



# Students' Perceptions of Using Google Classroom During Pandemic

<sup>1</sup>Annafi Annanda Oktaria, <sup>2</sup>Laksmita Rohmayadevi, <sup>3</sup>Rifdah Diniatulhaq\*, <sup>4</sup>Ammara Farukh

Corresponding Author: [\\*rifdahdini12@gmail.com](mailto:rifdahdini12@gmail.com)

<sup>1</sup> SMP Muhammadiyah 8 Yogyakarta, Indonesia

<sup>2</sup> SMK Negeri 1 Salam, Magelang, Indonesia

<sup>3</sup> Universitas Ahmad Dahlan, Yogyakarta, Indonesia

<sup>4</sup> Norwegian University of Science and Technology, Trondheim, Norway

## Abstract

Technology has impacted most sectors, including the education field. Nowadays, many schools have incorporated technology by utilizing Information and Communication Technologies (ICT) into learning. Using platforms such as Google Classroom is one of the ways to fit the best classroom practices. This study reveals the student's perception of using Google Classroom during the covid-19 pandemic. The method used in this research is descriptive qualitative through online questionnaires and deep interview sessions with students from SMP Muhammadiyah Yogyakarta. Twenty-eight students have been joining Google Classroom in English learning for at least one term during the COVID-19 pandemic. Findings showed that several factors influence the students' online learning process during a COVID-19 pandemic: usefulness, ease of use, ease of learning, and satisfaction. In general, Google Classroom is valuable and effective in improving students' skills, abilities, discipline, and independent learning through teaching materials.

**Keywords:** COVID-19, Educational Technology, English Education, Online Learning.

## Introduction

The world is shocked by the emergence of an epidemic caused by coronavirus, or what is best known as COVID-19 (Corona Virus Diseases 2019). It started to become an epidemic on December 31, 2019, in Wuhan, Hubei province, China [1]. A few months later, on March 11, 2020, the World Health Organization (WHO) declared that this disease had become a global pandemic; this happened because thousands of people around the world had been exposed, and even thousands of people had become victims. This disease is spreading rapidly, and detecting people exposed to the virus is very hard. It makes the number of victims rise significantly. The complexity of handling this epidemic has led world leaders to implement a policy to break the chain of distribution of COVID-19 [2]. Despite the effects on the economy, social distancing, and a complete lockdown, it has become a tough choice for many countries to prevent the spread of COVID-19. Education also became a victim of the implementation of these policies [3]. Since the enactment of social distancing, teaching and learning activities in schools were also abolished.

The policies taken by many countries, including Indonesia, by dismissing all direct educational activities, make the government and related institutions present alternative educational processes for students and students who need help to carry out the educational process in educational institutions [4]. Based on data obtained from UNESCO, 39 countries have implemented school closures, with the total number of students affected reaching 421,388,462 children [5].

Technology-based learning is the choice amid epidemics. Almost all schools throughout the world implement online-based learning. Online-based learning is a familiar thing in this era. Educators must have skills not only in teaching but also in using instructional media. In this era, educators must master several aspects, including mastery of internet technology. The internet has become an effective and efficient part of getting and exchanging data and information without looking at the dimensions of space and time. The development of Internet technology is currently affecting various aspects of life, including government, economics, society, and education. The current educational goals are inseparable from technological development demands, as teachers and students must provide competencies.

Teachers use several learning applications to support online-based learning, such as Google Classroom. According to Ref. [6], Google Classroom is an application built by Google. It offers a virtual system based on web applications where teachers can provide and manage assignments given to students through a web browser or mobile app. This application allows lecturers or teachers to explore their scientific ideas with students [7]. The approach to learning through Google Classroom is part of a technology strategy to facilitate faculty and students in the learning process [8]. In Google Classroom, lecturers can provide materials on the subject being taught.

