The Implementation of Google Classroom for Eight Grade Students at SMP Ayodhya Pura Selat

Kadek Agus Redi Arta, Ganesha University of Education, Indonesia
agusrediarta28@gmail.com

Putu Krisna Adi Juniarta, Ganesha University of Education, Indonesia
adiputu108@gmail.com

Kadek Sintya Dewi, Ganesha University of Education, Indonesia
sintya09@yahoo.com

Abstract

Education is a critical aspect in the advancement of a country. They received the new thing through adequate education which they can use to generate superior human resources. Based on this age, new technologies are being developed to make the education in learning process easier. One of the examples of an online learning platform is Google Classroom. The purpose of this research is to identify the implementation of Google Classroom and what problem are faced by students on the use of Google Classroom in online English learning. The method of this study is qualitative research to collect the data. The data is collected by using observation to the middle school at SMP Ayodhya Pura Selat and interview guide to the 8 grade students. The result shows students feel Google Classroom is ineffective used in learning process cause of some problems such as the internet connection, the task implementation in Google Classroom felt difficult than face to face in the school, limitation in supporting equipment such as smartphone and laptop to conduct the online learning.

Keywords: Google Classroom, Online English Learning, Technology

Introduction

From the education in the world, education is the process of changing the attitudes and behavior of a person or group of people to mature human beings through teaching and training efforts. According to Idris et al., (2012) , the education level of individuals incapable of controlling the quality of life for economic and social growth, is dependent on the education received. Jessica (2015) states, in education, with English being the international language and the world's first language of association, the pressure to improve English language education continues to increase. As a result, in the last decade, the nature of English language education has changed drastically. In this globalization era, English has been used as the language of every aspect among people on a variety of occasions, requiring them to be proficient in all aspects of the language (Richards,

2015). There are four abilities considered as particularly crucial in the English teaching and learning process: listening, speaking, reading, and writing (Ganie et al., 2019).

However, when students quickly bored because of the teacher's teaching the students English material by face to face, the language used is difficult for students, or students had low motivation to read the material so it can make them feel lazy to do it. Teacher should have a strategy to fix it, one of it is teacher can use technology to support the learning activity. People's acceptance of technology has grown to the point that it is now utilized in society to assist them in their jobs and daily lives in this period. Thanks to technological advancements that promote educational advancements, knowledge transfer has become more simple and convenient (Raja & Nagasubramani, 2018).

Any instrument or technique, any product or process, any physical equipment or manner of doing or making by which human capability is extended (Qureshi, 2010). There is no denying that technology has transformed many aspect of human life. The impossible has become possible, and the quality of human life has dramatically increased. Every element of our life has been influenced by technology (Dinc, 2019). Knowledge labor and entrepreneurship are made possible by technology (Malik, 2018). It greatly impacts the pedagogical aspect, such as encouraging enthusiasm, motivation and creating positive attitudes while learning (Chi & Grec, 2016). Thus, teachers are required to deal with technology in the teaching process, especially in teaching English as a foreign language. Teachers need to facilitate the learner in innovative and creative ways through media-based technology. Involving technology as a media in the teaching process positively impacts both teachers and students (Harris et al., 2016). For teachers, technology will help them determine the kind of media suitable to be used in the learning process according to students' subjects and characteristics. It can also help teachers make the learning process to be exciting. It makes it easier for students to understand the teacher's information in a fun way (Mahnun, 2012), and it will increase student's achievement (Chandra & Lloyd, 2008). The implementation of technology as teaching media in the learning process includes technology utilization in supporting language-teaching, it is not yet used to facilitate students to be independent and stimulated them to use the target language in the learning process (Cahyani & Cahyono, 2012).

