STUDENTS' PERCEPTIONS TOWARD THE USE OF GOOGLE
CLASSROOM IN TEACHING AND LEARNING PROCESS

A final project submitted in partial fulfillment of the requirements for the
degree of *Sarjana Pendidikan* in English

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APPROVAL

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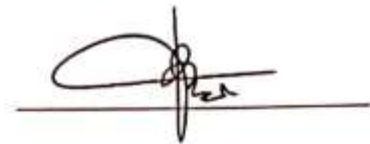
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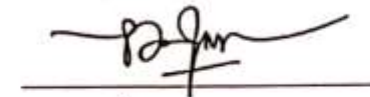   NIP. 198505282010121006

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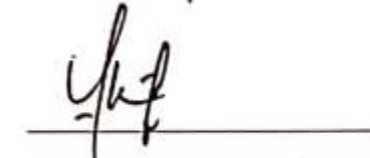   NIP. 197309052005011001

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DECLARATION

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MOTTOS

"You can if you think you can." – Henry Ford.

"Do the best you can until you know better. Then, when you know better, Do better." – Maya Angelou.

"Many will start fast. Few will finish strong" – Gary Ryan Blair.

To my beloved parents, brother, sister, and my best friends.

ABSTRACT

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Key Words: *Students' Perception, Google Classroom*

This study aimed to identify students' perceptions toward the use of Google Classroom in the teaching and learning process in SMA N 1 Banjarnegara. The subjects of this research were 34 students from XII science 2 SMA N 1 Banjarnegara. This final project was a descriptive qualitative study. The instruments of data collection were questionnaire and interview. This research shared 20 close-ended questionnaires to 34 students and two questions for the interview session. The data analysis was carried out using the Technology Acceptance Model (TAM). TAM is underlying concept that adapted from Al-Khatiri (2015). The findings were presented into four factors: students' perceived ease of access, students' perceived usefulness, students' feeling when using Google Classroom, and Students' satisfaction toward using Google Classroom in the teaching and learning process. Based on the findings, students feel that Google Classroom is useful, and they are satisfied with the use of Google Classroom as an online tool in the teaching and learning process. It can be concluded that Google Classroom is a suitable medium as the learning tool in the teaching and learning process.

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CHAPTER 1
INTRODUCTION

1.1   Background of the Study

Nowadays, almost all countries globally, including Indonesia, are facing a virus outbreak problem called COVID19. The government makes a policy to do social distancing. They advise their people to avoid the crowd, pray from home, and work from home. The school also applies a system to do online teaching and learning processes at the students' own homes. Therefore, many teachers use various platforms to support the online learning process, such as Google+, Google scholar, and Google Docs. Google also has an e-learning tool, Google Classroom. It is one of the social networks designed to connect teachers and students in the teaching and learning process. According to Perez (2015), Google classroom can create assignments. Google is a provider to help teachers communicate, give information, or ask the student questions.

Online learning is widely used as a medium that supports education, particularly in learning today. Online learning is one kind of learning that is run not only based in the classroom but also through online or computer devices. Khan (1997) said that online instruction as an innovative approach to delivering instruction and materials of learning to a remote audience using the web as the media. The use of distance education can be used for students who are located in remote areas and more broadly, it can also be used across the country. On the other side, online learning has many challenges. According to Amadea & Dahesihsari (2015), some online learning problems are limited online learning implementation.

It is used only to deliver the tasks and submit the tasks, and the most common challenge is a poor internet connection. Several possibilities occur when online learning is used only to provide the assignment and collect the assignment. The lack of understanding of the feature by online learning becomes one of the reasons for it. Lack of connectivity also becomes the main to the students and teacher while doing online learning. It lowers students' motivation to learn using online learning.

SMA N 1 Banjarnegara used Google Classroom as the online tool in the teaching and learning process since the virus problem. The use of e-learning such as Google Classroom in learning activity is new in SMA N 1 Banjarnegara. Therefore, I found out students' perceptions of using Google Classroom as the medium in teaching and learning activity.

1.2   Reason for choosing the topic

Google classroom is one of the social networks which connect teachers and students to do teaching and learning activity. It also helps the teacher use an online medium when teachers and students have a situation that makes them unable to do a direct teaching and learning process.

The online learning activity can exist continuously until an unpredictable time depends on this virus problem. So it is important to identify the best platform to teach the student. It could be shown by knowing the students' perceptions toward using the platform that has been used as long as the online learning activity.

1.3   Research question

What are twelfth-grade students' perceptions toward the use of Google Classroom in SMA N 1 Banjarnegara?

1.4   Objectives of the study

To identify twelfth-grade students' perceptions toward the use of Google Classroom in SMA N 1 Banjarnegara.

