Students and Teachers Preception Of Learning Using Google Classroom In The Learning Teaching English Process During Pandemic Covid 19

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Abstract

During the COVID-19 pandemic, the most common difficulty in the learning process is to motivate students to do assignments and questions in accordance with the theory presented by the teacher in the application of the Google Classroom application. The purpose of this study was to determine the extent of the perceptions of students and teachers in using the Google Classroom application as one of the applications used during the pandemic and which is easier but has complete learning facilities.

In this study, the form of research is a qualitative description based on data in the form of field notes, questionnaires and observations about the implications of students and teachers using Google Classroom as an application during online learning.

Based on the data that has been compiled by the researcher, it can be concluded that the use of Google Classroom is very helpful in the online learning process. Students can access the Google Classroom app at home and do assignments, answer quizzes and questions at home.

Introduction

Boring learning for students in teaching and learning activities causes a decrease in the level of student enthusiasm in learning at school, especially while online. Students become passive about their lessons. This is very detrimental to students, because the time that should be used to gain as much knowledge as possible is lost due to unattractive media. Monotonous learning has an impact on learning objectives, namely increasing student learning outcomes and making active students not achieved. So that education is not monotonous and boring anymore, the author will combine Google Classroom with the teaching and learning process (Pradana & Harimurti, 2017).

The concept known as e-learning has influenced conventional education to digital form, both in content and in the system. Google Classroom is one of the e-learning media in Indonesia, an interactive Google Classroom equipped with communication facilities between learners and teachers, between fellow learners, and learners with other learning sources (Sudibjo, 2019). In the learning process, there are two prominent aspects, namely learning methods and media as teaching aids. the learning media is in the learning method. Therefore, the main function of learning media is as a teaching aid to support the use of learning methods used by teachers (Arsyad, 2007). The role of learning media in the teaching and learning process is an part of the world of education. Learning media is anything that can be used to send the sender's message to

the recipient so that it can stimulate thoughts, feelings, concerns and interests of students to learn (Tafonao, 2018). According to (Ruth Lautfer, 1999) that learning media is one of the teaching aids for teachers to deliver teaching material, increase student creativity and increase student attention in the learning process.

Students' problems are discovered by researchers during the teaching and learning process. During the pandemic, teacher and students ran a program instructed by the Minister of Education and Culture regarding forms of distance learning. This is intended so that students continue to learn with new methods, namely distance learning (online) to avoid the development of the corona virus in the surrounding environment. However, learning online and getting used to learning indirectly has its own consequences for student learning development. One of them is the decline in learning. Along with technological developments, online learning can be done through students' mobile phones to access the internet as a learning resource. Social media is a feature that has been well applied on student mobile phones which can be used as a communicative means in the online learning process. However, the learning styles that have been formed using the face-to-face method must change to online, including new adaptations and difficulties for students.

Based on the findings and difficulties that exist in the learning environment mentioned above, the authors raise the title of the thesis about the Students and teachers preception toward implementation using Google Classroom for online learning during the pandemic. The author raises the title hopes to find a minimal solution to reduce the decline in student interest in learning that has been carried out during the pandemic period, so that he hopes that students can complete the learning process in accordance with the learning objectives that have been set based on the competition in the 2013 curriculum.

The author chose Google classroom in literacy in this thesis because this application is one of the cheapest and easiest for students and teachers. Several display menus will be shown in this application, allowing students to work on assignments step by step. On the other hand, teachers can use this application easily with adequate internet access to provide assignments, provide material or questions online. Teachers and students can communicate in the Google classroom with time that can be arranged by the subject teacher. Assignments and materials given by the teacher can be accessed outside the specified time, meaning that students can work freely on time as long as there is an internet network. Learning in the 2013 curriculum requires supporting applications and facilities using IT (Information technology) so that it is felt to be more effective, especially during a pandemic, because students can learn from home.

2. Literature Review

2.1. The online Learning Method during Pandemic

The on line Learning Method during Pandemic is part of an instructional strategy, which serves as a way to present, describe, give examples, and provide training to students to do certain goals, but not every proper learning method is used to do these learning goals. In the learning process, the teacher is expected to be able to choose proper methods to do learning objectives.

