STUDENT'S PERCEPTION ON USING GOOGLE CLASSROOM IN DISTANCE LEARNING

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Article Info	Abstract
	This research focused on the students perception on using Google Classroom in distance learning. This research used a mixed methods. The subject of this research was the 30 students taken from class XI MIA 4 (Natural Science). The data of the students perception on using Google Classroom in distance learning were obtained from the result of the questionnaire and interview. The result of this research indicated a positive response from the students. The findings showed that of the 20 items on the questionnaire, strongly agree and agree have the highest percentage of positive statements. Strongly agree had a percentage of 3,3-30% and agree had a percentage of 3,3-60%. Meanwhile, interview results show that using Google Classroom makes it easier for students in the distance learning process, and the challenges faced by students were not understanding the material and network connections.

INTRODUCTION

Since the emergence of Corona, or COVID-19, in several countries, and especially in Indonesia, the Ministry of Education and Culture has imposed a policy of learning to be carried out at home for students. This situation occurred on March 2020, when school restrictions began to be carried out to overcome the spread of the virus. The distance learning approach is used to conduct learning as a way and policy model for learning at home. Sihombing and Nasib (2020) The situation that occurs in this situation is related to the goals of national education as stated in the Law of the Republic of Indonesia Number 20 of 2003, which states that education is an effort to help students actively develop their potential, intelligence of thinking, morals, and skills in the learning process. Technology is becoming the primary means of communication that is required for easy communication and information exchange.

Based on the results of the Ministry of Education and Culture's survey, Google Classroom is the most widely used platform in Indonesia. Junior high school, senior high school, and university students work on assignments from the teacher using the Google Classroom application.

The survey results show junior high schools (86.4%), senior high schools (87.5%), vocational schools (86.9%) and universities (95.5%) in distance learning. Distance learning

with the help of Google Classroom allows a teacher to still be able to carry out the teaching process even though they are free to provide assessments without knowing the level of intelligence of students (Wijaya, 2016). Distance learning by using Google Classroom as a mobile learning platform is included in asycrhonous learning. The features in Google Classroom allow users to send messages, pictures, audio, and attach other files, which is why Google Classroom is the most popular and considered effective.

According to (Abas, 2015) distance learning has become more adaptable and successful in today's environment. Distance learning by using Google Classroom as a mobile learning platform give a fairly good idea of the overall positive reactions of the students. According to (Hardjana, 2003) The content of the material presented by the teacher in Google Classroom must be clear and structured. If a student does not understand the material given by the teacher, the student can directly ask questions in the comments column.

SMA Negeri 9 Makassar as a Senior High School in Makassar City, helped to reduce to the spread of Covid-19 by converting the complete learning system to the distance learning. Google Classroom was employed as a mobile learning platform in English class. The teacher create a group and invite the students. Then students join using their email account. The teacher send the material in the form of text and audio. After the teacher send the material, the teacher send the assignment and its direction, the student have to finish and send the answer in the Google Classroom group. The learning process is carried out regularly.

Based on the aforementioned description, the researcher is interested in investigating how the student's perceptions on distance learning. As a result, the researcher carried out a descriptive quantitative research titled "Student's Perceptions on Using Google Classroom in Distance Learning" (A descriptive quantitative research at SMA Negeri 9 Makassar).

LITERATURE REVIEW

There are several studies that have been conducted by some researchers related to this research. Yulia (2020) did An online learning research in Indonesia to avoid the spread of the pandemic corona virus. Distance learning which uses internet access becomes popular since it really support learning from home adopting learning application can assist the government in reducing the spread of corona virus and the educators may improve online learning by employing a range of learning application.

Mafa et al, (2018) conducted a study about Students perceptions of using Google Classroom. The Google Classroom application is suitable for students for learning activities, especially distance learning, because it allows access to learning to be done at home. The findings show that those Google classroom applications have the potential to provide considerable benefits for students, and all of the participants agreed that the deployment of Google classroom supports students' learning activities. Teachers can create different groups in one classroom, then give each group a different assignment, thus making the class active and interesting in the process of learning.

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Aminah (2018), in the paper "Student and Teacher Perceptions on the Role of ICTS in Promoting Instruction for Quality Teaching and Learning in Central Sulawesi, Indonesia" found that the role of ICTS (utilizing technology) in teaching, especially in distance learning, is growing. The core obstacle is that skills are never equal to integrating technology and accessing bad networking. Therefore, from the study, it is important to utilize technology in the learning process, especially in teaching activities, with the aim of integrating technology and internet access as an aim to get ease in organizing information in distance learning.

