

Students' Perception of the Use of Google Classroom in Online Learning During the Covid-19 Pandemic

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Abstract

This research aimed to determine student perceptions of the use of Google Classroom in online learning during the Covid-19 pandemic. This research applied Descriptive quantitative and a total sample of 147 students. The questionnaire was used in this research to collect the data. The data analysis used was descriptive statistics. The results showed that 61.90% of students responded less agree with the ease of accessing the google classroom application, 72.10% of students who responded strongly agree if they can master the learning material well and easily through the google classroom application, 44.90% of students who responded agreed that this application effective to use in the process of online learning, 47.60% of students responded agreed with the use of the google classroom application for practical courses. The results of students' perception as a whole were 50.34% of students who responded agreed, 44.22% who responded strongly agreed, 4.76% of students who disagreed, and 0.68% responded that they disagreed and no student responded strongly disagree. It stated that this research received a good and positive response from students' perception of using Google Classroom application in online learning.

Keywords: Covid – 19, Students' Perception, Online Learning, Google Classroom

Introduction

To mitigate the environmental problems, the groups of fishermen are educated by giving them materials about the environment by using documentary films (Campbell et al., 2020). It is expected to changes the way they think, their behavior, and their awareness. The current condition is very concerning to see mangrove forests are damaged, some of the coastal resident houses are not good for habitation, soil and seawater are polluted due to water disposal from household sanitation, organic, inorganic that waste directly to the land and the sea that causes smell odor (Asri, 2019). Dantje (2015) stated that due to environmental pollution in developing countries,

including Indonesia, around 14,000 people die per day from consuming drinking water contaminated by human waste, and in India, about 500 million people do not have eligible toilets. Environmental damage is caused by fishermen's wrong mindset, behaviors, and awareness. Governments worldwide are encouraging attempts to change attitudes and behaviors among citizens to become more environmentally aware and friendly (Ahnesjö & Danielsson, 2020). Lack of environmental awareness is due to low levels of education, economy, and environmental knowledge that encourages the expansion of environmental damage without improvement (Asri et al., 2015). Today's Westernized societies face many global challenges that are also manifest at local and regional levels, such as dealing with economic crises, climate change, desertification, deforestation, environmental degradation, inequalities, wars and poverty eradication, "United Nations 2012" (Cebrián, 2018).

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The results of environmental learning can improve knowledge, skills and attitudes so that it could change behavior that manifested in learning outcomes (Hamzah, 2013). Prasetyo (2018) suggested that the world of education is known as human intelligence, or naturalistic intelligence, which is the individual's ability to understand the environment, flora, and fauna, including managing and caring for the environment

Due to that fact above, it is crucial to create learning material to reduce environmental damage. There are previous studies that concern about Environmental Education Materials (EEM). Viteri et al., (2014) stated that EEM (e.g., video, print, websites) are essential components of educational programs with an aim for the development of environmental knowledge, awareness, skills, attitudes/behaviors. This learning material uses documentary videos to change the fishermen's thinking pattern and their habit of damaging the mangrove forest that might threaten the living creatures due to polluting the land and sea, sanitation, and agricultural waste.

Campbell et al., (2020) stated that student-created videos are digital artifacts that demonstrate learning or perceived knowledge. Documentary films are designed to stimulate cognitive abilities through the memory that reflects images of the environmental damage. It is expected to trigger the fishermen's awareness that this condition can not be ignored anymore.

The learning model refers to Plan, Implement, and Evaluate (PIE) (Smaldino et al., 2011). The learning media, the documentary films contain material about mangrove forests, domestic waste, environmental sanitation, and livable houses that fit the health standards. The learning media descriptions are: (1) The documentary film design contains material validated by experts. (2) For the feasibility usage, the Learning Plan is validated by the expert. Learning implementation refers to the steps of the learning process. According to Joyce et al., (2004) its implementation is assessed by education experts using assessment sheet instruments, namely: (a) Syntax is a stage of the sequence of activities or phases of activity. (b) Social System. In this phase, each fisherman group student has a role and rules to obey. (c) Principles Reaction. Rules must be fully met by all learners in learning. (d) System support is a condition required in learning using tools or media, (e) Impact instructional, the result perceived about knowledge after the learning process. (3) The level of understanding of mangrove forest material, domestic waste, environmental sanitation, habitable houses are measured by test in the form of multiple choice. It is categorized as very low, low, medium, high, very high (Winkel, 2019; Wirawan, 2012).

Method

This research uses a descriptive quantitative method. The instrument used is in the form of a questionnaire distributed in the form of a google form which consists of 19 questions with five alternative responses, namely Strongly agree, Agree, Disagree, Disagree, and Strongly disagree. The sample in this research was 147 students of the State Administration study program in semester 1. Students receive a questionnaire that conducts online learning using the google classroom application in English, Pancasila, Extracurricular, Management Principles and Introduction to Sociology. The questionnaire is a technique in collecting research data. The data analysis technique used is a descriptive statistical analysis which is divided into three parts, namely portrait analysis, central trend analysis, and analysis of value variations (Sugiyono, 2012).

