
THE STUDENT'S PERCEPTIONS TOWARDS THE USE OF GOOGLE CLASSROOM IN ONLINE CLASSES

Oleh

Eka Fajar Rahmani¹, Eka Putri Wahyuni², Irma Rahmawati³, Indah⁴

^{1,2,3,4}Fakultas Keguruan dan Ilmu Pendidikan, Universitas Tanjungpura

E-mail: ¹ekasastria10@fkip.untan.ac.id

Article History:

Received: 03-10-2022

Revised: 18-11-2022

Accepted: 22-11-2022

Keywords:

Google Classroom, Online
Classes, Perceptions

Abstract: The purpose of this research is to identify and describe the perception of the sixth-semester students towards the use of Google Classroom in online classes. The subjects of this study were fifty-six Regular A students, in the English Language Education study program, Universitas Tanjungpura. The data in this descriptive study were collected through a close-ended questionnaire which was divided into two sections, students' perception and features of Google Classroom. Furthermore, the data in this study were analyzed using descriptive statistics which were described and interpreted through diagrams and pie charts. The research findings indicate that most students have positive perceptions towards the use of Google Classroom in online classes. In addition, the feature that helps students the most in online classes is submitting assignments. In short, it can be concluded that Google Classroom has played an essential role during online classes in terms of its accessibility and feature of assignment submission section.

INTRODUCTION

In March 2020, the coronavirus or Covid-19 brought changes to all fields, including education. This change forced all educational institutions in various countries to conduct online classes (Schleicher, 2020), including Indonesia. This makes teaching and learning activities in conventional classes turn into distance learning or online classes (Atmojo & Nugroho, 2020). To conduct online learning, teachers and students need learning media that can support learning activities during a pandemic. One of the most widely used media by teachers and students in online classes is Google Classroom.

Google Classroom is an application developed by Google for educational purposes that is very easy to use, does not takes up a lot of space on the phone's memory, and helps teachers and students to keep on top of their studies (Octaberlina & Muslimin, 2020; Rukmana, 2021). In the other words, Google Classroom is a free application that encourages student-teacher engagement through online classes which has benefits for teachers and students in their learning during the Covid-19 pandemic (Oktaria & Rahmayadevi, 2021). In short, Google Classroom is a very useful application that helps teachers and students in the learning process in online classes.

Furthermore, Google Classroom has several beneficial features such as, lecturers can

post some teaching materials, give assignments to students, and upload student grades to see first-hand the grades obtained in these courses (Oktaria & Rahmayadevi, 2021). In addition, according to Hemrungrote, Jakkaew, and Assawaboonmee (2017), Google Classroom has a variety of features, including the ability to post materials, create and distribute assignments, communicate, post announcements, start the class discussion, and keep organized while saving time and paper, as well as students can share materials with one another. In the other words, Google Classroom also functions as a virtual learning tool, so it has the same benefits and purposes as offline learning, both in terms of delivering material, forum discussions, assigning tasks, and conducting assessments (Rahmah, Graselly, Arifin, Safitri, & Destari, 2021; Ridho, Sawitri, & Amatulloh, 2019). Therefore, various features in Google Classroom, as previously mentioned, are very helpful in facilitating effective learning for students and teachers in online classes.

Regarding the use of Google Classroom in online classes, each student may have a different perception, whether it is positive or negative. According to Lewis (2001) and Unumeri (2009), perception is characterized in terms of someone's opinions and viewpoints. Students' perception is an activity or process carried out by students to observe and collect information related to an object. Each student will have a different perception or view about Google Classroom and its use in online classes. This is because not all students experience the same thing when using Google Classroom. So, students' perceptions of using Google Classroom in online classes can be positive or negative, depending on their respective circumstances.

Therefore, many researchers have conducted research regarding the students' perceptions towards the use of Google Classroom in online classes. Oktaria and Rahmayadevi (2021) have conducted research on the students' perceptions of using google classroom during the Covid-19 pandemic. From this research, the research findings show that Google Classroom is very useful in improving students' skills, abilities, discipline, and independent learning through teaching materials.

