STUDENTS PERCEPTION OF GOOGLE CLASSROOM USAGE: A CASE STUDY IN EDUCATIONAL TECHNOLOGY FOCUSED COURSE

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ABSTRAK

The presence of Google Classroom and many other free platforms of digital sources have created a vast impact on the education filed, especially in crafting the teaching and learning interaction forms. They are assumed to be effective for both students as well as the academic staffs due to several reasons as accessibility, students' scheduling flexibility, and adaptability for working and many others (Englishtina, 2019). In a pandemic situation, like what the world is facing at the present, they serve as an indispensable means supporting on-line learning which has been taking over face to face classroom interaction in the education system. Considering the importance of studies on such web-platform for learning as well as the scarcity of studies on Google Classroom and its implementation in a specific course, this research is therefore directed to investigate how English education students acting as the platform users, perceive the implementation of Google Classroom in the Media and ICT class they enroll in. It particularly seeks the users' perception on ease of access, perceived usefulness, communication and interaction, perceived instruction delivery and user's satisfaction. The data collected are examined through an online questionnaire survey, its questions or statements are adapted from Shaharanee et.al (2016) and an online interview. The findings indicate that the research participants have positive perception towards Google classroom in the afore-mentioned four aspects. The results of the interview reveal an additional information from the participants concerning their expectation of the Google Classroom broader features utilization as google calendar and google meet in their educational technology focused course. It is expected that the present study helps measuring the students' perception on Google Classroom actual usage. Additionally, it may also bring about an evaluative value to the course under study on how Google Classroom can be geared to its maximum use and awareness on the effectiveness of using Google Classroom in the teaching and learning processes.
Keywords: *Google classroom, perception, educational technology focused course*

INTRODUCTION

For hundreds of years, education is done solely in the classroom where a teacher teaches a group of students ranging from small to large. Homework or tasks are usually assigned to complete outside their classroom with the aids of the knowledge students obtain in the classroom. After classroom hours, students need to specifically arrange time and place to meet the teacher or tutor personally and face to face, to discuss and raise questions regarding the topic they fail to comprehend in the classroom. In this modern era, along with the advance of technology, the condition has altered. With the presence of internet, mobile phones and other communication gadgets, education has novel 'culture'. Courses are to be conducted both offline and online, teachers are no longer the single source of learning and information, student-teacher and student-student interactions could be done at any time and any places. Therefore, students' questions or problems could be settled down orally or in written via a phone call or other communication media. Raja and Subramani (2018) further highlight the impact of technology in education particularly in motivating collaborations among students as they can be in touch with other students easily, which in turns may increase student's communicative skills. Nowadays, technology is benefited for education, widely known as e-learning. E-learning abolishes boundaries of time and place between a teacher and her students as the interaction between teachers and students may occur at any time and at anyplace.

Technology utilized in education field embraces computer (as in Computer Assisted Language Learning/CALL); internet, websites, mobile phones, learning applications and other education-related applications, and various platforms serving as learning management systems. Among many widely known technological products in education is Google Classroom, a free web service developed by Google which enables teachers to manage their online classes. Google Classroom consists of a set of free tools from Google including Gmail, Drive, and Docs, available for Google Apps for Education users (Erdiawan, 2015). The application of Google Classroom allows teachers to be more economical in terms of paper usage, time, and energy. Papers are replaced by soft files, time as well as energy is minimized using virtual lesson plans, grading software and online assessments. Furthermore, Google Classroom's users may benefit easy and 24-hour access of the platform. In other words, both teachers and students can work with it anywhere and anytime they necessitate to do.

Media and Instructional Technology is a compulsory subject for students at the English Department, Atma Jaya Catholic University of Indonesia, which involves Google Classroom in its teaching and learning interactions. In order to accomplish its learning goal, i.e. equipping the students with knowledge and skills in integrating informational technology with EFL education, Google Classroom is incorporated in its curriculum. As the course focuses on technology use in education such an integration facilitates students with additional exposure to technology through practice. Although the advantage of Google Classroom seems obvious, the perception of students as the platform users has never been observed and investigated. Their voice is worth hearing as it may serves as feedback and input for reflection and quality improvement for the conduct of the course. Hence, this study is focused on obtaining students' viewpoints on Google Classroom application in Media and ICT class. The results, hopefully, will serve as the groundwork for evaluation and betterment for the conduct of the educational technology focused course itself, and for the implementation of the same platform in other courses at the English Department.