Results

Since Covid-19 pandemic spread in Indonesia, it has forced the government to issue a policy to conduct online learning. There are many choices of learning applications online that can be used by lecturers, one of which is Google Classroom. Google Classroom is very useful in improving student abilities. The use of media google classroom in the learning process has been designed by educators according to student needs and can provide freedom for lecturers to explore students according to their knowledge (Ghofur, 2018). Through this application students can learn independently by paying attention to instructions that have been posted by lecturers in the class class group. Through this google classroom , lecturers can arrange and schedule material to be taught to students and can post material in the form of files, links, or videos. Even in assigning assignments to students, lecturers can control and monitor students who have not completed their coursework and lecturers can also provide comments and grades directly about the results of student work in the comments column. Google classroom is able to overcome space and time limitations and make it easier for educators to evaluate every activity that has been tried by students (Nurfalah, 2019).

Based on the description above, this application does provide a lot of convenience for students and lecturers in carrying out distance learning or online learning at home. However, lecturers need to evaluate the Google Classroom application in learning so that learning through this application can be even better in the future by distributing questionnaires to students to find out their perceptions about using this application in online learning during the Covid 19 pandemic period. The results of the processed questionnaire data, the results can be considered in Figure 1 below:

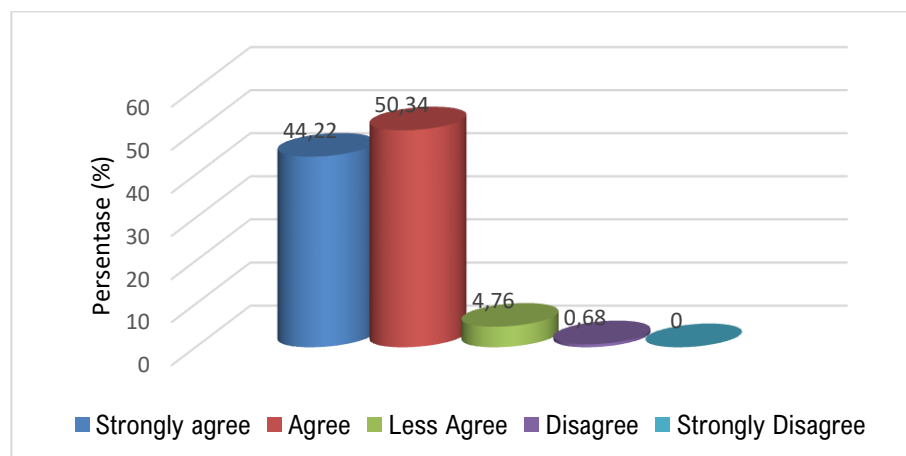


Figure 1. Students' Perception-of.the.Use.of.Google.Classroom.in.Online.Learning

There are 19 Questionnaires about students' perception of google classroom application in online learning, namely, Ease of accessing the google classroom application, Understanding of learning materials using google classroom, The effectiveness of using the google classroom application in online learning, Use of google classroom for practical subject. The data results processed and grouped into four indicators as in Figure 2 below:

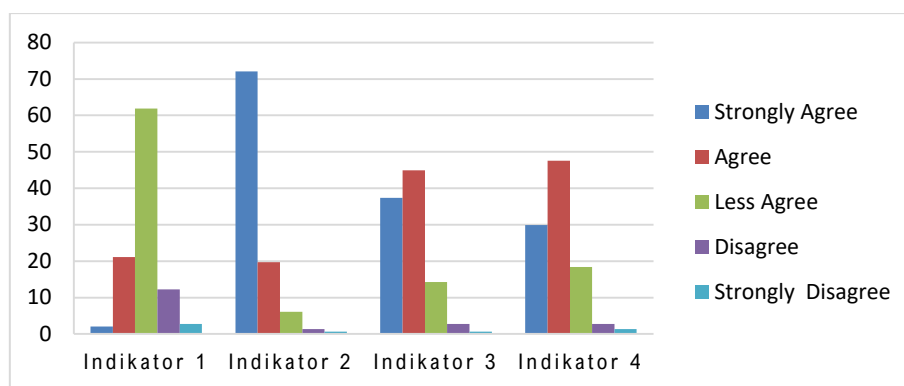


Figure 2. Students' Perception About the Use of the Application Google Classroom in Each Indicators.

Discussion

Students' perception of the use of google classroom in online learning during the covid-19 pandemic.

Based on the data in Figure 1 above, The students who responded agreed were 50,34%, 44,22% strongly agreed. It means that the student's perception of using Google Classroom applications toward online learning during the covid – 19 pandemics responded well or positively. Another reason is that with learning through this application, they are very excited and enthusiastic about online learning because Lecturer has made them a discussion group to discuss the material discussed during the lecture. Not only that, the Lecturer immediately responds to students about questions submitted through the group and provides a direct assessment of the assignment. Students also can see the value in the research column. Then there were about 4.76% of students disagreed. 0.68% responded that they disagreed with the use of the Google Classroom application in online learning. The reason is that they are using the application for the first time and do not know how to use it and it takes time to implement it. Even though the learning system changes to distance learning or online learning, the most important thing is that a lecturer still has to control and motivate students so that they can improve the quality of their learning. And not only that, although now learning is done online, students hope that they can carry out conventional learning interactions again. If you look at several studies on the use of applications online in learning, many have responded well or positively, such as research from (Hussaini et al., 2020) with the title Effectiveness of Google Classroom as a Digital Tool in Teaching and Learning Students' Perception. The result is that Google Classroom is effective in increasing Student access and attention to learning, knowledge, and skills acquired through Google Classroom make Students become active learners, as a Digital Tool, this provides meaningful feedback for Students and Parents.

