

# Students' Perception of Google Classroom Implementation as Online Learning Media

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## Abstract

*The aim of this study was to discover high school students' general perception about the implementation of Google Classroom as an online learning media, and the factors that influenced the development of the perception. This research used Mixed-method research design as described by Creswell (2014). Subject of this study was the student population of SMAS Lab Undiksha Singaraja. The instruments used for this research were Questionnaire and Interview Guide. The instruments were tested by using Gregory Formula Method and Cronbach-Alpha method. The data that have been obtained was analyzed using quantitative and qualitative method. The result of the research showed that the students of SMAS Lab Undiksha Singaraja held a positive view on the benefits of Google Classroom and its implementation as online learning media. Factors that have influenced this perception are Google Classroom's ubiquity, students' familiarity with Google Classroom, Google Classroom's ease of use and stability in comparison to other similar applications.*

**Keywords:** Google Classroom, Online Learning, Perception

## Introduction

In the 21<sup>st</sup> century, internet has become the mainstay of everyday life. People today are far more connected and knowledgeable in comparison to the people of the previous century. The advent of this technology has facilitated the growth of a new pedagogical method, done through long distance which can often be done near instantaneously; this method is often called online learning. According to Kentnor (2015) long distance learning have actually existed since 1800, but it only recently experienced explosive growth to such scale due to online technical revolution in 1990. In comparison to traditional classroom, online learning offers a cost-effective method of post-secondary learning and an opportunity for learning for anyone with internet connection (Nguyen, 2015). It is also flexible, and permits students to be able to learn in a time and place conducive to their needs (Gilbert, 2015). Perveen (2016) have also stated that online learning (Specifically, asynchronous online learning) gives students the opportunity exercise their high-

order thinking skills and develop divergent thinking. Other than that, online learning have also shown to have positive result on students' motivation (Samir Abou El-Seoud et al., 2014)

The booming popularity of online learning has caused an influx of applications that supports this method of learning. One of the most popular is none other than Google's Google Classroom, with more than 100 million users as of 2020 (Bergen & Gerrit, 2020). According to Mualim et al., (2019), Google Classroom is a free-to-use application that can be used simplify learning, and comes fitted with features from G-suite. Renard (2017), described Google Classroom as being built on top of already available application from Google, such as Google Drive and Google Docs. Sukmawati and Nensia (2019) described the following benefits for Google Classroom: streamlined feedback process, easy communication, fit for blended learning, free to use and usable in many platform. Covid-19 crisis which emerged in 2020 have also played a role in increasing the use of Online Learning. Because of the implementation of health and safety protocol, on April 2020 over 82% of enrolled students worldwide were forced to adopt online learning (UNESCO, 2020). Indonesia begin to close their school and adopt online learning in March, 2020 (Zuriati & Briando, 2020). This development has caused the use of online learning use in Indonesia to spike dramatically, although it may have an unforeseen effect on the perception of the method for Indonesian students.

Walgito (2003) described perception as 'an integrated state of individual related to the stimuli they received.' Lewis (2001) also described the four fundamental elements of perception; the perceiver, the perceived, the context and the process of perception. The sudden policy of adopting online learning in a massive scale throughout the country may have affected the context and shaped the students' perception of online learning. Churiyah et al., (2020) have discovered through their study that Indonesian students have a relatively low-level of self-regulated learning, which is vital to the success of online learning. Study by Agung (2020) have also found out that students in rural areas were largely unenthusiastic to engage in online learning, due to limited infrastructure and tools to facilitate online learning.

Preliminary observation held on the school ground of SMAS Lab Undiksha have discovered that the majority of teachers at the school have adopted Google Classroom as their main tools for conducting online learning. The result of the preliminary observation has also shown that the teacher viewed the students were unenthusiastic in conducting online learning. The key problem is that the perceptions of the students themselves were unknown; as such, with the context of the increasing use of online learning, and the adoption of Google Classroom as teachers' main method of conducting the method, may have shaped the perception of the students about the implementation of online learning in general, and thus could have affected their future view of the method. At the same time, understanding the factors that affected their perception, whether it comes from the application itself or from outside of it, would be beneficial for future research and development of similar application.

Therefore, the goal of this study was to understand the students' perception of the implementation of Google Classroom as online learning media, and to understand the factors that influenced the development of the aforementioned perception.

