

USING GOOGLE CLASSROOM AS MEDIA FOR LEARNING ENGLISH DURING PANDEMIC: STUDENTS' PERSPECTIVES

¹**Fahriany**

¹ UIN Syarif Hidayatullah Jakarta, Indonesia
¹*fahriany@uinjkt.ac.id*

²**Qurrotu Aini**

² UIN Syarif Hidayatullah Jakarta, Indonesia
²*qurrotuaini21@uinjkt.ac.id*

³**Nida Husna**

³ UIN Syarif Hidayatullah of Jakarta, Indonesia
³*nida.husna@uinjkt.ac.id*

⁴**Didin Nuruddin Hidayat***

⁴ UIN Syarif Hidayatullah of Jakarta, Indonesia
⁴*didin.nuruddin@uinjkt.ac.id*

⁵**Waliyadin**

⁵ UIN Syarif Hidayatullah of Jakarta, Indonesia
⁵*waliyadin@uinjkt.ac.id*

⁶**Agus Sufyan**

⁶ UIN Syarif Hidayatullah of Jakarta, Indonesia
⁶*agus.sufyan@uinjkt.ac.id*

*Corresponding author

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Abstract: Google Classroom is one of the platforms that can be utilized to help learn and is one of the platforms that can be used to assist in e-learning. This study aims to investigate the students' views regarding the use of Google Classroom as a medium for English learning. This study employed a quantitative descriptive method in the form of an online survey by recruiting 90 students from five classes to voluntarily fill in an online survey using Google Forms. With the highest mean score of 4.06, the students admitted that Google Classroom makes it easy to sign, send, and receive the assignment. This finding indicated that students were satisfied with the aspects of Google Classroom, including accessibility, perceived utility, communication and interaction, and satisfaction with the learning activities offered by Google Classroom.

Keywords: *english, e-learning, google classroom, perception*

INTRODUCTION

Since the appearance of covid-19, the system in various fields has changed from offline to online, including in the education system. To anticipate the outbreak of

Covid-19, the Indonesian Ministry of Education and Culture has published circular letter No. 4 2020 about implementing emergency remote teaching (Asmara, 2020). Even though teachers face several challenges in implementing online learning during the pandemic, most schools in Indonesia try to implement online teaching by using several platforms to support the online learning process (Fahriany et al., 2022). According to Dhull and Arora (2017), due to its versatility in enhancing student satisfaction, student interaction, and student motivation, e-learning has been regarded as an efficient tool to improve school quality. Based on Sukmawati and Nensia (2019), numerous e-learning platforms are available, including Zoom, Google Meet, Edmodo, and even Google Classroom. Google Classroom is intended to serve as a platform for blended learning in schools, simplifying the process of making assignments and communicating grades to students in a paperless manner. Google Classroom enables teachers and students to communicate in real-time, manage and organize assignments, move paperless, share between teachers and students, etc. Google Classroom aims to serve as a framework for blended learning in the classroom, simplifying the creation of projects and ensuring that students are given grades without paper. It is a popular Web 2.0 application with many unique features and applications.

According to Anaraki (2004), research on e-learning has massively conducted and had positive impacts. For example, Rakic et al. (2020) stated that more interaction between the educator and the student is required to enable student involvement in a more active learning style. In keeping with previous research, the study was conducted at the Faculty of Technical Sciences at the University of Novi Sad in Serbia, with 42 students from two courses participating. The statistics suggest a strong association between students' performance and the utilization of digital educational resources accessible via the e-learning platform Rakic et al. (2020).

