



E-LEARNING BY USING GOOGLE CLASSROOM AT ENGLISH EDUCATION DEPARTMENT OF STAI HUBBULWATHAN DURI

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ABSTRACT

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Today, there are many online learning platforms. New technology is developed to facilitate the learning process. One example of online learning the platform is Google Classroom. The purpose of this research is to identify students responses to E-Learning by using Google Classroom in the English Education Department of STAI Hubbulwathan Duri. This research used survey research. Survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. Research subject population as many as 33 students of the English Education Department Semester 3, 5, and 7. The research method is quantitative and adapted research Shaharane et.al (2016) questionnaire as an instrument to collect data. The questionnaire contains 15 items. The Google classroom application is effective to recommend in learning because it provides various benefits for both students and lecturers the results show that in Using Google Classroom students feel satisfied and useful Google Classroom as online learning tools.

Introduction

Nowadays, Information and Communication Technology or ICT can make students control their learning and also be more engaged in class. ICT has an important role in learning. Many people believe that ICT will make the learning process more fun and interesting, but learning activities with technology is one of the new challenges in higher education because many teachers struggle to integrate it for several reasons. For instance, they do not have time to implement it, they do not have enough experience with technology, or they have no idea on using technology in the classroom. Perez

(2015) also stated that it is because they are not satisfied with the effectiveness of digital tools and have challenges to implement it. According to Cox (2009) implementing classroom technology in school is needed because it can help students to prepare for the future and as we are in the digital era which makes us know how to use it properly. Based on Bill and Melinda Gates Foundation, 93% of teachers already use digital tools in the classroom which means there are still teachers who do not use digital tools. Thus, I get the conclusion that technology is useful for the learning process.

At the time of this pandemic, all teaching and learning activities must be carried out online, following the government's decision in Ministerial Circular Letter Number 04 of 2020 that the learning process must be carried out from home through online distance learning. Therefore, STAI Hubbulwathan Duri applied the E-learning method by using some applications to support the teaching and learning process such as the Google Meet, Zoom Meeting and Google Classroom applications.

STAI Hubbulwathan Duri, already uses e-learning, especially in the English Language Education Department (TBI). It has been applied for all of the semesters as excellent and unique features, especially in the use of Google Classroom. Students at the English Language Education Department were taken as participants since most classes already use Google Classroom in the learning process. Based on an informal interview with some students of the English Language Education Department, some of them stated that online learning affected their performance. When students have online task submission with a certain deadline, they will do the task maximally and they also feel challenged. Therefore, the researcher was interested in identifying student's responses within an online learning environment, especially on the use of Google Classroom. The purpose of this research indicated that Google Classroom is useful and helps students' performance and the majority of the students felt satisfied with the Google Classroom's tool introduced in the class.

Based on the explanation above, the researcher would like to know about the use of Google Classroom entitled, **"E-learning By Using Google Classroom at English Education Department of STAI Hubbulwathan Duri"**

A. E-Learning

E-learning is being introduced in the beginning of third millennium. E-learning make user can access course material everywhere via internet. Using elearning can encourage and improve learner's interaction in the class. Based on Agarwal & Pandey (2012), e-learning focuses on the use of technology in learning and education. E-learning refers to the use of information and communication technology in learning process which consists of electronic media. According to Guri-Rosenblit (2005) "E-learning is the use of electronic media for a variety of learning purposes that range from add-on functions in conventional classrooms to full substitution for the face-to-face meetings by online encounters". Stockley (1996-2017) stated, e-learning implicates the use of electronic device (e.g. computer or mobile phone) in some waysto provide educational training or learning purpose. Sangrà et.al (2012) said, e-learning can be defined as natural

evolution of distance learning which utilizes newest tool in technological context for arrangement in education.

B. Characteristics of E-learning

The following are the characteristics of E-learning proposed by Rudi and Riyana (2007):

- 1) The students' capture of learning material does not depend on the instructor/teacher, because students construct their own knowledge through teaching materials delivered through the website interface;
- 2) The source of knowledge is everywhere and can be easily accessed by everyone. This is due to the global nature of Internet media and can be accessed by anyone connected to it;
- 3) Teachers / educational institutions function as mediators / mentors;
- 4) Restructuring is needed for education system, curriculum, and management policies that can support the utilization of Information and Communication Technology for optimal education.

