

STUDENTS' PERCEPTION ON GOOGLE CLASSROOM ASSISTED LEARNING IN LIMITED FACE-TO-FACE INSTRUCTIONS DURING THE PANDEMIC

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ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis persepsi siswa terhadap penggunaan Google Classroom dalam pembelajaran bahasa Inggris secara daring dan investigasi terhadap persepsi siswa tersebut menjadi perlu karena dapat digunakan sebagai bahan pertimbangan bagi sekolah untuk memfasilitasi pembelajaran tatap muka atau tidak menggunakannya sama sekali. Penelitian ini dirancang dengan menggunakan penelitian Mixed Method dimana Data Kuantitatif Deskriptif lebih dominan, sedangkan data kualitatif digunakan sebagai data pendukung. Pengumpulan data dilakukan melalui dua instrumen yaitu kuesioner dan pedoman wawancara. SMP N 1 Kubutambahan dipilih sebagai setting penelitian dan 63 siswa dipilih sebagai subjek penelitian. Hasil penelitian menunjukkan bahwa rata-rata skor data adalah 3,64. Hal ini menunjukkan bahwa siswa SMP N 1 Kubutambahan memiliki persepsi positif terhadap pembelajaran berbantuan Google Classroom. Berdasarkan data wawancara, sebagian besar siswa memiliki persepsi positif terhadap pembelajaran berbantuan Google Classroom. Meski kesulitan, mayoritas siswa ingin tetap menggunakan Goggle Classroom untuk membantu proses pembelajaran.

ABSTRACT

This study aimed to identify and analyze the students' perception toward the use of Google Classroom in English online learning. The investigation of the student's perception becomes necessary since it can be used as consideration for schoolsn whether to keep using Google Classroom to facilitate face-to-face learning or not to use it at all. This research was designed using the Mixed Method research where the Descriptive Quantitative Data were dominant, while the qualitative data were used as the data supportive. Data were collected through two instruments namely a questionnaire and an interview guide. SMP N 1 Kubutambahan was chosen as the research setting and 63 students were selected as the research subjects. The results showed that the mean score of the data was 3.64. This indicated that the students of SMP N 1 Kubutambahan had a positive perception towards Google Classroom-assisted learning. Based on the interview data, the majority of students had a positive perception towards Google Classroom-assisted learning. Despite the difficulty, the majority of students wanted to continue using Goggle Classroom to assist the learning process.

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1. Introduction

The outbreak of COVID-19 at the end of 2019 has led the World Health Organization (WHO) to declare the virus as a worldwide or global pandemic at the beginning of 2020. This situation has affected various sectors, including education. Due to this pandemic, the Ministry of Education and Culture issued Circular Letters 2 and 3 of 2020, in which to explain new policies, specifically learning from home by using online learning. In this situation, teachers and students are forced to learn from home (Duraku & Hoxha, 2020). In order to adjust this situation, teachers and students were expected to change as soon as possible. On the teachers' side, teaching through online learning is difficult because they cannot easily explain and deliver the materials. While on the students' side, learning becomes more difficult because they are expected to be more independent in their learning process.

Nadiem Makarim as The Minister of Education and Culture recommended various E-Learning Platforms such as Google Classroom, Zoom, Ruang Guru, Quipper Video, and Rumah Belajar to facilitate the learning process. Incorporating technological-based learning into the teaching and learning process can be beneficial (Mardiana, 2020). According to Mairing et al., (2021) two kinds of online learning can be implemented namely synchronous learning and asynchronous learning. Synchronous learning refers to the online learning that occurs when the teacher and students interact at the same time, whereas asynchronous learning refers to online learning that occurs when the teacher and student interact at different times (Hrastinski, 2008). According to Al-Marouf and Al-Emran (2018), Google Classroom is one of the learning applications developed by Google for academic purposes that is easy to use. Google classroom is one of the effective platforms for improving teachers' workflow. In addition, Harjanto and Sumarni (2019) mentioned that Google Classroom is a free web-based learning application that allows teachers and students to collaborate.