One of the platforms that could support e-learning is Google Classroom. Based on the research done by Shaharane et al. (2016) focusing on Google Classroom as a tool for teaching and learning and analyzing data from 100 students, most students are pleased with the Google Classroom tool introduced in a class. All ratios are above average. Comparative performance is powerful in these areas. It is in line with the study conducted by Al-Marouf and Al-Emran (2018), which discussed students' acceptance of Google Classroom. The statistics suggest a strong association between student

performance and the utilization of digital educational resources accessible via the e-learning platform. As a result, the best students are clustered in the network's center, as measured by eigenvector centrality. Additionally, they mentioned the pattern of collected data indicates that pupils with comparable performance are clustered together and that the intensity of resource consumption correlates with the achieved results. Therefore, using Google Classroom can effectively teach students through e-learning.

Google classroom is an application that can support the process of teaching and learning (Shaharane et al., 2016). Azhar and Iqbal (2018) stated that most teachers think that Google Classroom is one of the most effective learning media when applied in the learning process. Through the application of google classroom, the learning process (Nazari et al., 2019). Ifakhar (2016) mentions that features that can be used through the implementation of Google Classroom, namely discipline, class participants' discipline, and the timeliness that can be set automatically stimulate students to improve discipline. In addition, Heggart and Yoo (2018) stated that more dynamic classes could be elaborated through the implementation of Google Classroom, and student participation can be increased significantly. Therefore, it is necessary to conduct periodic analyses and evaluations related to the implementation of Google Classroom so that its performance is more optimal. One of the critical indicators for analysis namely students' perceptions of using Google Classroom in English lessons. Najicun (2017) stated that students' perception is an essential indicator closely related to the learning process and learning outcomes. In addition, Wardana et al. (2018) mention that students who have an excellent perception will generally optimize the independent learning process, improving learning outcomes. In addition, perception can influence students' interest in determining a choice in the academic field. Important to note that each method, media, model, and learning strategy has different characteristics. It is different because the implementation of Google Classroom needs to be adjusted to these characteristics so that the learning process can be effective and efficient. In addition, understanding the tools of a media or learning management system (LMS) can affect the students' perception (Portnov-Neeman & Barak, 2013).

This research aims to ascertain the students' perception of the use of Google Classroom in the learning process. Relevant and timely information in the 4.0 era does not preclude the potential that e-learning will become a policy in the future. The

anticipated outcomes of this study will aid the online learning process by determining how students perceive Google Classroom as a medium for English learning. After understanding the students' perspectives, it is hoped that the teacher will develop strategies and methods for teaching students via e-learning.

REVIEW OF LITERATURE

English Learning

People from different nationalities use the English language to communicate. Briguglio (2006) mentions that the study of patterns of English language usage in two multinational corporations in the world reveals the importance of both written and spoken forms for efficient communication with international clients. Besides, learning English can be done for various reasons, including personal, academic, and professional ones. This statement supports the research conducted by Zainuddin et al. (2019), stating that employers in the engineering area paid attention to the English language skills of job candidates during recruitment interviews. According to Phillips and Stern (1986), English is regarded as a second language since many students worldwide learn English right now. Making a career in language teaching becomes an attractive option. However, English is learned as a foreign language in Indonesia and has become a mandatory subject in secondary and tertiary education (Makarim, 2022). Although English has become a mandatory subject for quite a long time, many students still struggle with English.

E-Learning

E-learning can also be considered a logical progression of remote education, which always benefited from the most cutting-edge instruments emerging in school technology structure. Using e-learning can help learners interact more effectively in class. Furthermore, most international universities worldwide have implemented e-learning as a method of teaching and learning (El-Seoud et al., 2014). Meanwhile, according to Luaran et al. (2014), e-learning is a method of education that uses electronic media, particularly the internet, as a teaching tool. As a result of this explanation, it can be stated that e-learning makes use of media, specifically the internet, to facilitate learning. The e-learning system paradigm enables students and teachers to engage in online education from any location and at any time. According to

Katz (2000), an e-learning course uses telecommunications technology to deliver educational and training content. E-Learning is quickly becoming the standard for modern education, thanks to the rapid advancement of information and communication technology. The e-learning asynchronous facilitating paradigm liberates interaction between learners and educators, or between learners, from time and space constraints. Al-Fraihat et al. (2020) stated that the success of an e-learning system has resulted in the development of a model of e-learning success that incorporates these aspects. An empirical study was conducted to verify the model. This research has a wide range of theoretical and practical implications, as will be discussed below. According to Priscila (2020), there are two kinds of e-learning:

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Synchronous

Priscila (2020) mentions that synchronicity refers to doing something, and learning is no exception. Synchronous learning occurs when a group of people all learn simultaneously. That means they should be in the same place, either in person or online. They can talk to each other and the instructor simultaneously in a classroom or at a web conference, and there is face-to-face interaction with other people. This type of learning

occurs in a corporate training scenario when there is in-person training or live webinars where employees or customers can participate simultaneously.

Asynchronous

Asynchronous learning co-occurs, whereas asynchronous learning occurs at a different time. The instructor, the learner, and the other participants are not all participating in the learning process simultaneously, and there is no interaction with other people in realtime. Two examples of this strategy in corporate training are creating online content using pre-recorded films or posting an on-demand online exam (Priscila, 2020). Based on the above criteria, we may deduce that e-learning refers to online learning. In addition, Basak et al. (2018) stated that e-learning is defined as learning that uses technological tools to access educational materials outside traditional classrooms. By enabling students to exchange materials or files, submit assignments, and take quizzes, e-learning accelerates the learning process. Additionally, e-learning has been used in several institutions (e.g., schools and universities).

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Google Classroom

Google Classroom is a free workplace package including email, document management, and storage capabilities. It was developed in partnership with teachers to aid in time savings, lesson organization, increased communication between students, and made learning more accessible. Furthermore, students will receive their grades electronically via Google Classroom, which will serve as a platform for blended learning in the classroom (Sukmawati & Nensia, 2019). Based on Shaharane et al. (2016), a new feature in Google Apps for Education, Google Classroom, was introduced in 2014. This classroom enables professors to swiftly create and manage assignments, provide timely feedback, and engage with students online or via a blended learning method. The primary benefits include accessibility, schedule flexibility for students, and the opportunity to work from anywhere. Google Classroom is compatible with many

devices, including computers and mobile devices. Teachers and students can access the site at <https://classroom.google.com> or download the app from the Google Play or Apple App stores by searching for the Google Classroom keyword. There is no charge for using the service as frequently as necessary. Students are supposed to be able to grow more favorably as a result of online learning.

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METHOD

This research involved ninety students from five classes of SMAN 4 Kota Serang. The research data were obtained using close-ended questionnaires adapted from Asnawi (2018). A Google Form was utilized in the process of data collection. There were four factors at play here: students' satisfaction with Google Classroom, their ease of use of Google Classroom, their communication and contact with one another through Google Classroom, and their perceived usefulness of Google Classroom. There were five questions about each indicator that were supplied. Lastly, descriptive statistical analysis was used to find a general description of the research data. The answers to the closed-ended questions on the students' questionnaires were analyzed to determine how

many students agreed with each statement. The result of the data will be shown in the table below as the interpretation score.

Table 1. Interpretation Score

Mean Score	Interpretation of Mean Score	Mean Range
1.00 – 1.80	Very Low	Strongly Disagree
1.81 – 2.60	Low	Disagree
2.61 – 3.20	Medium	Neutral
3.21 – 4.20	High	Agree
4.21 – 5.00	Very High	Strongly Agree

Source: Adopted from Mansor et al., (2021)

Likert Scale calculation begins with assigning a score weight to each response, with "Strongly Agree" receiving a score of 5, "Agree" receiving a score of 4, "Neutral" receiving a score of 3, "Disagree" receiving a score of 2, and "Strongly Disagree" receiving a score of 1. Then, multiply the total number of responses from participants on each answer point scale by the replies score value to obtain the overall number of responses. Total Score for Correct Answers = $(n \times 5) + (n \times 4) + (n \times 3) + (n \times 2) + (n \times 1)$. The procedure continued by determining the maximum score on the scale and then computing the index score by dividing the total responded score by the previously set maximum score and multiplying it by 100%.