During this pandemic, there are methods that can be selected and used to do learning objectives. The following are examples of learning methods during the Covid 19 pandemic.

1. Problem Based Learning
2. Online Learning Method
3. Offline Method
4. Home Visit Method
5. Integrated Curriculum
6. Blended Learning

2.2. E-Learning

The term online learning emerged quickly when Indonesia and other parts of the world were experiencing the Covid-19 pandemic. All learning processes and the joints of social life are always online to reduce the number of victims of Covid-19. From several articles in mass media and on social media, online crisis activities are a novelty again. The development of technology in this century requires people, especially in the world of education, to use IT facilities as a basic means. Therefore, it is hoped that in online learning students will continue to acquire knowledge and skills in accordance with standardized competencies. There are various theories regarding the use of online applications in the learning process in schools, one of which is E. Learning.

Jaya Kumar C. Koran (2002) quoted by Rusman, E-learning is learning that uses electronic circuits (LAN, WAN, or internet) to convey learning content, interaction, or guidance. E-learning is a learning process that uses electronic, computer-assisted learning resources, According but does not always have to be related to the internet.

According to Som Naidu (2006) quoted by Dewi Salma Prawiradilaga, E-learning is the deliberate use of information and communication technology networks in the teaching and learning process. Other terms that refer to the same thing, namely online learning, virtual learning, distributed learning, or web-based learning. Fundamentally, according to Prawiradilaga e-learning is an educational process that uses information and communication technology to mediate learning activities both synchronously, namely learning carried out by teachers and students at the same time or asynchronously, namely learning that is carried out by teachers and students not in the same time at the same time.

2.3. Google Classroom

Google Classroom is a content management system for schools that aims to simplify creating, distributing and grading assignments. It is a feature of Google Apps for Education*(Magid, Larry, 2014)*. Google Classroom is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students*(Etherington, Darrell (2014)*.

Google Classroom ties Google Drive, Google Docs, Google Sheets, Google Slides, Google Forms, Google Sites, Gmail, and more together to help educational institutions go to a paperless system (Kerr, D:2014). Google Calendar was later integrated to help with assignment due dates, field trips, and class speakers (Hockenson,L 2015). Students can be invited to classrooms through the institution's database, through a private code that can then be added in the student's user interface or automatically imported from a school domain. Each

class created with Google Classroom creates a separate folder in the respective user's Google Drive, where the student can submit work to be graded by a teacher (Steele, Billy: 2014) .

2.4. Preception

Perception is one of the important psychological aspects for humans in responding to various aspects and symptoms around them. Perception contains a very broad understanding, concerning internal and external. Various experts have given various definitions of perception, although in principle they contain the same meaning. According to the Big Indonesian Dictionary, perception is a direct response (acceptance) of something. The process of a person knowing some things through his five senses.

Sugihartono, et al (2007: 8) argues that perception is the brain to translate a stimulus or process to translate a stimulus that enters the human senses. In human perception there are different points of view in sensing. There are those who perceive that something is good or positive or negative perceptions that will affect visible or real human actions.

Bimo Walgito (2004: 70) reveals that perception is a process of organizing, interpreting the stimulus received by the organism or person so that it becomes something meaningful, and is an integrated activity within the person. Responses as a result of perceptions can be taken by people in various ways form. Which stimulus will get a response from the person depends on the person concerned. Based on this, feelings, thinking abilities, experiences that are owned by people are not the same, so in perceiving a stimulus, the perception results may differ from one individual to another.

Everyone has a tendency to see the same thing in different ways. These differences can be influenced by many factors, including knowledge, experience and point of view. Perception is also related to one's perspective on a certain object in different ways by using the senses they have, then trying to interpret it. Perceptions, both positive and negative, are like files that have been stored neatly in our subconscious mind. The file will appear immediately when there is a stimulus that triggers it, there is an event that opens it. Perception is the result of the brain's work in understanding or accessing something that is happening around it (Waidi, 2006: 118).