C. Synchronous E-Learning

A synchronous learning is where the teacher and the students meet online on a specific online platform for teaching and communicate about a lesson. As known a synchronous class, means first starting a videoconference with a camera, the teacher and the students are all gathered. It should be a Students centered class, where the teacher gives the instructions in the beginning and afterwards the students have all the attention. By having a synchronous class, it should grow into a student-centered environment and the students give their replies, depending on the activities. As stated by (Mick & Middlebrook) during the synchronous method of e-learning, participants have the real-time engagement, which tend to be associated with student satisfaction, student learning, and lower rates of attrition.

D. Asynchronous E-Learning

Asynchronous online learning is defined variously due to some components, its nature and facilities that are common in some characteristics. On the other hand, one of the popular definitions that focus on the components of asynchronous e-learning introduced it as “an interactive learning community that is not limited by time, place or the constraints of a classroom” (Rausch & Levi, 1996) Asynchronous e-learning is similar to synchronous e-learning which is a student’s-centered process which uses online learning resources to facilitate information sharing regardless of the constraints of time and place among a network of people. Asynchronous e-learning takes advantage of Computer Mediated Communication (CMC) to achieve the promises of learning “anytime and anywhere” through asynchronous online discussions. Asynchronous e-learning is on the basis of constructivist theory, a student’s centered approach that emphasize on the importance of peer-to-peer interactions. This approach combines self-study with asynchronous interactions to promote learning, and it can be used to facilitate

learning in traditional on-campus or regular education, distance education and continuing education. This combined network of Students and the electronic network in which they communicate are referred to as an asynchronous E-learning network (Rausch & Levi, 1996).

E. E-learning Delivery Method

In our context nowadays, e-learning is basically divided into two types, synchronous and asynchronous. These two types have their own pros and cons. Appropriate technique for students depends on how they absorb information. Based on Arisandhy (2010), synchronous is online conversation and video conference, while asynchronous is learning that can be done even both teacher and student are offline. Shahabadia & Uplane (2015) said that synchronous is e-learning that usually scheduled in a real-time and the learning experiences are also live. Whereas asynchronous is e-learning that utilizes Computer Mediation Communication (CMC) to achieve “anytime and everywhere” learning through online discussion. It is similar to synchronous e-learning which focuses on learner using online learning source to facilitate many kinds of information without thinking about time and place.

F. Google Classroom

1. The definition of Google Classroom

Google Classroom is a tool which facilitates students and teacher collaboration; also teacher can create and distribute assignments for students in an online classroom for free (Beal, 2017). It makes teachers simply build groups to share assignments and announcements. Google Classroom can be a tool that makes learners become active participants. Nagele (2017) said, teachers can create active lessons which are student-centered, collaborative, and unforgettable just through Google Classroom, because it provides easy-to-use learning features with students of all categories able to cooperate.

2. Features of Google Classroom

Lots of activities we can do with Google Classroom when the class is operated. First, one can create announcement. Teacher can give announcements about the update of the class in this section. They can attach files and class materials as well. Secondly, create assignment. This is the most substantial feature in Google Classroom. Teacher can upload assignments for student within due time to submit. Student also can download materials that have been uploaded by teacher to finish their task. Third, create question. In this section, student can create question to be discussed with teacher or other students if allowed by teacher. Fourth, re-use post. Important post can be use by teacher in this section, such as, announcement, assignment, and question.

3. The indicator of Using Google Classroom

- a. To Identify Google Classroom Application via computer, tablet, android, or mobile Phone.
- b. To using Google Classroom Application by utilizing the internet network on E-learning.
- c. To improve E-learning by Google Classroom Application.

- d. To submit assignments and save material in Google Classroom
- e. To use features in Google Classroom Application in E-learning.

Method

This research used survey research. Survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population (Creswell, 2009). The purpose of the survey is to explain the characteristics of a population. In essence, what the researcher wants to discover was how members of a population were distributed themselves on a variable or more (for example: age, ethnicity, religion, attitude toward school). The researcher conducted this research on August 2022 at English Education Department of STAI Hubbulwathan Duri.

This research was conducted at students STAI Hubbulwathan Duri from Third, fifth and seventh semesters of TBI. According to Arikunto (2006), population is the overall subject of research. Based on Ary (2002:163) a sample is a group of a population. It means that good sample must be representative of the entire as possible, so that the generalization of the sample of this research. The population in this research consists of 33 students based on the total active students in STAI Hubbulwathan Duri. The researcher chose students STAI Hubbulwathan Duri From 3th, 5th, and 7th semester of TBI because they already had experiences on using Google Classroom.