## Method

This research study employed the use of Mixed-Method. According to Creswell (2014), Mixed-Method is a form of research design that seek to obtain qualitative and quantitative data. The reason this method was chosen was because it offers the advantages of both quantitative and qualitative method, provide researcher access to both type of data, and allowed the researcher to better understand the research problems and question. It was also chosen because the study contained both qualitative (Students' perception and opinion on the implementation of Google Classroom) and quantitative (general number of students who held negative / positive view on the implementation of Google Classroom) data.

The Subject of this research was the students of SMAS Lab Undiksha. The Object of the study is the students' perception about the implementation of Google Classroom and the factors influencing it. The size of the sample was decided by using method by Yount (2006). The method used the following table to determine appropriate size of sample in comparison to the population size:

*Table 1. The Comparison Size of Population and Sample*

Size of Population	Sampling Percent
1-100	100%
101-1.000	10%
1.000-5.000	5%
5.001-10.000	3%
10.000+	1%

The total population of respondents was 160, and thus the appropriate sample size would be on 10% of the population. The number of questionnaire respondents was 48, which was 30% of the population, while the respondents for the interview was 16 students, which was 10% of the population. That means the sample size for this study can be considered to be appropriate. The selection of interview respondents was done by using simple random sampling. This method was used because its simplicity, able to give an accurate representation of the population, and generally unbiased.

The instruments used for this study was Questionnaire and Interview Guide. The questionnaire was adapted from the questionnaire by Rossyawati (2018) and is a three point likert scale, while the interview guide was based on the theory of perception by Walgito (2003). The aspects researched by both instruments were based on the theory of UTAUT by Venkatesh et al., (2003). Theory of UTAUT consisted of 4 aspects: Performance Expectancy, Effort Expectancy, Facilitating Condition and Social Condition. The instruments were validated by using Gregory Formula method. Gregory Formula method is a method to determine data validity which was developed by Gregory (Retnawati, 2016). It utilized cross tabulation of the opinion of two experts in order to check the data validity. Both instruments have received 0.8 and 1 validity point

respectively, and thus both could be considered to have very high level of validity. Another trait of the instrument that needs to be tested was reliability. Cronbach-Alpha method was utilized in order to test the reliability of Questionnaire instrument. Cronbach-Alpha method is a method to measure the internal consistency of an instrument (Goforth, 2015). The reliability was tested by using Microsoft Excel and SPSS. The questionnaire received .655 point of reliability, which according to the expert's opinion applied by the model it was adapted from, is reliable for use.

Data that have been obtained was analyzed through two different methods, such as; Qualitative and Quantitative data analysis. Quantitative data were analyzed by using descriptive-statistics analysis. Descriptive statistics analysis is a method that can be used to present large amount of quantitative data in a sensible and manageable form (Trochim, 2021). Descriptive statistisc analysis consisted of the following procedure:

1. Collecting data

The data collected by using instruments developed by the study (Questionnaire and Interview Guide)

2. Tabulating data

The data that have been collected was tabulated by using the aid of tables

3. Analyzing data

The data that have been properly tabulated is then analyzed and interpreted so that a conclusion can be reached

Meanwhile, qualitative data was analyzed by using the following procedure:

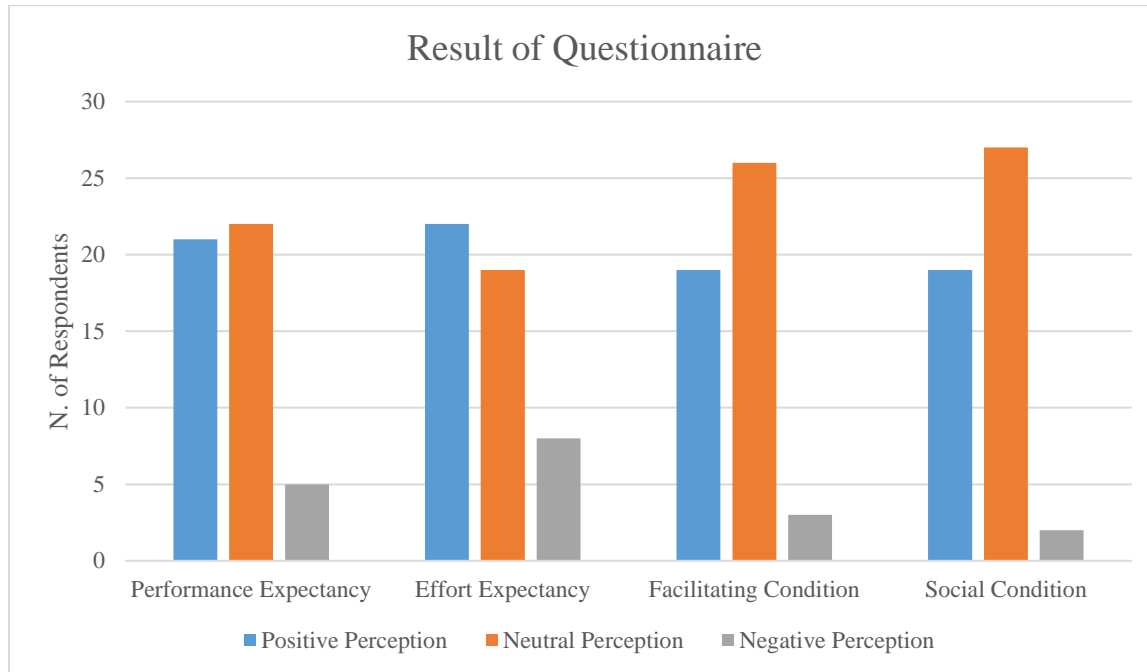
1. Data Reduction; the data were analyzed in this part in which the unwanted data were eliminated and the relevant data would be displayed in the next step.
2. Data Display; the data would be displayed descriptively in order to make the reader can understand easily.
3. Drawing Conclusion; the data were analyzed until it was saturated and the result would be concluded.

