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**“THE EFFECTIVENESS OF GOOGLE CLASSROOM TOWARD ENGLISH LEARNING ATTITUDE AT SMP NEGERI 4 LEUWILIANG”**

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**Abstract**

This research was conducted to find out the students of SMPNegeri 4 Lowiliang attitude in online learning toward English learning using Google Classroom during covid – 19 pandemic. The research was used qualitative method approach. The questionnaire used as the instrument of research to the thritithstudnets junior high schools. The research discovered there is no significant positive attitude toward using Google classroom in English teaching during covid-19 pandemic, due to some factors which need some future research.

**INTRODUCTION**

The COVID-19 pandemic has changed all lives. All face new challenges including the way to go about daily lives. The impact of the Covid-19 pandemic is now beginning to spread to the world of education. This is done as an effort to prevent the spread of Covid-19 transmission. It is hoped that all educational institutions will not carry out activities as usual; this can diminish the spread of Covid-19. The same thing has been done by various countries that are exposed to this disease, lockdown or quarantine policies carried out in an effort to reduce the interaction of many people who can provide access to the spread of the Covid-19.

The spread of the Covid-19 had a profound effect on the economic world which was starting to fade, but now the impact is

being felt by the education world. The policies taken by many countries including Indonesia by dismissing all educational activities make the government and related institutions must present alternative educational processes for students and students who cannot carry out the educational process in educational institutions (Abidah et al., 2020). So that, learning activities must be converted into E-Learning. According to Wardani (2018, p. 13) face to face learning as a traditional education which is can be combined by e-learning during process can be done, but actually the process of learning by e-learning only can't ensure that the process of education is succeed, because there are some types of learning and teaching model. Therefore, the tools and the strategy of teaching should be considered during teaching and learning process.

The inspectorate of the English language teaching center in the Ministry of Education declared English as the first foreign language compulsory in secondary schools in succession. Teaching English as a subject seems anticlimactic as the curriculum is implemented. During this pandemic, because of the covid-19 virus, each subject has its own difficulties. Particularly in English, which is a foreign language subject included in the National curriculum. Learning English, during this pandemic, learning was carried out online using the any platform of E-learning (Abidah et al., 2020).

It has been almost a year that the government has implemented work from home (WFH) and E-learning policies to all schools to break the chain of spreading Covid-19. So that it affects the traditional learning model to the online learning model. The process of teaching and learning activities (KBM) which is usually carried out in class is replaced by an online learning system (online). Where the tools used by teachers and students to carry out online learning are gadgets or smartphones using various platforms that the Ministry of Education and Culture has prepared. According to Abidah (Abidah et al., 2020) said that the Ministry of Education and Culture is ready with all scenarios including the application of collaboration for online learning for students and even the Ministry of Education and Culture has joined seven online learning platforms to support online learning.

Judging from the current development, it cannot be separated from Information Technology (IT) which is also increasingly developing. Information and communication technology is a technology used as a means of information and communication between individuals (Sharndama, 2013, p. 34). In addition, with the ongoing Covid-19 pandemic, the implementation of the learning process requires online learning. Teachers are

required to master in technology due to conducts an online learning process during the Covid-19 pandemic. According to Abidah (Abidah et al., 2020) there are some applications that can support the implementation of online learning include various discussion spaces such as Google Classroom, Whatsapp, Smart Class, Zennius, Quipper and Microsoft, although the implementation of learning carried out at home or online was the best solution. One of the online learning media that is currently developing and starting to be used is Google Classroom, which is a special application used for remote learning that can be done remotely, making it easier for teachers to create, group and share assignments besides that teachers and students can do it at any time (Haggag, 2019).

The existence of technology is familiar in this modern era, especially with its presence various social media that can be used as a medium of learning and teaching and also other E-learning platform such as Facebook, Line, Google classroom, Edmodo, and Whatsapp. Thus are some of the tools of E-learning are known by the Indonesian people in general. According to Setyoningsih (2015, p. 40) defines that E-Learning is an activity asynchronous learning through a device computer electronics which where obtains learning materials according to their needs. One of them is the presence of social media as a communication and information technology. Then in its application of educational institutions as well take advantage of social media as a medium learning which is called E-Learning (Khasyar, 2020).