The sample is part of the population (part or representative of the population researched). The research sample is part of the population taken as a data source and can represent the entire population. The sampling method used in this research is the saturated sample method. The saturated sample method is a sampling technique when all members of the population are used as the sample based on the provisions put forward by Sugiyono (2002: 61-63), who say that: "Saturated sampling is a technique sampling when all members of the population are used as the sample. Another term of the saturated samples is the census."

Based on the explanation above, the sample of this research is the students of English Language Education Department of STAI Hubbulwathan Duri.

Table 1: The Sample at English Language Education Department of STAI Hubbulwathan Duri

No	Population	Amounts of students	Sample
1.	Semester 3 TBI	9	9
2.	Semester 5 TBI	13	13
3.	Semester 7 TBI	12	12

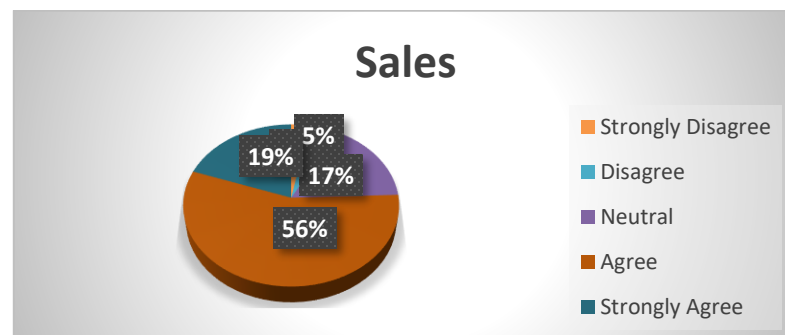
Total	33	33
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Research instrument is a tool chosen and used by the researcher in conducting its activities to collect the data, so that the activity becomes systematic and easy (Arikunto, 2006). This part explains about instrument that the researcher used to collect data. In this research, the researcher used questionnaire as the instrument to find the result of the study. Here, students' responses would be measured by questionnaire as the research instrument which was adopted from Shaharane et.al (2016), with the internet self-efficacy scale that was developed by Eastin&LaRose as reference.

The questionnaire used in this research took 15 items of Shaharane et.al (2016).. The variables will be measured in a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). In quantitative research, there are two methods to analyze data (descriptive statistics and inferential statistics). Descriptive statistics are statistics used to analyze data by describing data that has been collected, as it is without intending to make conclusions that apply in general or generalization. While, inferential statistics are statistical techniques used to analyze sample data and the results are applied to the population. In addition, these statistics are well suited to use when samples are drawn from a well-defined population and samples are collected randomly. This research method has the design of quantitative method because the research data in the form of numbers and data analysis using statistics.

Finding and Discussion

Figure 1: Diagram Presentation



From the diagram presentation above, the researcher that concluded using Google Classroom in E-learning at English Education Department of STAI Hubbulwathan Duri could be used because the highest average score is 56% by answering *agree* and lowest average value is 3% by answering *strongly Disagree*. To prove that Google Classroom is media an easy for students English Education Department to used in learning. Therefore Google Classroom can be opened anytime and anywhere when we are. In this discussion the researcher describes the detailed answers to the

questionnaire about the E-learning by Using Google Classroom at English Education Department of STAI Hubbulwathan Duri.

From the explanation above, the researcher concluded that the use of the Google classroom application is effective to recommended in E-learning because it provides various benefits for both students and lecturers. Its easy use will make students more relaxed but also more knowledgeable about learning because the material can be accessed anytime and anywhere. This convenience, of course, makes it easier for students to understand the learning material so that the final results of learning can be maximized properly. So, E-learning by Using Google Classroom at English Education Department of STAI Hubbulwathan Duri can be stated to be almost non-existent because of the various explanations above as answered by students in the available questionnaires.

Conclusion

The purpose of this research is to identify the students' responses on the use of Google Classroom as E-learning by Using Google Classroom at English Education Department of STAI Hubbulwathan Duri. There were 33 students who completed the questionnaire about Google Classroom. By seeing the demography of the questionnaire, the sample of this research consisted of 15 male and 18 female participants participated to fill in the questionnaire. Learning by using Google Classroom in E-learning students can be used in the learning process because it provides various benefits for both students and lecturers. Its easy use will make students more relaxed but also more knowledgeable about learning because the material can be accessed anytime and anywhere. This convenience, of course, makes it easier for students to understand the learning material so that the final results of learning can be maximized properly. So, E-learning by Using Google Classroom at English Education Department of STAI Hubbulwathan Duri can be stated to be almost non-existent because of the various explanations above as answered by students in the available questionnaires.

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