# ENGLISH TEACHERS' PERCEPTION TOWARD THE USE OF GOOGLE CLASSROOM AT JUNIOR HIGH SCHOOL 2 SAMARINDA

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**Abstract:** Google Classroom is a digital platform developed by Google to replicate the traditional classroom experience in an online environment. This study aimed to explore the perspectives of English educators at Junior High School 2 Samarinda on their use of this platform as an alternative to conventional classroom teaching. A qualitative case study design was employed for this research. The participants included two English teachers from Junior High School 2 Samarinda, selected based on specific criteria. In-depth interviews were utilized as the data collection instrument for this study. The findings revealed that both English teachers held a positive view of the platform as a substitute for traditional classrooms. This favorable perception was attributed to several factors, including the platform's user-friendliness, its capacity to enhance English teachers' workflow, the presence of a private comment section, and the ability to monitor students' assignments effectively.

**Keywords:** *english teacher, google classroom, learning media, online learning, perception*

## INTRODUCTION

The internet has not only become a platform for education, but it has also completely transformed the methods and processes of teaching and learning. It has created novel prospects for students to avail themselves of educational materials, engage in collaboration with peers, and acquire knowledge at their own preferred speed. As the internet had a rapid growth in the late 1990s, professionals from other fields, including educators, felt the need to enhance their skills and adjust to the evolving technological environment. Online Learning can be defined as using the internet to access the learning materials, interacted with the content, the instructor, and with other learners; and to obtain support during learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experiences (Anderson & Elloumi, 2004). Mayer (2019) subsequently provided a more concise interpretation, defining it as the delivery of teaching through digital devices with the purpose of facilitating learning.

Within the recent years, this online learning became the preferred method for teaching and learning. This rising phenomenon appears due to the prohibition that

restricts the traditional face-to-face learning and force to used alternative method. This online learning was chosen due to the freedom and creative nature of online learning that allows teachers and lecturers to be more creative designing their lesson in the learning process (Pokhrel & Chhetri, 2021). Jaelani et al. (2020) stated that there were many media that can be used as a learning platform, from the platform that intentionally built to be educational media such as Google Classroom and Edmodo, video conference media with the likes of Zoom, Skype, and Google Meet, to the unconventional social media that not meant to be educational media but can be turn into one, such as Facebook, Instagram.

Online learning solutions like Google Classroom (GC) have downsides, especially in Indonesia. GC improves cooperation and access to instructional resources, but it also accentuates the digital gap, since not all students have internet or device access. This difference can worsen educational inequality, especially in rural places with poor internet access. Due to the lack of face-to-face interaction, online platforms may isolate students, decreasing interest and motivation. Online information overload can make it hard for students to focus and stay connected to their peers and professors. Thus, while the internet and online learning offer many educational benefits, these obstacles must be addressed to ensure equitable and effective learning for all students.

The online platform that would be the main focus of this research was Google Classroom. Google Classroom can be defined as a platform developed by Google to be a platform specific to be an educational platform with multitude facilities for giving announcement, giving assignment, collecting and grading assignments done by the students (Pradana & Harimurti, 2017). To make the experience better and managing the class more easy, this platform has other web based Google tools such as Google Docs, Google Drive, Gmail, and many more built inside the platform (Hussaini & Libata, 2020).

Iftakhar (2016) gave the impression that Google Classroom may be considered one of the more effective platforms, if not the best, for online education. This impression came to the surface due to the functionality of this platform such as increasing the workflow of teachers with easy to learn and easy to use layout, the ability to giving out assignments and setting when the date for assignment to be collected, grading the students' works and give a private comments for the said works, monitoring which students submitted their assignment on time, submitted past the due date, or event not submitting at all, giving announcement for the whole class, and make public comment on every announcement or assignment that the teacher had uploaded.

