An Analysis of Students' Perceptions on Google Classroom Media Used By English Teachers during Pandemic Covid-19

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Abstract: Online learning or virtual classrooms use technology to help students and teachers with distance learning, with teachers providing accessible teaching materials. The purpose of this study is to describe students' perceived convenience and usefulness of Google Classroom material. This was a quantitative research that used a Likert Scale questionnaire. This study focuses on XI IPS students at SMAN 8 Bengkulu. To estimate the proportion of students' scores, data was analyzed using Sudjana's provided algorithm. The results suggest that around 79 percent, or more than half of the students, find it easy to study by utilizing Google Classroom since it offers an easy operating system and features that are simple to comprehend. Overall, based on the result of the research, there was more than half of the total demonstrated positive perception.
Keywords: Perceptions; Online Learning; Google Classroom

1. Introduction

English is generally spoken throughout the world as the language of commerce or the spoken language. It is the language of science, aviation, computers, business, diplomacy, and tourism. Talking about learning a foreign language Rasulullah SAW also noticed that it is important for us to learn it as Muslims. According to *Shal-utsaimin* (1993), Rasulullah SAW had ordered Zaid Bin Thabit to learn the Jewish language, to improve the learning of foreign

languages. Nowadays English is very important for Muslims to adapt to world-changing.

The Covid-19 pandemic has generated various changes in almost every aspect of society, including education. In order to reduce the risk and prevent the spread of the pandemic, the Minister of Education and Culture issued Policy Number 36962 / MPK. A / HK / 2020, which requires schools to conduct online learning and people to work from home. Srinivasan and Arora (2020). As a result, the learning system in the online system differed from that in the offline system. The purpose of conducting online learning is to provide students from various locations with the opportunity to study. Online learning, according to (Evans & Haase, 2001), is a structured teaching and learning process that incorporates the use of an electronic or computer system to help in the learning process. Online education is learning and education that occurs when students and teachers are not in the same room at the same time, and it has emerged as the most promising field of distant learning in recent years. (Bartley and Golek, 2004)

Not only did the virus kill many people, but its propagation had a tremendous influence on numerous industries throughout the world, including education. The majority of teaching and learning activities in all educational institutions, from kindergartens to institutions needing direct physical contact, have been temporarily suspended. This condition changes the learning system since all students must still learn despite distance and time limits.

Online learning, often known as virtual classrooms, use technology to assist students and teachers with distant learning, with teachers offering accessible instructional materials in the form of digital information that can be preserved and transferred through the internet at any time and from any location. The most noticeable feature of online learning is that it provides convenience and adaptability for teachers and students, particularly when it comes to determining schedules for online learning without regard for time or location. (Bower et al., 2015)

In addition, (Pakpahan & Fitriani, 2020) asserts that computer technology is extremely beneficial in the course of learning, whether online or offline and that the entire process of teaching and learning activities could be carried out successfully during the Corona Covid-19 virus outbreak. It also makes learning activities more monotonous. As a result of the accelerated transformation of educational technology caused by the Corona pandemic, various platforms have launched a variety of Distance learning that can be aided by online learning

applications. Application-based or platform-based learning can aid in the development of virtual classrooms. Among the applications offered are WhatsApp, Zoom, Google Classroom, and Google Meet.

Google Classroom is a Google Inc. educational program that makes it simpler to create, distribute, and manage paperless assignments. (2018) (Khalil) This software is meant to be used on a smartphone, and both instructors and students may download it for free and instantly log in. For students to participate, lecturers merely need to establish a class and provide the class code. Students can use this application to easily submit assignments, revise assignments, and check the grades of their lecturers. According to (Smaldino et al., 2012) "The development of using mobile computing allows lecturers to record students' assessments by taking advantage of the benefit that can be found by using Google Classroom towards the assessment record on the application." The lecturer will also not miss any of the students' grades or work. They are well saved on the application and can be accessed at any time, particularly if the Covid-19 problem occurs.

