

# STUDENTS PERCEPTION: THE USE OF GOOGLE CLASSROOM IN TEACHING-LEARNING PROCESS

Google  
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Teaching  
Learning  
Process

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***Abstract** – The purpose of this study was to determine the perceptions of students regarding the use of Google Classroom in learning activities. The subject of this study is the seventh semester students as many as 54 students of English Literature Study Program at STBA Pontianak. The results were described using descriptive statistics, the average of students gives a positive response. For the usefulness indicator the results indicated that, the highest is Google Classroom is very useful for learning (88.51%) in the excellent category, the middle is Google Classroom makes learning effective (80.37%) in the excellent category, and the lowest is Google Classroom can improves student performances and increases student activity 70% was included in the good category. For the Google Classroom ease of use indicator the results indicated that, the highest is Google Classroom easy to use (91.85%) in the excellent category, the middle is Google Classroom easy to learn (91.48%) in the excellent category, and the lowest is Google Classroom makes learning flexible and helpful in the learning process (77.4%) was included in the good category. For the indicator of satisfaction the results indicated that, the highest is Students can use the Google Classroom according to what they want (92.60%) in the excellent category, the middle is the application is amazing (91.11%) in the excellent category, and the lowest is Google Classroom convenient and comfortable to use (87.40%) in the excellent category.*

***Keywords:** Google Classroom, Teaching Learning Process, Students*

## I. INTRODUCTION

The development of information technology is very influential in all field, no exception in education. As an embodiment of the application of information technology, namely implementation of technology-based learning. The form of technology-based learning is the implementation of online learning, by using e-learning as a media in the implementation of the learning process. E-learning is access for students to learn wherever and whenever. Through the use of e-learning, making the learning process more effective and efficient, because it can expand the reach of the learning process by using the internet, not limited to space and time. The benefits of e-learning are not only felt by students, lecturers as well. Lecturers can

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share learning materials, assignments, and information related to learning in accordance with the area of expertise taught.

There are several e-learning applications that can be used, one of them is google classroom. Google Classroom is an application designed to assist lecturers in creating, distributing, and collecting paperless tasks, assessments, including automatic document storage for each student. Google Classroom can be used as a means of communication between students and lecturers, in organizing classes, especially when students and lecturers cannot do face-to-face learning. In order to implement technology-based learning, several lecturers at STBA Pontianak used Google Classroom as an instructional media. In this study, researchers focused on student perceptions about the use of Google Classroom as instructional media.

Instructional media can be interpreted as a tool used in the learning process. this is in line with what was stated by Suryani and Agung (2012: 136), defining instructional media as the media used in learning, namely includes tools to assist teachers in teaching and means of carrying messages from sources learning to the recipient of learning messages (students). Instructional Media is everything that can be used to stimulate the mind, feelings, attention, and abilities, or skills of students that can encourage effective learning processes. Sadiman, et al (2009) mentions that instructional media has the benefits of:

- 1) Clarifying the presentation of a message so that it is not too verbalistic,
- 2) Overcoming the limitations of space, time and sensory power,
- 3) Using appropriate and varied learning media can overcome students' passive attitudes,
- 4) With unique traits for students as well as different environments and experiences, while the curriculum and learning materials are the same for each student, this problem can be overcome by learning media in their abilities: giving the same stimuli, equate experience, raises the same perception.

In addition to making learning effective and efficient, instructional media can also have other positive impacts, namely students become more active because they stimulate student interest that allows students to learn independently according to their interests and abilities.

There are several types of instructional media. They are:

- 1) Print Technology, is the way to produce or deliver material through the printing process mechanical or photographic, such as books and static visual material;
- 2) Audio-visual technology, is the way produce or deliver material using machines mechanical and electronic machines for present audio messages and visual;
- 3) Computer Based Technology, is a way to produce or deliver material with using sources micro-processor based;
- 4) Combined technology is a way to produce and deliver the material combine multiple uses media forms controlled by computer. (Purwono, 2014).