Jalaludin Rakhmat (2007: 51) states that perception is an observation about objects, events or relationships obtained by inferring information and interpreting messages. Meanwhile, Suharman (2005: 23) states: "perception is a process of interpreting or interpreting information obtained through the system of human senses". According to him, there are three aspects in perception which are: considered relevant to human cognition, namely sense recording, pattern recognition, and attention.

From the explanation above, it can be drawn a common opinion that perception is a process that starts from sight to form a response that occurs within the individual so that people are aware of everything in their environment through their senses.

Conditions for Perception

According to Sunaryo (2004: 98) the conditions for perception are as follows:
a. There is a perceived object
b. Attention which is the first step as a preparation in conducting perception.
c. Sensory organs / receptors, namely tools to receive stimuli
d. Sensory nerves as a tool to send the stimulus to the brain, which then as a tool to make a response.

Factors Affecting Perception

According to Miftah Toha (2003: 154), the factors that influence a person's perception are as follows:

a. Internal factors: feelings, attitudes and each personality, prejudices, desires or expectations, attention (focus), learning processes, physical conditions, psychological disorders, values and needs as well as interests, and motivations.

b. External factors: family background, information obtained, knowledge and needs around, intensity, size, opposition, repetition of motion, new and familiar things or unfamiliar objects.

3. Methods

The researcher discussed the research methodology used in this study based on research Objective of the Study, they are :1) to describe the implementation of online learning in schools using The Google Classroom during the Covid 19 pandemic. 2) to describe result of online learning in schools using The Google Classroom during the Covid 19 pandemic.

Those points included research design, research subjects, data and data sources, instruments, data collection procedures and data analysis.. Participants consisted of English teachers and other subjects and students. The instruments used were interviews, questionnaires, and observations.

This was a qualitative study to describe finding the observation and study using the instruments of Field notes, check list, for finding data of implementation of teaching; and questionnaires distributed to teachers and students to find out the perceptions of teachers and students, problems faced in the teaching and learning process during the pandemic and how teachers solved these problems. Observations would be made to assess how Google Classroom was applied by teachers and students in the learning processand at last would do.

3.1 Research Design

Research design refered to the overall strategy utilized to carry out research that defined a succinct and logical plan to tackle established research question(s) through the collection, interpretation, analysis, and discussion of data (Claybaugh, Zach 2020) (Creswell, John W. , 2014).In this research, the researcher used descriptive qualitative method. According to Ary, qualitative research was conducted to describe the current status of phenomenon that while existed at the time of the research. Alderand Clarkin Sylviene also stated that descriptive research design was to describe groups, activities or event with focus on structure, attitude or behavior.

The current status of the phenomenon used the Google Classroom application as a new medium for learning, especially during the Coronavirus pandemic. Furthermore, the researcher designed this study to describe the effectiveness of using Google Classroom in the learning process at Tribhakti High School, to describe the perceptions of teachers and students about the use of Google Classroom and the problems faced by teachers and students.

3.2 Research Object

The object in this study took an example from the use of the Google classroom at Tribhakti Tanggulangin High School, namely teachers and students. This research has been started since July 2020, at which time the learning process was carried out online.

3.3. Research Time Schedule

Research time was the period of time taken by researchers to conduct a study. This research lasted for 6 months.

3.4 Source of Data and Data

There were two kinds of data which used in this study, they were as the primary data and secondary data.

3.4.1 Primary Data

The first source data were teaching learning process from the beginning until the end. While the data would be collected from teaching activities from the implementation of online learning in schools using The Google Classroom at Tribhakti High School students during the Covid 19 pandemic.

3.4.2 Secondary Data

The second source data were the students' questionnaires. While the data would be taken from filled questionnaires results from students answers, in order to answer the second problem of the effectiveness of online learning in schools using The Google Classroom at Tribhakti High School students during the Covid 19 pandemic

3.5 Research Instrument

Research data collection required research instruments. In this study the research instrument to collect to answer research questions were:

3.5.1 Field note and Observation checklist

The researcher used an observation field note and checklist to observe teaching process using Google classroom in the teaching and learning process.