One media-based technology that can teach English as foreign language is "Google Classroom". By efficiently managing assignments, increasing collaboration, and improving communication, Google Classroom strives to make teaching more productive and meaningful (Yunus & Syafi'i, 2020). Google Classroom is an online learning tool used in schools to streamline assignment production and distribute grades to students in a paperless manner (Sukmawati & Nensia, 2019). Users can make a virtual class that performs the same functions as a traditional class while saving time, money, and space (Englishtina, 2016). Teachers and lecturers can use Google Classroom to create and organize assignments, feedback, and communication with their students (Shaharanee et al., 2016). In addition, Google Classroom can also conduct online tests using Google form format with various types of questions (Suhada et al., 2020). However, the implementation of Google Classroom activity in the online English learning process was still lacking. The students tended to not be trained well in the online learning stage of the online English
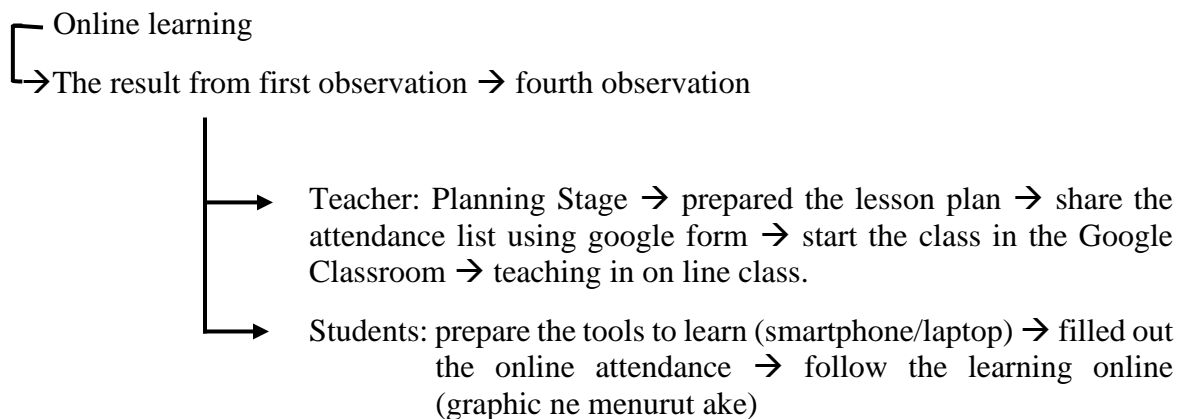
learning process. When the teacher gave some material on English learning for the students to learn, only a few of them were interested to the English material. It seems from the score when they get tasks and only a few of them got a high/good score. The rest of the students still did not want to learn the English material because, in their opinion, not all of them love learning a new language, it will be difficult to meet the intended learning goals if all learning conditions are standardized. This was because each student has unique qualities, such as learning approaches and portions of matter absorption.

Method

A descriptive qualitative was used in this research. Conducting a descriptive qualitative entailed many processes, including gathering data from the primary sources, clarifying data, evaluating data, and make the findings. The major or primary resources were gathered throughout the data collecting stage from the research which connected to Google Classroom in the field of language learning especially in English. The researcher used observation and interview guide to collect the data especially the data research is the implementation for eight grade students.

Findings & Discussion

After the research has conducted by researcher, the result of data from the observation would present here as follow:

Online learning

→The result from first observation → fourth observation

Teacher: Planning Stage → prepared the lesson plan → share the attendance list using google form → start the class in the Google Classroom → teaching in on line class.

Students: prepare the tools to learn (smartphone/laptop) → filled out the online attendance → follow the learning online (graphic ne menurut ake)

At the planning stage, the teacher prepared several components such as lesson plan as guiding before start the lesson, learning material based on the lesson plan, learning objectives, learning activities and learning media/platform to be used (Google Classroom). In this stage, students prepared several things before the lesson was started by teacher, such as phone, internet connection, and Google Classroom application. Then, students filled out the attendance list form, so that they were registered to take part in the learning activity on that day, and this was given by the teacher online through a Google Form where the link from the attendance list was placed in Google Classroom. Besides the activities above, research found the activity did by teacher and students and there were some observation activities conducted by the researcher. From this research, there are 4 observation was conducted by researcher.