Google Classroom is one of free platform of E-learning that teachers and students often use, and Google classroom an internet-based service provided by Google as an e-learning system (Alim et al., 2019). This service was designed to help teachers create and distribute tasks to the students in a paperless way. Users

of this service must have an account in Google. In addition, Google Classroom can be used by schools that have Google Apps for Education. Google Classroom was used to facilitate the interaction of a lecturer or a teacher with a student in the virtual world (Haggag, 2019). The teacher freely hands out a scientific assessment, and provide an independent assignment to the students and also make interaction in online space such as a comment in feedback through computer or mobile phone (Ismiazizah et al., 2017).

Google Classroom education is one of the features provided by Google Apps for Education (GAPE) which was released to the public on August 12, 2014. Google Classroom is an application that allows the creation of classrooms in cyberspace. Google Classroom can be used as a means for the distribution of tasks, assignments submission as well as assessment. Google Classroom can be downloaded without any charge by registering themselves on the Google account application for education. Google Classroom app is very useful for online teaching and learning, and can be obtained for free of charge and can be used on any device. One of the sophistications of this application is that it can be used collaboratively with other groups.

There are so many advantages of using Google Classroom as one of the Learning Management Systems (LSM). In the midst of the Covid-19 pandemic, our education system must be ready to take the leap to transform online learning for all students and by all teachers. We are entering a new era to build creativity, hone student skills, and improve our quality through changes in systems, perspectives and patterns of our interactions with technology (Izenstark & Leahy, 2015).

Education systems around the world have been affected by the Covid-19 pandemic, which led to nearly all schools and colleges face to face process being closed. Most

governments around the world have temporarily restricted traditional teaching process (face to face) to contain the spread of Covid-19. This requires all elements of education to adapt and continue the teaching and learning process by new model. The Indonesian government establishes a distance learning system using online learning. This is an effective solution to activate classrooms even though schools have been closed to reduce the spread of COVID-19. In Indonesia some schools have implemented various digital source or platforms, one of them is using Google Classroom.

Based on the explanation about, even covid-19 affected to educational teaching and learning model, that confine a teacher and a student to conduct traditional teaching and learning in classroom. Somehow, the education should be running by some alternative teaching and learning model, the online teaching learning model can be adopted as the alternative. Indeed of online model as the new model of teaching and learning during covid-19 pandemic there must a tool that considered as one of medium that can be used. Google classroom is one of platform that often used by teachers and students in Indonesia, because of the free of access, ease of use, and helpful to teaching process.

## PREVIOUS STUDY

The COVID-19 pandemic has changed all aspects of our lives. The impact in the field of education is a very pronounced impact. During covid-19 pandemic, technology is very helpful as a medium of learning. The online learning is the right solution to use. Enhance learning and teaching can be run as usually. According to Moore, (2011, p. 130) online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. However, an online learning required appropriate learning media.

Learning media are all tools (aids) or objects used for teaching and learning activities, with the intention of conveying messages (information) of learning from sources (teachers and other sources) to the recipient (Sakat et al., 2012). So it is needed the media used to meet the distance learning needs that during the covid-19 pandemic.

The development of the media is now growing rapidly with the existence of new technologies that have contributed to the development of the media. This is quite influencing in the world of education and teaching and learning activities (Solano et al., 2017). Lots of media have been used to support education during the covid-19 pandemic. Applications that can be used as media are Google classroom, Whatsapp group, Edmodo, Zoom, Google meeting, these can be used as a learning medium to facilitate online learning.

E-learning is one of the digital era learning systems that are increasingly being recognized. Especially in the midst of the corona virus pandemic that never ends as it is today. Almost all educational institutions have finally implemented a distance learning system by utilizing technology to minimize the risk of transmission of the corona virus. To reduce the spread of the corona virus, the Indonesian state decided to impose distance schools or schools from home using applications that support online learning, and as we know there are many applications that we can use for distance learning or during a pandemic that requires students learning from home. Therefore, the Ministry of Education and Culture provides several applications as a recommendation that can be used by students or teachers to learn online (Abidah et al., 2020).

