

STUDENTS' PERCEPTION TOWARDS GOOGLE CLASSROOM AS E-LEARNING TOOL

(A Case Study of Master of English Education of the Second Semester at STKIP PGRI Sidoarjo)

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ABSTRACT

E-Learning is a moderately new phenomenon where currently the educators and students are grappling with the idea of its implementation and adaptation. E-learning has contributed to the learning process can be done not only in the classroom but any places and every time, especially within the COVID-19 issue. Google Classroom is one of the tools implemented among e-learning scan be applied. The purpose of this research is to identify the students' perception of the implementation Google Classroom as a learning tool for students of Master of English Education at STKIP PGRI Sidoarjo. Descriptive quantitative method was applied in conducting the research. Questionnaire which was distributed to the 19 students was the instrument of this research. The results showed google classroom as a tool of e-learning is a useful application can be applied during e-learning within the issue of Covid-19 to the second semester students of Master of English Education (MPBI Batch 5) at STKIP PGRI Sidoarjo in regard it is a solution of e-learning in case it is useful, effective and also helps students in assisting in the e-learning.

Keywords: *Students' Perception, Google Classroom, E-Learning, Covid-19, Master of English Education*

INTRODUCTION

The development of technology contributes wide influence toward education system. The use of technology and its implementing in teaching and learning process become one of the results can be seen through education field. Educators use computer and mobile phones to help them in solving their problems or minimizing the difficulties whether it is supported with internet connection or not. Most of them use technology to get easiness in collecting students' assignments within electronic learning(Widodo and Fatihul, 2019). The electronic learning (e-learning)is described as a tool of education integrates electronic equipment and the interactivity that occurs between these and the people involved in the educational process (i.e: instructors and learners).“E-Learning projects are being developed lately and some spectacular successes are recorded (Amadea and Dahesihsari, 2015; Mahajan, 2018; Widodo and Fatihul, 2019). ”Electronic learning (e-learning) is changing the way teaching and learning taking place on every level of education such as primary, secondary level or even the university level. It is implied e-learning is a relatively new phenomenon, currently both the educators and students are struggling with the idea of its implementation and adaptation respectively (Iftakhar, 2016; Widodo, 2015).

Technological developments are increasing rapidly time to time and used in various activities by accessing through the internet. By involving technological advances, nowadays learning is no longer bound by space, distance and time. Cole (2000) cited in (Rosytawati, 2018; Widodo) argued, “Online learning, e-learning, gives the opportunity to students to perform of what they have got in learning and teaching activities anytime. ”E-learning can be conducted through the platform applications such as Edmodo, Quipper, Quizizz,

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Kahoot, edX, MOOC, and Google Classroom. In this research, the researchers focused on Google Classroom as a primary discussion regarding it is applied in e-learning contexts where the researchers done. Moreover, "Google classroom is known as a blending way of learning initiated in 2014 which takes into consideration the achievement of specific functions such as simplifying the students-teacher communication, and the ease of distributing and grading assignments (Al-Marouf and Al-Emran, 2018; Michael et al.). "It provides students with a great occasion in submitting their work to be graded by their teachers online within the deadlines. Correspondingly, teachers can have a comprehensive vision relating to the advancement of each student, and they can return works along with the compulsory commentaries in case the student can revise their assignments.

Theoretically, Google Classroom is an application has been established by Google Inc. for educational space projected to find a way out the difficulty of forming, distributing, and organizing any paperless assignments (Khalil, 2018). This application can be used on smartphone where both lecturers and students can download it freely and log in easily. The lecturers only need to create a class and share the class code to the students to let them to join with the class created. Through this application, students can submit their assignment easily, revise their assignment, and also check their scores given by the lecturer. In line with (Smaldino et al., 2008; Syakur, 2020), "The development in using mobile computing let the lecturers to record students' assessment in taking the advantage that can be found by using Google Classroom towards the assessment record on the application. Moreover, the lecturer will not miss any students' mark and works. They are saved well on the application and can be checked anytime, especially, it can be applied during the Covid-19 issue occurred.

