Learning By Google Classroom in Students’ Perception

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Abstract. Learning is not only done in the real world, but also through cyberspace through internet intermediaries. One application that has been utilized in the learning is the Google Classroom. The objective of this research is to analyze student’s perceptions about learning by Google Classroom. This study used qualitative method. The informants in this study were student of historical education study program. Data collection techniques used was in-depth interviews and the analysis technique uses descriptive analysis. The result of this study indicate that the use of Google Classroom is considered effective for assignments but is less effective in terms of material discussion because students can access and send the assignments easily in anywhere without having to meet directly with lecturers, the students can attend lectures anywhere and anytime but students lack understanding of lecture material. Therefore, learning by Google Classroom cannot replace face-to-face lecture activities.

Keyword: learning, Google Classroom, students’ perception

1. Introduction
Entering the industrial era 4.0, the world of education faces new challenges, especially to prepare human resources (HR) who have the skills needed in this 21st century. One of the characteristics of Industry 4.0 is the internet for everything or the Internet of Things (IoT) [1], which gives the effect of a new trends of learning environments and introduced more modern conceptions of learning [2], change a paradigm of learning from traditional teaching to an online environment [3] and made e-learning as a vital part of digital age education [4]. E-learning combine learning and technology [5]. Learning approaches have changed according to the digital era by adopting technology or incorporating e-learning in the classroom [6]. According to Novak, the use of e-learning can increase the effectiveness and efficiency of learning because it gives students a higher potential to communicate more with lecturers, colleagues, and access more learning material [7].

Based on the results of a survey conducted by the Indonesian Internet Network Providers Association (APJII) in 2016, that as many as 89.7% of internet users were students. The large percentage of internet usage is not a guarantee of access to education pages because that access to the education website was still lacking [8]. This condition needs to be addressed by lecturers so that the use of the internet is more directed. E-learning learning is a form of learning that utilizes internet networks together with a feature for the implementation of the learning process. Meanwhile according to Novak [7], the use of e-learning can increase the effectiveness and efficiency of learning because it gives
students a higher potential to communicate more with lecturers, colleagues, and access more learning material.

E-learning that has been developed at this time in the form of blended learning and flipped learning. Blended learning referring to the place where learning happens, a combination of the classroom and online [9]. While the flipped classroom is is a learning model where students first study the material independently then discuss it in face-to-face learning [10]. Both of them require tools for its implementation. Many e-learning facilities have been provided either managed by the campus itself or freely provided by third parties. One application that has been utilized in learning in semester V of the history education study program is the Google Classroom application. Google Classroom is one of the educational features provided by Google Apps for Education (GAFE). GAFE is a part of Google’s G-Suite for education (GS_E). GS-E has features that can support one class, multiple classes taught by one instructor, or larger administrative units such as schools and school systems [11]. Google Classroom is considered as one of the best platforms out there for enhancing teachers' workflow [12], student’s motivation [13], Performance Expectancy, Effort Expectancy and Social Influence [14], belief and satisfaction of undergraduate students [15].

Google Classroom is an application that allows the creation of classrooms in cyberspace [16]. Google Classroom can be a means of discussion, assignments and even assessments both for discussion activities and assignment assessments. As stated by Clark that Google Classroom provides a space for you to share materials, accept assignments, design student collaboration, and provide feedback and grades to students [17]. Google Classroom can be obtained through the Play Store application found on an Android phone. Activating Google Classroom is also very easy using the Google account of the user. This Google Classroom application is very useful for online learning, can be obtained free of charge and can be used for any device. One of the sophistication of this application is that it can be used together in groups collaboratively.

There are several benefits that we get from e-learning generally, that is information accessibility, efficient in place and time, improve the quality of teaching and learning [18], communicate freely [19]. Specifically on Google Classroom that is easy to use, saves time, cloud-based, flexible, free, and mobile-friendly [12], easy to access all the material, made the learning atmosphere more relaxed[20], created great interest among the students and helped teachers to organize their teaching and learning materials [21].

Although the use e-learning has many advantages, several studies have shown that this learning has many challenges and constrain. The challenges can come from externals such as facilities and infrastructure, costs, management, and policies, as well as internal such as e-learning knowledge, ICT skill, motivation and interest and the time to develop e-course [18], [22]; and grouping it into human constraints, administrative constraints, technical constraints, financial constraints and physical constraints [23]. Motivation and intention had positive effect on actual use of e-learning, therefore system quality and information quality were found to be the primary factors driving user’s intention and satisfaction toward use of e-learning [24]. Then for the usefulness and success of e-learning system, Universities need to be aware of the critical impact of IT infrastructure services and consider how investment in these services could improve system and information quality, and service delivery quality [25].