Another research result from (Englishtina, 2016) entitled Using Google Classroom Application for Teaching Language" shows that by using the Google Classroom application teachers can work better because they can manage their classes easily, especially in assigning assignments and grades by using the Google Classroom application. using their smartphone. In addition, by using the application from their own smartphone, students also benefit because they can complete their assignments easily, check their grades, and keep going even when they are absent. So that teachers and students get great benefits in utilizing Google Classroom in online learning.

Furthermore, research conducted by (Harefa & Sumiyati, 2020) entitled Students' perception of Google Classroom as an LMS medium during the Covid-19 Pandemic. The result were based on the analysis and interpretation of research information, The students felt very excited about the implementation of google classroom were 39,19% in the process of education during the Covid-19 pandemic. 41.89% students felt very happy about the integrated google classroom in the process of education, 47.30% of students were happy about the acquisition.of values during the education process assisted by google classroom, 41.89% of students felt that they were.not.burdened about assignments given by lecturers throughout the process of education assisted by google.classroom, 51.35% students feel normal in doing.independent.assignments.given.through.google.classroom, there were 39.19% of students feel interested in implementing google.classroom in the process of education, 36, 49% feel excited in the education process assisted by google classroom, 40, 54% felt interested in the google classroom assisted in the process of education, 56.76% students thought that implementing of google.classroom in the process of education was easy, and 70.27% of students mastered the method of implementing google.classroom in the process of education after the lecture explained. Universally, students have a good opinion of the implementation of google.classrooms as online learning during.the Covid-19 pandemic.

Based on the data in Figure 2 above, as many as 61.90% of students responded less agree and 21, 09% of students agreed on the ease of accessing the google classroom application. The second indicator there are 72.10% of students who respond strongly agree if they can master the learning material well and easily through the google classroom application. In the third indicator, there are 44.90% of students who respond agree, and 37.40% of students who respond strongly agree that the use of this application in the online learning process is very effective. The fourth indicator is 47.60% of students who respond agree, and 29.9% of students strongly agree with the use of the google classroom application for practical courses.

For the first indicator value about the ease of accessing the application google classroom with a percentage value of student perceptions of around 61.90% responding disagreeing, because students think that even though this application is well to use and has many compelling features to implement, it has still shortcomings according to students, namely especially in terms of the network because this application still has to be connected to the internet when we want to use it, so sometimes there are lecture assignments that are sent late due to the slow network and there are even students who have to struggle to look for network signals to take part in learning online using the google classroom application and other applications online. Not only that, there are many students who do not understand the use of google classroom in online learning, including how to send assignments via word files, pdf, as well as in the form of links and videos.

The second indicator is 72.10% of students who respond strongly agree that they can understand learning material easily through google classroom. They can also access it whenever and wherever they are. This same thing with the results of research conducted by (Muslimah, 2018) with the title A Survey on the Use of Google Classroom in English. The result is that students feel that the Google Classroom application is very useful and they are very happy and satisfied with the use of the Google Classroom application in online learning.

The score for the third indicator is 44.90% of students who responded agreed that the effectiveness of using google classroom in online learning is simple, easy to use, and flexible. According to (Alim et al., 2019) that online learning using the google classroom application has effectiveness, namely; Message reception effectiveness, content effectiveness,

communication media effectiveness, source effectiveness, and time effectiveness. Meanwhile, The students' perceptions about the use of google classroom for the practical subject were 47.60% of the students who responded agreed. For the first semester courses in the Public Administration study program, there are several courses with more practical material than other subjects, such as English and extracurricular. For English courses, it focuses more on improving students' language skill, so most students assignment are in the form of the video when doing activities and students have to send the video via google classroom.

Conclusion

Based on the research result above regarding students' perception of the use of google classroom in online learning during the Covid-19 pandemic, it received a good and positive response then effective. However, not all students respond well and positively to learning using the application google classroom. Based on the data analysis from several indicators, they assume that conventional learning is better than online learning. The reason is the conventional learning or face to face they have not yet been able to understand the material well, especially learning using online applications. However, in general, the results of this study received a good and positive perceptual response from the students regarding the use of Google Classroom in online learning during the Covid-19 pandemic. Therefore, Each lecturer must evaluate the online learning that has been done using online applications such as Google Classroom or other online applications. It aims to determine students' perception of these applications in the learning process so that online learning in the future can be better. And for the campus, it can be an input to determine the type of platform for online learning that is suitable and easy for students to use when lecturers apply blended learning..

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