After obtaining the mean score, it may be compared to the defined percentage interval as mentioned in Table 1 to interpret the index score's meaning, which in this case is the level of participant satisfaction in the context of the usability testing being conducted. According to Riduwan (2009), to determine the level of achievement of respondents used the formula as the following:

$$\text{Mean Score} = \frac{\text{Total Score}}{\text{Total Sample}}$$

This quantitative data analysis was carried out in several stages: 1) Doing with tabulation of data on questionnaires that respondents have filled out. 2) Perform calculations for each indicator score that has been determined. 3) Calculate the total score. 4) Conducting descriptive analysis. Statistics used in this research is descriptive statistics, namely statistics used to analyze data using describe the data that has been collected by presenting the data in tables through the analysis of the average. 5) Analyze with analysis percent.

FINDINGS AND DISCUSSION

Findings

This section summarizes and examines the research findings on students' perceptions regarding the use of Google Classroom as a medium.

Table 2. The Percentage of the Students with Ease in Using Google Classroom

	SA	A	N	D	SD	Total	Score	Mean	Category
Google Classroom makes you easy to sign	30%	52.2%	11.1%	6.7%	0%	90	365	4.06	High
Google Classroom makes you easy to access materials	22.2%	52.2%	13.3%	11.1%	1.1%	90	345	3.83	High
Google Classroom makes it easy to send and receive the assignment	30%	55.6%	6.7%	5.6%	2.2%	90	365	4.06	High
Google Classroom makes it easy to operate	10%	54.5%	17.8%	16.6%	2.2%	90	319	3.54	High
Google Classroom makes it easy to understand the system	8.9%	41.1%	23.3%	23.3%	3.3%	90	296	3.29	High
Total							1690	3.76	High

Based on Table 2, with the highest mean score of 4.06, the students admitted that Google Classroom makes it easy to sign, send, and receive the assignment. On the other hand, the lowest mean score was seen in the statement, "Google Classroom make them easy to understand the system". The statement has a score of 3.29". Therefore, Google Classroom can easily sign and receive assignments to support e-learning.

Table 3. Percentage of the Students' Perceived Usefulness of Google Classroom

	SA	A	N	D	SD	Total	Score	Mean	Category
Google Classroom platform is an excellent learning activity	10%	53.3%	21.1%	13.3%	2.2%	90	320	3.56	High
Google Classroom platform is an excellent medium for social interaction	7.8%	45.6%	21.1%	24.2%	1.1%	90	301	3.34	High
Google Classroom platform is punctual assignment submission	14.4%	52.5%	17.8%	14.4%	1.1%	90	328	3.64	High

Google Classroom platform is productive course activities	6.7%	54.4%	22.2%	14.4%	2.2%	90	314	3.49	High
Google Classroom platform is useful feedback from the teacher platform	11.1%	58.9%	21.1%	6.7%	2.2%	90	329	3.66	High
Total							1592	3.54	High

Based on Table 3, the highest mean score is 3.66. The students admitted that the Google Classroom platform is useful feedback for the teacher Platform, and the researcher agrees that Google Classroom is useful feedback for the teacher platform. On the other hand, the lowest mean score is 3.34. It was seen in the statement, “Google Classroom platforms are an excellent medium for social interaction”. Therefore, Google Classroom is useful feedback and collaborative learning.

Table 4. Percentage of the Students' Communication and Interaction through Google Classroom.