The spread of COVID-19 has led to the shutting of educational institutions all over the world. A closure enhanced the development of the online learning environments within those institutions so that learning might not be disrupted (Smaldino et al., 2008). "The Corona virus pandemic has tested as it is important to review the reasons for offering students online classes, which go beyond periods of confinement (Basilaia and Kvavadze, 2020)." Furthermore, starting the development of the use of distance learning in several universities in Indonesia as the impact of the Covid-19 issue, applying e-learning as one of their tools in delivering teaching and learning has been done. Google Classroom as one of the online learning platforms is applied at STKIP PGRI Sidoarjo. Google Classroom allows the lecturers to create the classes, to make available students in distributing the assignments, to provide feedback easily and to evaluate everything in one place instantly and paperless. Google Classroom also provides space to the students in the form of active and collaborative learning which is packed in the determined learning within the lessons and the classes. In Google Classroom also offers features can encourage students to learn cooperatively. Thus, it is assumed google classroom is essential tool in determining the usefulness as well as its benefits and challenges from the lecturers and students' interpretations (Sepyanda, 2018).

E-learning has many challenges as it is implemented. Limited implementation of online learning is considered as one of some problems discovered in the use of online learning which is used only to deliver the tasks and to submit the tasks and the most common challenge towards internet connection to access and to involve joining e-learning (Amadea and Dahesihsari, 2015). There are several possibilities occur when online learning is used only to deliver the assignment and to collect the assignment. The lack of understanding the features by online learning become one of the reasons for it. Lack of connectivity also become the main to the students and teacher while doing the online learning, it lowers students' motivation learn using online learning.

Google classroom provides a stream line of communication and workflow that can be effective for both the learners and faculty members due to its features. Becoming free of paper is a crucial factor in developing of learning strategies in regard students can keep their files more organized and needless stored paperless in a single program Latif (2016) in (Al-Marroof and Al-Emran, 2018). Moreover, Google Classroom is useful in facilitating in teaching and learning process by the aim students are able to use it with affluence whenever the need arises. The teachers' most important task is to make students aware of the way of using the apps. The main purpose of this paper is to study the factors that affect the Google classroom acceptance among post-graduates' students at STKIP PGRI Sidoarjo.

The results of the observations conducted by the researchers in e-learning activities of the students of batch 5 Master of English Education at STKIP PGRI Sidoarjo in case of the implementation of google classroom showed some of the students' perceptions about the influential problem on e-learning The afore mentioned situations showed the problem which this study aimed at understanding the perception about e-learning from students point in the used of google classroom in subject of workshop training at the second semester during issue of Covid-19. The results can be utilized to convey about the essential changes by incorporating the newer techniques and tools into the students learning environments. This study might help in super intendent the educators to take the necessary steps in integrating these new learning styles for the benefit of the learner as well as incorporating higher e-learning strategies, tools and technology at university level. The purpose of this research was to describe the students' perception concerning google classroom use as a learning tool at the second semester students of Master of English Education (MPBI) at STKIP PGRI Sidoarjo.

LITERATURE REVIEW

E-learning in an Educational Perspective

E-learning is learning process done by using electronic media or utilizing the technology which focuses on the usage of technology in the field education and learning. It denotes to the use of advanced technology of information communication in the learning process where advanced technology consists of electronic media. In line with (Tamimi, 2017), "Technology is a concept referring to a system of advancing technologies which are currently being used by millions of people around the globe for interaction, collaboration, networking, and entertaining purposes." Hartley (2001) as cited in (Rossytawati, 2018), "E-learning is the type of learning and teaching that allows the delivery of teaching materials to students by using the internet media or computer network." It is implied the system or the thought of education utilizing information system of technology in the progression of teaching and learning can be denoted as an e-learning which offers the capability to share materials applied in learning. The learning in e-learning's concepts are very imminent bearing in mind the features offered in e-learning are comprehensive. The possibility that happened in e-learning between the students and teachers or lecturers are providing the question and answer directly, students also can get the feedback immediately, and live online class involved.