A similar study was also conducted by Setiadi (2020). In his research, he analyzed the students' perception of the use of Google Classroom in language learning. From this research, the research findings show that the students' perception on the use of Google Classroom had a positive response, and most of the students was agree that Google Classroom was easy to use. They had also a good performance to use Google Classroom in language learning. The gap between this research and the previous ones relies on the subject and the focus of the research. Therefore, this research needs to be done because, so far, there has been no research conducted on students of the sixth semester English Education study program, Universitas Tanjungpura regarding their perception of the use of Google Classroom in Online Classroom. In addition, this study aims to identify and describe students' perceptions towards the use of Google Classroom in online classes. Therefore, the research questions are formulated as follows:

1. What are the perceptions of sixth-semester students of English Language Education, Universitas Tanjungpura towards the use of Google Classroom in online classes?
2. What features are most helpful for sixth-semester students of English Language Education, Universitas Tanjungpura, in online classes?

METHODOLOGY

In this study, the researchers used descriptive study method. To characterize existing situations, analyze relationships, and study cause-and-effect occurrences, quantitative research methods are used (Gay, Mills, & Airasian, 2012). Moreover, a descriptive study presents a clear description of the situation or characteristics of a condition or situation (Johnson & Christensen, 2014). In this study, the researcher employed a quantitative approach with a descriptive study method in accordance with the research objectives, that is to find out and describe the current situation related to student perceptions towards the use of Google Classroom in online classes. Furthermore, the participants in this study involved fifty-six sixth-semester students of English Language Education, Universitas Tanjungpura, Regular A.

Moreover, the data in this study were collected through a closed-ended questionnaire with five scales ranging from Strongly Disagree to Strongly Agree. The questionnaire consists of two sections, those are: 1) Students' Perception, and 2) Features of Google Classroom. There were four questions in section 1, and one question in section 2 that must be responded by the participants. To analyze the data, the researcher used statistical calculation which was percentages formula. According to Gay et al. (2012) statistics is simply a set of procedures for describing, synthesizing, analyzing, and interpreting quantitative data. Thus, the researcher analyzed using pie charts and diagrams to interpret them in more detail. The flow of the research is depicted in Figure 1 below.

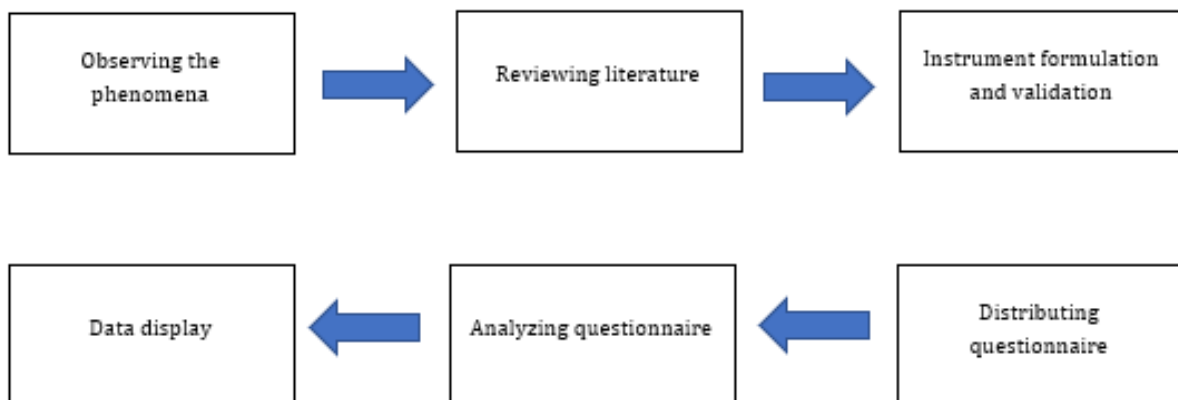


Figure 1. The flow of the research

RESULT AND DISCUSSION

The results of the data analysis are presented and discussed into two sections: the students' perceptions and features of Google Classroom. The detail explanation can be seen below:

1. The students' Perceptions towards Google Classroom

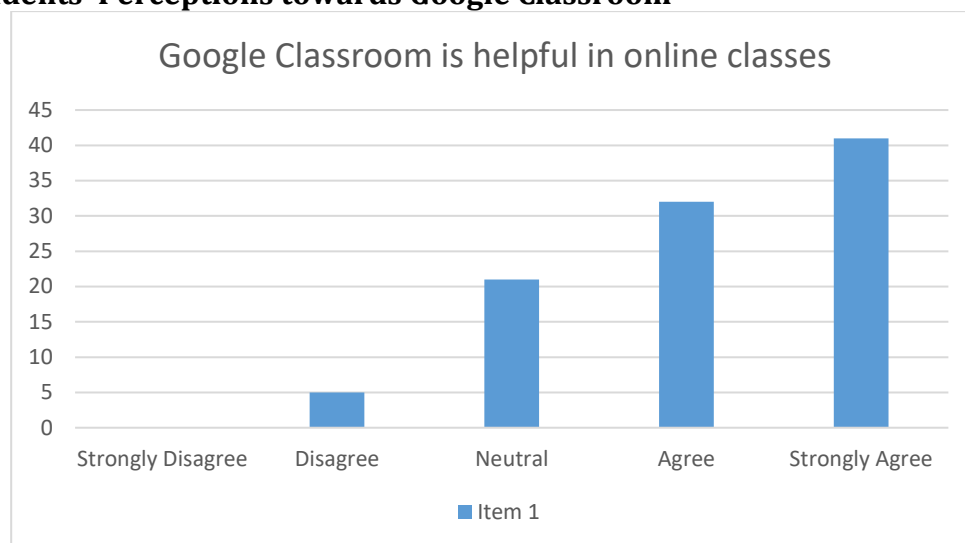


Diagram 1. Students' Perception of Item 1

Based on the data in the diagram above, the data shows that 23 students or 41% strongly agree with the statement that Google Classroom is very helpful for them in online classes. Meanwhile, 18 students or 32% agree. Next, 12 students or 21% chose to respond neutral towards the statement. 3 or 5% student disagree with the statement, and none is strongly disagree with the statement. From the analysis, it can be concluded that most students strongly agree that Google Classroom is very helpful for them in online classes.

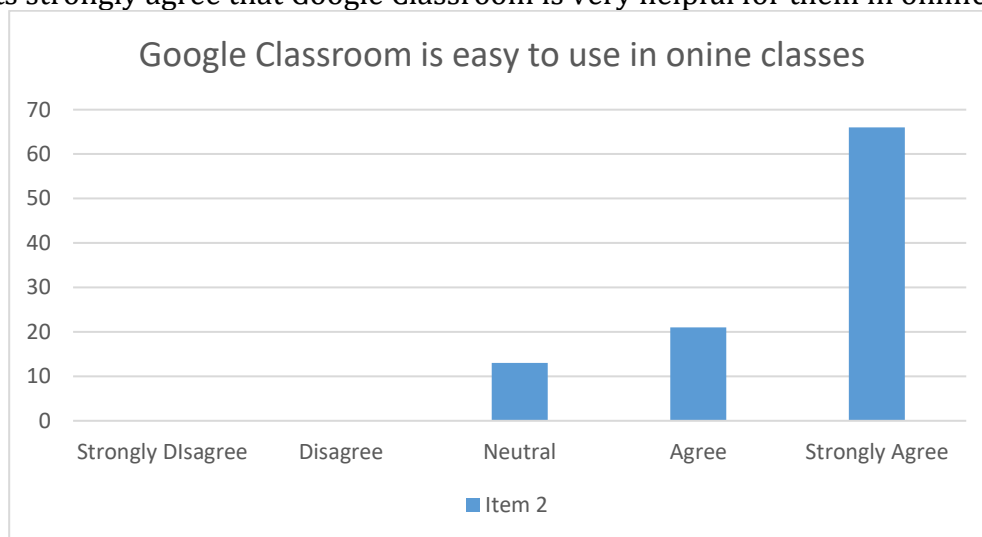


Diagram 2. Students' Perception of Item 2

Based on data above, it can be seen that most students answered strongly agree with 37 responses or 66%. It is followed by agree with 12 answers or 21% and neutral with 7 responses or 13%. The chart also displays that no students answered disagree or disagree. It shows that the students totally agreed that Google Classroom was easy to use during their online classes.

