

INVESTIGATING STUDENTS' ENTHUSIAST ON THE USE OF GOOGLE CLASSROOM BY EIGHT SEMESTER OF UNISMA

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Abstract:

Google Classroom is one of an appropriate learning management system made by Google Company to facilitate teaching and learning process especially for the current situation. One of the most characteristics that learners must have even in this era is enthusiasm. This study was attempted to prove whether virtual learning toward Google Classroom can increase students' level of enthusiasm or not. This research was conducted in University of Islam Malang with 34 respondents in the 8th semester who had experienced in learning activity by using Google Classroom. The design of this study was descriptive qualitative design. The data were obtained through questionnaire and interview. To analyze the data questionnaire, Google Form was used. According from the first finding, it was proven that Google Classroom is one of an effective platform made as a substitute for offline learning. On the contrary, to prove that Google Classroom can increase students' enthusiast, the researcher cannot prove it. Then for the second finding, there are several factors that can influence student level of enthusiasm such as interesting features, passion, environment support, and develop knowledge. The last finding which was the researcher found that problem faced in using this platform such as less interactive, signal, internal problems and external problem.

Based on the data result, it is known that enthusiasm is the most specific aspect must have for both of the students and lecturer. To make the students felt enthusiast in virtual learning should be start from the lecturer first. If the lecturers are enthusiast, the students will be enthusiast. And the suggestion for the next researchers, the researcher hope they can find the strategies to enhance students' enthusiast in learning process on the use of Google Classroom.

Keywords: Online Learning, Google Classroom, Enthusiasm

INTRODUCTION

University, is an institution of higher education, usually comprising a college of liberal arts and science and graduate and professional schools and having a authority to confer degrees in various fields of study. Nowadays, in Indonesia, many students continue their study to the universities to achieve their bachelors or master degree. Talking about the teaching and learning process, most of Indonesian universities still use the traditional mode that is face-to-face learning where the students have to come to the campus to meet the lecturer for study. However, since the coronavirus pandemic began from the earlier in the 2020, and the government required the people to work, learn, and pray from home, so all the activities includes industry, business, and education has changed to E-learning. Today, E-learning means much more than just delivering information. Available on a variety of digital devices, from desktop computers to smartphones and other handheld devices, E-Learning is interactive and on-demand, which significantly increases learning engagement and retention. To access the E-learning, both of the students and the teacher must have the Learning Management Systems (LMS).

Learning Management Systems (LMS) is provide software for creating and refining course content, for designing and administering the assessment, and for communication and collaboration. This approach to assessment has additional analytical for the teachers because the result are both individualized by the students and combined into a class analysis, aggregating data in this way can be critical to planning for the group. (Roschelle&Pea, 2002). Google Classroom is one of the Learning Management System (LMS) and is a blended learning platform with interesting and simple features for schools. Only an institution's database can invite students to the classroom. 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 make us should know how to use it properly. Google Classroom is a tool that facilitates students and teachers collaboration; also teachers can create and distribute assignments for students in an online classroom for free (Beal, 2017).

Regarding utilizing in using Google Classroom, some researchers have been carried out the research related to this research. Yohana (2020) and the tittle of her studies was "Student's learning performance in using Google Classroom as Learning Management System at English Education Department UIN SUSKA Riau". The second reference was

come from Muslimah (2018) and the title of her studies was “A survey on the use of Google Classroom in English Language Education Department Islamic University of Indonesia. The difference between my studies and those previous studies was on the focus on the study. Yohana’s studies focus on the students’ learning performance in using Google Classroom. Then, Muslimah’s studies just focus to survey on the use of Google Classroom to the students. Meanwhile, this studies focus on how big the level of enthusiasm of the students on the use of Google Classroom.

Additionally, the researcher wants to know the perception from the students at English Department in the University of Islam Malang about their experiences when using the Google Classroom. The use of Google classroom effectively, can encourage student’s enthusiast of learning the material that given from their lecturer and also can make the classromm atmosphere more lively and interesting for both of the teacher and the students.