E-learning Delivery Method

There are two types or method of delivering e-learning such as synchronous e-learning and asynchronous e-learning Wahono, 2008 in (Rossytawati, 2018). Synchronous is defined as in a one time or at the same time, impeach of interaction to students and teacher through the web at the same time such as a real

classroom online or usually called by virtual classroom. In the real classroom or virtual classroom, students can interact each other, both students and teacher through instant message, chat, audio, video, and others. Meanwhile, asynchronous is the opposite of synchronous which means teacher and students can connect each other not at the same time. It empowers students to complete the web-based training at their own place, without live instruction from the teacher. This type offers the interaction amongst student's via message board, bulletin board, and discussion forums that has recomences such as: available just in time for immediate learning and reference, the liveness of access from wherever at any time, ability to instantaneously reach an unlimited number of employees, standardization of content.

Facilities and Infrastructure in E-learning

E-learning unquestionably be subject to learning process on the obtainability of reliable infrastructure which is a physical asset designed in the system, thus providing important public service (Hendrastomo, 2008). This infrastructure also affords support and service will be used and utilized for the sustainability of a system. In addition, infrastructure of e-learning is known as a component supporting the implementation of e-learning. The components of the infrastructure of e-learning are including internet connection, computer, system, the software of e-learning, include other supporting infrastructure. There are four things viewed from the aspect of infrastructure, the most important component to support e-learning sustainability is internet access which is very crucial considering every application and learning activities in e-learning needing the internet network. Then, the computer is the intermediary between e-learning and the user of e-learning, when this intermediary is not supported or very minimal it will interfere the e-learning process. Next, system (software) e-learning course requires software in the form of features contained in e-learning that will provide some facilities to facilitate the communication between students and teacher. Lastly, the cost of access, it is related to the issue of price to access the internet which is relatively expensive compared with the speed of access compared with the conventional class then the cost incurred by e-learning is more than conventional.

Google Classroom

Google Classroom is one of the applications provided by Google Inc. used as an online educational platform. Google Classroom is very easy to set up and it allows instructors to create classes, distribute assignments, post announcements, send feedback, and upload course materials for students to view. It is free and multipurpose which means no payment required and teachers can get in touch with students and their parents as well as access other Google tools such as Google Forms, Docs, Slides, Sheets, and so forth. The teachers can highlight the contents of each assignment and provide the student with direct constructive feedback and evaluate his/her performance when he/she turns in the assignments given. Furthermore, the teachers can invite other colleagues or guests to view the posts on the application. Google Classroom can be used for any course in any educational institution and is very appropriate and controllable applied.

RESEARCH METHODS

Research Design

This research was conducted as descriptive quantitative method. (Gay et al., 1992) argued "Descriptive research involved collecting data to answer question concerning the current status of the subject of study. " In

addition, quantitative research was the process of discovering knowledge by using numeral data as the instrument to find information about what was wanted to know. It means quantitative research used the data in the form of the numbers and statistic analyzing. Subsequently, descriptive quantitative is numeral related to statistic descriptive such as measuring scale, portrays graphic and variability in regard all of the data would be in numeral statistic and be explained in narrative. In this research, the descriptive research was used to analyze the students' perceptions toward the implementation of google classroom in Workshop Training subject of the second semester students of Master of English Education (Batch 5) at STKIP PGRI Sidoarjo.

Population and Samples

The population of this research was the second semester students of Master of English Education (MPBI-Batch 5) at STKIP PGRI Sidoarjo consisting of 19 students. The primary reason of taking this class was because they are in Workshop Training subject within the research conducted at the time available of e-learning applied in case of the issue of Covid-19 where the students are doing e-learning activities. Additionally, total sampling was chosen to get the sample of this research. Based on (Sugiyono, 2008) described "Total sampling is a sampling technique where the number of samples equals to the population." The researchers decided the sample of this research was all of students included as the population of the research conducted.

Instrument

The instrument of this research was questionnaire consisted of 14 items covering 12 items of Likert scale and 1 item of additional respond as students' perception. Each item was consisted of a statement meant to measure students' attitude toward the use of Google Classroom in Workshop Training subject at STKIP PGRI Sidoarjo. The statements contained in the questionnaire items were created in form of positive statement where the responses used Likert scale. Sugiyono (2013) explains "The several measuring about social phenomena by using Likert scale such as attitudes, opinions, and some perceptions." There were four degrees of measuring of perception by using Likert scale be in the categories such as *Strongly Agree (SA) = 4*, *Agree (A) = 3*, *Disagree (D) = 2*, and *Strongly Disagree (SD) = 1*.