Different students will have different perspectives on the learning process. This is due to a variety of potential impediments, including internet connections. The process of evaluating an object on an individual basis is known as perception. Perception has two definitions; according to (Dwi Febriani, 2018) perception is in its broadest sense, as well as perception in its narrowest sense. Perception is defined in a narrow sense as seeing how each individual sees an object, whereas perception in a broad sense is a view or understanding, specifically how individuals perceive or interpret a specific object. A person's attitude is influenced by his perception of the object he is viewing. It implies that these students' perceptions may have an impact on their understanding of the material presented. Understanding students' perceptions of the platform used in any online learning process are critical.

Students are gradually acclimating to new learning approaches. Students at SMAN 8 Bengkulu were somewhat less motivated to face the COVID-19 epidemic because they were tired with traditional learning techniques. However, the instructor constantly presents and attempts to deliver the subject in an attractive manner so that pupils are not quickly bored and can grasp it. As a result of the numerous resources offered the availability of online learning increases student enthusiasm. Students may use Google Classroom features from any location. However, some SMAN 8 Bengkulu students are still having issues,

including signal issues, because the majority of SMAN 8 Bengkulu students come from communities that do not yet have a decent internet connection.

According to observations performed on April 29, 2021, there were various barriers to utilizing Google Classroom, including: network (unstable internet connection), SMAN 8 pupils had not fully learned the usage of Google Classroom, and There is still a dearth of interaction between professors and pupils (students feel embarrassed to ask questions or comment to the teacher about lessons or difficulties experienced in doing assignments given in Google Classroom).

Once a result, as the old face-to-face learning method is turned into totally online learning, the perception will emerge. Perception was described by Engelhart (1975) as the molding of information gained via the senses. Associative learning is a sort of brain activity. Humans experience things through their senses and interpret them through their behaviors and ideas. There will be numerous perspectives, such as the benefits and disadvantages of modifying this system, from each English Class 2020/2021 student on the usefulness of this system to develop their English abilities in the midst of institutional policies that utilize online learning systems.

Based on the research background, the research questions are as follows:
a. How do students perceive the process of online learning using Google Classroom media?
b. What are the most important factors influencing students' perceptions of online learning using Google Classroom media?
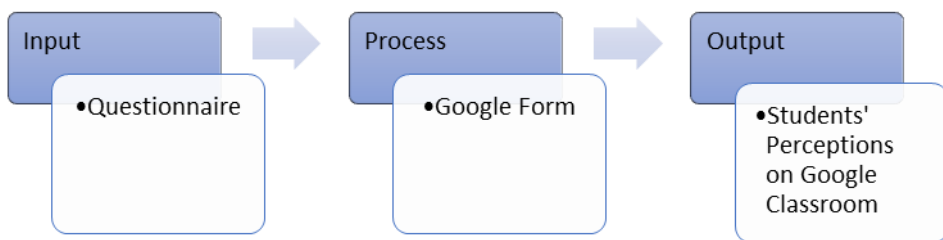
INPUT: Refers to the questionnaire given to students according to the Google Classroom

PROCESS: Refers to Google Form as a tool for collecting the data

OUTPUT: Referring to the students' perception after being given a questionnaire

2. Methods

This study will rely on quantitative data. Quantitative research, according to (Sugiyono, 2015), is founded on the positivist ideology and is used to study specific populations or samples. Sampling approaches are typically random, and data collecting uses quantitative or statistical data analysis research equipment with provisions for testing stated hypotheses. Quantitative research is also known as scientific research or systematic science since it employs mathematical models, theories, and hypotheses to study occurrences. The researcher employed a quantitative technique in this study to examine students' impressions of Google Classroom material used by English instructors at SMAN 8 Bengkulu.