This easiness was not only felt by the teachers but can also benefitted the students because it is very easy to submitted their works, they can upload their works in the form of file or even images, depending on the teachers policy, and theoretically the students can engage in a discussion with each other or with teachers to increase the collaboration effort between teachers and students.

Perception, as defined by Jannah (2019), is the process through which individuals form opinions, beliefs, attitudes, and judgments about their environment. This process is crucial in educational settings, as it influences how teachers and students interact with learning tools. Démuth (2012) further categorizes perception into two theories: the bottom-up theory, which suggests that individuals process new information starting from simple concepts and gradually moving to more complex ideas, and the top-down theory, which posits that prior knowledge and experiences

shape how new information is organized and interpreted. Together, these theories highlight that perception is not merely a passive reception of information; rather, it is an active process where individuals construct their understanding based on both new experiences and existing knowledge.

Recent research has shown that the majority of teachers hold a positive perception of Google Classroom as a learning platform. For instance, a study conducted by Harjanto & Sumarni (2019) identified several key reasons for this favorable view. Firstly, teachers expressed a strong willingness to participate in workshops aimed at enhancing their skills and proficiency in using online classroom tools. This eagerness reflects a commitment to professional development and a desire to improve their teaching practices. Secondly, the platform's contribution to environmental sustainability was noted, as it enables a paperless, fully online classroom experience, aligning with contemporary values of reducing waste and promoting eco-friendliness. Lastly, the accessibility of Google Classroom across various devices—such as PCs, laptops, Android, and iOS—was highlighted as a significant advantage, allowing both teachers and students to engage with the platform conveniently.

Supporting this positive perspective, additional studies have reinforced the notion that Google Classroom is user-friendly and straightforward to navigate. The online nature of the platform allows teachers to efficiently distribute teaching materials and assignments in various formats, including Word documents, PDFs, and links to Google Forms (Vidyasari et al., 2022; Bare et al., 2022). This efficiency not only saves time but also enhances the overall learning experience by making resources readily available to students.

However, despite the generally favorable reception of Google Classroom, some negative feedback has also emerged. For example, while Martin (2021) acknowledged the platform's user-friendliness, he observed that some teachers did not fully utilize its potential. These teachers often required additional practice and support to become proficient and confident in using the technology effectively. Tarrayo et al. (2021) further elucidated some drawbacks associated with the platform, including a lack of meaningful interaction between teachers and students, uncertainty regarding students' comprehension of the material, and technical challenges such as poor internet connectivity and limited data availability. These issues can hinder the overall effectiveness of online learning and may contribute to a less engaging educational experience.

In light of these insights, the research question can be articulated as follows: What is the English teachers perception of towards the use of Google Classroom as a learning platform? While previous studies have explored various aspects of Google Classroom, including perceptions, strategies, and challenges, this research specifically targets English teachers at Junior High School 2 Samarinda who have been utilizing this platform as their primary medium for conducting online classes. By focusing on this specific group, the researchers aim to fill a gap in the literature and provide a deeper understanding of how these teachers perceive the effectiveness and usability of Google Classroom in their teaching practices. This study seeks to contribute valuable insights that can inform future training and support initiatives for educators using online learning platforms. This research aims to not only highlight the benefits and challenges associated with Google Classroom but also to provide thoughtful

recommendations for enhancing its implementation in educational settings. By doing so, this study aspires to contribute to improved teaching and learning outcomes.

## METHODOLOGY
### Research Design and Procedure

To understand more about how English teachers perception about using Google Classroom as an online learning platform, this study uses a qualitative case study design. The choice of a case study approach was used because it enables a thorough examination of a particular occurrence in the context of real-world events (Yin, 2014). This study attempts to comprehend the intricacies and subtleties of utilizing Google Classroom in the classroom by concentrating on the experiences and viewpoints of English teachers. According to Frankael & Wallen (2009) and Creswell (2014), this approach emphasizes verbal interactions as a main source of data that helps researchers understand participants' viewpoints on certain situations and events. The study's qualitative design allows for a deeper understanding of the nuances surrounding the use of Google Classroom in educational situations.