Data Collecting Technique

In collecting the data, the questionnaire was distributed as the instrument of the research to the students on the sample of the research. Then, they were asked to give response to each statement given on the questionnaire. After that, it was collected from the students. After collecting the questionnaire, the data were examined to interpret students' perceptions toward the implementation of Google Classroom in Workshop Training subject at STKIP PGRI Sidoarjo in the academic year 2019/2020.

Data Analysis Technique

After the data was collected, the researcher conducted several procedures to analyze them. First, the researchers analyzed the students' questionnaire responds. Second, the researchers calculated the frequencies into a table and put the results into percentages, calculated means of the score acquire. To find out the percentage of item, the researcher used formula as below:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage of the answer

F = Frequency

N = Total respondents

The researchers classified the percentage of questionnaires after getting the total percentage of students' attitude scores. The result of questionnaire was classified based on into the following interval:

Table 1. Interval the Frequency and Classification Level of the Students' Perceptions

Interval the Frequency of the Students' Responds	Classification Level of Students' Perceptions
81% - 100%	Very Good
61% - 80%	Good
41% - 60%	Average
21% - 40%	Poor
0% - 20%	Very Poor

Source: Sepyanda (2018)

RESULTS AND DISCUSSION

The researchers, in this section, primary discussed the findings of the research related to the results of the questionnaire distributed to the 19 students of Magister of English Education (MPBI-Batch 5) at STKIP PGRI Sidoarjo towards the implementation of google classroom as a tool of e-learning. The results of questionnaire as the responds of the students' perception are described as follow:

Table 2. Results of Questionnaire

No.	Statements	SA	A	D	SD
1	Google Classroom offers me more opportunities to interact with my lecturer and peers.	47.40% (9)	42.10% (8)	10.50% (2)	0.00% (0)
2	Google Classroom saves time and effort by doing and submitting assignment electronically.	52.60% (10)	36.80% (7)	10.50% (2)	0.00% (0)
3	Google Classroom services give me running record of assignment due date and a description of what expected.	57.90% (11)	31.60% (6)	10.50% (2)	0.00% (0)
4	Google Classroom gives me a chance to share my writing with my lecturer and peers.	57.90% (11)	31.60% (6)	10.50% (2)	0.00% (0)
5	Google Classroom allows me to get immediate feedback from my lecturer.	57.90% (11)	31.60% (6)	10.50% (2)	0.00% (0)
6	Google Classroom supports e-learning through	52.60%	36.80%	10.50%	0.00%

No.	Statements	SA	A	D	SD
	working in group.	(10)	(7)	(2)	(0)
7	Google Classroom allows me to participate in online discussion.	47.40% (9)	42.10% (8)	10.50% (2)	0.00% (0)
8	Google Classroom represents the presence of lecturer.	52.60% (10)	31.60% (6)	10.50% (2)	5.30% (1)
9	Google Classroom requires long time to master its use.	36.80% (7)	47.40% (9)	10.50% (2)	5.30% (1)
10	I need to learn something trouble shooting technology tasks to help myself when using Google Classroom.	15.80% (3)	15.80% (3)	47.40% (9)	21.10% (4)
11	I dislike using Google Classroom because it causes me difficulty in navigating and typing.	15.80% (3)	26.30% (5)	42.10% (8)	15.80% (3)
12	I get frustrated by using Google Classroom because of the slow-speed internet.	5.30% (1)	0.00% (0)	57.90% (11)	36.80% (7)

SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree

Table.2 clearly displays students' perception on the implementation of google classroom as a tool of e-learning done in the second semester students of Master of English Education at STKIP PGRI Sidoarjo. As a result, it's evidently seen in the first statement, 9 students (47.40%) chose SA (strongly agree), 8 students (42.10%) chose A (agree), 2 students (10.50%) chose D (disagree) and none chose SD (strongly disagree). It is implied mostly the 17 students (89.50%) students agreed with the first statement "Google classroom offers me more opportunity to interact with my lecture and peers". It is classified as a very good perception towards the implementation of google classroom. However, there were still students disagreed with the first statement. As a result, it is argued google classroom provided the chance of students in cooperating during e-learning activities.