The researcher selected a sample of four courses, totaling 33 persons. In 2021, English students who have done Online Learning with Google Classroom. The researchers will collect data for this study by sending a questionnaire to SMAN 8 Bengkulu students. The purpose of this survey is to learn about students' perceptions of Google Classroom media used by English teachers. This questionnaire is displayed by circling it (1, 2, 3, 4, or 5). Variables will be evaluated using a Likert scale of 1 to 5. 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). Appendix 1 is a questionnaire on students' perceptions of Google Classroom. The researchers in this study employed a Likert research scale. Each Likert scale-based instrument item will have its response weighted using an ordinal metric, namely:

(5) Strongly Agree
(4) Agree
(3) Neutral
(2) Disagree
(1) Strongly Disagree

The instrument was examined as a questionnaire, and the item characteristics' validity and reliability were confirmed. The number of test questionnaires was 23 in order to determine the extent to which students' impressions of Google Classroom utilized by English teachers in online learning. Learning was conducted out on English students who had taken an English class on Goggle Classroom in 2021, a total of 30 students chosen at random.

3. Results and Discussion

This chapter shows the result of the students' perceptions of Google Classroom Media on XI IPS students at SMAN 8 Bengkulu. The data was gotten from the questionnaire on Google Form.

a. Students perceive the process of online learning using Google Classroom media.

The category of students' impressions of Google Classroom may be shown in the table below, based on the student response data gathered through questionnaire scores.

Total of Students	Percentage	Rating
5	15%	Very High
26	79%	High
2	6%	Medium

According to the chart above, 5 students, or 15% of pupils, are in the "extremely high" rating group. 26 pupils, or 79 present of all students, are in the "high" rating group. And 2 pupils, or 6% of the remaining students, are in the "medium" rating group. This is based on the acquisition score obtained from the completed questionnaire. The average is 75%, which is the average of SMAN 8 Bengkulu students' perceptions of Google Classroom. The figure below depicts the percentage rating category for students' impressions of Google Classroom at SMAN 8 Bengkulu based on the preceding research findings:

Figure 4.1 Percentage of students' perceptions of Google Classroom media

Percentage of students' perceptions on Google Classroom Media
- Very High
- High
- Medium
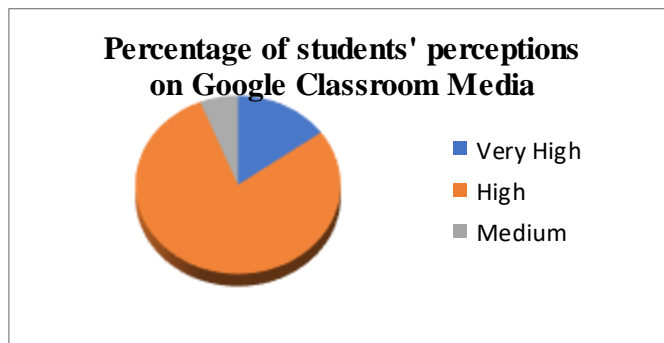
1) **Attention and Selection**
   a) Is it simple to sign the Google Classroom application? According to the results of 33 students, 39,4 percent strongly agree, 54,5 percent agree, and 6,1 percent are indifferent.
   b) Is it simple to obtain course materials using the Google Classroom application? Thirty-three students responded, with 30% strongly agreeing, 57% agreeing, 6% indifferent, and 6% disagreeing.
   c) Is it simple to send and receive assignments using the Google Classroom application? The results of 33 students were as follows: 15.5% strongly agree, 72.7% agree, 9.1% indifferent, and 3% disagree.
   d) Is it simple to submit assignments using the Google Classroom application? A total of 33 students responded, with 12.1 percent strongly agreeing, 66.7 percent agreeing, and 21.2 percent indifferent.
   e) Is the Google Classroom program simple to use? The results of 33 students were as follows: 12.1% highly agreed, 60.6% agreed, and 27.3% neutral.
   f) Is the Google Classroom program simple to use? The results of 33 students were as follows: 31% strongly agree, 69.7% agree, 24.2% indifferent, and 3% disagree.