Lecturers are required to be creative in managing the class thus the learning objectives can be achieved. By looking at the previous explanation, the instructional media is appropriate to use in developing the teaching and learning process.

According to the Law of the Republic of Indonesia Number 14 of 2015, concerning Teachers and Lecturers, defines lecturers as professional educators and scientists with the main task of transforming, developing, and disseminating science, technology and art through education, research and community service. Therefore, the lecturer in conveying and developing the knowledge possessed is the result of technological development through the learning process. Republic of Indonesia Law Number 20 Year 2003 concerning the System National Education, suggests that learning is a process of interaction learners with educators and learning resources in a learning environment. Wina Sanjaya (2008:86) stated that Learning objectives are abilities (competencies) or skills which students are expected to have after they process certain learning. Based on the explanation, it can be said that learning is two-way communication, or a reciprocal relationship between lecturers and students, students and students, to achieve the learning objectives that have been set. In an effort to improve learning, learning is designed by adjusting technological developments, making students the main object of learning. Therefore students can use technology as a learning tool.

E-learning is a manifestation of the application of technology in learning, by using the internet as access. This is in accordance by Ariesto Hadi Sutopo's statement (2012: 144) which defines e-learning as a form of Web-based learning that can be accessed from the intranet or the internet, and called online learning. E-learning

combines learning methods and technology as a learning tool. As stated by Barbara (2008) E-learning is a learning process effectively produced in a way combine material delivery digital which consists of support and learning services. The use of e-learning in the learning process can improve results learning. This is in accordance with the results of Muharto et al. (2017) research which states that there are significant differences in student learning outcomes in the experimental group (using e-learning) and control groups (without using e-learning).

E-learning provides benefits for students and lecturers. For students, E-learning is an alternative to learning rather than learning that takes place outside the lecture hall, forming learning independence, helping to make learning as lifelong learning and encouraging students to interact with one another. Whereas the benefits for lecturers, E-Learning changes teaching styles that have an impact on work professionalism, provides opportunities to assess students and evaluate each student's learning, and explore themselves efficiently (Singh, O'donoghue, & Worton: 2005). Based on the explanation, it can be said that e-learning has a positive impact on lecturers and students, as well as the renewal of teaching and learning.

Based on explanation above, Google Classroom is one application that can be used in the implementation of e-learning. Google Classroom is a free web service developed by Google for schools that aim to simply creating, distributing and grading assignment in a paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. It released on August 12, 2014 (Wikipedia.org). Google Classroom is considered one of the best platforms to improve lecturer workflow. This application provides a set of advanced features that make it the ideal tool for use with students. This application helps teachers save time, keep classes organized, and improve communication with students. This application is available for everyone with Google Apps for Education, a series of free productivity tools including gmail, drive, and document (Iftakhar, 2016).

Based on these descriptions, it can be said that Google Classroom is a ready-made application tool provided by Google that can be used for learning and increasing the productivity of lecturers and students. Therefore, the writer interested

in researching and knowing how to use Google Classroom in the learning process, especially at STBA Pontianak.

## II. **METHOD** **Research Types and Approaches**

This study used quantitative research with a descriptive approach. Quantitative research methods are a type of research with systematic, planned and clearly structured from the beginning to the creation of the research design. This research is a research that aims to explain the phenomena that exist by using numbers to rely on individual or group characteristics (Syamsudin & Damiyanti: 2011).

### **Research sites**

This research was conducted in the English Literature Study Program, STBA Pontianak. The subjects studied were seventh semester students of STBA Pontianak. The researcher determined the subject in this study because researchers want to examine perceptions students in using Google Classroom as a instructional media. The method used is survey method by distributing questionnaires to respondents as instruments research.