1.5   Significance of the Studies

This study was expected to be able to give some advantages for the following sides.

a.   Theoretical Significance

Hopefully, this research will be a useful reference for those who want to research the use of google classroom in the learning activity.

b.   Practical Significance

For the teachers, this study could represent the students about their perception toward the use of Google Classroom. It could be a consideration for the teacher to choose the best medium appropriate for their students. For the students, it helps the students to express their feelings while studying using Google Classroom.

c.   Pedagogical Significance

For the pedagogical world, this research will give innovation in learning English using technology. We would know how students' perceptions toward the use of Google Classroom were in the teaching and learning process. Hopefully, it could be an exciting and appropriate medium for students to do an online learning

activity and also this study could be a consideration for the teacher to choose the best medium for their students.

CHAPTER II

REVIEW OF RELATED STUDIES

This chapter deals with the review of previous studies, a review of relevant theories, and a theoretical framework

2.1   Review of Previous Studies

On March 11, 2020, the World Health Organization (WHO) announced COVID-19 as a pandemic. Government authorities around the world activate social distancing to prevent the spread of the coronavirus, the teaching and learning activity was done via online. Teaching and learning activity with distance becomes challenging sometimes. According to Franssen et al. (2015) the students welcome and receive the education via online learning platform. Moreover, Huda (2015) stated that open & distance learning as an educational institution can be addressed by workers to improve their social competence. However, Olawiyola et al. (2015) found that the institutions were not adequately prepared for blended learning as ICT facilities in the institutions were below the minimum required standard. The study concluded that ICT facilities and infrastructure in colleges of education were inadequate for blended learning.

E-Learning became the only choice to ensure the continuity of teaching and learning process with distance at school. The use of e-learning is a direct result of the integration of technology and education which is a powerful medium to do online teaching and learning activity using internet technologies. Alqudah et al. (2020) confirmed that the experience of e-Learning was positive. E-learning may change the roles of both teachers and students as it is attractive and improves clarity

of instruction as well as course integrity, individualization of the learning process and feedback (Kacetl, 2020). Most believed that e-learning would have a prominent role in the future of education and proposed blended learning programs. Furthermore, E-learning is the future of education as it is interactive, interesting and entertaining way of learning, and will soon replace the paper books in the form of touch screen tablets (Goyal, 2012). Moreover, Alfrihat (2020) stated that e-learning is a direct result of the integration of technology and education, has emerged as a powerful medium of learning particularly using Internet technologies On the other hand, Keller (2006) found that students did not regard access to e-learning on campus as a benefit. Male students, students with previous knowledge of computers and students with positive attitudes to new technologies were all less positive to e-learning on campus than other students. Aboderin (2015) also stated that challenges included of enough computers, shortage of interne facilities, student's lack of access to e-learning facilities and tools, high cost and software and erratic power supply (a major challenge), while prospects included promoting distance learning extending the frontiers of knowledge, eradicating e-literacy, and making education more effective. It could be said that the use of suitable medium and tool to do an online learning is important.

Mobile phone and computer is a technology tools that support the e learning process. According to Sunadi (2018) students are very familiar with mobile devices and their applications. The results also reveal that students have positive perceptions toward m-learning, and indicate that mobile technologies are widely used among them. This report can be taken as the basis for applying a mobile

learning system in the classroom. In addition, Gorra and Bathi (2016) concluded that most students in state colleges and universities in Caraga region in the Philippines are likely to use technology in classroom for the purpose of positive consequences supporting the view that use of technology helps in enhancing learning related activities in classroom. Furthermore, Jones (2011) stated that mobile devices are a great way to make the learning activity becomes more real and permanent when tied to learners' lives outside the academic environment. Provici (2015) confirmed that students are well equipped in using technology in formal environments and are already using these technologies in order to support their learning process. Furthermore, Richards (2005) stated ICT provide a teacher to become more innovative and active designer to support the blended learning.