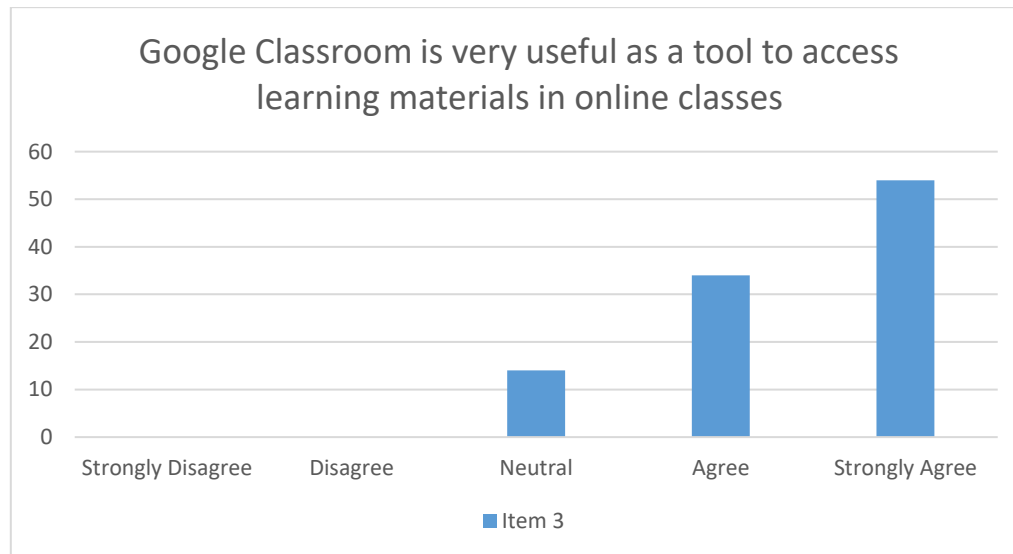


Diagram 3. Students' Perception of Item 3

Based on Diagram 3 above, the data indicates that 30 or 54% students strongly agree with the statement that Google Classroom is very useful as a tool to access learning materials in online classes. 19 or 34% students agree with the statement followed by 8 or 14% students respond it by neutral. From the chart, it can be seen that no students answer disagree or strongly disagree. So, it can be concluded that Google Classroom is very useful as a tool to access learning materials during online meetings according to the students.

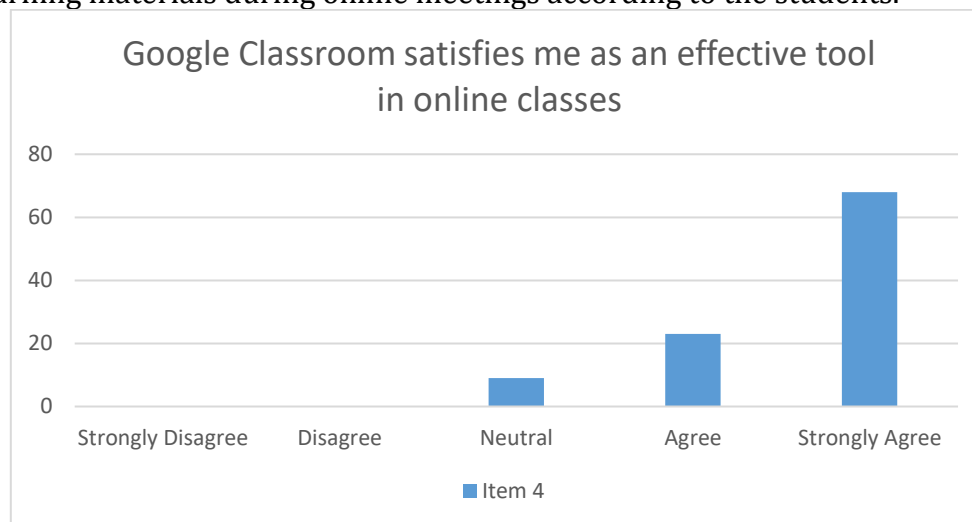


Diagram 4. Students' Perception of Item 4

Based on the data in diagram above, it can be seen that 38 or 68% students strongly agree with the statement that Google Classroom satisfies them as an effective tool in online classes. 13 or 23% students agree with the statement followed by 5 or 9% students responded it by neutral. No students disagree or strongly disagree with the statement. It implies that Google Classroom is effective for them during their online classes.