### Participants

Purposive sampling, as defined by Frankael & Wallen (2009), is a sampling technique in which the researcher uses their own judgment to choose a sample based on prior knowledge of the population and the particular goal of the study. Leavy (2017) further clarifies this by stating that purposive or judgment sampling is a type of sampling technique where the goal is to find the best cases for the study produces the best data. This is precisely what the researcher used in this study. As a result, the researcher selected the participants based on the following criteria using purposive sampling: 1. The participant is a Junior High School 2 Samarinda English teacher. 2. The participant has experience using Google Classroom as a learning platform, and 3. The participant is willing to be interviewed by the researcher.

### Data Collection and Data Analysis

The data was collected using an instrument, which is a collection of tools or resources that the researcher employs to acquire information from the sample or participants (Frankael & Wallen, 2009). The researcher was the primary instrument for data collection in a qualitative context in this study. Interviews, which entail the researcher posing inquiries to participants, were employed to collect the data. The data for this study was collected through interviews, which are activities in which the researchers administer open-ended questions with the participants in a one-on-one or focus group setting, whether it be in person, over the phone, or online (Creswell, 2014).

The data was analyzed using Miles and Huberman's (2014) model, which consists of three stages: data condensation, data display, and conclusion drawing. The researchers employed coding techniques to categorize significant information extracted from the interview transcripts during the data condensation stage. In the data display stage, the results were displayed in narrative text, as this is a widely accepted method for presenting qualitative data (Miles & Huberman, 2014). Finally, the researchers implemented theory triangulation to improve the credibility and reliability of the results. Theory triangulation is a well-established strategy that entails the use of multiple methods or data sources to address the same research question, with the

specific objective of providing insights from relevant theoretical perspectives (Denzin, 2009; Leavy, 2017).

**FINDINGS AND DISCUSSION**

There were several interesting findings that shed some light in this research, the researchers discussed the findings in the following part to answer our research question. From the data that was gathered we found that teachers have positive view on this platform on how this researcher could came into that conclusion, to find that we can see from the discussion bellow.

The researcher first aimed to discuss the platform's ease of use for both new and infrequent users. This perspective aligns with the findings of (Okmawati, 2020; Vidyasari et al., 2022, and Bare et al., 2022), which highlight several reasons for this positive perception. One key explanation is the user interface, designed to be familiar by mirroring the layout of other Google applications. As users are generally accustomed to these applications, they require minimal time to readjust (Harjanto & Sumarni, 2019). For example there were only three main pages inside the main menu of a class in Google Classroom, which were the stream page where both teachers and students can view the announcement, assignments, or study materials in chronological order, the classwork page where teachers can assign their students assignments with a deadline that students can see and they will get an email if the deadline was near, and the last page would be the people page where teachers could manage the people inside that particular classroom, wether invite or expel students, to do this the teachers use the email addres of the students (Harjanto & Sumarni, 2019). Another explanation can be attributed to how organized the materials that teachers send within the stream section of the class menu where the material was instantaneously send, saved, and can be viewed or downloaded easily by the students.

From the discussion above it could be see that the first participants, SKS, think that this platform was very easy to used due to the familiarity of how others Google product felt and design very similarly. This familiarity then made the teachers or students that used this platform, be it first time user or a user but not always using this platform, had easier times running this platform (Vidyasari et al., 2022).

The second participants, PA, saw this with another point of views where using this platform was easy to use while away from the normally face-to-face classroom. The participants makes an argument that because this platform was easy to use as online learning platform,  the participant began to continuously use this platform for their online classroom. This view was in line with Bare et al. (2022) that conclude that this platform was easy to use especially for sending material and assignments where every file that got send to this platform can be saved and downloaded later on as long as the teacher or the students had internet access and due to being teacher in this platform can monitor the activeness and how diligently the students collect their assignments.