The lecturers can post some teaching materials, assign tasks for students, and upload their grades so they can immediately see the scores obtained in the course. In addition, Google Classroom can be an alternative to postpone meetings when the lecturers are outside the city or are busy during class hours. Google Classroom also minimizes the costs incurred due to the use of more affordable stationery and other materials and can reduce time-released energy [9]. In short, the time and energy spent by Google Classroom users will be less than usual. However, one of the significant barriers to realizing the effectiveness of learning from online classes is that not all students have an online account. In addition, some students do need smartphones or a data plan to attend online discussion sessions.

A review of the literature on Google Classroom shows that there are several studies focus on the effectiveness of E-learning Moodle, Google Classroom, and Edmodo [10], optimization of using Google Classroom as a learning media [11], Google Classroom as an alternative way to enhance learning quality [12], and Google Classroom as a media for Improving Attainment of Graduate Attributes [13]. The present study focuses on how Google Classroom can be used effectively as a learning medium. The effectiveness is analyzed from the message receiver, content, communication media, format, source, and appropriateness or timing. Moreover, this study aims to explore the student experience of using Google Classroom in the junior high school in Yogyakarta during the COVID-19 pandemic.

## **Material and Methods**

The method used in this research is descriptive qualitative through online questionnaires and deep interview sessions with students from SMP Muhammadiyah Yogyakarta. This study included 28 students who had joined Google Classroom in English learning for at least one term during the COVID-19 pandemic. The survey was given to students to know their experiences using Google Classroom. The survey used an online questionnaire adapted from Ref. [14]. The survey was made in Google form and then shared with the students.

Factors related to the usability and satisfaction of an application, along with corresponding questions and scoring methods. The factors include usefulness, ease of use, ease of learning, and satisfaction, and each question is scored using a rating scale with options Strongly Disagree, Disagree, Agree, and Strongly Agree. The questions assess different aspects of the application, such as whether it is practical, productive, time-saving, user-friendly, and satisfying to use.

**Table 1.** Questionnaire items

Factor	Questions
Usefulness	1) Does this application help you become more effective?
	2) Does this application help you become more productive?
	3) Is this a helpful application?
	4) Does this application save time when you use it?
	5) Is this application easy?
	6) Is this application simple when it is used?
Ease of Use	7) Is this application user-friendly?
	8) Do you use this application without written instructions?
	9) Can you recover instantly when making a mistake?
	10) Do you learn how to use it fast?
Ease of Learning	11) Do you easily remember how to use it?
	12) Are you satisfied with this application?
	13) Is this application fun to use?
Satisfaction	14) Does this application work as expected?
	15) Is this application great?
	16) Is it convenient to use?

Further interviews were conducted to get more profound answers from the students. The data were collected through an in-depth interview phase [15] to investigate the effectiveness of Google Classroom in the online learning process. This interview was conducted with the student's consent. Furthermore, the obtained data were analyzed to describe the information collected so that the information could be understood by the researchers and those who sought the results of this research. The data were thematically analyzed to develop a communication effectiveness framework to understand the phenomena being investigated. Data analysis was conducted after the interviews were completed, and the researchers analyzed the data thematically to explain the findings by the framework [16].

## Results and Discussions

### A. Usefulness, Ease of Use, Ease of Learning, and Satisfaction

Table 2 shows the student perception results.

Table 2. Student's Experience				
Factors	SD (%)	D (%)	A (%)	SA (%)
Usefulness	0	9.0	60.5	30.5
Ease of Use	0	14.03	65.25	20.72
Ease of Learning	0	9.1	55.05	35.85
Satisfaction	0	18.48	54.82	26.70

Most students, up to 60.5%, agree that this Google Classroom is helpful within the factor of usefulness; regarding the experience of ease of use, 65.25% of them agree that the application is easy to use. The next factor also takes agreement that 55.05% of the students went through Easiness to learn to use the app. Lastly, regarding the level of satisfaction, 54.82% of the students said they were satisfied.