RESEARCH METHODOLOGY

This research is basically a survey involving 55 students enrolling in Media and ICT class, an educational technology focused course in the English Department of Atma Jaya Catholic University's curriculum. The participants are students of batch 2016 and 2017 at the English Department, Atma Jaya Catholic University of Indonesia. They are undergoing their training to become 'technology literate' English teachers and are obliged to take the course in their fifth or sixth semester.

The instrument used to collect the data is a set of e-questionnaire (constructed using Google Form), which is adapted from Shaharanee et.al (2016) and consists of five aspects of elements to investigate students' perception towards the use of Google Classroom in the educational technology focused course. Those five include ease of access, perceived usefulness, communication and interaction, perceived instruction delivery and student's satisfaction. Twenty-seven statements are further developed to specifically investigate the respondents' responses upon the previously mentioned aspects. The questionnaires are Likert scale questionnaires with five point scales embracing strongly disagree (SD), disagree (D), neutral (N), agree (A), and strongly disagree (SD).

Mixed method is applied in the process of data analysis. From the quantitative analysis, the researchers obtain the numeric data of the participants' responses upon statements of different categories. The numerical results show the mean of each aspect (i.e., ease of access, perceived usefulness, communication and interaction, perceived instruction delivery and student's satisfaction), which are subsequently analyzed qualitatively to reveal the tendencies and participants' ideas and viewpoints towards Google Classroom usage in the course.

RESULTS AND DISCUSSION

The result of the survey on students' perception on the use of Google Classroom in Media & ICT Class is positive. It entails that the majority of the participants perceive Google Classroom, with which they have been working for a semester in Media and ICT course, valuable and helps them in learning the subject matters, namely media and technology in EFL education. From the analysis, it is found that the participants give positive point of view on the surveyed aspects as ease of access, perceived usefulness, communication and interaction, perceived instruction delivery and student's satisfaction.

The findings of the first part of the questionnaire on the ease of access show the participants' confirmation on the facilitative role of the application in terms of signing in and assignment submission. The second section of the questionnaire which attempts to see perceived usefulness of the platform by the participants, reveals that Google Classroom is sought to be facilitative in managing assignments so that they can be submitted on time. Additionally, the finding of the third researched aspect, i.e., communication and interaction, shows that the participants could have effective communication and interaction with their lecturer. Participants of the study assume that using Google Classroom the lecturers are more approachable and could be easily contacted. Concerning perceived instruction delivery in the fourth part of the questionnaire, results indicate that the teacher's instructions are well articulated and due dates and time frames of activities are well understood. Furthermore, students also demonstrate their satisfaction on the platform use in their class and suggest the application of Google Classroom in other subjects that are suitable with the practice of technology. Results of each aspect of the five researched categories will be explained in more detail way in the subsequent parts.

The survey result for ease of access, as shown in Table.1, portrays that most participants do not have serious problems in accessing Google Classroom. The platform is admitted being simple and easy to use during the learning process, especially for the purpose of receiving and submitting their assignments. This result is, somewhat, similar to Harjanto & Sumarni's research (2019), which reveals that over half of the participant admit that Google Classroom is easy to use. They further mention that the steps in operating the system are straight forward, and the directory is clear and easy. To operate it can simply be done by clicking the submit button. In Addition, the assignment submission is done in the allocated folder which allows the teacher to monitor and keep the track on students' progress, i.e., who have successfully submitted the assignment and who are still on progress with the assignment. Along with that, instant correction by the teacher can be provided, so that students can review and revise their work right away (Englishtina, 2019).