Despite of the challenge and constrain above, in the fifth semester students have implemented learning using Google Classroom. Therefore, this study examine how students' perceptions of learning by Google Classroom. Thus it can be identified things that need to be considered in the application and development of further e-learning learning. In this regard, the formulation of the problem raised in this study is how are students' perceptions about the application of Google Classroom in lectures?

### 2. Method

This study used descriptive qualitative method. The informants in this study were all semester V students of the history education study program, amounting to 13 people. Data collection techniques used was in-depth interviews with all informants. While the analysis technique uses descriptive analysis.
3. Result and Discussion
The results of this study obtained a description that learning to use Google Classroom can be done by students. Some aspects obtained from the results of interviews conducted were:

3.1 Ease of accessing and applying Google Classroom
When viewed from the perspective of the ease of accessing the Google Classroom application, most students stated that access was very easy if the internet was available. As one student stated that "Google Classroom is very easy to access because it only uses quota ". The activation process of Google Classroom is also considered easy by all students. They argue that both the process of downloading, installing and running applications is quite easy because the features in the application are easy to understand and the instructions are complete. Coupled with the guidelines that have been given can increase student understanding of how to use Google Classroom. As one of the following students said, "Google Classroom is not difficult to use because everything is practical and its features are easy to know for its usefulness because it uses signs that the user already understands, such as to send an easy task because the sign is the same as sending an email".

In addition to these conveniences, according to students, lectures using Google Classroom can be done anywhere and anytime without being limited by time and space. Through this Google Classroom, lectures can be done both when students are at home, at boarding and when they are participating in student organization activities. Even students who are sick can also attend lectures using this Google Classroom. This was conveyed by several students: "Because I am easy in answering questions given by lecturers and there is no need to bother going to campus." Other students also expressed the same thing, "This application is very easy to access and I can attend lectures without being restricted, space and time. For example, when I have an organizational activity and friends who are sick can also take part in lectures ".

3.2 Google Classroom Function
According to most students, although Google Classroom can be used in lectures, it cannot replace the position of face-to-face lectures. According to them, the lecture should be done directly through direct interaction between teacher and students in the classroom because a lot of material must be explained in detail and directly in order to be understood by students. This was revealed by one of the students "Not all can be online because face to face meeting is also very necessary, besides being able to ask directly what is not understood, it is also needed for closeness." Although the stream feature in the Google Classroom can be used to discussion activities, but if during the discussion, students do not have a quota, they cannot participate in the discussion activities. This was illustrated by the following students: "When I learned to use Google Classroom for myself it didn't feel like face-to-face lectures in class, so I couldn't replace face-to-face lectures." Another student stated "In my opinion, this application cannot replace face-to-face lectures because effective lectures can directly meet with the lecturer and can be more free to discuss with other friends." But some students also considered that lectures using Google Classroom helped them to be able to express their ideas and arguments in a more structured way. According to them, sometimes they have difficulty conveying their ideas directly in class due to embarrassment and difficulty in speaking in front of the class, as well as difficulty in verbally expressing what is in their minds. As one student stated "sometimes I am embarrassed when I express my opinion directly in class, if in this Google Classroom I can express it without feeling reluctant".

As for the assignments, the majority of students stated that Google Classroom was very good and more efficient. According to them, by using Google Classroom for assignments and assignments, they do not need to come to campus and they can access the assignment anytime and anywhere. If there are things that are not understood in the assignment, they can ask directly with the features provided in the Google Classroom application.

The use of Google Classroom is also considered appropriate if it is used when lecturers are not present so that lectures continue to run according to schedule. Lecturers can prepare problems that students need to discuss, and if there is material that cannot be understood, it can be discussed when face-to-face activities take place. Some students expressed "in my opinion the lecturer uses Google Classroom as a medium to send assignments to students only". In another opinion it was also stated: "Google Classroom completes because when a lecturer cannot enter the class can provide assignments so that
meetings / schedules in the class are not overlooked, with assignments or material sent by lecturers through Google Classroom can make it easier for students who are unable to attend lectures too. Another thing that is really felt is that it can streamline time and be more cost-efficient, of course because users don't have to pay for printing tasks."