In order to aid descriptive-statistical analysis method, questionnaire statements were divided and collected into two categories: Positive and Negative statements and their responses.

## **Findings**

Visual aid has been provided in order to clarify the findings of the questionnaire, below is a chart summarizing the result of the questionnaire:

Figure 1. The Result of Questionnaire



### Students' Perception on the implementation of Google Classroom as online learning media

This study has discovered that generally, the students of SMAS Lab Undiksha hold a neutral to positive perception on the implementation of Google Classroom as online learning media. Questionnaire result have showed that the students regarded Google Classroom as having a positive impact on their study. When given positive statements about the perceived usefulness of Google Classroom, about 41% (19-20 Students) of the respondents gave positive responses, 51% (23-24%) were neutral, and only 8% (3-4 students) of the respondents disagreed. Meanwhile, the negative statement of the same aspect received 48% negative responses, 42% neutral responses and 10% positive responses.

Students have also shown well-regard to the schools' attempt to implement Google Classroom as an online learning media. Questionnaire result shows that the majority of the students felt that the school have done well to facilitate online learning. When the respondents were given the following questionnaire statement "I think that the teacher and school did well to implement Google Classroom", 32% (15 students) showed agreement, 62% (30 students) were neutral and 6% (3 students) disagreed. When respondents were given the negative of that statement, 35% (16-17 students) disagreed, 55% (26-27 students) were neutral and 10% (4-5 students) agreed.

Lastly, most respondents have showed to assume that their peers had positive view of Google Classroom. The following statement: "The majority of my peers have positive perception of Google Classroom" received 29% (14 students) positive responses, 67% (32 students) neutral

responses and 4% (2) negative responses, when the respondents were given its negative statement, 4% (2 students) agreed, 44% (21 students) were neutral and 52% (25 students) disagreed.

The interview has also produced similar results. Most respondents have had positive perception about the implementation of Google Classroom. For the most part, respondents have cited that they view Google Classroom's easy to use nature to be beneficial for their study, in that it allowed them to submit their homework much easier. However, respondents have shown general disinterest in using Google Classroom outside of the classroom, and some have opined that they will only use Google Classroom and other similar applications when their teacher / school told them to. Also, while the majority of the respondents felt that Google Classroom have made submitting task easier, most felt that it did little impact for peer to peer and students to teacher communication.

Similar to Questionnaire result, respondents felt that the school and teachers has shown great competence in implementing Google Classroom. However, some respondents have stated that there were still several teachers who refused to use Google Classroom and instead relied on other application. Respondents have also shown to view that most of their peers had little problem in operating Google Classroom.

### **The factors that influenced the perception of students**

Based on the result of the questionnaire and interview, factors that played an important role in shaping the perception of students in this context were; familiarity, ubiquity, ease of use, and stability. Positive questionnaire statement about Google Classroom's ease of use received 39% (18-19 respondents) positive responses, 42% (20 students) neutral responses and 19% (9 students) negative responses. On the other hand, negative statements received 13% (5-6 students) positive responses, 38% (17-18 students) neutral responses and 49% (23-24%) negative responses.