Salavati (2016) A study entitled "The Use of Technologies in Education" stated that technologies are applied to complement the teaching approach of teachers. Furthermore, they mentioned that, particularly for teachers and their attitudes with regards to teaching and learning, it is also required to have a use of technologies and potential new models and strategies that are beneficial in distance learning. It provides students with good opportunities for practising a means of communication and helps students to learn from each other in an indirect way.

Based on the descriptions, the similarity was the researcher and the other researchers used technology as a medium in distance learning. The difference, the researcher was mainly interested on student's perceptions in distance learning by Google Classroom particularly on the way teacher presenting learning content and facilitating learning proses at SMA Negeri 9 Makassar included, impact and motivation on learning process.

METHODS

Application of this research method is describing and analysis deeply and systematically the student's perception on using Google Classroom in distance learning. The research was conducted using a mixed methods . Furthermore, this research combined quantitative and qualitative methods (Sugiono, 2017: 283). The method of study conducts to one class as way to find out how the uniqueness implementation on using Google Classroom in distance learning through analysis result of students by fulfill questionnaire and interview. Therefore researcher was organize and scanning the information is got by questionnaire and interview that is the items are assisting in learning activity.

Instrument
1. Questionnaire

    The questionnaire is an instrument used by researchers, consisting of 20 statements, and was used to determine the student's perceptions of the use of Google Classroom as a learning platform in distance learning. The statements on the questionnaire were divided into two categories: 10 impact and 10 items motivation. Kaid and Rasyad's (2019) questionnaire was adapted by the researcher. The researcher adapted the questionnaire because the items contain statements that were similar to the questions the researcher intended to asked in order to obtain the data. Provided

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members of possible replied for each statement was the simplest way that described the ideas.

2. Interview

In this research, the researcher used an interview to learn the students' perceptions of the use of Google Classroom. Then, acquired information through an interview, the researcher asked the respondents seven questions, which were adapted from similar previous research by Salwianto and Rahayu (2019). The questions were adapted by researcher because it was in line with the topic of investigation. Through a face to face system, the information was obtained directly from the students. Open ended interview as instrument was used in this research.

Data Analysis

Researchers conducted a questionnaire assessment process using the Likert Scale (Sugiyono, 2012). The definition of the Likert Scale was a scale in the type of research data that is always used to measure attitudes, opinions, and perceptions of individuals or groups related to social phenomena that are being researched. A Likert scale is used to get yes-or-no answers from respondents. After getting the data, the data was analyzed relatively. The Likert Scale has been used with the following scoring:

SA: (Strongly Agree)

A : (Agree)

U : (Undecided)

D : (Disagree)

SD : (Strongly Disagree)

The researcher took 30 respondents, they has been scored as a follows:

TABLE 1. THE LIKERT SCALE AND SCORING

No	Statements	SA	A	U	D	SD
1	Positive	5	4	3	2	1
2	Negative	1	2	3	4	5

(Sugiono, 2018)

The researcher counted the total answers for each answer category on the questionnaire.

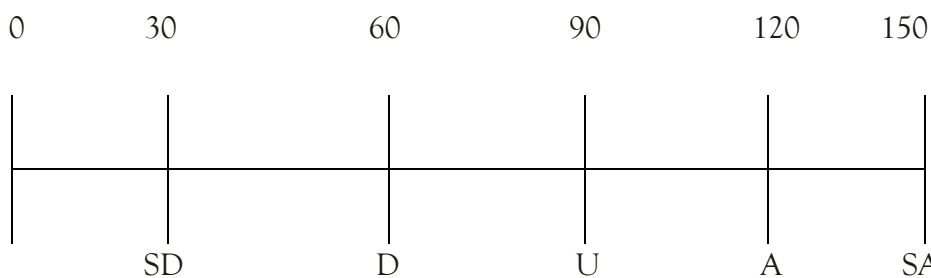1. The score will be summed was entered into the Likert scale.

FIGURE 1. RATING LIKERT SCALE

2. Then, the data obtain from questionnaire analyzed by used percentage

$$p \ = \ \frac{f}{n} \ x \ 100\%$$

where:
p=Percentage
f=Frequency of items
N= Total of Responden
100= Fixed Number

3. In addition, when the researcher has completed the percentage distribution calculations. Each statement on the data was described by the researcher.

The researcher used the following approaches to assess the data from the interview:

1. Data Reduction
   The data obtained from the research results is summarized and focused on the important things. Thus, the data that has been obtained provides clear results, making it easier for researchers to process data collection.