### 1. Usefulness

Findings showed that 60,5% of students agree that this Google Classroom is helpful within the usefulness factor. Students can use Google Classroom as a resource to store the document materials. Besides, after the lesson, some teachers liked to post the materials presented in the class as a review so that students could access them once the classroom learning session ended. Students can learn follow-up exercises and projects from their teachers.

### 2. Ease of Use

Students' experience of Easiness when using: 65,25% agree that the application is easy to use. It means, in general, that students agreed that this platform is substantially ubiquitous regarding their learning activities since this application is accessible through their laptops or smartphones with different kinds of operating systems (OS). It is compatible with Windows, Linux, Android, etc. [17]. Operating Google Classroom is easy for them; they do not have any essential difficulties operating the features.

### 3. Ease of Learning

55,05% of the students went through Easiness when using Google Classroom. Dealing with the Google application is something familiar to the students. They have been in touch with G-mail accounts, Google Drive, and other features for many years. It is the same as using Google Classroom, where they find it easy despite this new platform.

### 4. Satisfaction

For the level of satisfaction, 54,82% of the students experience that they are satisfied. It brings a better way to see the students' progress. However, there are some concerns when incorporating this. Since students deal with technology, there are many tendencies to open other sources unrelated to learning. Moreover, if their parents do not accompany them while doing tasks, they would prefer to play games to do the tasks.

Implementing the utilization of Google Classroom itself ran successfully for three reasons. Firstly, the policies taken by many countries, including Indonesia, by dismissing all direct educational activities, make the government and related institutions present alternative educational processes for students and students who need help carrying out the educational process in educational institutions. It makes many schools hold online learning classes for students. The students must study from home using media online like Google Classroom. Google Classroom has become one of the media online learning that was chosen because of its usefulness. The Google Classroom app is handy for online teaching and learning, can be obtained free of charge, and can be used on any device. One of the sophistications of this application is that it can be used collaboratively with other groups. There are many advantages to using Google Classroom as a Learning Management System (LSM) [18].

Secondly, teachers have attended the professional development program in which they acquired knowledge and practices on how to use Google Classroom at the beginning of the academic year. Teachers were invited to attend the workshop, which started with the introduction of Google Classroom, its benefits, and how to operate it to support the learning process. From that program, teachers obtained a deeper understanding of the application. Hence, they were able to maximize its operation. Ref. [19]

emphasizes that professional development becomes a school's effort to upgrade the educators' skills to accommodate students' needs. Students are expected to fully achieve satisfying results because teachers provide the best method to suit their interests.

Finally, during the COVID-19 pandemic, the government advised children to study at home. Nevertheless, that does not mean schools are closed. Instead, the learning process that is usually done face-to-face is replaced online. Since that school held online learning classes, the students must join Google Classroom to get material and do tasks from the teacher. In this case, the researcher said parents must accompany their children while studying. Their parents are essential for students' learning using Google Classroom [20].

## **B. The Effectiveness of Google Classroom Learning**

To measure the effectiveness of the utilization of Google Classroom, the researchers used previous theories about the effectiveness of communication presented by Ref. [21], including the message recipients, contents, communication media, format, source, and timing.

### **1. Effectiveness of Message Recipients**

Based on the interview responses from the students, the effectiveness of the message recipients of the online classes following the Google Classroom can be analyzed. The message recipient is in line with the intended recipients. It means that when the teachers want to post material or provide a task, they post it directly on the accounts of students bound by the learning process so that they can immediately see the teacher's posts as a conduit of information.

### **2. Effectiveness of Content**

Based on the interview responses from the students, the content of the message/information delivered by the teachers in Google Classroom is quite complete, but this information still requires more explanation. So that, when the students did not understand the material posted, they immediately commented and asked each other.

### **3. Effectiveness of Communication Media**

Some technical constraints are caused by several issues, such as some study group students need access to the account provided by their concerned teachers. In addition, some students need a Smartphone. Wi-Fi availability in students' homes is still limited. Some students need an ideal data plan for attending online discussions, and some even submit their assignments using friends' accounts.