2) **Organization**
   a) The quality of learning activity in Google Classroom was excellent? The result of 33 students answered 12,1% strongly agree, 51,5% agree, 33,3% neutral, and 3,1% disagree.
   b) Google Classroom is an excellent medium for social interaction (teacher vs students and student vs student)? The result of 33 students answered 3% strongly agree, 48,5% agree, 36,4 neutral, and 12,1% disagree.
   c) Does Google Classroom assist students to submit assignments on time? The result of 33 students answered 12,1% strongly agree, 57,6% agree and 30,3% neutral.
   d) Google Classroom course activities assist the student to examine issues, evaluate new ideas, and applying what students have learned? The result of 33 students answered 6,1% strongly agree, 45,5% agree, 42,4% neutral, and 6,1% disagree.

e) Google Classroom feedback provided by the teachers is useful? The result of 33 students answered 9,1% strongly agree, 51,5% agree, 30,3% neutral, and 9,1% disagree.

f) Does the grading system in Google Classroom assist in monitoring students' performance and understanding the current topic discussed? The result of 33 students answered 3,1% strongly agree, 72,7% agree, 21,2% neutral, and 3% disagree.

g) The subject objective, assessment, and content were consistent with the aid of Google Classroom? The result of 33 students answered 6,1% strongly agree, 54,5% agree, 30,3% neutral, and 9,1% disagree.

3) Interpretation

a) Do students feel comfortable conversing through Google Classroom for learning activities? The result of 33 students answered that 9,1% strongly agree, 69,7% agree, and 21,2% were neutral.

b) Teachers assist students to keep course participants engaged and participating in the productive discussion? The result of 33 students answered 6,1% strongly agree, 48,5 agree, 39,4% neutral, and 6,1% disagree.

c) Do students feel comfortable interacting with other students in a learning activity? The result of 33 students answered that 3% strongly agree, 57,6 agree, and 39,4 neutral.

d) Student's point of view or opinion was acknowledged by other students in the learning activity? The result of 33 students answered 42,4 agree, 51,5 neutral, 3,1% disagree, and 3% strongly disagree.

e) The teacher is enthusiastic about teaching and explaining via Google Classroom? The result of 33 students answered that 3% strongly agree, 66,7% agree, 27,3% neutral, and 3% disagree.

f) Teachers are friendly, approachable, and easily contacted? The result of 33 students answered 6,1% strongly agree, 69,7% agree, 21,2% neutral, and 3% disagree.

4) Retrieval

a) The subject met the student's personal goal through the medium introduced? The result of 33 students answered that 3% strongly agree, 51,5 agree, 39,4 neutral, and 6,1% disagree.

b) The student would recommend this method of learning to another appropriate subject? The result of 33 students answered that 9,1% strongly agree, 75,8 agree, 9,1 neutral, and 6,1% disagree.
c) Google Classroom is the student's first choice in active learning compared to other methods? The result of 33 students answered 9,1% strongly agree, 75,8% agree, 12,1% neutral, and 3% disagree.
d) Do students like Google Classroom as a learning initiative and motivation booster? The result of 33 students answered 18,2% strongly agree, 45,5% agree, 6% neutral, and 30,3% disagree.

b. **The most important factors influencing students' perceptions of online learning using Google Classroom media**
   1) **Attention and Selection**
   From the 23 items in the questionnaire, questions about attention and selection were distributed, namely item number 1,2,3,4,5,6. The result of attention and selection components can be seen in Appendix 5. Based on the questionnaire score table above, shows that there 79% of students choose attention and selection.

   2) **Organization**
   From the 23 items in the questionnaire, questions about the organization were distributed, namely item numbers 7,8,9,10,11,12,13. The result of organization components can be seen in Appendix 6. Based on the questionnaire score table above, shows that there 73% of students choose the organization.

   3) **Interpretation**
   From the 23 items in the questionnaire, questions about interpretation were distributed, namely item number 14,15,16,17,18,19. The result of interpretation components can be seen in Appendix 7. Based on the questionnaire score table above, shows that 73% of students choose interpretation.

   4) **Retrieval**
   From the 23 items in the questionnaire, questions about retrieval were distributed, namely item number 20,21,22,23. The result of

interpretation components can be seen in Appendix 8. Based on the questionnaire score table above, shows that 75% of students choose retrieval.

c. **Students perceive the process of online learning using Google Classroom media**

The use of the Google Classroom application in online learning during the Covid-19 Pandemic at SMAN 8 Kota Bengkulu was the school and curriculum team's policy, according to the researchers' findings, because it was easy to access and teachers had no difficulty managing assignments, as well as being effective and efficient.