3.3 Lecturer-Student Educative Interactions

Some students considered that the interaction between lecturers and students was less active due to the absence of quotas when lectures were conducted. In addition, the obscurity of the material presented was also considered to be the cause of the lack of active interaction between lecturers and students. According to the majority of students, educative interactions can occur best when lecturers and students face to face, so that the material can be understood by students. This was stated in the statement of some students "I was less active when interacting in using this application, because when distance learning like this lacked material and lacked inspiration in my opinion. But some others consider that the interaction between lecturers and students with Google Classroom can be said to be active when discussing and giving assignments. In lectures using Google Classroom, students can ask questions without hesitation and there is an opportunity to think about the answers that will be conveyed in the discussion activities. One of the students said "When interacting with assignments, my supervisor and I are very active through Google Classroom."

3.4 Student Satisfaction

Some students were satisfied with lectures using Google Classroom and some others expressed less satisfaction. According to students who are satisfied, the use of Google Classroom in lectures can provide variety so that they can overcome boredom in face-to-face lectures. Another reason given is about the lecture flexibility. The lectures do not have to be done on campus but anywhere and anytime, so students do not have to come to campus to attend lectures, especially in terms of assignments. As one student stated "I am satisfied with the lecture using Google Classroom because it can make me not have to go to college and be able to while at boarding / home to read material or do assignments." Another student with a similar expression stated "the learning process becomes interesting and not boring, like there is a sense of variety. Meanwhile, students who were not satisfied with this lecture stated that the interaction that was carried out indirectly made it difficult for them to understand the material, causing dissatisfaction. They considered that Google Classroom would not be able to replace face-to-face lectures because there were certain materials that could only be understood through face-to-face lectures with lecturers. The expression was drawn from a statement of one of the students "in my opinion not all material can be delivered there and also sometimes some obstacles that make me less satisfied by using Google Classroom." Other students also stated the same thing "I am less disinterested in distance lectures such as this, effective lectures, in my opinion, are when face-to-face lectures take place."

3.5 Mastery of Lecture Material

Most students stated that they did not understand if the material was delivered in Google Classroom. Submission of material using Google Classroom is considered incomplete. The material is only delivered in outline so that students do not get the material in detail. When compared with face-to-face lectures where the delivery of material directly from lecturers can be done, students become easier to understand. If there is material that is not understood, it can be delivered directly and can be responded to immediately. It is different with lectures using Google Classroom which sometimes is not responded directly by the lecturer when the question is asked. According to them, no matter how sophisticated the technology used cannot replace face-to-face lectures, especially in terms of mastery of lecture material. According to one student who stated "I lack understanding and often fail to focus on distance learning, because I understand better when the lecturer is face to face and interacts directly in one room." Another student confirmed his colleague's statement "I understand the lecture material but the material is incomplete meaning that the material there contains only points but does not provide material in its entirety."

However, a small number of other students argue that it depends on the material and language used in presenting the material. If the material is easy and the language used is not difficult, they claim to be able to understand the lecture material, and if there are things that are not yet understood, ask the lecturer again. Yes, I understand, if the presentation of the material is easy to understand / presented
with words that are not difficult. Even if I don't understand, I can ask directly through Google Classroom.

3.6 Effectiveness of using Google Classroom

According to students, the effectiveness of using Google Classroom depends on its use. If used to deliver material, the majority of students consider that the use of Google Classroom is less effective because it does not achieve the objectives of the lecture. In fact, lectures using Google Classroom have not been able to make students understand the material presented. But that does not mean Google Classroom can’t be used in lectures. They consider that Google Classroom is very effective if used in terms of assignments, because the assignment is a follow-up of the material that has been delivered and understood, so even if there is something that is not understood related to the given task, it can be directly communicated through Google Classroom and so far they can understand task instructions well. According to one student stating "The use of Google Classroom is very effective for assignments but less for material explanation". Another student also stated "Yes, it is very effective in terms of assignments, in terms of material depending on the presentation of the material.

4. Conclusion

The use of sections to divide the text of the paper is optional and left as a decision for the author. Where the author wishes to divide the paper into sections the formatting shown in table 2 should be used. Based on the description of the results of these studies it can be concluded that the Google Classroom application can be easily accessed by students and can be used in the lecture process. Nevertheless, the use of Google Classroom cannot replace face-to-face lecture activities, because students lack understanding of lecture material through lectures using this application. However, this application is very effective to be used in assignment activities because students can access assignments and send assignments easily without having to meet directly with lecturer; this provides efficiency in terms of time and place. Through lectures with this Google Classroom, students can attend lectures anywhere and anytime, and lecturers can fulfil lecture schedules even though they are carrying out other activities that cause lecturers to be absent from class. The results of this study are still limited to students' perceptions of some of the aspects mentioned above. Other things about how the implementation of lectures using Google Classroom and how perceptions of lecturers do not become a study in this study and can be used as a problem in other studies so that information obtained comprehensively about lectures using Google Classroom.

5. References

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