Table 1. Students' Perception on Ease of Access

EASE OF ACCESS						
Item	SD (1)	D(2)	N(3)	A(4)	SA(5)	M
a. Signing on to the Google Classroom.	(0%)	(0%)	(1.8%)	(27.3%)	(70.9%)	4.69
b. Accessing course material.	(0%)	(0%)	(1.8%)	(36.4%)	(61.8%)	4.60
c. Sending and receiving assignments.	(0%)	(0%)	(0%)	(30.9%)	(69.1%)	4.69
d. Submitting assignment.	(0%)	(0%)	(3.6%)	(23.6%)	(72.7%)	4.69
e. Navigating the system.	(0%)	(1.8%)	(14.5%)	(32.7%)	(50.9%)	4.33
f. Understand the system.	(0%)	(0%)	(10.9%)	(38.2%)	(50.9%)	4.40

The investigation on the usefulness of the platform (See Table.2 below) indicates that Google Classroom is viewed to be advantageous for students in Media and ICT class in terms of its quality excellence of the learning activities, its use as social interaction medium among students and between teacher and students, punctuality in task submission, and teacher's feedback advantageousness. Moreover, the platform is sought to enactive self-monitor on performance as well as comprehension and to ensure consistency in assessment. The result on this issue is parallel to Iftakhar's study (2016), in which he finds the respondents' agreement on Google Classroom's effectiveness. This is mainly due to its capacity to upload numerous files at one time.

Table 2. Students' Perception on Perceived Usefulness

PERCEIVED USEFULNESS						
Item	SD(1)	D(2)	N(3)	A(4)	SA(5)	M
a. Quality excellence of learning activity.	(0%)	(1.8%)	(9.1%)	(45.5%)	(43.6%)	4.31
b. An excellent medium for social interaction.	(1.8%)	(7.3%)	(20%)	(29.1%)	(41.8%)	4.02
c. Help submitting assignments on time.	(0%)	(3.6%)	(7.3%)	(32.7%)	(56.4%)	4.42
d. Usefulness of teacher's feedback.	(0%)	(3.6%)	(14.5%)	(34.5%)	(47.3%)	4.25
e. The grading system help in monitoring my performance and understanding the current topic discussed.	(0%)	(1.8%)	(9.1%)	(47.3%)	(41.8%)	4.29
f. Consistency of objectivity, assessment, and content with the aid of Google Classroom.	(0%)	(0%)	(14.5%)	(47.3%)	(38.2%)	4.24

The third aspect studied relates to students' perception on communication and interaction. Table.3 demonstrates the participants' positive responses over each category. The data proves that

students feel comfortable developing interaction and communication using the platform as they feel that they receive acknowledgment form other fellow students in the class. Besides comfort in class interaction and communication, good values the participants could identify from Google Classroom deals with the teacher/lecturer's teaching. The teacher, in fact, also indicates enjoyment, contentment and enthusiasm in working with the platform as students recognize her attempts in making the lesson engaging and in making her time for students for individual consultations on problems and difficulties. It is easy for students to have communication and interaction with the lecturer. Obviously, it is beneficial and motivating for the students. Similar results is found in the study of Shaharanee, et al. (2016). She ascertains that with the help and use of Google Classroom the lecturer is more friendly to the students, more approachable and could be easily contacted.

Table 3. Students' Perception on Communication and Interaction

COMMUNICATION AND INTERACTION						
Item	SD(10	D(2)	N(3)	A(4)	SA(5)	M
a. I felt comfortable conversing through this medium for this activity	(0%)	(3.6%)	(20%)	(32.7%)	(43.6%)	4.16
b. Lecturer helped to keep course participants engaged and participating in productive discussion.	(0%)	(3.6%)	(18.2%)	(40%)	(38.2%)	4.13
c. I felt comfortable interacting with other participants in this activity.	(1.8%)	(3.6%)	(16.4%)	(43.6%)	(34.5%)	4.05
d. My point of view was acknowledged by other participants during this activity.	(0%)	(0%)	(23.6%)	(50.9%)	(25.5%)	4.02
e. Lecturers are enthusiastic in teaching and explaining via the Google Classroom.	(0%)	(1.8%)	(27.3%)	(36.4%)	(34.5%)	4.04
f. Lecturers are friendly, approachable and could be easily contacted.	(0%)	(1.8%)	(16.4%)	(34.5%)	(47.3%)	4.27

Data in Table. 4 displays the perception of the students on the delivery of the teacher's instructions. The participants positively respond to the five aspects being researched. They acknowledge that in Google Classroom the lecturer provides clear instructions, information on due dates/time frames for learning activities, tasks, and feedback. This, in turn, help students understand the learning materials and tasks, and achieve the previously determined learning objectives. From the responses on the statement point d, it is also shown that Google Classrooms assists the lecturer to be able to control and monitor the course participants so that they could consistently manage to do all tasks assigned. The result is in line with what Azhar & Iqbal (2018) have found in their study. Their conclusion drawn from the data received from the participants states that Google Classrooms are effective for keeping assignments, conducting class supervision and as a forum where teachers could reach out to their students. It is mainly due to the facilitative role of the platform to make instruction clear, sound, and understandable.