METHODOLOGY

This study used descriptive qualitative study since it enabled the research to explore more to the students’ enthusiast on the use of Google classroom. In this case, the researcher can independently obtain more in-depth information that needs to be investigated further in the enthusiasm in virtual learning toward Google Classroom. The population of this study was students in English Department at University of Islam Malang, Indonesia. Then the researcher selected the sample of this study used purposive sampling to get certain students that were needed in this current research. The total of participants was 34 students from class A-E in eight semester batch 2017. Furthermore, the research did interview three students who had the highest score then others to know deeply about the factor that can enhanced their enthusiasm in using Google Classroom and the problem faced in online learning toward this learning platform.

To get the data, researcher requested to fill out the questionnaire on Google Form which was the researcher sent the link via WhatsApp regarding to answer the first research problem regarding to their perception on the use of Google Classroom. The questionnaire was adopted from (Shaharenee et al., 2016). There were 22 close-ended questions in this questionnaire. The researcher used the Likert Scale as the measurement. The questionnaire was divided into four parts namely ease of access, perceived usefulness, students’ enthusiast, and students’ satisfaction. The participants were given a day to respond to the online questionnaire. The questionnaire is in the English language which was the respondents

already accustomed as the English student. This was intended to make it easier for the participants to understand and answer the question.

After the researcher got the data from questionnaire, then the researcher did an interview session. Semi-structured interview was used to answer the research question number two and three about the factor that influences the student's level of enthusiasm in using Google Classroom and the problem faced by the students in using Google Classroom. Five questions including what they know about Google Classroom, have they ever used this platform or not, factors that influences students' level of enthusiasm in using Google Classroom, problem faced by the students in using this online learning platform, and what do they choose about studying offline and online with the reason.

For this process, participants were recruited with the following steps; first, after the researcher got the data from the questionnaire then the researcher analyzed the data from the respondents who are enthusiast in online learning toward Google Classroom. Second, the researcher made a list for those candidates of interviewees regarding from the students' enthusiast and students' satisfaction aspect. Then, the researcher chooses the interviewees. After that, the researcher asks for permission to the interviewees whether they want to help the researcher or not. Next, the researcher did the interview session via WhatsApp. After the researcher got the data, then the researcher was translating the answer from the data in English because the interview session was using Bahasa to make it easier for the interviewees to recognize the questions and answer them. Then, to write down significant observations, the researcher use notes and pen. For each participant, the duration for the interview is about 30 up to 45 minutes. In addition, the interview will take more than once.

FINDINGS

- **Students' perception when using Google Classroom at English Education Department University of Islam Malang**

34 respondents already answered the following question start from number 1 up to number 11 regarding ease of access from number 1-5 and perceived usefulness of using Google Classroom which was start from number 6-11.

For the first aspect which was "ease of access" on the statement number one the researcher found that there are 28 students are on the strongly agree and agree perception with the percentage 82%, 6 students are on the neutral perception with the percentage 18%. Next, in the statement number two 30 students are on the strongly agree and agree perception

with the percentage 88% and 4 students are on the neutral perception with the percentage 12%. Then, on the statement number three 32 students are on the strongly agree and agree perception with the percentage 94%, 1 student on the neutral perception with the percentage 3% and 1 student on disagree perception with the percentage 3%. And then on the statement number four 32 students are on the strongly agree and agree perception with the percentage 94%, 2 students are on the neutral perception with the percentage 6%. And for the last statement the result are 27 students are on the strongly agree and agree perception with the percentage 79%, 6 students are on the neutral perception with the percentage 18%, and 1 student are on disagree perception with the percentage 3%.