Table 1. Observation Sheet

No	Name of Activity	Dimensions	Indicators
1	Pre-Activity	**Access and motivation**	
		a. Access	a. The teacher started the lesson by greeting via WA and then, the teacher asked students to open Google Classroom
			b. The teacher gave the students an access code to join group in Google Classroom
			c. The teacher made sure that all students had joined in right group
		b. Motivation	a. The teacher asked student whom got trouble in internet connection to join with their friend
			b. The teacher advised the student who opened other site during learning process
		c. Arriving	a. The teacher always gave students time limit to do the tasks in Google Classroom
2	**Main- Activity**	**Information exchange**	a. The teacher asked the students to learn learning materials in Google Classroom
			b. The teacher discussed the materials in online room
3	**Main Activity**	**Knowledge construction**	
		Building knowledge	a. The teacher gave explanation and example before asking the students
4	**Post-Activity**	**Development**	a. The teacher gave homework to the students and submit it with a predetermine time limit

Before moving on to the stage of the learning activity process, the instructor produced a lesson plan in the first observation. The content had also been uploaded to Google Classroom by the teacher. The first thing the teacher in 8A class did was provide pupils instructions to enter using WA messages. The teacher prepared the exercise in Google Classroom, starting with the pre-activity and ending with the post-activity (learn the topic, Short- Message). Not only that, but the teacher needed able to grasp how to use Google Classroom in this session so the features and benefits of Google Classroom could be fully utilized.

The subject of this observation is English, and the topic is a simple Short Message with an emphasis on online English learning skills. There were no specific approaches used at this meeting. The children were only told to finish the activity by the teacher. Aside from the events and students' conditions, the teacher next questioned students in Google Classroom about whatever part of the content they misunderstood. The teacher also assigned various homework assignments to the students, each with a deadline. Students had learned the information about Short Message, which

required them to understand and identify the material's premise (Short Message). After the primary activity in the online class was over, students were required to complete the task in the allotted time and submit it to the online class (Google Classroom). Students sent their assignment to the privacy submission box, where only the teacher could access it because it was a task.

During the second observation, the teacher, like the previous day, began by preparing the lesson. The content had also been uploaded to Google Classroom by the teacher. Students were instructed to enter via WA messaging by the teacher. The teacher had planned the exercise in Google Classroom, which would be completed from pre-activity through post-activity. The topic of this observation was Narrative Text with a concentration on online English learning skills, and the subject was still English. The children were only told to finish the activity by the teacher. Aside from the settings and students' circumstances, the teacher next questioned students in Google Classroom which part of the content they misunderstood. When the lesson ended at the scheduled time, the teacher gave the pupils homework to complete. Students had studied Narrative Text and were required to identify and comprehend the material's premise (Narrative text). Students used Google Classroom to open the material from the online class and read it according to the timetable. Not only that, but after the Google Classroom learning session, students were required to complete the task and submit it to Google Classroom in a privacy submission session.

The teacher planned the lecture based on the third observation, as is customary. The teacher had instructed the students to do the exercises outlined in the lesson plan. The content had also been uploaded to Google Classroom by the teacher. Students were instructed to access the online class via WA messages by the teacher. The teacher had planned the exercise in Google Classroom, which would be completed from pre-activity through post-activity. The teacher chose the topic of Narrative Fable based on the action in this observation. The teacher just gave the students instructions to finish the exercise. The teacher next asked pupils, like before, which part of the topic they misunderstood in the Google Classroom. Finally, the teacher assigned homework to the students. Students have learned about narrative fables and were required to observe and determine the material's premise (Narrative fable). Students were required to open the material from the online class on Google Classroom and read it within the allotted time. Following the learning session, students were required to complete the activity and submit it to Google Classroom in the same section as before.