In other hands Robby (2019, pp. 205–214) in *Application of E-learning as a Teaching Aid in the World of Education.*

This research was conducted using quantitative research methods with research results; e-learning has a positive and significant effect on the quality of student learning. The influence is in the strong category. The more intensively e-learning is used; the quality of student learning will also increase. The use of web elearning will improve learning outcomes indirectly. The purpose of using e-learning in the learning system is to expand access to education for the wider community, and in order to improve the quality of learning.

According to Albashtawi (2020, pp. 78–88) on "The Effectiveness of Google Classroom Among EFL Students in Jordan: An Innovative Teaching and Learning Online platform" He Found, The results of the third research question showed that students' attitudes toward Google Classroom in terms of its usefulness, ease of use, and accessibility were positive. According to the results, the usefulness of Google Classroom was ranked first, ease of use was ranked second, and accessibility was ranked as third by the students.

In other hands Haggag (Haggag, 2019) in "Using Google Classroom in Enhancing Communicative Grammar Use and Attitudes of Non-English Specialized Post Graduates" The Results of the study showed a development in both the performance of participants' use of English grammar as well as their positive attitudes towards grammar use. Following a one-group quasi-experimental design, the obtained results showed a development in participants' grammar use (0.001) and also their positive attitudes (0.001) towards using grammar. Results also showed a strong correlation between the two variable; the coefficient scores were (0.779, 0.928 and 0.892) on Pearson, Kendall and Spearman coefficients respectively.

Furthermore, Noah (2020, pp. 53–61) in "Impact of Google Classroom as an Online

Learning Delivery during COVID-19 Pandemic: The Case of a Secondary School in Nigeria", The results showed that Google classroom platform as an online learning delivery positively affected students' academic achievement, attitudes and their perception during the pandemic in Nigeria's secondary school. Based on the findings of the study, it was recommended that education stakeholders should effectively prepare students for the use of this platform for their learning activities during the pandemic. The platform is capable of assisting both students and teachers to connect, work together, create assignments, grade students and post learning materials. Likewise, students can also ask questions about the areas they do not understand.

According to Hanum(2013, pp. 90–102) in the effectiveness of e-learning as a learning medium (evaluation study of the e-learning learning model of SMK Telkom Sandhy Putra Purwokerto)." This research was conducted using evaluation researches with a discrepancy model with the research results, Based on the results of the analysis of the effectiveness of e-learning as a learning medium at SMK Telkom Sandhy Putra Purwokerto based on the quality standards of the implementation of e-learning, it can be concluded that, aspects of e-learning learning planning, aspects of design and material creation, aspects of delivery or delivery methods of e-learning learning, aspects of learning interaction, aspects of evaluation of the implementation of e-learning learning. The criteria for implementing e-learning learning as a learning medium at SMK Telkom Sandhy Putra Purwokerto are overall quite effective with a tendency level of 77.27%.

## **METHODOLOGY**

The research method used in this research is a mixed method, namely a combination of qualitative methods and quantitative methods. The instrument used was a questionnaire

which is shared via Google form. A questionnaire is a research instrument consisting of a set of questions or other types of instructions that aim to collect information from a respondent. The questionnaire is basically a structured technique for collecting primary data. This study only tested the effectiveness of student attitude on using Google Classroom during online learning; therefore the questionnaire was distributed to students of SMP Negeri 4 Leuwiliang who had used the Google Classroom application during their learning period at home.

This research was conducted at SMP Negeri 4 Leuwiliang in grade 7.1. The research time was carried out in the even semester of the 2020/2021 school year. The study population was 30 students of grade 7.1 SMP Negeri 4 Leuwiliang with a total of 18 male students and 12 female students. Class 7.1 of SMP Negeri 4 Leuwiliang was chosen as a participant because this school has used the Google classroom platform during online learning, therefore, the participant fit the research criteria.

Data collection was carried out using only the questionnaire as the instrument due to collect the data. Questionnaires are used to find out information about the effectiveness of learning conducted through Google classroom and students' attitudes towards learning English. The questionnaire is arranged according to the Likert scale model. The Likert scale uses several variables to measure individual behavior by responding to 5 choice points on each question item, strongly agree, agree, disagree, disagree, and strongly disagree.