3.5.2 Questionnaires

In this study, researchers used open and closed questionnaires as instruments after making observations. This instrument was used by researchers to answer the second to fourth research questions. The function of this step was to find out the effectiveness of the application of Google classroom in the learning process, the problems faced by teachers and students in using the Google Classroom application and how teachers solved these problems.

4. Result

4.1 The Implementation Of Online Learning In Schools Using The Google Classroom At Tribhakti High School Students During The Covid 19 Pandemic

Table 4.1

E-learning Design

No.	E-learning Design	Yes	No	Activities
1.	Portal e-Learning Design			
	Domain, webhosting		√	
	Softwwere/LMS (Html+php, Moodle, WebCT)		√	

No.	E-learning Design	Yes	No	Activities
	Theme (header, logo, vision, mision of school)	√		
	Course Category (claas, grade)	√		Teachers made online classes based on each class subject
	Feature (blog, module)	√		The teacher created blogs and learning videos that could be accessed via the links that had been shwered by the teacher
	User access (admin, teacher, student)	√		Each class account would be shwered with each student and teacher as a teacher as well as an admin
2	Contain e-Learning Design			
	Instructional design	√		The teacher made the design of the instructions contained in the lesson plan
	Purpose	√		The teacher made instruction designs while providing exposure to the learning objectives to students
	Strategy	√		The teacher made the strategies contained in the lesson plan
	Coverage material	√		The teacher prepwered the material to be taught using a video blog system, or blog
	Evaluation	√		The teacher made an evaluation of learning outcomes in accordance with the lesson plan
3	Study Resource Design			
	Multimedia-based teaching materials	√		The teacher distributed material links in the form of blog video blogs, and power point power point slide shows
	Support material	√		Each student was given a student book as a supporting book
	Enrichments link	√		Each class link, the material would be shwered via the WhatsApp chat group
	Activity E-learning Design			
	Forum (discussion, greeting, reflection, information)	√		1. The teacher greeted the students to join the class on Google Classroom 2. The teacher asked students if they had problems accessing class on Google Classroom 3. The teacher started the class by greeting, to encourage the students

No.	E-learning Design	Yes	No	Activities
				4. The teacher told the material to be given 5. The teacher dwastributed material in the form of blogs, power points, video blogs
	asignment (essay, online asignment, offline asignment)	√		The teacher divided students into small groups to dwascuss the material given Student Students work on assignments by dwascussing, solving problems and sharing experiences.
	Quiz (multiple choice, arangement, essay)	√		The teacher gave assignments to students to answer practice questions
	Video conference, survey, chat, etc	√		Interactive sling teacher and student in group chat

4.2 Portal e-Learning Design

Distance learning using an e-learning platform wass an alternative so that you could still absorb lessons. At present, there were many e-learning platforms or portals that could be used for the learning and teaching process, ranging from domestically made to foreign ones. As for its used by accessing it online and the cost was relatively cheap, some were even free.

The purpose of this teaching design was a more specific statement of how and what degree of instruction would affect the learners. The aims should describe the actions taken by the learners at the end of the instructional event that could be measured empirically by the observer. Goals must be articulated to create instructions. However, goals were subordinate to goals and may not need instructional design. Objectives were important if students were to be evaluated based on standards or specific creteria characteristics. If participants were not evaluated in this way—for example, if instruction was intended to foster creativity or critical thinking—then writing specific instructional circumstances might really be an right step for instructional design. Popular approaches to writing and goals included Mager's (1984) development of performance goals (determining actions, conditions, and criteria); Dicket al. (2009) a dual approach to setting goals and aims by either consulting subject matter experts or taking a technology performance approach (derived goals and aims from data collected during needs and task analyswas); Heinich et al. (2002)

4.3 Activity E-learning Design

Stage 1: light interactive activities,

Weeks 1 and 2:

Light interactive activities with the aim of making students familiar with the online learning environment and getting to know other students. Example: icebreaker, to build personal presence and open communication channels for the learning community in a fun way, so that they felt a fun learning atmosphere

Stage 2: activities that needed critical thinking, reflection, and brainstorming
Weeks 3 and 4:

Contain activities that needed critical thinking, reflection, and brainstorming. This activity aims to develop academic ideas and shared them with others in the form of peer review in pairs

Stage 3: activities for collaboration, problem solving, and sharing experiences
Weeks 5 and 6:

Useful for developing collaboration skills to solve problems and shared experiences in small groups. The form of activity could be in the form of discussions, role playing, games, simulations, and others

Stage 4: student-led activities

Stage 4 which was carried out in the 7th week until the end of the semester has student-led activities. Students in larger groups created and lead activities for the deepening of certain material.