2. Data Display
   In this step, the researcher got the clear data in short explanation from the data reduction. The short explanation was easy to understand. After the data was reduced, the next step was to display the data. The most often used method to present data in qualitative research was narrative text. (Sugiyono: 2013:249)

RESULT AND DISCUSSION

1. The Result of Questionnaire
   This point described findings of the student's perceptions on Using Google Classroom in distance learning as a learning platform at SMA Negeri 9 Makassar. The researcher was used questionnaire, the questionnaire statements were subcategorized into two groups, that is 10 items impact and 10 items motivation. In the answered options, the researcher used Likert Scale which divided into five scale namely strongly agree, agree, undecided, disagree and strongly disagree.

   The percentages of the student's perceptions on using Google Classroom in distance learning at SMA Negeri 9 Makassar as follow:

TABLE 2. STUDENT'S PERCEPTION ON IMPACT

No	Statements	Percentages	of Options	(%)		
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Statement 1	6,7	13,3	23,3	30	26,7
2	Statement 2	16,7	50	20	10	3,3
3	Statement 3	13,3	13,3	16,7	46,7	10
4	Statement 4	10	13,3	23,3	50	3,3
5	Statement 5	6,7	10	30	50	3,3
6	Statement 6	6,7	6,7	23,3	43,3	20
7	Statement 7	3,3	10	33,3	40	13,3
8	Statement 8	6,7	13,3	13,3	36,7	30
9	Statement 9	10	36,7	30	10	13,3
10	Statement 10	6,7	60	16,7	10	6,7

(-)   (1 or 3,3%)   (18 or 60%)   (+)

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    |-----------|-----------|-----------|-----------|
   SD          D           U           A          SA
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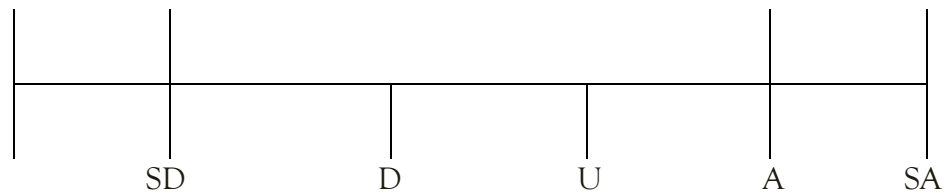
FIGURE 2. STUDENT'S PERCEPTION ON IMPACT

On the figure of Student's Perception on Impact, show that 18 or 60% (on statement 10) students chose agree. The findings show that students chose agree because Google Classroom application as a learning platform helping on learning process in distance learning. Google Classroom as a web-based technology has been recently used in the field of education to facilitate the teaching learning process.

TABLE 3 STUDENT'S PERCEPTIONS ON MOTIVATION

No	Statements	Percentages	of Options	(%)		
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Statement 11	3,3	50	23,3	20	3,3
2	Statement 12	-	30	36,7	23,3	10
3	Statement 13	30	56,7	3,3	3,3	6,7
4	Statement 14	6,7	26,7	30	30	6,7
5	Statement 15	3,3	16,7	40	30	10
6	Statement 16	20	56,7	16,7	6,7	-
7	Statement 17	3,3	56,7	13,3	13,3	13,3
8	Statement 18	-	10	23,3	50	16,7
9	Statement 19	3,3	3,3	26,7	43,3	23,3
10	Statement 20	10	50	23,3	6,7	10

(-)   (1 or 3,3%)   (17 or 56,7%)   (+)