The teacher planned the lecture based on the fourth observation, which was similar to the previous observation. Before beginning the learning process, the teacher uploaded the materials on Google Classroom. Students were instructed to enter via WA messaging by the teacher. The teacher had planned the exercise in Google Classroom, which would be completed from pre-activity through post-activity. The teacher chose the topic for this observation, which was Past Tense. The English teacher employed integrated teaching-learning methods from pre-activity to post-activity, but due to circumstances and conditions, the teacher had provided various directions and tasks to pupils. The children were only told to finish the activity by the teacher. The teacher then asked pupils via Google Classroom whatever part of the content they didn't comprehend. When the class was over, the teacher assigned the pupils homework to complete at home. Students

have learned past tense content, which they had to memorize and identify the concept of the material (past tense). Students were required to open the material from the online class on Google Classroom and read it within the allotted time. After the online lesson, students were required to complete the activity and submit it to Google Classroom.

It continued by interviewing some of the participants once the data from observation had been completed and processed. Data gathering, data reduction, data display, and conclusion were all used to examine the interview results (Ryan et al., 2009). The information gathered during the interview was sent via WhatsApp text. After that, data reduction was performed, in which the data was summarized and translated into the paper before moving on to data display. The consolidated data was presented in the form of a description, demonstrating the use of Google Classroom to enhance online learning. As a result, the information was gathered and validated through elaboration.

Table 2. Interview Guide

No	Question
1.	Has learning English online with Google Classroom been easier than other platforms during the COVID-19 pandemic era?
2.	What do you think about Google Classroom, is the app useful or vice versa in learning English online?
3.	Have you ever had problems using Google Classroom?
4.	Does Google Classroom make your understanding in learning not as good as when learning face to face? Why?
5.	When collecting study results into Google Classroom, did you experience problems such as not submitting assignments on time?
6.	Do you feel that Google Classroom makes it difficult for you to learn online learning texts?
7.	Are the features of Google Classroom holding you back from learning online or vice versa?
8.	Is it time to submit assignments, does it take a long time or vice versa?
9.	Is your process of absorbing learning knowledge spread through Google Classroom faster or vice versa?
10.	Does the environment in which you study such as your home located in a certain area prevent you from learning English online?

According to the interview outline, the first question asked if they felt comfortable learning using Google Classroom. From a total of 13 pupils, 5 said that utilizing Google Classroom is quite nice, and 8 said that it is pretty typical. Second, when the researcher asked if Google Classroom was useful, 8 students said yes. Third, the researcher inquired about the problems they encountered when utilizing Google Classroom to study. 10 responded to a Google Classroom notification on their smartphone. Fourth, the researcher inquired about their perceptions of their Google Classroom learning outcomes. 13 students stated that studying via Google Classroom was challenging since they had to learn from home and could not obtain meaningful explanations from

the teacher as they could while learning face to face. The fifth question concerned work submission via Google Classroom. 10 students stated that the task submission via Google Classroom was late because it took a long time to submit the task. Sixth, the study inquired as to whether or not Google Classroom made it difficult to learn the written material. 13 stated that they were perplexed because the teacher distributed the content via Google Classroom while also explaining it via text comments, which left them perplexed. The eighth question about their opinions on the features of Google Classroom. 10 students stated that it does sometimes take a long time. The ninth question, how quickly they understood the content when using Google Classroom, and 13 responded that it was not faster than learning face to face. The tenth question about their problems related to where they lived, and ten students said it hindered their learning because the environment where they lived made it difficult for them to get the material presented by the teacher, while three students said the opposite of their peers.

There were two areas of the interview that stood out based on the outcomes of the interview. It was about Google Classroom's drawbacks/weaknesses and the difficulties of using Google Classroom for the first time because there was no guidance from the teacher. This was also relevant to the second study topic, which was regarding the challenges students at SMP Ayodhya Pura had with Google Classroom. They stated that the time it took to submit the assignment, the internet connection, notice, the material provided by the teacher, and other factors were among the Google Classroom's disadvantages. They felt that there was a delay when posting comments or making attendance in Google Classroom because the notification showed several minutes after the teacher posted the material on Google Classroom.

