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Students' Perception towards Google Classroom to Facilitate Learning During Emergency Online Learning

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ABSTRACT

During the COVID-19 pandemic, learning activities were suspended to reduce the number of viruses spread in Bali, Indonesia. During that time, students got little learning experience so there was a lot of learning lost. The policy taken is to shift learning to online learning. This study aims to determine students' perceptions of the use of Google Classroom as a learning platform in facilitating students during online learning. This research is survey research using in depth interview which was participated by 10 university students in Singaraja. The results of the study indicate that students feel that learning is more organized and learning needs can be accommodated. However, students think that the lack of support from internet signals sometimes hinders learning and discussion when using Google Classroom. The results of this study have the implication that a learning platform such as Google Classroom is needed to support the teaching and learning process.

Keywords: Google Classroom, Online Learning, Students

1. INTRODUCTION

During the Covid-19 pandemic, all learning activities were suspended with the aim of suppressing the spread of the virus. With this learning discontinued, students lose many learning opportunities (Elshami et al., 2021; Tadesse & Muluye, 2020; Mirici, 2022). In addition, this pandemic appears when there are still many learning demands that have not been achieved. Therefore, a solution is needed so that students can still get the opportunity to learn even if they do not have to come to school. One of the initial steps taken by the Indonesian government was to change the process of implementing face-to-face learning into online-based learning. With the implementation of this policy, all education stakeholders are obliged to carry out online learning (Abidah et al., 2020; Lestiyawati & Widyantoro, 2020). At the beginning of the implementation of online learning, the main teacher found it difficult to adjust to the new learning environment (Efriana, 2021). One of the reasons is the lack of knowledge and experience of using technology in learning (Bhuana & Apriliyanti, 2021; Heggart & Yoo, 2018).

In addition, in the era of online learning with limited knowledge and experience of teachers, learning platforms must be available in order to facilitate students and teachers in carrying out learning. Online learning usually conducted through various platforms (Espino-Díaz et al., 2020). Many of them can be accessed through both computer and mobile phone. This way the teaching and learning process can be conducted anywhere and anytime. Most of those platforms usually support several features that enable the teacher and students to team up during learning process. Those features include web meeting that featured several live communication systems such as audio and written communication system and chatting system (Rahayu, 2020). One of the platforms that teachers can use is Google Classroom. According to Sofyan et al., (2020) Google classroom is a latest apps provided in Google Apps for teaching and learning process in 2014. Google Classroom assists the teachers to make and categorize the task rapidly, present comment proficiently and converse with their groups with effortlessly (Ridho et al., 2019). Okmawati (2021) states that Google classroom is an instrument which helps teacher and learners' cooperation. Google classroom was also able to facilitate students and teacher cooperation, and collaboration.

Several studies also had identified the benefit of implementation of Google Classroom during online learning. Study conducted by Ok and Rao (2019) claimed that features in google classroom can be used to provide huge learning sources and opportunity to conduct active classroom. Santos (2021) supports that compared to traditional setting, learning when supported with google classroom offers effective real-time interaction between students and teachers and support many kinds of learning assessment. A more recent study conducted by Wahyuni et al., (2022) found that Google Classroom has been used to support online learning during Covid-19 pandemic and offers flexibility of learning.

Looking at the benefits of implementing google classroom, this current study aimed at investigating students' perception on the use of google classroom to facilitate learning during emergency online learning. The results of the study are expected to give new perspective towards the implementation of google classroom during Covid-19 outbreak and would give a new recommendation on how students see their learning when accommodate with google classroom.

2. METHOD

Design

The current study is survey study aimed at investigating students' perception towards of google classroom to facilitate learning during online learning in Covid-19 outbreak.

Participants of the Study

This study was followed by 10 students from 3 different university in Bali, Indonesia. There were 4 males and six females. They were in 2nd, 4th, and 6th semester. They had been doing online learning through google classroom for about 4 months

Method of Data Collection

In collecting the data, this study used an in-depth interview. The interview was conducted through face to face and phone interview. The focus of the interview was to gain data on students' experiences, difficulties, challenges, and benefits of google classroom in facilitate their learning process.