### **Data Collection Technique**

The data were gather from questionnaire. Data collection techniques are carried out by giving a set of written statements to respondents for answered. The questionnaire contains statements using the assessment criteria in the form of a scale divided into a scale of 1 to 4, namely Strongly Disagree, Disagree, Agree, Strongly Agree. Indicator to measure the usefulness of Google Classroom as instructional media, namely: usefulness, ease of use, and satisfaction.

### **Data Analysis Technique**

Based of the results of the questionnaire that was distributed, the data obtained were then processed to find out how much the percentage and frequency of respondents using the Likert scale. Likert scale uses the following weights:

Table 1. Questionnaire Assessment Criteria

Assessment Criteria	Score
Strongly Agree	5
Agree	4
Nor disagree	3
disagree	2
Strongly Disagree	1

Data collected through questionnaires and then analyzed. The formulas used to calculate percentages are:

$$\text{Index (\%)} = (\text{Total Score} / \text{Y}) \times 100\%$$

Following interpretation of scores based on intervals:

Table 3. Interpretation of Scores

Interval	Interpretation
0% - 19,99%	Very Bad
20% - 39,99%	Not Good
40% - 59,99%	Pretty Good
60% - 79,99%	Good
80% - 100%	Excellent

### III. RESULT AND DISCUSSION

#### Descriptive Analysis

Based on the results of descriptive statistic analysis, obtained:

Table 3. Test Results of Research Variables

Variable	Sample	Minimum	Maximun	Mean	Standard Deviation
A1	54	4	5	4.44	0.502
A2	54	3	5	4.02	0.598
A3	54	3	4	3.48	0.504
A4	54	3	5	3.87	0.584
A5	54	2	4	3.50	0.541

B1	54	4	5	4.59	0.496
B2	54	4	5	4.57	0.499
B3	54	3	5	3.87	0.516
B4	54	4	5	4.56	0.502
B5	54	3	5	4.33	0.514
C1	54	4	5	4.37	0.487
C2	54	4	5	4.63	0.487
C3	54	4	5	4.43	0.499
C4	54	4	5	4.56	0.502

The description of the data that has been obtained is as follows:

A. Analysis of the usefulness Google Classroom

1. Google Classroom is very useful for learning

Based on the results of testing the descriptive statistics for the Google Classroom variable is very useful for learning, the results obtained mean value 4.44 and standard deviation of 0.502 with a minimum value of 4 and maximum 5. Then based on the results of questionnaire analysis, obtained 23 students (42.6%) stated strongly agree and 31 students (57.4%) agreed. Based on the calculation of the index, it was found that 88.51% was in the excellent category. From these results, it can be concluded that respondents strongly agree that Google Classroom is very useful for learning activities.

2. Using Google Classroom makes learning effective

Based on the results of testing descriptive statistics for variables using Google Classroom making learning effective, the results obtained mean value 4.02 and standard deviation of 0.598 with minimum values of 3 and maximum 5. Then based on the results of questionnaire analysis, obtained 10 students (18.52%) stated strongly agree, 35 students (64.81%) agreed, and 9 students (16.67%) stated nor disagree. Based on the calculation of the index results obtained 80.37% in the excellent category. From these results, it can be concluded that respondents strongly agree that using Google Classroom can make learning effective.

3. Google Classroom improves student performance

Based on the results of testing descriptive statistics for variables Google Classroom improving student performance, the results obtained a mean value of 3.48 and standard deviation of 0.504 with a minimum value of 3 and maximum 4. Then based on the results of questionnaire analysis, obtained 27 students (50%) agreed and 27 students (50%) stated nor disagree. Based on the results of the index calculation, 70% was included in the good category. From these results, it can be concluded that respondents agree that using Google Classroom can improve student performance.

4. Use of Google Classroom is efficient in time

Based on the results of the descriptive statistical analysis for the variable use of Google Classroom efficiently on time, the results obtained a mean value of 3.87 and standard deviation of 0.584 with a minimum value of 3 and maximum 5. Then based on the results of questionnaire analysis, obtained 6 students (11.11%) stated strongly agree, 35 students (64.81%) stated agree, and 13 students (24.08%) stated nor disagree. Based on the results of the index calculation, 77.4% was included in the good category. From these results, it can be concluded that respondents agree with the use of Google Classroom in a time-efficient manner.