Google Classroom is a good e-learning tool used in teaching and learning activity. Muslimah (2018) indicated that students felt that Google Classroom was useful and was satisfied with using Google Classroom as their online learning tool. Besides, Shaharanee and Rodzi (2016) confirmed that students were satisfied with the use of Google Classroom, thus showed it was effective as an active learning tool. Furthermore, students' perceptions toward the use of Google Classroom in the teaching and learning process can be seen from the study from Sibuea (2018) that showed Google Classroom was a satisfying LMS for blended learning in the PLU course. The students positively perceive Google Classroom because of its features, user-friendliness, and appropriateness in the higher education program. Another study conducted by Rossytawati (2018) could be interpreted as the students feel that most challenging aspects of using Google Classroom are not very helpful for

minimizing their time and effort in doing and collecting the assignment. Azhar and Iqbal (2018) confirmed that the teacher perceived using Google Classroom as a facilitation tool for document management and essential classroom management without significantly impacting teaching methodologies. The results of the study conducted by Al-Maroof and Al-Emran (2018) proved that both the perceived ease of use (PEOU) and perceived usefulness (PU) positively influence the behavioral intention, which in turn affect the actual usage of Google classrooms. This study helped the higher educational institutions' decision-makers better understand the effectiveness of using Google classroom by their student measure. It assumed that it helped measure the level of students' acceptance of the previously mentioned technology.

Based on the previous studies mentioned above, it could be concluded that the areas that have been explored by other researchers are the implementation of distance learning, the use of e-learning to support the distance learning, the use of technology tool to support the e-learning, and the use of Google Classroom the medium to support the e-learning. The area that has not been explored is the students' perceptions toward the use of Google Classroom in teaching and learning process.

2.2 Review of the related literature

This part presented general concepts of Google Classroom, the benefits of Google Classroom, The limitation of Google Classroom, the definition of perception, the definition of TAM (Technology Acceptance Model).

2.2.1   Google Classroom

Google Classroom is a blended learning platform that has appeared in 2014 (Luckerson, 2015). Google Classroom is a tool that makes students and teachers build communication. The teacher can freely create and share an assignment for students in online learning (Nagele, 2017). According to Iftakhar (2016), Google Classroom is classified as one of the best platforms to enhance teachers' workflow. It provides a set of wonderful features that make it an ideal tool to use by teachers and students. Google Classroom helps teachers to save their time, keep classes organized, and improve communication with students. It is available to anyone with Google Apps for Education, a free suite of productivity tools including Gmail, Drive, and Docs. While Beal (2017) Google Classroom is a tool that facilitates students and teacher collaboration, the teacher can also create and distribute assignments for students in an online classroom.

2.2.1.1 Features of Google Classroom

There are a lot of activities we can do with Google Classroom when the class is operated. First, one can create an announcement. The teacher can give notifications about the update of the course in this section. They can attach files and class materials as well. Secondly, create an assignment. This is the most powerful feature in Google Classroom. The teacher can upload projects for the student within due time to submit. The student also can download materials that have been uploaded by the teacher to finish their task. Third, create a question. In this section, students can create a problem to be discussed with their teacher or other students if

allowed by the teacher. Fourth, re-use posts. The teacher can use important post in this section, such as announcement, assignment, and question

2.2.1.2 The benefits of Google Classroom

There are so many benefits of Google Classroom. They are:

a. Google Classroom is very easy to use. Google Classroom is designed as an interface to deliver and track assignments and communication with the course more simple through the announcement, email, and push notification. (Janzen, 2014)

b. The process of administering document distribution, grading, giving formative assessment, and giving feedback is simplified and streamlined, so it saves time. As stated by Chehayeb (2015), Google Classroom Software Engineer said that it built to save time because of the feature that makes the teacher is easier to update grade point scale, entering grades by sorting the name on the grading page.

c. Google classroom is flexible. It is an easy application to access and use, whether in the face to face learning or online learning process (Mary, 2014). Moreover, this can be accessed freely by signing up for a Google account.

d. Google Classroom is a friendly mobile that is designed to be responsive. Janzen (2014) stated that an exciting and easy mobile access to the learning material is essential in the learning environment.

e. Crawford (2015) states that Google Classroom facilitates collaborative learning. A teacher can upload materials and give feedback to students.

Students also can upload assignments and make a personal comment. Moreover, students can collaborate. They can share their documents and work, and thus they can produce the best job.

2.2.1.2 The limitation of Google classroom

Google Classroom also has some limitations. Pappas (2015) stated that Google Classroom are: limited integration option, too googlies, no automated update, and difficult learner sharing and editing problems. The teacher will be challenging to manage teaching materials and set up a deadline for the assignment because it is not connected to a calendar. There is no auto-update feature, so students must refresh the page regularly to get the new announcement.

2.2.2 Perception

Every human has a different opinion based on what they feel. There were two options, pro and contra, like or dislike, and agree or disagree depending on how the individual feels to the object. Montague (1997) said that students' perception is what the students feel about something. Chen & Hoshower (2003) stated that students' perception is significant for considerable success to learn or a successful learning strategy. The students' perception helps the teacher to see something or decides something from students. It is a kind of neurological activity that deals with associative learning. Humans percept something through their sense and interpret their perception through their action and ideas."