### **4. Effectiveness of Message Format**

The level of effectiveness of online classes on the message format indicator shows that the format of the message, that is, the students' materials, matches the students as recipients of the message. However, the materials posted must fully meet the needs of students effectively in addition to taking on Google Classroom materials; they are also looking for material from online libraries or

other sources. However, not all students can understand the material posted; they need further explanation from the teacher.

#### 5. Effectiveness of Source

Based on the interview responses from the students, the effectiveness of the message's source explained that the teachers who use Google Classroom for posting the material always post only Word tasks and PDF materials from a textbook. However, teachers also post other materials and resources with complete sources at the end of their writing. Then, it can be concluded that the message's source has a clarity that can be accounted for truth.

#### 6. Effectiveness of Timing

The level of effectiveness of Google Classroom on punctuality indicators indicates that the level is adequate because teachers do not have a time limit for posting material on Google Classroom. However, the students may sometimes submit their work assignments too late beyond the time specified by the students due to lack of time or too much work. In such cases, the teachers will provide scores/grades to students who are late.

## Conclusion

In conclusion, Google Classroom is very useful to improve every student's abilities and competencies. Students should learn on their own, except through instruction. Students can discover new stuff by needing active learning by Google School. This application is used effectively. However, some technological restrictions are caused by many issues, including the students of any study group who need help accessing the lecturers' accounts. Additionally, students have limited access to smartphones as well. In addition, campus Wi-Fi availability is still limited. Some students do not need an acceptable data plan to engage in online discussions, and some students also apply their assignments from their relative's account. To summarise, students see Google Application in the classroom as optimistic, and that Brings good learning. The recommendation to use Google Classroom is about more than just the helpful Utility resource; it also allows students to use the features more creatively to create effective learning. Finally, this study confirms that Google Classroom effectively improves students' skills, abilities, discipline, and independent learning through teaching materials.

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## Authors



**Annafi Annanda Oktaria** has completed a Bachelor's Degree in English language Education at the Faculty of Teacher Training and Education, Ahmad Dahlan University, Yogyakarta, in 2011 and continued the Master's Degree Program in English Language (S-2) at the Faculty of Teacher Training and Education, Ahmad Dahlan University, Yogyakarta in 2021. She has taught in SMP Muhammadiyah 8 Yogyakarta, Indonesia since 2012 till now. (email: [anna.nafi.okta@gmail.com](mailto:anna.nafi.okta@gmail.com)).



**Laksmi Rohmayadevi** has completed a Bachelor's Degree in English Language Education at the Faculty of Teacher Training and Education, Ahmad Dahlan University, Yogyakarta, and continued the Master's Degree Program in English Language Education (S-2) at the Faculty of Teacher Training and Education, Ahmad Dahlan University, Yogyakarta. Currently working as a teacher at SMK Negeri 1 Salam (a vocational school) in Magelang, Indonesia. (email: [laksmitamita7@gmail.com](mailto:laksmitamita7@gmail.com)).



**Rifdah Diniatulhaq** has completed a Bachelor's Degree in English Language Education at the Faculty of Teacher Training and Education, Ahmad Dahlan University, Yogyakarta, and continued the Master's Degree Program in English Language Education (S-2) at the Faculty of Teacher Training and Education, Ahmad Dahlan University, Yogyakarta. She is passionate about exploring new avenues in research. (email: [rifdahdini12@gmail.com](mailto:rifdahdini12@gmail.com)).



**Ammara Farukh** is a PhD Scholar associated with the Department of Language and Literature at the Norwegian University of Science and Technology-NTNU, Trondheim, Norway. Additionally, she is affiliated with the Department of English at the University of Education in Lahore, Pakistan. (email: [ammara.farukh@ue.edu.pk](mailto:ammara.farukh@ue.edu.pk)).