Alim et al., (2019) mentioned that Google Classroom offers lots of interesting features. There are many facilities provided by Google Classroom that will ease teachers and students to carry out learning activities. Rukmana (2021) also states that Google Classroom can help teachers to provide learning materials, assignments, announcements, or information more easily. Teachers also can create an online class or group class for each class. It will be easier for students to gain access to it as a result of this. Teachers also can just post the material, assignment, and students' grades on the platform, then students can submit their work on the platform according to the specified deadlines that are monitored by teachers (Ari, 2021). Therefore, the teacher can easily grade their work and give suggestion or comment directly.

Since October 2021, the government of Indonesia has gradually loosened the restriction on the learning process that is due to the pandemic, allowing students to attend school in a face-to-face method. With the decrease of new cases, from the beginning of 2022, students are allowed to attend limited face-to-face learning at school based on several conditions. This regulation reduces the use of online learning, which also affects the use of Google Classroom in facilitating online learning. An investigation of the students' perception becomes necessary since it can be used as consideration for schools on whether to keep using Google Classroom to facilitate face-to-face learning or not to use it at all. Therefore, the use of Google Classroom can be seen as relevant and beneficial in the limited face-to-face learning context as of now.

Besides that, students' perception is important to be investigated as students' perception of the learning process, technique, strategies, or media has a significant influence on their learning motivation, which eventually affects their learning achievement (Wahyuni, 2021). Therefore, considering the importance of students' perception and the benefits of Google Classroom, a study that investigates students' perception towards the use of Google Classroom is still considered important to be conducted. Therefore, this study aims to investigate students' perception on Google Classroom-assisted learning in English learning in the context of limited face-to-face instructions during the pandemic of COVID-19. It is conducted by examining students' experience in using Google Classroom during the full remote, online learning by taking the 9th grade students of SMP N 1 Kubutambahan as the subjects.

2. Method

This research was designed Mixed Method Design research. According to Cresswell (2012), mixed Method Design provided a quantitative foundation with qualitative research explaining the result. Quantitative and qualitative data must be collected and analyzed in two phases within one study using the mixed method design research. In this case, this research used Mixed Method Design research where the descriptive quantitative research data were dominant, while the qualitative data were used as the data supportive.

In this research, the researcher used two data collection namely a questionnaire and an interview guide. The questionnaire was used to collect information about students' perception of using the Google Classroom in English Online Learning. In addition, an interview guide was also used to gather information about the use of Google Classroom, which eventually is beneficial for the school to decide whether to use Google Classroom or not in facilitating the current future and learning process.

3. Finding and Discussion

This research was aimed to identify and analyze the students' perceptions toward the use of Google Classroom. The data was collected by using questionnaire and interview guide. Based on the data from questionnaires, this research found several responses from students. The questionnaires consist of 25 statements. The result of the questionnaires can be seen in the table below.

Tabel 1. Result of the Questionnaire

NO	STATEMENTS	RESPONSES
1	I find it helpful to understand English material through online English learning using Google Classroom.	69.8% of 100% agree
2	I feel I know how to use Google Classroom in the online English learning.	50.8% of 100% agree
3	I feel I understand the functionality of Google Classroom platform.	57.1% of 100% agree
4	I feel that online learning using Google Classroom does not help me in understanding English.	41.3% of 100% disagree
5	I find using Google Classroom more accessible than other platforms.	61.9% of 100% agree
6	I feel my motivation increases when I use Google Classroom in learning English.	41.3% of 100% agree
7	I find online English learning through Google Classroom to be very useful for my English learning process.	44.4% of 100% agree
8	I feel that learning English online using Google Classroom can help me increase my participation in class.	52.4% of 100% agree
9	I find learning English online through Google Classroom so confusing that it is hard to understand.	36.5% of 100% strongly disagree
10	"I feel learning English online using Google Classroom makes it difficult for me to understand the learning topic.	41.3% of 100% disagree