Data Analysis

The data analysis used in this study was interactive data analysis by Miles et al., (2014) which consisted of four steps namely 1) data collection, 2) data reduction, 3) data display, 4) Conclusion

3. RESULTS AND DISCUSSIONS

At the beginning of the online learning period, students felt that learning was very monotonous. Lecturers who teach only provide material via WhatsApp and ask students to answer the questions given. In addition, interactions in the form of discussions during online learning are very limited so that many students do not understand the content or material presented by the lecturer. From the results of the interviews, students revealed that at the beginning of the online learning period, students were asked to work independently on assignments. According to students, this learning model is less effective because of the limited interaction between teachers and students. Learning was finally changed by utilizing google classroom where teachers and students could interact more actively even without having to face to face. In addition, students feel the benefits of Google Classroom where they are provided with features for face-to-face online through the Google Meet feature. The result of interview is summarized in the following Table 1.

Table 1: Perception of Google Classroom

Advantages of Google Classroom	<ol style="list-style-type: none"> 1. I think our learning is more organized because we know the due date of project submission and the notification if our opinion is commented by lectures or other friends (Student 1) 2. Previously we were not able to do cooperative learning. But through google classroom, we can do cooperative learning by utilizing face to face interaction. (Student 4) 3. Google classroom is more exiting compared to using WhatsApp because we can interact more on google classroom and do face to face meeting through google meet. (Student 7) 4. The direct feedback given by teacher was very good and it motivates me to do better. Usually, we need to wait for next meeting to get the teachers' feedback (Student 9)
Disadvantages of Google Classroom	<ol style="list-style-type: none"> 1. The high interaction during google classroom causes lagging for device that has low RAM 2. Cannot be run when the connection is unstable

Based on the result of the study it can be seen that students perceived that Google Classroom gives both advantages and disadvantages advantages for them. The advantages of Google Classroom Google Classroom includes; (1), Help to organize online learning, (2) support individual and cooperative learning, (3) support interaction between teachers and students, (4) Assessment and Feedback are open to everyone

The result of this study was in line with previous studies that had been conducted. Suparman et al., (2022) found that learning was more active in Google Classroom compared to WhatsApp. Google Classroom helps the teacher and students to organize teaching and learning process such as project submission, due date of submission, time of submission etc. Santos (2021) supported that features available in Google Classroom allow effective real-time interaction between subjects, tracks the standard of training, manages student learning achievements in and out of the classroom, and many other functions. he relationship between teachers and students runs smoothly while using the Google Classroom application, as well as the assignments are given to students by the instructor, and they feel helped by the reminder, which is one of the features in the Google Classroom application. Furthermore, the reminder features of the Google Classroom application help students recall the deadlines for assignments that they must complete and apply (Wahyuni et al., 2022). It means that the result supported the theory proposed by Ferdianto and Dwiniasih (2019) who stated that this learning management system provides excellent commenting system. The result of the research also showed that Google Classroom makes the students become more discipline in submitting homework. The study conducted by Mardiana (2020) found that Google Classroom becomes one of the most used learning platform as the alternative of WhatsApp and Zoom during online learning in Covid-19 pandemic.

Several disadvantages of using google classroom were experienced by students due to technical difficulties. This more appropriate to be called as challenges during Google Classroom implementation. In online learning, many studies have identified that technical factors such as the internet, devices greatly support the online learning process using the LMS platform (Agormedah et al., 2020; Rafique et al., 2021; Zboun & Farrah, 2021). Learning is often interrupted if there are technical problems such as an unstable internet connection. In addition, students who are in the middle to lower economic category sometimes do not have tools to support online learning such as cellphones or laptops (Kaceti & Klímová, 2019). This is a problem that may be difficult to overcome. In addition, technical problems cannot be resolved quickly (Butnaru et al., 2021). The solution that is usually given is an explanation if students cannot participate in online learning for the above reasons. However, in the future, the demands of learning and the complexity of learning models carried out online are increasingly advanced, it is necessary to apply flexibility for students who do not have devices to be able to take advantage of school facilities.

CONCLUSION

The results of this study reveal that in the implementation of Google Classroom during the online learning process, there are benefits and challenges faced by students. The benefits obtained by students learning by using google classroom are 1), Help to organize online learning, (2) support individual and cooperative learning, (3) support interaction between teachers and students, (4) Assessment and Feedback are open to everyone, while the obstacles The problems faced by students are technical, such as the internet, unstable connections and supporting devices. The results of this study have implications that google classroom can be an alternative LMS that can be utilized and used by teachers in supporting the online teaching and learning process. The need for an LMS is certainly important in order to provide an interactive learning model so that students become active and motivated to learn. Even though there will be obstacles, teachers and policy makers can take steps to give students the opportunity to be able to take advantage of school facilities so that they can keep up with learning and not feel left behind.

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