## **FINDING AND DISCUSSION**

In this study, there are 12 items as questions which is divided into three variables to measure students EFL attitude online learning during covid-19 pandemic;

**usefulness items, ease of use items, access items.** The first variable for usefulness items question are; 1) I use Google classroom to study English during Covid - 19 pandemic, 2) Google Classroom is very helpful in Learning English during Covid - 19 pandemic, 3) Google Classroom helps improve my English skills during covid - 19 pandemic, 4) Google Classroom help me getting announcements and materials in my English learning during covid - 19 pandemic, 5) Google Classroom helps with the learning English difficulties during covid - 19 pandemic, 6) Google Classroom allows students to get feedback more quickly in learning English during covid - 19 .

The second variable for ease of use items are; 1) The view of Google classroom is obvious and easy to understand in learning English during covid 19 pandemic, 2) Google classroom is easier in to store material documents in learning English during covid 19 pandemic, 3) Google classroom can make submitting assignments easier and more flexible in learning English during covid 19 pandemic.

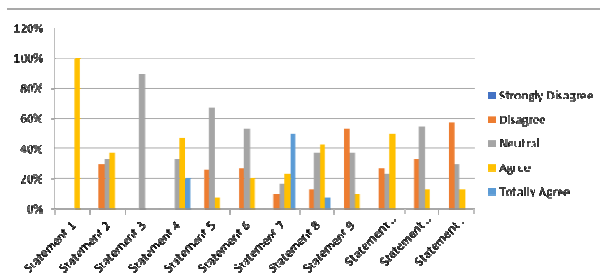
answer disagree. If you look at the data above, the effectiveness of using Google classrooms at SMP Negeri 4 Leuwiliang in grade 7.1 on average students feel that using this platform does not have a significant effect on improving students' ability to learn English.

The results obtained from the item's usefulness question category, from the first question, all students answered agree. For the second question, 37% of students answered agree, 33% answered neutral and 30% answered disagree. For the third question, all students answered neutral. For the fourth question, 20% of students answered strongly agree, 47% answered agree, and 33% answered neutral. For the fifth question, 7% of students answered agree, 67% answered neutral, and 26% answered disagree. Furthermore, the sixth question, 20% of students answered agree, 53% answered neutral, and 27% answered disagree.

The results obtained from the ease of use items category, from the first question, 50% of students answered strongly agree, 23% answered agree, 17% answered neutral, and 10% answered disagree. For the second question, 7% of students answered strongly agree, 43% answered agree, 37% answered neutral, and 13% answered disagree. For the third question, 10% of students answered agree, 37% answered neutral, and 53% answered disagree.

The results obtained from the access items category, from the first question, 50% of students answered agree, 23% answered neutral, and 27% answered disagree. For the second question, 13% of students answered agree, 54% answered neutral, and 33% answered disagree. For the third question, 13% of students answered agree, 30% answered neutral and 57% answered disagree.

The presentage result of all variables  
Table 1



Based on the data collected from 30 students, the results obtained for the usefulness items category, students tend to answer neutrally in the effectiveness of using Google classroom on students' attitudes in learning English. Likewise for the category of ease of use items students tend to answer neutral. Whereas for the access item category, students tended to

## CONCLUSION AND SUGGESTION

From the results above, it can be concluded that the use of Google classroom at SMPN 4 Leuwiliang class 7.1 has been going well, but it does not have much effect on the effectiveness of learning English. The results show that there is no significant effect on the student's attitude in learning English using Google classroom.

It is possible to carry out further research on the causes and factors for the lack of student's attitude. Whether, teachers are expected to be able to choose other platforms that are more effective for some barriers that students faced such as lack of ICT knowledge, worse of ICT infrastructure, and inappropriate technology that they use. For overcomes thus problems that, suggested the instructor should discuss with students to determine whether the platform might be used for learning in online learning.

Due to, students are expected to be able to follow technological developments, avoiding lack of Technology use and less of ICT infrastructure support such as stable signal, internet data, and so on. Therefore, when the teacher determines a learning platform, students can use the platform well. It is hoped that other researchers can find out some problems that faced related to students attitude toward in using Google Classroom for English learning.

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