11	I enjoy learning English online using Google Classroom because it can be done anywhere.	57.1% of 100% agree
12	I am interested in having online discussions about English subjects using Google Classroom.	58.8% of 100% agree
13	I don't like doing English assignments online through Google Classroom.	42.9% of 100% agree
14	I don't feel comfortable learning English online using Google Classroom.	52.4% of 100% disagree
15	"I feel not confident when conducting discussions in English subject online through Google Classroom.	44.4% of 100% disagree
16	I feel bored when learning English online using Google Classroom.	36.5% of 100% disagree
17	I feel that learning English online using Google Classroom suits my way of learning.	49.2% of 100% agree
18	I feel that I can improve my English grades more easily when using Google Classroom for online learning.	46% of 100% agree
19	I feel that the use of Google Classroom supports the online English learning.	52.4% of 100% agree
20	I feel that learning English online through Google Classroom does not increase my grades.	34.9% of 100% disagree
21	I strongly agree with the use of Google Classroom because I have complete facilities.	39.7% of 100% agree
22	I strongly agree with the use of Google Classroom because of the good network coverage.	46% of 100% agree
23	I am not ready to use Google Classroom for online English learning because of the weak network at my place.	34.9% of 100% agree
24	I feel that learning English online through Google Classroom takes more time.	39.7% of 100% strongly disagree
25	I feel there is no clear instruction for learning English online using Google Classroom.	38 % of 100% agree

Table 2. Mean Score

N	Minimum	Maximum	Mean	Std. Deviation
63	3.22	4	3.64	0.22

Based on the data, it can be seen that the mean of the data was 3.64. The criteria of the students' perception classification were presented and categorized the formula suggested by Nurkancana (1986). The criteria of the students' perception classification can be seen in Table 3.

Table 3. The Criteria of Students' Perception

Scores	Criteria
$X \geq 4.5$	Very Positive
$3.5 \leq X < 4.5$	Positive
$2.5 \leq X < 3.5$	Neutral
$1.5 \leq X < 2.5$	Negative
$X < 1.5$	Very Negative

Based on the table 3, it can be seen that the mean of the data was less than 4.5 and more than 3.5. Therefore, it can be said that students in SMP N 1 Kubutambahan had a positive perception toward the use of Google Classroom-assisted learning.

Table 4. Transcript of Interview Guide

Questions	Responses
What is your opinion about the use of Google Classroom in the English Learning process?	<ul style="list-style-type: none"> - For instance, S1-S10 stated that they felt facilitated to learn English by the use of Google Classroom in online learning. - S2 also further stated that the platform was useful for the online learning process. "Google Classroom is very useful because the teaching and learning process becomes easier and more practical, and can be done anywhere" (S2) - S6 stated that Google Classroom assisted learning was useful, as it helped to carry out the learning process during the pandemic, which allowed students to learn from home. - S5 added that the use of Google Classroom assisted learning made the online English learning became more interesting and thus motivated the student to follow and participate in the learning process. - "In my opinion, the platform itself is very helpful, but learning is less effective because it is a little difficult to understand. The explanation is only in the form of text or video from internet source, so it's a little difficult to understand. Moreover, I am used to learning offline, so it feels unfamiliar and difficult." (S11)
What is the benefit of Google Classroom assisted learning?	<ul style="list-style-type: none"> - S1, S2, S3, S4, S9, S10, S14, and S15 made similar point related to how Google Classroom helped to carry out the learning process during the pandemic and allow students to learn from home. - "There are so many benefits, one of which is that we can

better understand how to learn the material presented by using learning videos that are shared in Google Classroom.” (S1)

- “By using Google Classroom, teachers can invite students to join the class, provide information related to teaching and learning activities, provide material in the form of files or videos, give assignments, and make a schedule for collecting assignments, and so on.” (S6)
- What is your opinion about the differences in the use of Google Classroom in the online English learning process and conventional learning?
- “I can manage my time better in online learning. By studying at home, I can be flexible in managing my time, such as when to do schoolwork, help my parents, rest, worship, and so on.” (S6)
 - “In my opinion, online learning is likely to make students difficult to understand the material that was explained in Google Classroom. It is also possible for students to quickly get bored of learning online. Meanwhile, for conventional learning, students can understand the material explained by the teacher and are not easily bored.” (S15)
- What is your opinion about your confidence in learning English through Google Classroom?
- S1, S2, S3, S4, S5, S8 S9, S10, S13, S14, and S15, with a total of 14 students stated that they felt to have more confidence to learn through Google Classroom assisted learning.
 - “I can become more confident because by using Google Classroom I can learn English anywhere and it makes me more fluent in English”. (S3)
 - “I am more insecure because English is very difficult to learn online since it is harder for students to understand compared to offline learning. Because when studying offline, we can understand the material explained by the teacher better.” (S6)
- Do you think using Google Classroom in the classroom as a learning tool is beneficial?
- S1, S2, S3, S4, S5, S9, and S10 stated that they felt greatly helped with the use of Google Classroom assisted learning, as they could continue to learn with flexibility, whereas they could learn anywhere and anytime they wanted.
 - S6, S7, S8, S12, S14, and S15 stated that they felt quite helped by the use of the platform, since they could still learn during the pandemic even though the learning materials were difficult to understand
 - S11 and S13 stated that they only felt a bit helped since Google Classroom assisted learning only helped the learning process to run without even made them able to understand.
- Will you continue to use Google Classroom in your learning process?
- S1, S2, and S3 even stated that they wanted to use the platform even when the pandemic that forced the online learning ended.
 - On the other hand, S5 stated that he would probably use the platform if the learning process was still conducted online.