The next result for the second aspect which was “perceived usefulness” which start from statement number 6 up to statement number 11. For the result on the statement number six there are 14 students are on the strongly agree and agree perception with the percentage 41%, 17 students are on the neutral perception with the percentage 50%, and 3 students on the disagree and strongly disagree perception with the percentage 9%. Then, for the result in the statement number seven 17 students are on the strongly agree and agree perception with the percentage 50%, 13 students are on the neutral perception with the percentage 38%, and 4 students o disagree perception with the percentage 12%. Next in the statement number eight 24 students are on the strongly agree and agree perception with the percentage 70%, 9 students are on the neutral perception with the percentage 27% and 1 student on disagree perception with the percentage 3%. For the result in the statement number nine 22 students are on the strongly agree and agree perception with the percentage 65%, 10 students are on the neutral perception with the percentage 27% and 2 students on disagree perception with the percentage 6%. And then on the statement number ten 20 students are on the strongly agree and agree perception with the percentage 59%, 13 students are on the neutral perception with the percentage 38% and 1 students on disagree perception with the percentage 3%. For the last statement in the second statement the result showed that 17 students are on the strongly agree and agree perception with the percentage 50%, 16 students are on the neutral perception with the percentage 47% and 1 student on disagree perception with the percentage 3%. However, the students have to familiarize themselves with the functions of the Google Classroom in order to they can learn as well as possible.

Next, with the same number of respondents the following questions from number 12 up to 22 have already answered regarding students’ enthusiast which was start from number 12-18 and students’ satisfaction from number 19-22.

The researcher found that for the result in the third aspect which was “students’ enthusiast” in the statement number twelve, 14 students are on the strongly agree and agree perception with the percentage 41%, 13 students are on the neutral perception with the percentage 38% and 7 students on the disagree and strongly disagree perception with the percentage 20%. Next in the statement number thirteen, 16 students are on the strongly agree and agree perception with the percentage 47% and 18 students are on the neutral perception with the percentage 53%. For the result in the statement number fourteen, 12 students are on the strongly agree and agree perception with the percentage 36%, 18 students are on the neutral perception with the percentage 53% and 4 students on disagree and strongly disagree perception with the percentage 12%. Then, in the statement number fifteen, 13 students are on the agree perception with the percentage 38%, 17 students are on the neutral perception with the percentage 50% and 4 students on disagree perception with the percentage 12%. Next, in the statement number sixteen, 16 students are on the strongly agree and agree perception with the percentage 47%, 17 students are on the neutral perception with the percentage 50% and 1 student on disagree perception with the percentage 3%. The next result in the statement number seventeen showed that 19 students are on the strongly agree and agree perception with the percentage 56%, 10 students are on the neutral perception with the percentage 29% and 5 students on disagree and strongly disagree perception with the percentage 15%. Then for the result in the last statement 14 students are on the strongly agree and agree perception with the percentage 41%, 15 students are on the neutral perception with the percentage 44% and 5 students on disagree and strongly disagree perception with the percentage 15%.

Then, for the result in the last aspect which was students’ satisfaction which start from statement number 19 up to statement number 22 showed that for the result in the statement number nineteen, 11 students are on the strongly agree and agree perception with the percentage 32%, 18 students are on the neutral perception with the percentage 53% and 5 students on disagree perception with the percentage 15%. Next, in the statement number twenty showed that 21 students are on the strongly agree and agree perception with the percentage 62%, 8 students on the neutral perception with the percentage 23% and 5 students on disagree perception with the percentage 15%. Next result in the statement number twenty one, 13 students are on the strongly agree and agree perception with the percentage 38%, 17 students are on the neutral perception with the percentage 50% and 4 students on disagree perception with the percentage 12%. For the result in the last statement showed that 9 students are on the strongly agree and agree perception with the percentage 27%, 19 students

are on the neutral perception with the percentage 55% and 6 students on disagree perception with the percentage 18%.

Based on the data explanation above, it can be conclude that students' perception in using Google Classroom toward ease of access and perceived usefulness have the positive results. Meanwhile, for the students' enthusiast and students' satisfaction in using Google Classroom mostly the students' in the 8th semester showed result that were on the neutral level.

