outcomes in online

settings. Consequently, learners with low motivation and poor self-regulation are more likely to experience difficulties in achieving learning objectives (Wibawa et al., 2022)

Overall, although several obstacles remain, the findings suggest that the benefits of Zoom Meeting outweigh its limitations. Continuous improvements in technological infrastructure, learner engagement strategies, and tutor digital competencies are necessary to maximize the effectiveness of online Japanese language learning

E. Conclusion

This study concludes that Zoom Cloud Meeting plays a significant role in supporting tutor performance at the Sakura Fubuki Online Japanese Language Course Institution. The platform facilitates instructional delivery, enhances tutor-learner interaction, and supports the effectiveness of online Japanese language learning through features such as screen sharing, breakout rooms, chat, and recording. The findings demonstrate that the implementation of Zoom Cloud Meeting through planning, implementation, and evaluation stages contributes to effective learning management and strengthens communication among tutors, learners, and institutional administrators.

Despite these benefits, several challenges remain, including unstable internet connections, technical issues, learner discipline, and varying levels of learner participation. Therefore, the institution is encouraged to provide continuous digital competency training for tutors, strengthen technical support systems, promote interactive learning strategies to increase learner engagement, and implement systematic evaluation mechanisms to ensure the continuous improvement of online Japanese language learning services.

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