- However, S14 hoped that they could go back to the conventional learning without the need to use the platform.
 - It was only S11 and S12 who firmly stated that they did not want to continue using the platform to assist the learning process.
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Furthermore, based on the result of the interview, it can be seen that most of the students at SMP N 1 Kubutambahan had positive perceptions toward Google-assisted learning. The majority of students found Google Classroom to be helpful in assisting the online learning process. The major issue pointed out by students is the difficulty of understanding the material. The summary and interview results were presented in table 4.

4. Conclusion

From the finding section, the result of the questionnaire and interview guide were in line. The result showed that the mean score was 3.64. This indicated that the students of SMP N 1 Kubutambahan positively perceived Google Classroom-assisted learning. In this study, the cognitive component was measured by looking at the students' attitude related to their understanding of the learning materials. Students also know how to operate Google Classroom, the function of the platform, and participation in learning. The result of this research showed that the majority of students' SMP N 1 Kubutambahan had positive perception toward the use of Google Classroom assisted learning. This positive perception is in line with the study conducted by Alim et al. (2019), as the study found that students believed the platform to be beneficial since it allowed them to quickly get or download the teachers' learning materials. Furthermore, in the interview, the students stated that Google Classroom was useful since it made the learning process became easier, be more practical, and could be done anywhere.

In the affective component, the majority of students' SMP N 1 Kubutambahan also had a positive perception toward the use of Google Classroom-assisted learning. According to Chowdhury & Salam (2015), the affective component refers to one's feelings towards an object that is affected by the emotional experiences and preferences, which can lead to satisfaction or dissatisfaction towards the object. The affective component of this study was seen in the students' happiness, interest, comfort, and confidence in their ability to learn using Google Classroom. The result of the interview also shown that the students felt more confident by using Google Classroom since they could learn anywhere. Thus, students can practice more and made them became more fluent in English, Therefore, since the English learning was conducted online, this student could feel more confident to participate in the learning process.

The last component was to construct and investigate the students' perception was the conative component. Chowdhury & Salam (2015) mentioned Conative component is related to one's behavior or overt actions towards an object. This study evaluated the conative component of how Google Classroom supported learning matched the students' learning preferences, academic progress, support for English language learning, access to facilities and a network, time effectiveness, and clear instructions. This research measured the conative component from the suitability of Google Classroom assisted learning with the students' learning style, grades improvement, support for the English learning, the facilities and the network connection they had, time efficiency, and clear instruction.

Despite the difference, the negative feeling that the students felt due to the difficulty to understand the learning materials is also valid. It is because Astuti (2021) suggests that most students, regardless of their characteristics, prefer having face-to-face learning to understand the learning materials better. Despite this difficulty, the majority of the students had positive perception towards Google Classroom assisted learning, which was shown by the results of the questionnaire and the interview. Furthermore, the majority of students' of SMP N 1 Kubutambahan wanted to continue using Google Classroom to assist the learning process. Thus, it can be concluded that the use of Google Classroom was perceived positively by students.

The results of the questionnaire and the interview were in line, indicating consistency and validity of the data. The results showed that the mean score of the data was 3.64. This indicated that the students of SMP N 1 Kubutambahan had positive perception towards Google Classroom assisted learning. Based on the interview data, the majority of students had positive perception towards Google Classroom

assisted learning. Despite the difficulty, the majority of students wanted to continue using Goggle Classroom to assist the learning process.

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