The second statement is written "Google Classroom saves time and effort by doing and submitting assignment electronically." Related to the results of questionnaire, it had a positive respond containing 10 students (52.60%) chose SA (strongly agree), 7 students (36.80%) chose A (agree), only 2 students (10.50%) chose D (disagree), and none chose SD (strongly disagree). It can be said 17 students (89.50%) had agreement that google classroom saves time and effort in submission of the tasks given by the lecturer. There were still 2 students (10.50%) who disagreed with this statement number two. The interval of 89.50% is categorized as a very good respond regarding the students' respond of the google classroom during e-learning.

The next results of the statement number 3 show the positive responses which means almost all the students gave a good respond directly to the written statement "Google Classroom services give me running record of assignment due date and a description of what expected." Presenting on the expectation of google classroom and its implementation on the e-learning is strongly satisfying. The result shows there were 11 students (57.90%) chose SA (strongly agree), 6 students (31.60%) chose A (agree), 2 students (10.50%) chose D (disagree), and none chose SD (strongly disagree). It can be concluded the interval 89.50% of respond showing very good classification even though there were still 2 students had no satisfying in the implementation of google classroom.

The statement number 4 focus on the students' perceptions on the use of google classroom dealing with a chance to share students' writing with their lecturer and peers. There were 11 students (57.90%) chose SA (strongly agree), 6 students (31.60%) chose A (agree), 2 students (10.50%) chose D (disagree) and not a single student (0%) chose SD (strongly disagree). It shows the higher response is in SA (strongly agree) and A (agree) which was around 89.50%. This respond means the students agreed to use google classroom in case of providing in sharing the tasks given not only with their lecturer but also with their peers. In the meantime, 2 students (45%)disagreed as their consideration to this statement. It is argued there were 2 students who didn't get what they had in the implementation of google classroom as their sharing part of tasks. Concerning to the result of the statement number 4, it is concluded as avery good classification that google classroom provided students' chances for sharing both of their lecturer and peers.

The next fifth statement is written "*Google Classroom allows me to get immediate feedback from my lecturer.*" It focused on the feedback given by the lecturer during e-learning activities done. It is proven by the percentage of the questionnaire there were 11 students (57.90%) chose SA (strongly agree), 6 students (31.60%) chose A (agree), 2 students (10.50%) chose D (disagree) and none chose SD (strongly disagree). It can be concluded google classroom enormously assisted the students in providing important information helped the students lead to get feedback of their tasks given by their lecturer in e-learning. the interval of 89.50% clearly shows google classroom is very good as its implementation to the second semester students of Master of English Education at STKIP PGRI Sidoarjo in the Workshop Training subject.

The statement number six related to the students' motivation in the process of e-learning by using google classroom. The result shows most of the students (89.50%) were encouraged as their motivation in e-learning activities. However, there were still 2 students didn't feel motivated in the implementation of google classroom. Moreover, it is proven as the description there were 10 students (52.60%) chose SA (strongly agree), 7 students (36.80%) chose A (agree), 2 students (10.50%) chose D (disagree) and no one chose SD (strongly disagree). The results show the students really agreed their motivation since they gave the high positive response to the statement. Thus, it can be concluded the students' respond toward the sixth statement is classified into very good perception as the implementation of google classroom in e-learning.

Moreover, the statement number seven directly associated with participating students in e-learning class activities by using google classroom. It's shown the high positive result that all of students believe google classroom was important and gave the influence in participating students within the e-learning class conducted by their lecturer. The interval of respond is 89.50% (17 students) and classifies as very good respond. It is proven by the percentage of the questionnaire there were 9 students (36.80%) chose SA (strongly agree), 8 students (42.10%) chose A (agree), 2 students chose D (disagree) and none chose SD (strongly disagree).

The next statement focused on the presence of lecturer in google classroom as a tool of e-learning as it is itemized "*Google Classroom represents the presence of lecturer.*" which is available on the eighth statement. The result shows 10 students (52.60%) chose SA (strongly agree), 6 students (31.60%) chose A (agree), 2 students (10.50%) chose D (disagree), and 1 student (5.30%) chose SD (strongly disagree). Mostly, students agreed google classroom can be defined as the presence of the lecture in the e-learning activities. Meanwhile, there were 3 students (15.80%) disagreed that google classroom doesn't represent the lecture's attendance. The interval responds 84.20% (16 students) is identified google classroom has a positive perception related to the presence of the lecture in the e-learning activities which is classified into very good perception.