However, numerous students complained that the teacher used WhatsApp, Telegram, Quipper, and Youtube in addition to Google Classroom in the online learning process, even if they were still given the option to gather assignments manually or offline at school. Students believe Google Classroom is a simple and straightforward tool; they simply aren't used to utilizing it. Students also claimed that Google Classroom was only used to submit assignments and not for discussions, despite the fact that some instructors never sponsored discussions using Google Classroom.

The results shown above are equivalent to those published in Marsika Sepyanda's (2018) study, Students' Attitudes Toward the Use of Google Classroom at Fkip Ummy Solok's English Department. The usage of the Google Classroom tool has been shown to be incredibly advantageous to students in submitting projects, particularly in translation courses that frequently have weekly requirements.

Access becomes more difficult since the signal emanates from the student's residence, there are no limits, and the large video capacity leads students to have difficulty uploading or downloading assignments. Another issue is the boredom of students who serve students while studying at home, which leads in feeling sluggish to achieve anything. Despite the fact that learning has shifted to online learning, the Learning Implementation Plan still applies to the content supplied to students (RPP). Only the methods and techniques employed with students have changed.

According to the data, researchers may infer that the process of integrating online learning at SMAN 8 Kota Bengkulu during the Covid-

19 Pandemic followed school policy as a type of autonomous learning, namely online learning. Students are first prompted to download the Google Classroom software onto their personal computers or tablets. Despite the fact that the online learning process using the Google Classroom program has been in place for over a year, the professors and students continue to study with zeal.

d. The most important factors influencing students' perceptions of online learning

The purpose of this study is to examine students' impressions of Google Classroom. Respondents on Google Classroom were split into five categories based on the distribution of the questionnaire, namely very low, low, medium, high, and very high. The discussion part follows the research questions in this phase of the researcher.

Based on the findings of observations given in a Google form by researchers on Google Classroom during the Pandemic Covid-19 to class XI IPS SMAN 8 Kota Bengkulu City. Overall, the observation yielded the following results:

1) Attention and Selection

Regarding attention and selection, 79% of students answered that Google Classroom is easy to access. While 21% of students believe that Google Classroom is still difficult to access, this shows that more than half of students answered that it is easy for them to access Google Classroom.

2) Organization

Regarding organization, 73% of students answered that the benefits felt by students from using Google classroom learning became more organized, everything had been scheduled and in current conditions, Google Classroom is considered appropriate as a medium for distance learning. Meanwhile, 27% of students answered that Google classroom has not fully provided benefits to students, this is due to the lack of student learning intention to care about learning, the assignments given by the teacher are too many, and students are still comfortable learning directly.

3) Interpretation

Regarding interpretation, 73% of students answered that the interaction and communication between students and teachers and fellow students went well, more effectively, students were required to be more active in discussions. Meanwhile, students answered that 27% of Google Classrooms were only used as a medium for teachers to send assignments, and many teachers were difficult to contact when studying online.

4) Retrieval

Regarding retrieval, 75% of students answered that students recommended this learning method to be applied to other appropriate subjects because the Google Classroom features were easy to understand. Meanwhile, 25% of students answered no, because Google classroom is only a medium for sending assignments and students still believe that offline classes are better than learning through Google Classroom.

4. Conclusion

Attention and selection, organization, interpretation, and retrieval were the four measuring components used to analyze students' attitudes with Google Classroom.

According to the results of the observation, more than half of the total displayed optimistic viewpoints. Attention and selection received the greatest number of happy students, followed by retrieval, interpretation, and arrangement. For attention and selection, the majority of students said it was simple to access Google Classroom for retrieval, and almost all said the teacher had provided clear directions on how to participate in learning activities. Only a few pupils responded that the contact and communication between students, instructors, and fellow students went well. Almost majority of the students said that Google Classroom is simple to arrange.

It may be inferred that students rated attentiveness and selection as the highest since they thought Google Classroom was simple to sign, access resources, send and receive assignments, and use the system.

5. Acknowledgment

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