- **The factor that influences the students' level of enthusiasm in using Google Classroom at English Education Department University of Islam Malang**

Based on interview with three students, the factor that influences students' level of enthusiasm are first interesting features. The students said they can learn toward this platform well, because of interesting features of Google Classroom that is time limit on the Google Classroom which can help them to be more discipline. Then, the second factor is passion. Passion is the primary factor to enjoy the teaching and learning process, to get a good score, and to pass the course. The third factor is environment support. The meaning of environment support here is their family. Family is the main supporter which was can give more spirit and motivation to their children to achieve their goals and can make them proud of it. The last factors that can influences students' level of enthusiasm in using Google Classroom is develop knowledge. In this digital era, the use of technology is the main factor which can enrich her knowledge.

- **Problems are faced by the students of English Education Department at the University of Islam Malang in using Google Classroom**

Based on interview with three students, problem faced by the students in using Google Classroom are first less interactive. The student cannot interact with each other because they just accept the task, did the task, and submitting the task. The second problem is signal. They already agreed that have a good internet connection is the main factor to access internet especially in current era. The next problem faced by the students is internal factor which was come from students itself. They said that they are rare to access Google Classroom, because they did not get the notification from Google. Also they still not familiar with this situation that they have to learn and they have to deal the subject by themselves. The last problem is external problem who is the lecturer. The lecturer is the center of the class.

The lecturer must begin with creating the online class more lively which will be followed by the students.

DISCUSSION

- **The perceptions of the students in online learning toward Google Classroom.**

It can be seen from the findings above that most of the students' have positive result of learning toward Google Classroom because of ease of access and perceived usefulness. According to Sewang (2017), Google Classroom as an alternative way to enhance learning quality. Besides, for the students' enthusiast and students' satisfaction in virtual learning through Google Classroom it is need more improvement particularly from the student and the motivation from the lecturer. Online learning needs high self-motivation (Shore, 2019). When students get involved in an online class, no one will motivate and appreciate them directly. Students tend to get more external motivation when they go to virtual class.

- **The factors that influence the students' level of enthusiasm in using Google Classroom**

Based on the data collected from the interview session, one of the factors that influence the students' level of enthusiasm to learning toward Google Classroom is interesting features of the platform. The lecturer can provide materials on the subject being taught. The lecturer can post some teaching materials, assign tasks for the students, and upload the students' grade so that they can immediately see the scores obtained in the course. Google Classroom also minimizes the cost incurred due to the use of more affordable stationery and other materials and can minimize time-release energy (Inoue & Pengnate, 2018). Other factors which can be base for students' to get the enthusiasm especially in online learning is passion as noted by Day (2004, p. 3) considers that this enthusiasm (passion) is 'not an option' but it's critical for academics to successfully deal with the challenge they face, particularly because of the energy and time academics need to invest. The next factors which can enhance the students level of enthusiasm are they must aware what their goal as the student and what the people behind it that they should to be proud of. Among the functions as noted by Poggi (2007: 6) enthusiasm is to enhance energy and persistence in goal pursuit. Then to overcome the lack of enthusiasm, the students' have to omit their apathies characteristics to prove their family that he/she is a reliable child as a noted by the famous historian Arnold Toynbee cited in Peale (1973:3),

“Apathy can only be overcome by enthusiasm, and enthusiasm can only be aroused by two things; first an ideal which takes the imagination by storm, and second, a definite intelligible plan for carrying that ideal into practice”. And the last is home-based learning can develop the students’ knowledge in using technology as well as possible. According to Nedeva V, et al., 2010 that E-learning helps in developing knowledge about the internet. E-learning encourages students’ to take personal responsibility for their own learning. When learners succeed, it builds self-knowledge and self-confidence.