The teacher used Google Classroom in the discussion sessions to add this feature based on the findings from the pre-activity in the access. The teacher gave instructions to the pupils in the online classroom before using Google Classroom in English online learning via WhatsApp for the first time. The teacher not only gave the student clear directions but also demonstrated how to utilize Google Classroom by sending a message to the student over Whatsapp and Google Classroom. The teacher ensured that students had attended the class by monitoring absences. The materials were uploaded via WhatsApp chat by the teacher. Before asking pupils to do an assignment in the classroom, the researcher observed that the teacher always gave them access codes. The students benefited greatly from the finished accessibility aspects, as it gave them a favorable feeling and prepared them to use an e-learning platform for English online learning. The teacher in the online classroom always inspired the pupils depending on the outcomes of the observations. It happened when students couldn't get into Google Classroom during their online English sessions. When students in an online classroom were unable to enter on time owing to internet troubles, the teacher requested those who were able to attend on time to invite another student to join them. From the moment the pupils arrived, the teacher encouraged them to begin an online English study process. Following the teacher's request that students check in with their Google accounts, the teacher usually instructs them to open the material that he had previously provided on Google Classroom in order to keep them online on the learning platform. The teacher did it in the classroom and in a virtual meeting.

The teacher implemented this stage in the online classroom meeting by offering learning resources in Google Classroom as part of the Main Activity. The teacher instructed the students to open and read the information provided by the teacher at home before explaining it in class. The teacher used material that had been uploaded to Google Classroom to explain things in the online classroom. In addition, the teacher used Quizzes to provide activities for the students' Google Classroom assignments. Students were kept involved in the English learning process by the teacher's tasks via Google Classroom. After completing the work in Google Classroom, the teacher and students discussed it. Students demand assignments that allow them to explore and share knowledge in group conversations, as well as provide information to one another about the course, so the teacher should employ e-activities to develop assignments that engage students in the e-learning process. The teacher implemented this stage from Knowledge construction by describing and demonstrating how to acquire knowledge in online English classes using Google Classroom to the students. The teacher conducted this phase in the classroom and in a virtual conference before requesting the students to play games, read, and answer questions in Quizizz. In Google Classroom, the teacher provided a virtual explanation (text). The teacher in Google Classroom, on the other hand, did not assign any critical thinking activities, such as a project, to the pupils. Students were simply instructed to read the game and answer the questions in Quizizz, which was installed in Google Classroom.

In the Post Activity, based on the observation results, the teacher only implemented this step in the classroom. The teacher issued Quizizz homework to the student as part of this stage's growth. The teacher's prescribed homework was utilized to evaluate the students' progress. Furthermore, after learning English in an online classroom using Google Classroom, the teacher did not ask the pupils to reflect on their experiences and concerns. There was also an online conversation where students could share their Google Classroom experiences as well as any difficulties they encountered while studying English. Based on the findings, the researcher was able to conclude that during the Covid-19 Pandemic, the process of implementing English online learning at the Ayodhya Pura Selat Junior High School was done in accordance with school policy as a form of independent learning, with the learning taking place online. The pupils were first instructed to try out the Google Classroom application on their laptops or mobile devices before engaging in online learning. Furthermore, each class teacher received an explanation on how to use the application until it could be used in the English online learning process until learning process was implemented. The choice to use the Google Classroom tool as an alternative to keep the online learning process on track was made as a last resort. Despite the fact that the Google Classroom-based online English learning process had been running for more than a year, teachers and students remained eager and motivated to study. This was based on the comments of a group of five students from SMP Ayodhya Pura Selat who knew how to use the Google Classroom application.

In response to the study's research question about the challenges students at SMP Ayodhya Pura Selat have when using Google Classroom, it was discovered that the challenges students face is due to the deficiencies of Google Classroom learning. In this regard, they stated that the Google Classroom's flaw was that the notice on their smartphone arrived late. They perceived a delay in posting comments or taking attendance via Google Classroom because the message arrived several