4.3 Teachers' preception towards The Implementation Of Online Learning In Schools Using The Google Classroom At Tribhakti High School Students During The Covid 19 Pandemic
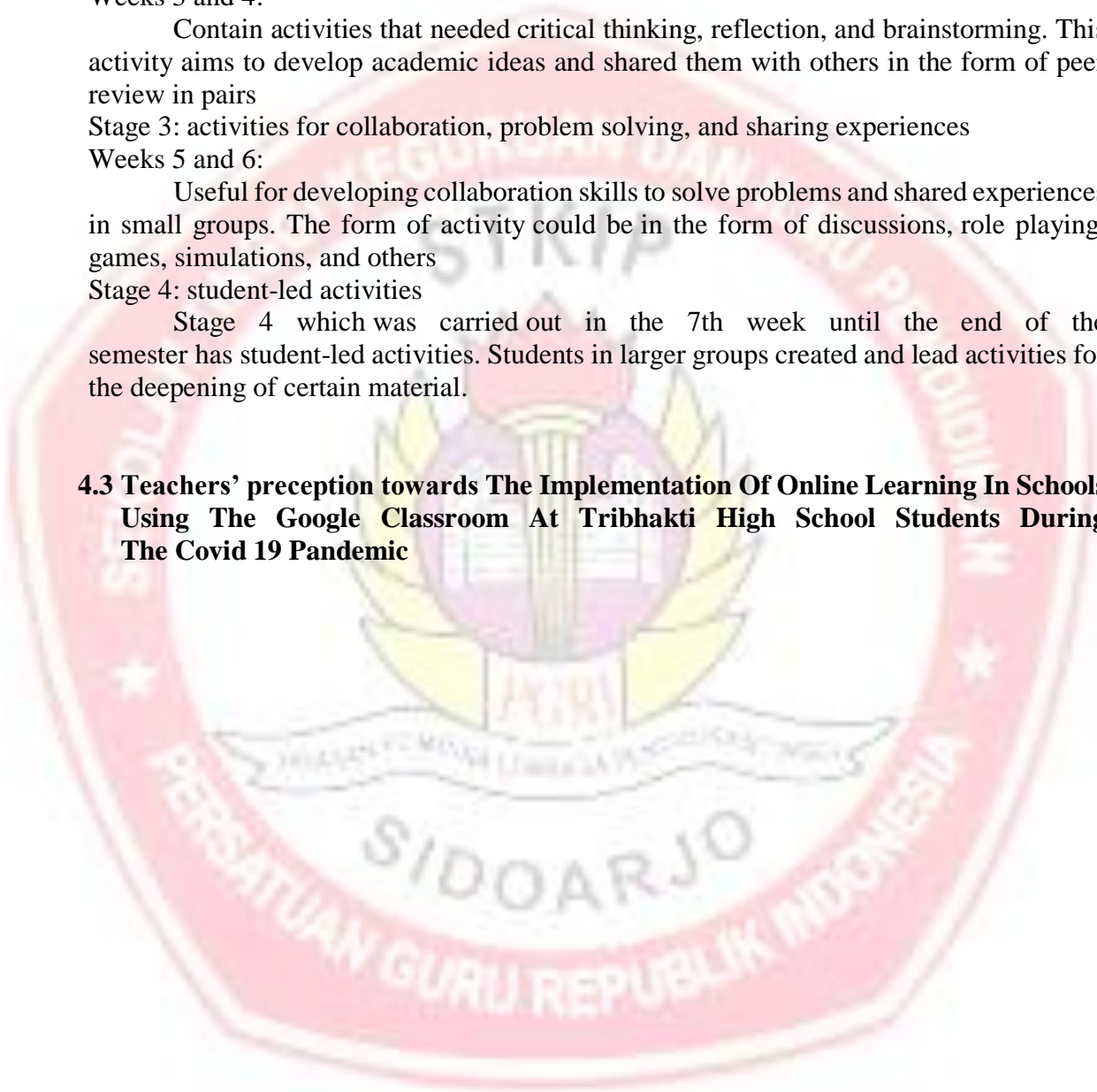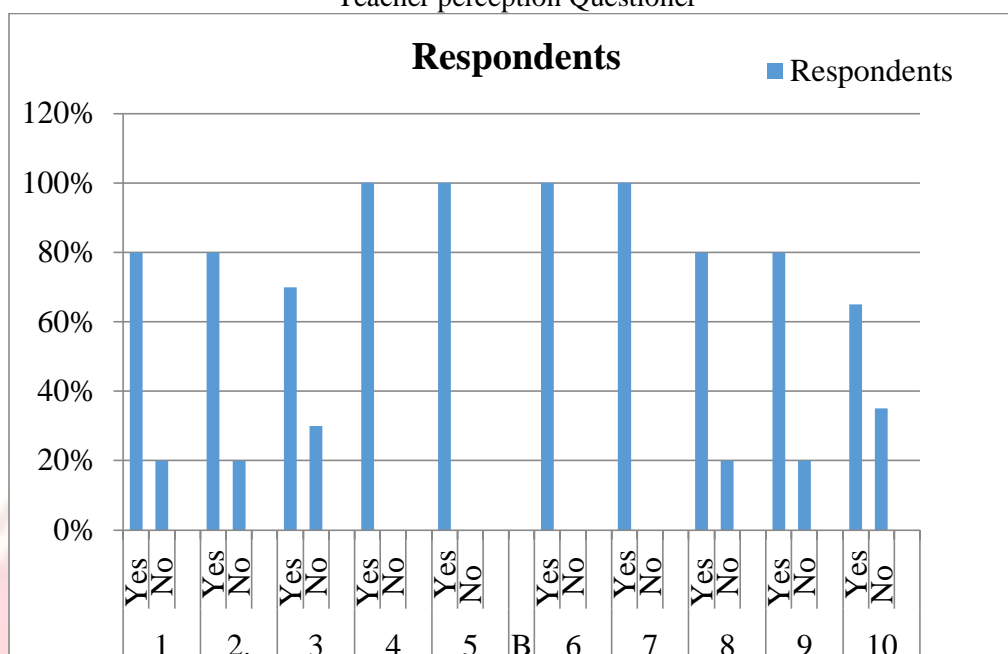
Diagram 4.2
Teacher perception Questioner