	SA	A	N	D	SD	Total	Score	Mean	Category
Google Classroom platform is a comfortable communication channel	5.6%	55.6%	17.8%	20%	1.1%	90	310	3.44	High
Google Classroom platform is engaging students and productive discussion	5.6%	42.2%	21.1%	27.8%	3.3%	90	287	3.19	Medium
Google Classroom platform is co-sharing in a discussion forum	5.6%	48.9%	18.9%	25.6%	1.1%	90	299	3.32	High
Google Classroom platform is friendly and approachable lectures	8.9%	55.6%	21.1%	13.3%	1.1%	90	322	3.58	High
Google Classroom platform is comfortable interaction among participant	5.6%	54.4%	21.1%	17.8%	1.1%	90	311	3.46	High
Total							1529	3.40	High

Based on Table 4, the highest mean score is 3.58. The students admitted that the Google Classroom platform is friendly and approachable lectures. The lowest mean score is 3.19. It was seen in the statement, “Google Classroom platforms are engaging students and productive discussion. Google Classroom is platform-friendly and approachable lectures.

Table 5. Percentage of Students' Satisfaction with Google Classroom

	SA	A	N	D	SD	Total	Score	Mean	Category
Google Classroom makes you feel be enjoy learning English using Google classroom	8.9%	42.2%	23.3%	23.3%	2.2%	90	299	3.32	High
You don't have a problem with the features of the Google Classroom Platform	5.6%	58.9%	17.8%	14.4%	3.3%	90	314	3.49	High
Features on Google classroom are enough completed for learning English	7.8%	46.7%	23.3%	21.1%	1.1%	90	305	3.39	High
Google Classroom makes you comfortable because it does not a quota very much	11.1%	37.8%	17.8%	27.8%	5.6%	90	289	3.21	High
Google Classroom Platforms Is Preferable Platforms To Every Subject	5.6%	42.2%	30%	18.9%	3.3%	90	295	3.28	High
Total							1502	3.34	High

Based on Table 5, the highest mean score is 3.49. The students admitted that they do not have a problem with the features of the Google Classroom Platform. On the other hand, the lowest mean score is 3.21. Therefore, Google Classroom is easy to use.

Discussion

The first indicator of the students' perspectives on the use of Google Classroom is the ease of use. Ease of use consists of five questions, the highest score is number 1 and 3, which showed Google Classroom makes it easy to sign, and Google Classroom makes it easy to send and receive an assignment. This means respondents strongly agree that Google Classroom makes it easier for them to sign and submit assignments. Results obtained from the first indicator confirm Syafi'i (2020) that Google Classroom is easy to use and set up in terms of assignment submission. All available functions are incorporated in this section. When instructors create a new course area, they are offered three possibilities. They will notice a sign at the bottom of the right side on the same page. When the instructor clicks it, four new tabs, titled reuse post, create a question, make a task, and create an announcement, will appear. According to Izenstark and Leahy (2015), conducting a classroom with Google Classroom is straightforward, and the

librarian may share the class's unique code with any student who wishes to join. Besides, Iftakhar (2016) supported that as all files can be saved on Google Drive. From Google Classroom, a teacher can send an email to all students at once. Besides, Google's numerous offerings would make it easier for teachers to conduct learning practices; the targeted learning occurs not only in class but also outside of class because students may use Google classroom online from anywhere and at any time (Dewi et al., 2020). Therefore, it can be concluded that Google classroom is easy to use for the learning process in English lessons, especially to sign, send, and receive assignments through Google Classroom. The kinds of files such as word, pdf, and even links students and teachers send and receive through Google Classroom can be saved through Google Drive.

Based on Khalil (2018), Google Classroom is simple to operate and understand. The platform's user interface was simple, owing to the platform's buttons being familiar. Exploring more Google Classroom capabilities were needed since they had not examined all of them, which would undoubtedly enhance their professional growth. According to Suprianto et al. (2020), many learners began to use Google classroom without proper training from experts; in fact, some learners are unaware of Google classroom's essential functions. As a result, learners suggested that appropriate training on using Google Classroom can boost their performance and result in a successful learning experience. However, it remains in the high category. Instructors and learners can access and use this program in face-to-face and utterly online learning situations. Therefore, Google Classroom can easily sign and receive assignments to support e-learning.