2.2.3 TAM (Technology Acceptance Model)

TAM is underlying concept that adapted from Al-khatiri (2015). TAM is an intention-based model developed specifically to explain and predict user acceptance of computer technology (Hu et al., 1999). Davis designed TAM in 1986. This model aims to predict a tool's acceptability and identify the modifications that must be brought to the system to make it acceptable to users. There are two main factors of the actual system used: perceived ease of use (PEOU) and perceived usefulness (PU). Perceived usefulness is defined as the degree to which the person believes the use of system will improve his performance. Perceived ease of use refers to the degree to which the person believes that the use of system will be effortless. In this study, four factors developed from the two main factors, those are perceived ease of access, perceived usefulness, perceived of students' feeling, and students' satisfaction. Saadé, Nebebe, & Tan (2007) insisted that students' participation and involvement were important to successful e-learning systems; therefore, students' acceptance behavior should be assessed. They suggested that TAM was a solid theoretical model where its validity can extend to the e-learning context.

2.4   Theoretical Framework

In essence, this research's main topic is to identify the students' perception of the use of Google Classroom in the teaching and learning process.

Beal (2017) Google Classroom is a tool that facilitates students and teacher collaboration. The teacher can also create and distribute assignments for students in an online classroom.

Montague (1997) said that students' perception is what the students feel about something.

Technology Acceptance Model
(Davis, 1986)
-Perceived ease of access
-Perceived Usefulness
-Perceived Feeling
-Perceived Satisfaction

The instrument adapted from
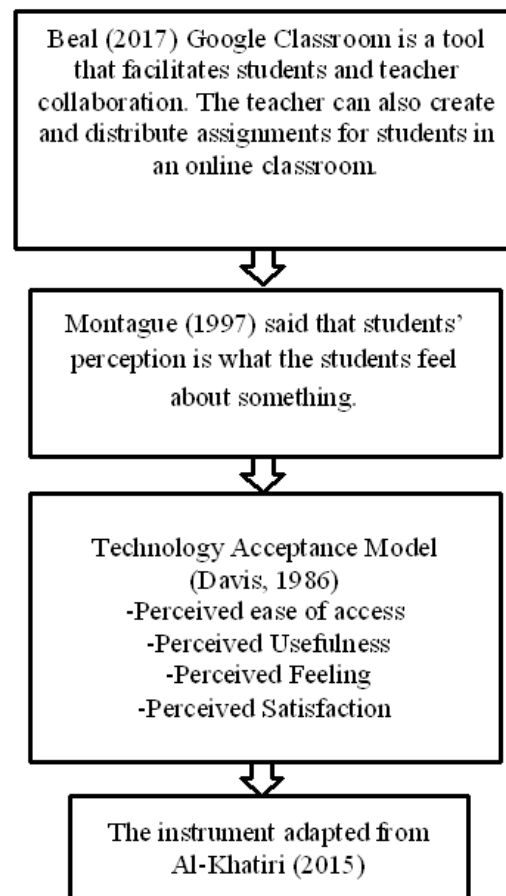Al-Khatiri (2015)

Figure 2.1 Theoritical Framework

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research aimed to identify students' perceptions toward the use of Google classroom while used in SMA N 1 Banjarnegara. There were 34 students as the subject of the research. There were several conclusions that could be drawn from the research finding.

First, it could be concluded that most of the students agreed to use Google Classroom in their online learning. Google Classroom facilitated the students to interact with the teacher to discuss or do an online learning activity assignment. Most of them were happy and never bored to use Google Classroom in their learning process. Students' benefits from the use of Google Classroom such us reduce the learning cost because Google Classroom is free and easy to access. Most of the students were being more disciplined in submitting the assignment that they got from the teacher. They also found that Google Classroom could be the best medium to do online learning and prefer to use Google Classroom. They hoped that Google Classroom needs to exist in online learning.

On the other hand, students felt that Google Classroom couldn't support cooperative learning by working in groups. Google Classroom only support individual assignment. There were no features in Google Classroom that could support group discussion.

5.2 Suggestion

Referring to this research result, I suggested for students who use Google Classroom in their online learning to maximize the use of Google Classroom as one of the learning tools. Students are expected to use Google Classroom creatively and expressively rather than in the real class.

In this current era, technology became an essential part of our life, including in the educational world. Hopefully, the teacher could upgrade their ICT skill to facilitate the learning process. Besides, the teacher should find another tool to do online learning that supports students in cooperative learning by working in a group.

The current study recommended further study. This study only took a part of the whole population of SMA N 1 Banjarnegara and produced the data above. Hopefully, the next study can continue this research on the other batch to get more varieties of data, and it can be a better suggestion for the e-learning world.

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