The results of the collected questionnaires showed that teachers could access Google Classroom and always provide feedback. (100%). And some of the teachers did not correct the work of the students (65%). Some teachers have prepwered materials, given instructions, assignments, and quizzes for students (80%).

The results of the questionnaire showed that there were still many who had not given satisfactory results due to the many obstacles experienced by teachers and students. There was still a lack of interaction between students and teachers in the Google Classroom. Teachers were sometimes not able to ease navigation in interactivity. the teacher as a whole, they were not ready for digital learning, such as the lack of network availability, such as students in rural wereas/wereas where it was difficult to provide adequate networks.

The teacher's perception of learning google classroom during the COVID-19 pandemic era as could be read from the results of the interview with teacher 1 as follows: "It was different from direct learning in this Google Classroom. So in real-time, it meant that such as, children who had difficulty, it was impossible for them to get a direct understanding of how when they met face-to-face, so sometimes there was an explanation, which was indeed in a limited mode like that, maybe it made the understanding of the material somewhat reduced" (25 may 2021).

While the results of interviews with teacher 2 obtained the following data: "Because this was a new thing for them, I understood that most of them were not disciplined, apart from long distance, and could not meet face to face, so I think the discipline of students here was still lacking." (26 May 2021).

Based on the exposure to the data above, it could be concluded that the shortcomings in real-time such as children who had difficulty with the material did not get direct understanding as when face-to-face and student discipline was still lacking.

5. **Discussion**

in this part discussion about student and teacher preception toward the impletation of learning using google classroom in the learning teaching english process during pandemic covid-19

5.1 Learning materials

The teacher when delivering the material, the material presented should not be too much. it meant that only conveying the points was given time between giving the material and giving students the opportunity to read the material and then did to the next material, and equipped with interesting videos or pictures that supported the material.

5.2 Learning Media

In the teacher's opinion, the most effective media was video, based on observations during the Google Classroom learning, the teacher had not provided video examples related to material, only using image examples. However, based on the results of interviews, the teacher had provided video links related to learning materials to students through the WhatsApp group.

5.3 Rating

The teacher's perception of the evaluation results on the material was still low, the teacher assumed that students were not used to doing online questions, besides that there were also some students who did follow-up evaluation questions because when of learning they did not follow due to problems with internet access.

5.4 Learning methods

The teacher's perception of the learning methods that have been used in the material, namely the question and answer method, there were still a few active students, from class X, there were only 50% active children. Based on the results of observations, students were not very active during the learning process.

5.5 Strategy

Before starting learning, the teacher sent information to students via WhatsApp groups related to learning, because WhatsApp had low data usage, which was different from Google Classroom which requires a strong network. Then if there were students who did not follow the Google Classroom learning, the teacher asked students to remind each other, also the teacher reminded himself via WhatsApp chat or via WhatsApp group so that students followed the lesson.

5.6 Obstacle factor

The teacher as a whole, they were not ready for digital learning, such as the lack of network availability, such as students in rural areas/ areas where it was difficult to provide adequate networks. The teacher provided a solution by giving advice to students to change provider if possible, if it was not possible the teacher also understands the situation.

Meanwhile, if viewed from internal factors, it was from the students themselves that sometimes there were students who did not like the material or the learning, this could be overcome by the way the teacher always motivates students, making learning as interesting as possible, such as providing variations between learning, assignments, and evaluations. For the implementation of teacher learning through Google Classroom while for evaluation and assignments through Google Form.

5.7 Supporting factors

The teacher, one of the supporting factors was that students were interested in learning, students were interested in participating in Google Classroom learning because

it was something new for students, curiosity makes students active in Google Classroom, besides that there was direct interaction between students and teachers so that when students had difficulty or during discussions students could directly comment and asked questions. While the supporting factors of internal factors at Tribhakti Tanggulangin High School between home room teachers, subject teachers, guardians of students were interconnected, there was communication. So it could decrease miss communication, so that it could make it easier for subject teachers to check students.

5.8 Advantages

Meanwhile, the advantages of Google Classroom were that it has good features and was integrated with active email so that it allowed students to took part and could be used to deliver materials, evaluations, and tests in one application frame. The theory put forward by Yaniawati in Simanihuruk, et al (2019: 18) learning with e-Learning provided benefits such as facilitating information related to lessons and the self-development needs of students, facilitating teacher interaction with students, as well as student interaction. one with another student. Students could make it easier to get access to teaching materials, and did the tasks given, besides that students also access exam questions easily and did them within a predetermined time span.

5.9 Deficiency

In the teacher's opinion, students' understanding of the material would be different when face to face as in a school building, this was one of the shortcomings of learning google classroom during the COVID-19 pandemic era because some students still needed the teacher about material that was difficult to understand.

The drawbacks were that in real-time, children who had difficulty with material did not get a direct understanding as when face to face, and student discipline was still lacking in participating in learning.

6. CONCLUSION

The researcher drew some conclusions based on the findings and discussions. The implementation of teaching learning using Google classroom:
1. There is still a need for habituation of online learning.
2. The use of Google Classroom really helps the learning process
3. Benefits other than learning in accordance with core subjects, namely providing IT learning for students,
4. In using the application, the teacher is easier to process the scoring of student work
5. The Google Classroom application can increase vocabulary for students

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