The ninth statement discusses a part of the students in involving requirement of access how the students master google classroom during e-learning as it is written “*Google Classroom requires long time to master its use.*” Google classroom is a new approach applied in the second semester students of Master of English Education at STKIP PGRI Sidoarjo. In case the use of the application, it is quite new to be learned. In case google classroom is a new tool of e-learning to be applied, most of students still had difficulties to master in the use of the application and its features. It is proven by the results of questionnaire that there were 16 students (84.20%) needed long time to master it. The responds covering 7 students (36.80%) chose SA (strongly agree) and 9 students (47.40%) chose A (agree). Meanwhile, there were 3 students (15.80%) had no difficulties in mastering the application and its features. They were 2 students (10.50%) chose D (disagree) and 1 student chose SA (strongly disagree). It is concluded google classroom is considered into very poor classification in mastering as it is implemented.

The tenth statement directed to the problem solving when the students get troubleshooting in the use of google classroom during e-learning. It is stated in the questionnaire “*I need to learn something troubleshooting technology tasks to help myself when using Google Classroom.*” Based on the result of questionnaire, it shows the students had a good problem solving in case of troubleshooting in the implementation of google classroom during e-learning (Mudyastuti and Widodo, 2019). The interval shows 6 students (31.40%) still needed a guidance in problem solving of google classroom when it was error. Meanwhile, there were still 13 students, covering 9 students (47.40%) chose D (disagree) and 4 students (21.20%) chose SD (strongly disagree), had no difficulties in order to solve problems faced in the implementation of google classroom when they got trouble in its features.

The statement number eleven concerned to the students’ perceptions either they like or dislike in the implementation of google classroom as it is specified “*I dislike using Google Classroom because it causes me difficulty in navigating and typing.*” Based on the data examined in findings, mostly, students liked google classroom as a tool of e-learning. the results show there were 8 students (42.10%) disliked google classroom, but 11 students (57.90%) had a good respond that they liked e-learning using google classroom. The interval 57.90% shows students mostly liked google classroom as a tool of e-learning (Smaldino et al., 2008).

The twelfth statement focused on the students’ perception in case of internet connection to access e-learning activities using google classroom as it is itemized “*I get frustrated by using Google Classroom because of the slow-speed internet.*” Slow-speed of the internet was a big problem faced by the students during e-learning using google classroom. The results show 18 students (84.70%) having a bad connection during e-learning. meanwhile, there was still 1 student had no problem of internet connection. It is implied, the internet connection became a big problem during e-learning faced by the second semester students of Master of English Education at STKIP PGRI Sidoarjo.

Last statement is focused on the additional perceptions towards the implementation of google classroom. Surprisingly, the result shows positive responds given by the students. There were several perceptions in the implementation of google classroom such as: (1) *Google Classroom is a solution can be implemented in e-learning, so it is useful.*; (2) *Google Classroom help me more to learn, communicate n do the lecturer assignment in todays’ situation.*; (3) *Google classroom is effective online learning.*; (4) *Google classroom help us in learning process.*; and (5) *I found that Google Classroom can accommodate the need of interactive learning.* It can be concluded google classroom is a solution of e-learning in case it is useful,

effective and also helps students in assisting in the e-learning (Khalil, 2018; Mudyastuti and Widodo, 2019; Syakur, 2020).

CONCLUSION

Google Classroom as a tool of e-learning is a useful application can be applied during e-learning within the issue of Covid-19 to the second semester students of Master of English Education (MPBI Batch 5) at STKIP PGRI Sidoarjo. The result of the research shows the students had good responds toward the use of Google Classroom on Workshop Training subject. Consequently, Google Classroom can be used as an effective tool in collecting students' assignments, especially in Workshop Training subject. Moreover, this application also can be applied regarding to google classroom is a resolution of e-learning within the issue of Covid-19 in case it is useful, effective and also helps students in assisting in the e-learning especially in submission of the tasks given by the lecturer.

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