minutes after the teacher had posted the material. This was related to the theory from Lama et al., (2018) about the notification and stability of internet connection. This could be a concern for those who reside in a remote area in this situation. It was because not every kid had access to technology and the internet. Furthermore, Ernawati (2018, as cited on Salamah, 2020) also added that it is true that Google Classroom has provided discussion board as a feature to promote collaboration. This can be a problem as more encouragement is needed in order to make sure that every student is participating. This was also related with the problems of internet. As it was stated by Wahono (2008, as cited on Maudiarti, 2018) that the problems include the availability of the electronic devices and internet infrastructure. Unfortunately, not all students in Indonesia had access to electronic devices such as smartphones or laptops when the program was implemented. The same scenario was applied to the internet infrastructure, where not all students lived in locations with access to the internet. As a result, despite the fact that the platform was already available, these unhappy pupils were unable to access online learning. Furthermore, the previous research from Rossytawati (2018, as cited on Amrinasari, 2020) which mentioned as the first empirical review was related to this problem. It was found that students still faced issues, majority of which were connected to internet connectivity. Another empirical review from Megawati & Astutik (2019) also related to this research, which the students argued that they did not receive full feedback related to their works. Penalty for late submissions was also not available.

Conclusions and Suggestions

The current study intended to investigate EFL students' perception of the use of Google Classroom in facilitating online learning during the COVID-19 pandemic, this study used the Qualitative method as the design of the study. Qualitative descriptive is a design used in the process of collecting and analyzing the data. This study took place at SMP Ayodhya Pura Selat which is located in Selat Street, Selat district, Sukasada regency. SMP Ayodhya Pura Selat is chosen as the setting of the study since it is one of the schools that implement Google Classroom to facilitate the learning process. Further, the usefulness of google classroom for EFL students' is not yet identified. Thus, this study raised to investigate the students' perception of the use of Google Classroom to facilitate online English learning during the COVID-19 pandemic. Further, this study also investigates the difficulties faced by the students in learning through the platform. Regarding the result of the study, it was found that EFL students' perception of the use of Google Classroom to facilitate online English learning at SMP Ayodhya Pura Selat is categorized into negative perception, due to the results of the interview guide question that indicated students can't learn on some aspect which was in the aspect of the shortcomings of Google Classroom in the online English learning. In this aspect, they answered that the weakness of the Google Classroom that they feel is the late notification, internet connection, task submission, the material explanation sent to the Google Classroom, and also, students environment affected to their learning online process while using Google Classroom.

Based on the research that had been conducted, some suggestions are proposed as follows. For students, it is suggested for the students to use Google Classroom as a medium to attendance & followed the learning online. Furthermore, by providing them a way of learning as if they saw their teachers gave the learning material using Google Classroom, although they found some

problem in the online learning. For teachers, it is suggested that the teachers have to deliver the material with Google Classroom but also used a variant learning way because it could help the teachers explain the learning material even though he/she could not attend the class. For Researcher, it is suggested the researchers that this research need more evaluation by conducting the observation on the field and developing this thesis into better than before.

References

Amrinasari, R. (2020). Students' view toward online class for teaching semiotics in covid-19 pandemic term. *Jurnal ilmiah spectral*, *6*(2), 105–114. Https://doi.org/10.47255/spectral.v6i2.53

Cahyani, H. (2012). Teachers' attitudes and technology use in indonesian efl classrooms. *Teflin journal*, *23*(2), 130–148. Https://doi.org/10.15639/teflinjournal.v23i2/130-148

Chandra, V., & Lloyd, M. (2008). The methodological nettle: ict and student achievement. *British journal of educational technology*, *39*(6), 1087–1098. Https://doi.org/10.1111/j.1467-8535.2007.00790.x

Chi, O., & Doina, C. (2016). Pedagogical aspects of teaching , learning , assessing the reading-writing elements for primary school pedagogical aspects of teaching , learning , assessing the reading-writing elements for primary school. *The europan proceedings of social and behavioral sciences*, *december*, 161–166. Https://doi.org/10.15405/epsbs.2016.12.22

Dinc, E. (2019). Prospective teachers' perceptions of barriers to technology integration in education. *Contemporary educational technology*, *10*(4), 381–398. Https://doi.org/10.30935/cet.634187

Englishtina, i. (2016). *Using ' google classroom ' app for teaching language*. 334–344.