The second indicator of this study is Google Classroom's perceived usefulness. Google Classroom's perceived usefulness consists of five questions. The highest score is number 5 (Google Classroom platforms benefit teacher feedback). Respondents strongly agree that Google Classroom is useful for teacher feedback. Through Google Classroom, the teacher can give feedback directly to students, and the teacher can give comments, build communication, and give students feedback through Google Classroom. Sukmawati and Nensia (2019) mention that students and lecturers can communicate using Google Classroom.

Additionally, there was a private remark. Here, students can discuss anything related to the topic with a professor. Additionally, there was an opportunity for interaction among students. Khalil (2018) mentioned that Google Applications contribute to establishing a communicative way by facilitating teacher-student and student-student interactions. The majority of participants prefer to use such applications in future courses due to the availability of teacher-written feedback materials. When the students send assignments through Google Classroom, the teacher and the other students can directly give feedback in the comment. It will build collaborative learning between students and teachers.

Fitriningtiyas et al. (2019) supported that Google Classroom enables collaborative learning, and teachers can use this area to upload materials and provide comments to students. One that can be claimed as further development on Google Classroom is, according to the survey, the unavailability of Google Classroom to provide active in-app interaction among the classroom members. Subandi et al. (2018) mentioned that Google Classroom facilitates more effective communication between teachers and students. It can be used to control and coordinate assignments, transition to paperless classrooms, and communication between teachers and students, among other things. However, Google Classroom platforms still have less interaction between teachers and students during learning. Google Classroom may be enhanced to become a pedagogical or cognitive tool that aids in shifting the classroom's emphasis from teacher-centered and regulated to learner-centered and receptive to inquiry, discussion, and creative thinking on the part of actively participating in the process.

The lowest score of the second indicator is statement number 2. It was seen in the statement, "Google Classroom platforms are excellent for social interaction". Subandi et al. (2018) mentioned that Google Classroom facilitates more effective communication between teachers and students. It can be used to control and coordinate assignments, transition to paperless classrooms, and communication between teachers and students, among other things. It is comparable to iTunes University, Showbie, and other online education services.

Meanwhile, Sahin and Shelley (2020) discovered that a lack of connection and communication in online classes might expose students to additional issues such as time management, social isolation, excessive test anxiety, and unstructured educational

habits. Therefore, Google Classroom is excellent for social interaction. Although lack of connection in online classes, there are the difficulties such as less social interaction. Google Classroom can be enhanced to become a social interaction between teachers and students through Google Classroom.

The third indicator is about students' communication and interaction through Google Classroom. This indicator consists of five questions. The highest score is number 4 (Google Classroom platform are friendly and approachable lectures), which means respondents strongly agree that Google classroom is friendly and approachable. It is not surprising that Google Classroom is a friendly and approachable platform. The researchers could see that Google Classroom helped instructors to operate the assignment. Sudarsana et al. (2019) supported that directly utilizing Google Classroom can significantly benefit both professors and students. For example, if the task involves multiple choices, the lecturer no longer needs to correct each one individually on a piece of paper; instead, with Google Classroom, the scores can be automatically generated.

Additionally, it assists in recognizing which discussions are not being comprehended by most students, allowing for more effective replication of the bulk of classes. According to Sahin and Shelley (2020), the inescapable shift to online education transforms students' traditional pedagogical learning environment into a new inventive ubiquitous learning environment. Thus, online education offered using cutting-edge digital instruments fosters. Through Google Classroom, a teacher can be creative in sending kinds of media through Google Classroom. Therefore, Google Classroom is a friendly and approachable platform, making communication and interaction easy.