The result of the questionnaire was supported by the result of the interview. The majority of the interview respondents were in the opinion that Google Classroom were easy and comfortable to use. The majority of the respondents have had no experience with Online Learning prior to using Google Classroom. The students that did have experience with other application similar to Google Classroom have shown preference in using Google Classroom, citing familiarity with the application, and its relative stability compared to other application, as the main reason for their preference.

### **Discussion**

The result of Questionnaire and Interview showed that students generally regarded Google Classroom to be beneficial for their study; as shown by the questionnaire result, about 41% of the sample felt that Google Classroom has made learning easier. The majority of interview respondents have also shown to held similar position, with their most obvious point being that Google Classroom has made it easier to submit their homework. This is in line with the result of the study of Ventayen et al., (2018) who described Google Classroom as being able to streamline



assignments. However, Ventayen et al., (2018) also described Google Classroom as being able to foster communication, which is disproven by the result of the questionnaire and interview, which shows that the students felt that Google Classroom did not have any noticeable impact on the aspect of communication.

Students have also shown that they face little problem in operating Google Classroom. Most of the interview respondents have shown to regard Google Classroom as incredibly easy to use and learn, and they have assumed that most of their peers feel the same. Meanwhile, the questionnaire has shown that 39% of the respondents agree that Google Classroom is easy to use, while only 19% disagreed. Moreover, the interview has produced similar result, and even point out that Google Classroom ease of use as one of the reasons they prefer it over other application. The interview has also brought to light that most of the problems faced by the students when operating Google Classroom mostly involves technical difficulties, such as unstable internet connection. This result is consistent with the findings of Fonseca and Peralta (2019) who stated that most students felt that Google Classroom were easy, practical and accessible.

Most of the students had positive attitude in regard to the school's attempt to implement Google Classroom. Questionnaire result shows that about 62% of the students were neutral with the schools' effort to implement Google Classroom. At the same time, 35% of students disagreed with the notion that the school did not implement Google Classroom well enough, and only 10% disagreed. This shows that the students did not feel that the school failed to implement Google Classroom. Meanwhile, based on the interview result, it can be inferred that the respondents held a generally more positive view, with the majority responding that their teacher and school did well enough to implement Google Classroom. At the same time, some of the students have stated that they only used Google Classroom and online learning in general because of the context of the situation (Covid-19 Pandemic). This is similar to the result finding of Agung (2020), who discovered that students (mostly those from rural areas) were largely unenthusiastic about online learning. However, this result is not consistent with the findings of Heggart and Yoo (2018) who found out that 85% of their research subject showed interest in using Google Classroom for future endeavors. This also imply that the students had low self-regulated learning; which is in line with the findings of Churiyah et al., (2020).

The result of this research showed that the main factors that influenced the students' perception were ubiquity, familiarity, ease of use and stability. Google Classroom's free-to-use nature have made it popular application for the teachers of SMAS Lab Undiksha, and thus makes it ubiquitous and familiar to the students. Because of its simplicity, students also show little trouble in operating it, which made it easier for the students to become more familiar with it. Finally, for the students who had used other application in the past, most felt that Google Classroom is much easier to use, and more stable. Interview respondents have shown that they prefer Google Classroom precisely because it is familiar, easy to use and stable.

## Conclusion and Suggestion

Based on the result of the discussion, it can be summarized that the students of SMAS Lab School Undiksha held a generally positive perception on the implementation of Google Classroom as an online learning media. Students perceived that that Google Classroom was beneficial, and had positive impact on their education. The students also held positive view on the effort of the school and teacher to implement Google Classroom as online learning media, with the majority deeming that the school have done well to implement Google Classroom. Lastly, the students had largely positive view of their peers' perception of Google Classroom, with many assuming that their peers had no problem in operating the application, and similarly viewed it as advantageous to their learning.

There are a number of factors that influenced their perception. The first two are ubiquity and familiarity; Google Classroom was used by the majority of the teachers, and thus the students are more readily exposed to it. The second factor is ease of use; the majority of the students deemed Google Classroom to be flexible, easy to use and learn. And finally, stability; the students who used or had experience with application similar to Google Classroom have shown to prefer to use Google Classroom, because they perceive it to be more stable than its competitors.

At the same time. it should be suggested that teachers and students to accept online learning and blended learning more, instead of having to use it only due to circumstances such as Covid 19-Pandemic. While physical classroom still has its use, utilizing the advantages offered by Online Learning should be a priority for both parties Teachers should also try to develop a model of education that is able to support the students' needs

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