Ganie, D., & Rangkuti, R. (2019). Reading comprehension problems on english texts faced by high school students in medan. *Kne social sciences*, *2019*, 684–694. Https://doi.org/10.18502/kss.v3i19.4896

Harris, j. L., al-bataineh, m. T., & al-bataineh, a. (2016). *One to one technology and its effect on student academic achievement and motivation*. *7*(4), 368–381.

Idris, F., Hassan, Z., Ya'acob, A., Gill, S. K., & Awal, N. A. M. (2012). The role of education in shaping youth's national identity. *Procedia - social and behavioral sciences*, *59*, 443–450. Https://doi.org/10.1016/j.sbspro.2012.09.299

Jessica, s., basri, h., & ohoiwutun, j. E. (2015). Improving the pronunciation through listening to english songs. *Journal of english language teaching society (elts)*, *3*(2), 1–10. Https://media.neliti.com/media/publications/244762-none-d2328eb2.pdf

Lama, k. L., Langsa, K., & Aceh, P. (2018). *Implementasi pembelajaran blended learning berbasis media google classrom terhadap hasil belajar mahasiswa pendidikan fisika*. *1*, 5–10.

Mahnun, N. (2012). Media pembelajaran (kajian terhadap langkah-langkah pemilihan media dan implementasinya dalam pembelajaran). *An-nida'*, *37*(1), 27–35.

Malik, R. S. (2018) 'Educational Challenges in 21St Century and Sustainable Development', *Journal of Sustainable Development Education and Research*, 2(1), p. 9. doi: 10.17509/jsder.v2i1.12266.

Maudiarti, S. (2018). Penerapan e-learning di perguruan tinggi santi maudiarti sekolah tinggi pariwisata trisakti. *Perspektif ilmu pendidikan*, *32*(1), 53–68.

Megawati, F., & Astutik, Y. (2019). Teaching english for the first time: frightening or challenging? *International journal of learning, teaching and educational research*, *18*(4), 158–170. Https://doi.org/10.26803/ijlter.18.4.9

Qureshi, s. (2010). Extending human capabilities through information technology applications and infrastructures. *Information technology for development*, *16*(1), 1–3. Https://doi.org/10.1080/02681101003704374

Raja, R., & Nagasubramani, P. C. (2018). Impact of modern technology in education. *Journal of applied and advanced research*, *3*(s1), 33. Https://doi.org/10.21839/jaar.2018.v3is1.165

Richards, J. (2015). Technology in language teaching today. *Indonesian journal of english language teaching*, *10*(1), 18–32.

Ryan, F., Coughlan, M., & Cronin, P. (2009). Interviewing in qualitative research: the one-to-one interview. *International journal of therapy and rehabilitation*, *16*(6), 309–314. Https://doi.org/10.12968/ijtr.2009.16.6.42433

Salamah, w. (2020). Deskripsi penggunaan aplikasi google classroom dalam proses pembelajaran. *Jurnal penelitian dan pengembangan pendidikan*, *4*(3), 533–538.

Shaharanee, i. N. M., Jamil, J. M., & Rodzi, M. (2016). The application of google classroom as a tool for teaching and learning. *Journal of telecommunication, electronic and computer engineering*, *8*(10), 5–8.

Suhada, I., Kurniati, T., Pramadi, A., Listiawati, M., Biologi, P. P., Gunung, S., & Bandung, D. (2020). Pembelajaran Daring Berbasis Google Classroom Mahasiswa Pendidikan Biologi Pada Masa Wabah Covid-19. *Jurnal Pembelajaran Daring*, 1–9. http://digilib.uinsgd.ac.id/30584/

Sukmawati, S., & Nensia, N. (2019). The role of google classroom in elt. *International journal for educational and vocational studies*, *1*(2), 142–145. Https://doi.org/10.29103/ijevs.v1i2.1526

Yunus, A., & Syafi'i, A. (2020). Google classroom as learning platform in teaching writing. *British (jurnal bahasa dan sastra inggris)*, *9*(1), 48–64.