- **The problem faced by the students in using Google Classroom**

Several problems which can be found from the researcher by the students in learning process toward Google Classroom are, first the features on the Google Classroom is less interactive. It is very true that all the participant in Google Classroom includes the lecturer and the students can send and accept all the course in any form, however in reality the lecturer still confused how to create their virtual class creatively, so he/she only posted the point by point without explain it clearly, which was made the students’ felt misunderstood about the material given by the lecturer. This problem is supported by Nurhayati et al., 2019 that the use of Google Classroom is practically easy and interesting to the students; however, features provided by Google Classroom sometimes makes the user confused. The second problem faced by the students is low-signal connection. One of the most important things in home-based learning is good internet connection. If the internet connection is bad, both of the students and the lecturer cannot join the class. And this is the common problem in this situation. As noted by Kumar (2015), not all the students are provided with high internet connection that the most online class requires. The next problem faced by the students’ is they are rare to open Google Classroom because there is no automatic notification from G-mail if the lecturer just posted announcement or a new course. According to Pappas (2015) There is no auto-update in Google Classroom; it makes learners miss an important announcement because they should refresh it regularly. Then, the respondent also quoted that she is not still familiar with current situation that she have to learn by herself. This quoted is supported by (Nagrle, 2013) If you have any doubt then if you have to clear with yourself without taking help from your teacher or friends since you cannot talk to friends and other colleagues that you do in a normal college course. And the last problem is lack of enthusiast from the lecturer to teach and encourage the students to be an active learner, so the students also think that this platform is not effective for group discussion. Consequently, most of the students being a passive student who just submitting their assignment toward Google

Classroom. Such enthusiasm is also important if students are to be engaged to attend (Pithers & Holland, 2007) because:

“Students are encouraged to attend and engaged if they if they enjoy the teaching style from the lecturer, if the lecturer are engaging and enthusiastic, if they are included through interactions and questions and if they see the lecturer as adding value” (Horstmanshof, 2010, p.17)

CONCLUSION AND SUGGESTIONS

It can be conclude that Google Classroom is one of an appropriate platform for teaching and learning process in the current situation. This is proven by most of the participants from the 8th semester showed the positive result from the first aspect and the second aspect which were “ease of access” and “perceived usefulness”. Meanwhile from the third aspect and the last aspect which were “student enthusiast” and “student satisfaction” doesn’t show the high yields and also low yields. Then, for the factor that influences the students’ level of enthusiasm there are four factors such as interesting features, passion, environment support, and develop knowledge. The last part which was the problem faced by the students in online learning toward Google Classroom the researcher also found four problems namely less interactive, signal, internal problems, and external problem.

The researcher suggest for the students who still used Google Classroom in pandemic era that hopefully they can well-prepared by read carefully the instruction before operate this platform and also always check the G-mail in order to they do not missing the course. Then, they also should adapt well in this digital era that is everything must be online. The next suggestion is for the lecturer. The lecturer who use Google Classroom for the teaching and learning process may he/she can manage well the virtual classroom as if in the offline classroom with not only send the course and the assignment, but also give the clear explanation to avoid students misunderstanding, because on Google Classroom both of the student and the lecturer can access the course in any form. Besides, the lecturer should give the motivation for the students to give more spirit for learning activity. Then, the lecturer can also make the online classroom atmosphere more lively by create the class with an interesting theme or color which is available on Google Classroom. And for the further researcher hopefully the further researcher can be more specific in deciding the participant. And also the researcher suggest with more instrument in data collection, because this study only used questionnaire and interview session, such as observation and more interviewees to verify the

results are clear and detailed. Then, the researcher also hopes that the next researcher can find the strategies in virtual learning on the use of Google Classroom to increase the students' enthusiasm in learning activity.

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Advisor I

A handwritten signature in black ink, appearing to read 'Dra. Hj Mutmainnah Mustofa', is written over a light gray circular stamp.

Dra. Hj Mutmainnah Mustofa, M.Pd
NPP. 189.02.00017