5. The use of google classroom increases student productivity

Based on the results of descriptive statistical analysis for variable the use of Google Classroom increases student productivity, the results obtained mean value 3.50 and standard deviation of 0.541 with a minimum value of 2 and maximum 4. Then based on the results of questionnaire analysis, obtained 27 students (50%) agreed, 25 students (46.30%) stated nor disagree, and 2 students (3.70%) stated disagree. Based on the calculation of the index, 70% was included in the good category. From these results, it can be concluded that respondents agree with the use of Google Classroom to increase student productivity.



Based on the description above, it can be concluded based on the students' perceptions that, the highest is Google Classroom is very useful for learning (88.51%) in the excellent category. The middle is Google Classroom makes learning effective (80.37%) in the excellent category, and the lowest is Google Classroom can improves student performances and increases student activity 70% was included in the good category.

## B. Analysis of the ease of use Google Classroom

The data that has been obtained is as follows:

### 1. Google Classroom is easy to use

Based on the results of the descriptive statistical analysis for variable the Google Classroom is easy to use, the results obtained mean values 4.59 and standard deviation 0.496 with a minimum value of 4 and maximum 5. Then based on the results of questionnaire analysis, obtained 32 students (59.25%) stated strongly agree and 22 students (40.75%) agreed. Based on the calculation of the index, it was found that 91.85% in the excellent category. From these results, it can be concluded that respondents strongly agree that Google Classroom is very easy to use.

### 2. Google Classroom is easy to learn

Based on the results of the descriptive statistical analysis for variable the Google Classroom is easy to learn, the results obtained mean value 4.57 and standard deviation of 0.499 with a minimum value of 4 and maximum 5. Then based on the results of questionnaire analysis, obtained 31 students (57.40%) stated strongly agree and 23 students (42.60%) agree. Based on the calculation of the index, it was found that 91.48% in the excellent category. From these results, it can be concluded that respondents strongly agree that Google Classroom is easy to learn.

### 3. Google Classroom makes learning flexible

Based on the results of the descriptive statistical analysis for variable the Google Classroom makes learning flexible, the results obtained were mean values of 3.87 and standard deviation of 0.516 with minimum values

of 3 and maximum 5. Then based on the results of questionnaire analysis, obtained 4 students (7.40%) stated strongly agree, 39 students (72.23%) stated agree, and 11 students (20.37%) stated nor disagree. Based on the results of the index calculation, 77.4% was included in the good category. From these results, it can be concluded that respondents agree with the use of Google Classroom makes learning flexible.

4. Google classroom's appearance is clear and easy to understand

Based on the results of the descriptive statistical analysis for variable the Google classroom's appearance is clear and easy to understand, the results obtained mean values 4.56 and standard deviation of 0.502 with a minimum value of 4 and maximum 5. Then based on the results of questionnaire analysis, obtained 30 students (55.56%) stated strongly agree and 24 students (44.44%) agree. Based on the calculation of the index, it was found that 91.11% in the excellent category. From these results, it can be concluded that respondents strongly agree that Google Classroom's appearance is clear and easy to understand.

5. Google Classroom helpful in the learning process

Based on the results of the descriptive statistical analysis for variable the Google Classroom helpful in the learning process, the results obtained mean values of 4.33 and standard deviation of 0.514 with minimum values of 3 and maximum 5. Then based on the results of questionnaire analysis, obtained 4 students (7.40%) stated strongly agree, 39 students (72.23%) stated agree, and 11 students (20.37%) stated nor disagree. Based on the results of the index calculation, 77.4% was included in the good category. From these results, it can be concluded that respondents agree with Google Classroom helpful in the learning process.

