TEACHERS' PERCEPTIONS ON THE USE OF GOOGLE CLASSROOM IN ENGLISH LEARNING AMID THE COVID-19 PANDEMIC IN MANDAU SUB-DISTRICT

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Article Info	Abstract
	This research aimed to explore the teachers' perceptions on the use of Google Classroom in English learning amid the COVID-19 pandemic in Mandau sub-district. There were 41 English 41 English teachers who have used Google Classroom from 8 public senior high schools chosen as samples. This study used a quantitative method that employed questionnaire to collect the data consisting of 20 statements. Using SPSS 25, the quantitative data were analyzed descriptively and inferentially. The results show that the use of Google Classroom is considered very helpful during the pandemic with mean value 4.28 (very high). In the learning process, the use of Google Classroom is considered very practical, showing the mean value 4.02 (high). In the teams of ease of learning, Google Classroom is considered easy to learn the features and uses with a mean value of 4.27 (very high). The teachers are satisfied with Google Classroom as indicated by the mean value of 4.29 (very high). Therefore, the teachers felt that using Google Classroom in online learning during the COVID-19 pandemic was effective because the application was a good way or alternative way to do the learning activity and made it easier to teach English during the COVID-19 pandemic.

INTRODUCTION

Education is currently facing the impact of the COVID-19 pandemic. Like many other aspects of everyday life, COVID-19 severely impacts students, instructors, and educational organizations worldwide (Mailizar, Almanthari, Maulina, & Bruce, 2020). To prevent virus transmission, the government through the Ministry of Education and

the Directorate of Higher Education issued circular letter Number 1 of 2020 concerning the COVID-19 prevention in schools that encourage schools to conduct distance learning. The schools quickly responded to these instructions, including high school schools in Mandau's tricks that carry out online learning by using virtual class applications to stop the spread of COVID-19 in the school environment.

Online learning refers to a learning activity in which internet network is utilized with accessibility, connectivity, flexibility, allowing various learning interactions to be produced (Ahmad, 2020). Allowing the students to have access to material and learning resources with no limitation in time and place while learning objectives is still prioritized is the principle of online learning. Therefore, teachers have to implement suitable teaching methods and strategies, as well as learning tools for distance learning, especially in the current pandemic. Online learning apps that lecturers can use are google classroom, google meet, zoom, WhatsApp, and others (Okmawati, 2020).

Google Classroom is one of the most widely used online learning since its release in 2014 (Azhar & Iqbal, 2018). Google Classroom is a digital tool that students can use to attend learning classes. Google Classroom is a learning management system that is combined with other Google products that include Drive, Gmail, Meet, Hangout, YouTube, and Calendar (Henukh, Rosdianto, & Oikawa, 2020). Teachers can create online classrooms in Google Classroom as a means to share assignments and submit an assignment without papers (Alim et al., 2019).

Mai (2019) states Google Classroom offers some benefits. First, Google Classroom is free to access through mobile phones, PCs, laptops, or tablets (Hanifah & Putri, 2020). Second, it allows reciprocal interactions between teachers and students, and between students and their peers (Laili & Muflihah, 2020). Third, all parties are able to share and access the sources of the material, as well as contributing to document content (Alim et al., 2019). Every notification will be delivered to the user's e-mail address, so there will be no missed messages. Also, Google Classroom is user friendly so operating it is nowhere difficult for both students and lecturers (Mai, 2019).

Google Classroom as a learning mesin has successfully supported in teaching and learning because it can be integrated with various models or methods (Henukh et al., 2020). So as through Google Classroom, it is concluded that learning objectives will be more easily realized and full of meaning (Hanifa & Putri, 2020). Teachers view Google Classroom as a sole facilitation tool to manage the meaningful effect on teaching strategies (Azhar & Iqbal, 2018). Furthermore, the results of Iftikhar (2016) found that the teachers felt Google Classroom provides better communication, conductive to implementing the assigned syllabus.

With the global situation of the COVID-19 pandemic, which limits movement and social space, Google Classroom is recommended to be used because this platform helps students and teachers still connect, work together, make and complete assignments, give

assessments, and share learning materials. The results of the research by Harjanto & Sumarti (2019) also support the finding that Google Classroom can help teachers and the rest in managing assignments, organize classrooms, and accommodate interactions. Maba (2017) proposed teachers' perception as professional educators' response about the experience received in educating, teaching, guiding, directing, training, assessing, and evaluating children influenced by the educator's beliefs and feelings. In this research, teachers' perceptions will arise because the face-to-face learning system becomes an online learning system. Of course, this will give a different experience received by the teachers in educating, teaching, guiding, directing, training, assessing, and evaluating their students. Besides it, based on small observation made by the researcher, several schools in Mandau have never used Google Classroom as a learning medium. Google Classroom began to be used after the pandemic. Indeed, this would lead to various kinds of issues and perceptions by the teachers.

However, empirical studies exploring teachers' perceptions on the use of Google Classroom in online learning activities in schools are still limited, especially in senior high school. Therefore, this study was conducted for determing the teacher's perception of the use of Google Classroom in learning from during the Pandemic period in Senior high school in Mandau sub-district.