2. Features of Google Classroom

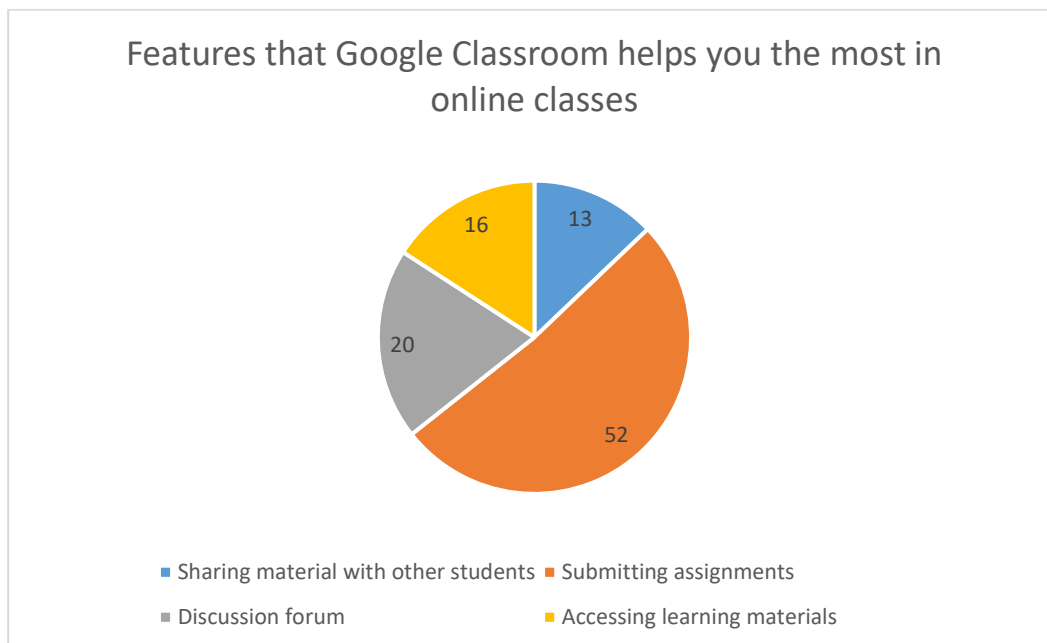


Chart 1. Students' Perception of Preferred GC Features

The pie chart above shows the percentage of students' opinion towards the features of Google Classroom that were the most helpful and preferred in online classes. Based on the data analysis, it can be seen that the most helpful and preferred feature of Google Classroom is the assignment submission section with 52% or 29 responses. The second feature is the discussion forum with 11 responses or 20%. The third feature is the section for accessing material with 9 responses or 16%; while the last preferred feature is sharing materials with 7 responses or 13%. From these results, it can be concluded students perceived that section for submitting assignment is the most helpful or preferred by the students.

CONCLUSION

The presence of Covid-19 in March 2020 brought major changes in the field of Education experienced by most teachers and students in Indonesia. This requires teachers and students to adapt to the new learning system, namely online classes. In the implementation of online classes, many media are used for learning, one of which is Google Classroom.

Google Classroom appears as an effective tool that is very helpful and useful for learning activities in online classes. Google Classroom makes it very easy for students and teachers to interact as well as carry out learning activities in online classes. Amongst the various Google Classroom features, such as sharing materials with one another, submitting the assignments, discussion forums, and accessing learning materials, submitting the assignments is the one that students thought helpful the most.

To conclude, most students strongly agree that Google Classroom is a very helpful and useful application for them in online classes. In other words, most students have a positive perception of the use of Google Classroom in online classes. Further research related to the use of Google Classroom in online classes needs to be done to develop the research that has been done. In addition, further research also needs to be carried out to examine in depth the

effectiveness of using Google Classroom in helping the learning process of teachers and students in the future.

ACKNOWLEDGEMENT

The researchers would like to thank all parties who have contributed to the implementation and completion of this research and paper, especially the participants of the research.

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