Based on the description above, it can be concluded based on the students' perceptions that, the highest is Google Classroom easy to use (91.85%) in the excellent category. The middle is Google Classroom easy to learn (91.48%) in the excellent category, and the lowest is Google Classroom

makes learning flexible and helpful in the learning process (77.4%) was included in the good category.

### C. Analysis of the satisfaction Google Classroom

The data that has been obtained is as follows:

#### 1. Google Classroom is convenient and comfortable to use

Based on the results of the descriptive statistical analysis for variable the Google Classroom is convenient and comfortable to use, the results obtained mean value 4.37 and standard deviation 0.487 with a minimum value of 4 and maximum 5. Then based on the results of questionnaire analysis, obtained 20 students (37.04%) stated strongly agree and 34 students (62.96%) agree. Based on the calculation of the index, it was found that 87.40% in the excellent category. From these results, it can be concluded that respondents strongly agree that Google Classroom's convenient n comfortable to use.

#### 2. Students can use the Google Classroom according to what they want

Based on the results of the descriptive statistical analysis for variable the students can use the Google Classroom according to what they want, the results obtained mean value 4.63 and standard deviation 0.487 with a minimum value of 4 and maximum 5. Then based on the results of questionnaire analysis, obtained 34 students (62.96%) stated strongly agree and 20 students (37.04%) agree. Based on the calculation of the index, it was found that 92.60% in the excellent category. From these results, it can be concluded that respondents strongly agree that students can use the Google Classroom according to what they want.

#### 3. Students are satisfied with this application

Based on the results of the descriptive statistical anare satisfied with this application, the results obtained mean value 4.43 and standard deviation 0.499 with a minimum value of 4 and maximum 5. Then based on the results of questionnaire analysis, obtained 23 students (42.60%) stated strongly agree and 31 students (57.40%) agree. Based on the calculation of the index, it was found that 88.51% in the excellent category.

From these results, it can be concluded that respondents strongly agree that students feel satisfied with this application.

4. The application is amazing

Based on the results of the descriptive statistical anare satisfied with this application, the results obtained mean value 4.56 and standard deviation 0.502 with a minimum value of 4 and maximum 5. Then based on the results of questionnaire analysis, obtained 30 students (55.56%) stated strongly agree and 24 students (44.44) agree. Based on the calculation of the index, it was found that 91.11% in the excellent category. From these results, it can be concluded that respondents strongly agree that the application is amazing.

Based on the description above, it can be concluded based on the students' perceptions that, the highest is Students can use the Google Classroom according to what they want (92.60%) in the excellent category. The middle is the application is amazing (91.11%) in the excellent category, and the lowest is Google Classroom convenient and comfortable to use (87.40% ) in the excellent category.

#### **IV. CONCLUSION**

In this study there are three indicators which are divided into 14 items of questions, then analyzed using descriptive statistics. Based on the results of data analysis can be concluded:

1. For the usefulness indicator which consists of five questions, namely Google Classy is very useful for learning, makes learning effective, improves student performances, efficient in time, and increases student activity, the results of the analysis show the average of each item in the good category and respondents agree.
2. For the Google Classroom ease of use indicator which consists of five questions, namely Google Classroom is easy to use, easy to learn, makes learning flexible, it's appearance is clear and easy to understand, and helpful in the learning

process, the analysis results show an average the average of each item in the category is very good and respondents strongly agree.

3. For the indicator of satisfaction of Google Classroom which consists of four questions, namely Google Classroom is convenient and comfortable to use, Students can use the Google Classroom according to what they want, students are satisfied with the application, and the application is amazing, the results of the analysis show the average of each item in the category is very good and respondents strongly agree.

Based on the description above, it can be concluded based on the students' perceptions that students strongly agree on the use of Google Classroom in the teaching and learning process. At present only one lecturer uses Google Classroom as a medium for learning, it is expected that other lecturers can also use it as a manifestation of the implementation of technology-based learning.

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