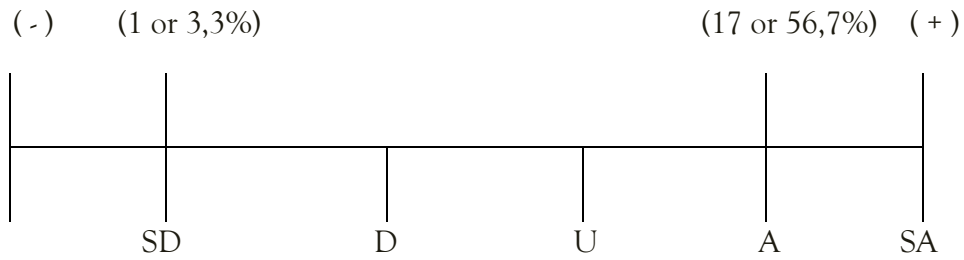SD   D   U   A   SA

FIGURE 3. STUDENT'S PERCEPTION ON MOTIVATION

On the figure of Student's Perception on Motivation, show that (statement 13, 16 and 17) that 17 or 56,7% students chose agree. The findings show that students chose agree because students liked using Google Classroom as a learning platform in distance learning and then Google Classroom application as a learning platform very supporting in distance learning. The last, despite distance learning, students have never been absent from a assignment without valid a reason.
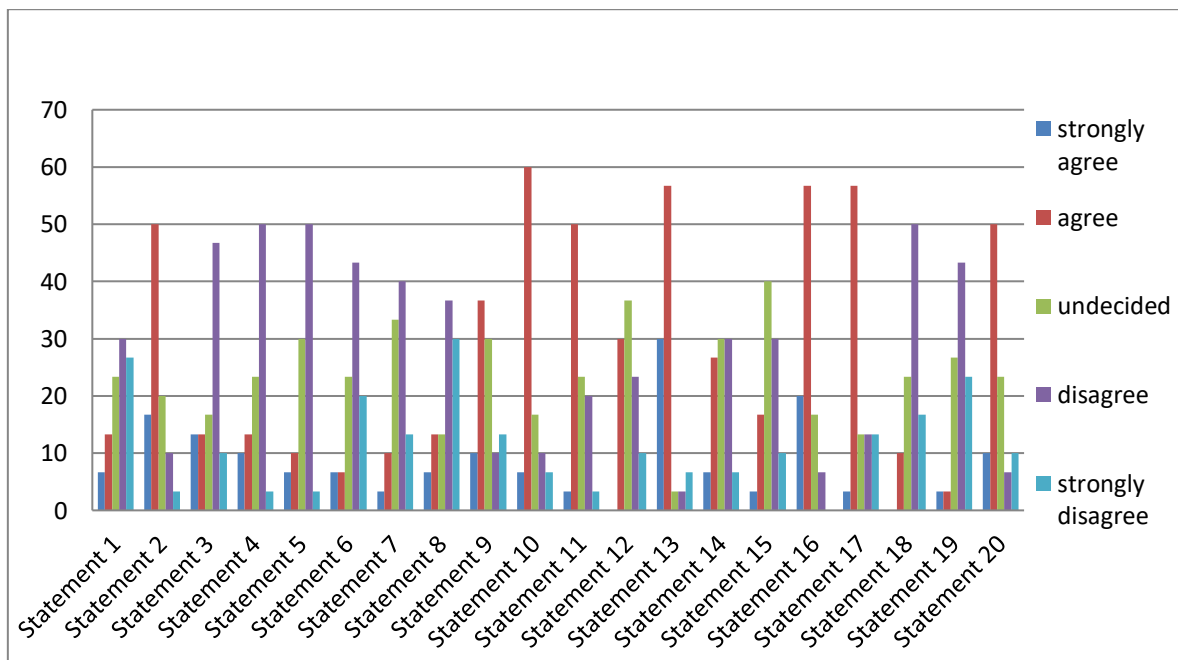

FIGURE 4. STUDENT'S PERCEPTIONS ON USING GOOGLE CLASSROOM IN DISTANCE LEARNING

2. The Result of Interview

The result of interview found that the challenges that faced by students XI MIA 4 (Natural Science) while using Google Classroom in distance learning.

1. Enthusiastic in using Google Classroom application for distance learning

The challenge that faced by the student was the students did not understand the material. Based on the result of interview, some students admitted that they were

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lack of explanation from their teacher. It was very different when they were face-to-face conventional classroom, the teacher gave more explanation about the material. Students felt enthusiastic learning before corona virus' is coming.

2. The challenge and solution in using Google Classroom

The students almost have the answered that they did not understand the material and the assignment.

3. The benefits in using Google Classroom as a distance learning platform

Based on the results of interviews, some students gave negative responses even though Google Classroom was basically designed to help teachers and students communicate and collaborate, manage paperless assignments, or an online system to keep the learning process organized.

4. The weaknesses in using Google Classroom

Based on the interview results, the challenge is network connection. The students gave the same information that the problem at hand was a bad network. Students have to move to other places to access information, especially on assignment submission in distance learning. This allows students to pay for the purchase of internet quota. The students also claimed that as long as the learning process was carried out at home through an online system, free internet data from the government was limited.

CONCLUSION

The findings showed that from 20 items on questionnaire, strongly agree and agree has the highest percentage on positive statement. Strongly agree had a percentage of 3,3-30% and agree had a percentage of 3,3-60%. Then, it was concluded that the students give positive perceptions on using Google Classroom in distance learning. The students gave positive perception on impact and motivation categories. The students agreed that Google Classroom as a mobile learning platform in distance learning has appropriate.

The result of interview showed that the challenges faced by the students of SMA Negeri 9 Makassar on using Google Classroom as a mobile learning platform in distance learning were the student did not understand the material because lack of explanation from the teacher on the learning process, then the quality of network was bad they need to move to another area to find better network and last challenge was the Google Classroom is error if did not updated, and then they are only get two times internet quota provision program. The first challenge was influenced by the way teacher presented learning content and the Google Classroom features as the facilitation in learning process. Then the second challenge was one of the common challenge that faced by Google Classroom users. Finally, the students hoped Google classroom have features via video call in the future.

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