However, we also found out that the majority of participants disagreed with the statement that Google Classroom could them in their discussion and engaged them during the session. This finding also confirmed what has been revealed earlier by Muthmainnah (2018), who believed that the Google Classroom could be a friendly and approachable platform; however, it has fewer productive discussions during the learning process. The lowest score of the third indicator is number 2 (Google Classroom platforms are engaging students and productive discussion). It indicates that respondents disagree about the efficacy of Google Classroom in engaging students and fostering productive dialogue. Izenstark and Leahy (2015) mentioned that Google Classroom also

serves as a forum for classroom discussion. Google Classroom to consolidate large groups of students into a single virtual classroom, ensuring that all students receive the same connections, resources, and assistance by sharing the same class code with those students. Students and teachers can also have discussions based on materials.

Meanwhile, Rahmawati et al. (2020) stated that engagement between teachers and students became less active due to the absence of quotas during the learning process. When educators and students use Google Classroom for discussion and assignment distribution, the engagement might be considered active. Students can express questions without fear during Google Classroom lectures, and there is time to consider the responses that will be delivered during discussion activities. Therefore, it can be concluded that Google Classroom can be a productive discussion if the teacher and other students have a good connection during the learning process.

Lastly, our last indicator discussed students' satisfaction with Google Classroom. The majority of the participants believed that Google Classroom is efficient in saving time and energy to complete administrative tasks, such as scoring system, reporting the scores, or simply sorting the names and grades easily. Izenstark and Leahy (2015) stated that Google is introducing several improvements to save teachers' time, including transferring grades to Google Sheets, modifying the grade point scale quickly, keyboard navigation for inputting scores, and sorting steps by name on the grading screen. However, our participants also could not deny that Google Classroom is still costly for some people due to the expense of internet access. Some previous studies (e.g., Hardiyanty et al., 2021; Suprianto et al., 2020) also revealed similar findings: though Google Classroom could cut printing expenses and other paper-related necessities, the participants feel the expense of internet access is still a burden for them.

The lowest score of the fourth indicator score is number 4 (Google Classroom makes you comfortable because it does not need a quota very much). This means respondents disagree that Google Classroom makes students comfortable because it does not need a quota. However, it is still included in the high category. Google Classroom is a free platform that lets teachers and students communicate, organize assignments, and submit tasks without the need for paper. Besides, Google classroom has relatively less quota than other platforms like Moodle, Zoom, or Google Meet (Subandi et al., 2018).

Furthermore, Dewi et al. (2020) also mentioned that one of the students' favorite media is Google Classroom. One of the reasons is the very safe quota of the internet. However, one reason is that the internet is a very safe place. Although there are several times when you need a lot of internet quota, like when you need an open link to connect to YouTube and open a video through Google Classroom. We can say that Google Classroom makes students feel at ease because it does not need a lot of quotas. Teachers sometimes give instructions that require students to use a little more than usual, like opening the link to YouTube and videos through Google Classroom. However, compared to other platforms, Google Classroom is one of the best ways to save time and money. In other words, aspects of Google Classroom access, such as usefulness, communication, and satisfaction considered as the platform showed effectiveness according to the students' perspectives in this research. Meanwhile, Lowenthal et al. (2021) believe that video conferencing is the most accurate representation of the conventional classroom style of education in terms of effectiveness. This research has shown another side of online learning media, where video conferences application showed effectiveness; however, the Google Classroom as an educational application also showed effectiveness.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The research findings showed that the students have a positive view of the use of Google Classroom while they are in the process of learning. It reported on elements such as Google Classroom access, usefulness, communication, and satisfaction. According to the findings of the study, the student had no issues utilizing Google Classroom to access any of the facilities. They can acquire comments, it is simple to sign, and they can discuss them without much difficulty. The majority of the students had a favorable impression of using Google Classroom.

Suggestions

The educational process can be carried out even though it does not occur in a traditional classroom setting but rather in an online one using Google Classroom. It has come to light that Google Classroom is an extremely useful tool for implementing e-learning; despite this, the research was carried out in a constrained environment. In light

of this, it is hoped that a more complete comprehension of how Google Classroom can be utilized in online education can be attained by incorporating additional variables and a variety of topics.

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