METHODOLOGY

This research method used is quantitative. A definition that can describe it is an approach to testing objectives theories by testing the relationship between research variables using a research instrument which is then analyzed using statistical procedures (Cresswell, 2014). Thus, the number of the data can be analyzed using statistical techniques, and the result of the data analysis was explained descriptively. The research was conducted in Mandau sub-district, Bengkalis district, Riau province. The sample of this research was 41 English teachers from 8 regular schools in Mandau who have used Google Classroom for more than two semesters. The sampling technique used total sampling.

The data ware collected by using a Questionnaire. The questionnaire used in this research is the USE Questionnaire. USE Questionnaire is a questionnaire that can be used in measuring the usability of products or services subjectively. Armold Lund (2010) developed USE Questionnaire in Ameritech U.S WEST Advanced Technologies. USE stands for *Usefulness, Satisfaction,* and *Ease of use.* The Ease of use is divided into two factors, namely *Ease of learning* and *Ease of Use.* This questionnaire consists of 20 statements. The researchers modified the questionnaire that was arranged by Aswani (2018).

To test the extent of the instrument's accuracy, the validity test was carried out first by using Pearson Product Moment as a measuring instrument for research variables. A reliability test was also carried out using Cronbach's Alpha for determining how far the

measurement results can be trusted. The results of the instrument trial of 20 statements were all declared valid.

The researcher used the Likert Scale. The researcher used the Likert scale because, according to Notoatmodjo (2003), the Likert Scale can be used to measure perception because it is based on the understanding that one can measure a perception with an attitude scale because perception alludes to various attitudes toward various phenomena around them. The researcher gives 1 for the lowest and 5 for the highest.

Table 1. Likert Score

Score	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1

After collecting the data from the questionnaire results, respondents were grouped according to the sub-variables studied. The number of respondents' answers to each question is summed and calculated using a Likert scale. The researcher looked for the mean score and standard deviation of the questionnaire to find out the teachers' perception by using SPSS 25.

To identify the respondents' perception, the Interpretation of Means score by Moidunny in Raamani & Arumugam (2018) used in this research that can be seen below.

Table 2. Interpretation of Mean Score

Mean Score	Interpretation
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.40	Medium
3.41 – 4.20	High
4.21 – 5.00	Very High

The table above shows the mean score criteria, which have been categorized into five standards, namely very low, low, medium, high, and very high categories. If the mean score is low, it means that the perception is negative. Otherwise, if the mean score is on the high level, the perception is positive.

FINDINGS AND DISCUSSION

This section presents data from the questionnaire that is following the research question. After collecting the data, the researcher analyzed the data by using SPSS 25 and

Microsoft Excel. The data were classified based on the Moidunny's assessment interval Aswarni (2018) that can be seen below.

Table 3. Assessment Recap Results

Factor	No.	Questions	Mean	Category
	1	Google Classroom helps me become more effective in teaching English during the COVID-19 pandemic.	3.90	High
	2	Google Classroom makes it easier for you to teach English during the COVID-19 pandemic.	4.10	High
	3	Google Classroom useful is in teaching English.	4.44	Very High
Usefulness	4	Google Classroom saves me time when I use it to teach English.	4.07	High
	5	Google Classroom helps me in monitoring my students' performance and understanding the current topic discussed.	4.54	Very High
	6	Google Classroom meets my needs in teaching English during the COVID-19 pandemic.	4.64	Very High
	7	Google Classroom is easy to use.	4.42	Very High
	8	Google Classroom is simple to use.	4.22	Very High
Ease of use	9	Google Classroom is user-friendly.	4.42	Very High
	10	I use Google Classroom without written instruction.	3.90	High
	11	I can recover instantly when making a mistake.	3.66	High
	12	I can use Google Classroom successfully anytime.	3.71	High

	13	I learn how to use Google Classroom fast?	4.00	High
Ease of learning	14	I easily remember how to use Google Classroom.	4.49	Very High
	15	I am fast skilled in using this Google Classroom.	4.32	Very High
	16	I am satisfied with Google Classroom.	4.12	High
	17	Google Classroom is fun to use.	4.61	Very High
Satisfaction	18	Google Classroom works as expected.	4.51	Very High
	19	Google Classroom is great.	3.68	High
	20	Google Classroom is convenient to use.	4.51	Very High

Table 3 shows the value of each factor contained in the USE questionnaire, namely usefulness, ease of use, ease of learning, and satisfaction. Each factor can be obtained: usefulness = 4.28 (very high), ease of use = 4.02 (high), ease of learning = 4.27 (very high), and satisfaction = 4.29 (very high). If adjusted for each factor in the USE questionnaire, it can be said that Google Classroom that English teachers use in Mandau sub-district as a learning medium for teaching English, has a good value.