Table 4. Students' Perception on Perceive Instruction Delivery

PERCEIVE INSTRUCTION DELIVERY						
Item	SD(1)	D(2)	N(3)	A(4)	SA(5)	M
a. Lecturer provided clear instructions on how to participate in course learning activities.	(0%)	(1.8%)	(0%)	(45.5%)	(52.7%)	4.49
b. Lecturer clearly communicated important due dates/time frames for learning activities.	(0%)	(0%)	(1.8%)	(34.5%)	(63.6%)	4.62
c. Lecturer clearly communicated important course topics.	(0%)	(0%)	(5.5%)	(36.4%)	(58.2%)	4.53
d. Lecturer helped keep the course participants on task.	(0%)	(3.6%)	(0%)	(40%)	(56.4%)	4.49
e. Lecturer provides feedback that allowed me to better understand the content of the course.	(0%)	(0%)	(12.7%)	(47.3%)	(40%)	4.27

The analysis of the data on the participants' satisfaction on the use of Google Classroom reveals that the majority of the students admit it satisfying. Most of the students are contented in using Google Classroom in their Media and ICT class as it helps achieving their personal goal in learning the subject matter. Likewise, the platform supports them in enhancing their motivation and initiative in the learning processes. Moreover, their satisfaction positively impacts their eagerness to recommend this tool to others subjects or courses and their preference towards the platform. This result is similar to the research findings of Harjanto & Sumarni (2019) and Shaharanee, M. et al. (2016). In the two studies, the participants also demonstrate their satisfaction towards Google Classroom use. Additionally, the students would also recommend Google Classroom to be applied to other appropriate subjects as an active tool of learning.

Table 5. Students' Perception on Satisfaction

STUDENTS SATISFACTION						
Item	SD(1)	D(2)	N(3)	A(4)	SA(5)	M
a. The subject met my personal goal through the medium introduced.	(0%)	(1.8%)	(20%)	(43.6%)	(34.5%)	4.11
b. I would recommend this method of learning to be applied to other appropriate subjects.	(0%)	(0%)	(12.7%)	(45.5%)	(41.8%)	4.29
c. Google Classroom is my first choice in active learning compared to other methods.	(0%)	(5.5%)	(20%)	(21.8%)	(52.7%)	4.22
d. I like the Google Classroom as a learning initiative and motivation booster.	(0%)	(0%)	(29.1%)	(30.9%)	(40%)	4.11

CONCLUSION AND SUGGESTION

Technology has been an essential part of human life in this modern age and education is one of the fields which utilizes technology and integrate it into its major business, i.e., teaching and learning process. In other words, technology does not aid only the teacher in doing her teaching tasks, but also students in internalizing all the language knowledge and acquiring the language skills. The recent study, which aims at finding out the point of view of 55 English Department students on the use of Google

Classroom as a major platform for their Media and ICT class, brings to light that they, as the platform users, have positive viewpoint. They show their positive perception towards five different components covering ease of access, perceived usefulness, communication and interaction, perceived instruction delivery and student's satisfaction. However, some suggestions given by participants to the conduct of the course relate more on the maximum use of more various available features in Google Classroom, such as calendar feature for marking and sending notification of assignments or materials that will be uploaded or submitted and Google form for aiding lecturers in scoring students' assignments.

The results of this study gear the researcher to offer a suggestion for students taking the course in both present and future time that it is important for them to think out of the box while using Google Classroom, particularly in keeping it in the right direction to explore the full potential of Google Classroom. This is believed to lead to a better experience in using Google Classroom by both students and teacher, so that they will be more familiar with digital education technology.

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CURRICULUM VITAE

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