Usefulness

The results of the research show that all teachers use Google Classroom regularly as a place to store learning materials. Teachers usually post material before and/or after class as needed. Usually the teacher provides material such as pre-reading before learning to increase students' understanding of the learning topic to be discussed. It aims to provide them with background and an overview of the topic so that it is easier for them to understand and engage in learning discussions. In addition, usually some teachers also provide material after learning that has been discussed as a review, so that students can still access the material. Assignments and exercises for these learning topics are usually included in order to see the understanding of the students of the taught material.

Teachers also said that they could carry out a collaborative learning process using Google Classroom. Usually teachers like to post critical questions that can spur the interest of the students to answer them on the discussion board. This is a good way to get students involved and comment on other students' answers due to differing opinions. However, the teacher still has to play an important role in regulating student

participation by giving them sufficient elicitation through the question. In addition, students can also discuss the progress of their assignments and projects. Using Google Classroom as learning medium, helping educators to record the results of the discussion which will be used as an assessor to determine their performance. Teachers also agree that using Google Classroom is beneficial for student engagement. This is in line with previous research by Khairani (2020) that Google Classroom gives many benefits for the students like increases their learning productivity, improves their performance, saves their time and so on. This is caused by application notifications and emails that appear appropriately to students when materials and assignments are uploaded by the teacher.

In addition, the use of Google Classroom greatly saves teacher time. There is no need for teachers to copy the learning materials and distribute them one by one to students. Through just one click, all materials can be easily accepted by all students. This is the one of the advantages of using technology that can save time, so that teachers get more time to prepare learning materials (Buening, Besson & Snyder, 2014).

Ease of use

In general, teachers agree that Google Classroom can be used for their teaching and learning activities where this application can be accessed via their laptops or smartphones that have different operating systems. It is suitable for Android, Windows, & Linux, etc (Hausammann, 2017). Operating Google Classroom is not a difficult thing for them, they do not find it difficult when using the existing features. Besides it, all the documents, files of students' assignments and quizzes are recorded well. They don't need to be afraid of losing the data compared to the printed copies given to the students, which sometimes could be misplaced by themselves (Carley, 2014).

Ease of Learning

For the teachers in Mandau sub-district, Google Classroom is a new thing that they use in learning process. They started to use Google Classroom after the COVID-19 pandemic. Because the pandemic has occurred for more than a year and they have used Google Classroom for more than two semesters, the teachers don't feel that it is difficult to operate. Lots of information on the Internet, tutorial videos on YouTube and training provided by the schools make it easier for them to learn and use it. Besides it, the teachers have kept in touch with Google Drive, Gmail and other features for years. It's the same with using Google Classroom, where they don't find any significant difficulties even though it is considered new. The teachers found that this application is quite modest to be explored. It didn't take much time for them to adapt to all the features and contents.

Satisfaction

Relatively, teachers are very satisfied with Google Classroom because they can still carry out the online learning process even though they cannot meet in person due to the impact of the pandemic. However, there are some notes that must be considered when using Google Classroom. Since students are dealing with technology, there is a lot of tendency to open up to other things outside of learning.

For example, students can open social media, play online games, and chat through online application media. This is a distraction that makes them not concentrate on the learning process and the assigned task. In addition, the absence of supervision makes students freely cheat both on assignments and exams. Students can easily share answers with each other and search for answers on the internet. This finding is in line with Shonfeld and Mesihar-Tal (2017) that paperless classrooms will provide opportunities for students become unfocused and distracted during learning, such as the emergence of popup messages, online communication and games. This means that teachers need to set rules and make agreements about what can and cannot be done during learning and must also be more thorough in checking student assignments and answers.

For some teachers, dealing with technology is not an easy thing. There are some teachers who may find it difficult to explore something new and unfamiliar to them. Google Classroom itself has many useful features to simplify the learning process, but no teachers have used it to its full potential. It is important for them to explore the features and learn how to make the most of them.

CONCLUSION

The findings indicate that the teachers positively perceive the use of Google Classroom in English learning amid the COVID-19 pandemic. Based on the result, using Google Classroom in online learning during the COVID-19 pandemic is effective because the application is a good way or alternative way to do the learning activity. Google Classroom facilitated the teacher and made it easier to teach English amid the COVID-19 pandemic. By using Google Classroom, the teachers are able to send learning materials and receive the students' assignments and quizzes without having to meet. The documents, file of students' works, and examinations are recorded well. The teachers don't need to be afraid of losing the data compared to the printed copies given to the students, which sometimes could be misplaced by themselves. The teachers considered Google Classroom as user-friendly because this application is not hard to operate, easy to understand, practical, exciting, and comfortable. The intensity level and time, Google Classroom as a medium are convenient and efficient because they can be used wherever and whenever.

The results of this study are expected to contribute to several parties, one of which is: English Teachers. It is hoped that English teachers will master the use of Google Classroom in order to maximize features and minimize errors that can occurs. For example, if an error occurs that teacher can quickly solve it so that the learning process is not disrupted. For the next researchers who want to conduct research on further perception, it is better not only using one instrument. Questionnaire instrument should be supported and reinforced by interview or direct observation.

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