This point was important in the pre-active phase of the teaching activity where teacher prepared their teaching material including the media that will be used to teach. Selecting the appropriate media was crucial in the teaching and learning activity as with the right media material delivery can be done successfully without any significant hinderance.

The second positive point that the researcher wanted to discuss were the ability to facilitate an easier workflow for the teachers when performing their duties which were

teaching their students. The application facilitates teachers' workflows by integrating various Google applications. For instance, Google Forms allows for easier management of daily assignments and exams, while Gmail enhances communication between teachers and students, providing notifications for new posts. Additionally, Google Drive serves as a storage solution for teaching materials, accessible to anyone with the link as long as they have internet access. This integration aligns with the findings of Basyir et al. (2023), which indicate that the majority of teachers agree that these tools significantly improve their overall workflow during online teaching and learning activities.

In addition to enhancing teachers' workflows through the integration of various Google applications, Google Classroom also supports teachers by being a fully online platform accessible to anyone with an internet connection. This flexibility allows teachers to send materials and assign tasks without needing to be physically present in the classroom. As a result, they enjoy the freedom to operate without constraints related to classroom settings or schedules (Rahmawati et al., 2020). This in turn made this features not only very useful for the lecturers but also give extra care and focus on the students about how each one of them can study and process the information with whatever methods the students feel comfortable (Nuryatin et al., 2023).

This perception was important in all the pre-interactive phase, interactive phase, and post-active phase depending on how the teachers utilize the many application available in this platform. For example, SKS used to make their class group in the pre-interactive phase, sending assignments and learning materials in the interactive stage, and grading the works of their students and giving them the needed feedback in the post-active phase.

The next positive points that teachers found when using this platform was the ability to send a private comment to a students' assignments. This feature was very appreciated by this research participants because they can personalize their comments to different students because not all students were the same along with the need to keep the teacher-students communication strong. This finding was in line with the research of (Nafsi and Trisnawati (2022) that stated that positive feedback from instructors and students suggests that both parties recognize the need of establishing strong lines of communication. The acknowledgment of this feature's role in enhancing communication is evidence of its application and importance in a variety of educational contexts. Together, these results add to the increasing amount of research that shows how important technology is for maintaining and even strengthening interpersonal relationships in the context of online learning."

The last positive points that the researcher found in this research was advantage of having monitoring system that track how students submitted their assignments because in Google Classroom, the platform have a status bar for students who has already send their assessment and who hasn't. According to Ghofur and Rachma (2021), this monitoring or supervising was not limited to just about the grading but also including monitoring their interactions among themselves, their interactions with the teachers, how active the students in engaging with the activities at that time. All that informations were archieved within the class itself so that in the sense teachers could recognize the character of their students.

These last two positive perceptions were important in the interactive phase and the post-active phase of teaching where interaction between teachers and students happened in the most intense situation. Where normally in this phase the teachers gave verbal stimulation and treatment, in using this platform the teachers change it to giving

stimulation with comments attach to assignmnets or that day materials. In the interactive phase of teaching consist of sizing the classclass for size, cooperation from students, and treating students for their individual study need. For the post-active phase it was important because those teachers were engaging with the submitted works of their students by evaluating and then commenting on it. This phase was important because teachers found out whether the students meet the study objectives or not and to further improve the teachers' teaching method or deliveries.

After all the positive points that the researcher has been elaborated from the participants of this research above, this next point focused on discussing about the negative perspective that the participants felt when they used this platform. The first negative perspective was about the feeling of both participants that this platform was not very great at fostering the collaboration and cooperation among the students. Why this perception comes was due to the fact that the students rarely used this platform class comment section to communicate with each other nor to communicate with their teachers and preferring the usage of another social media in this case the students prefer using WhatsApp. Fauzi and Khusuma (2020) found a similar thing where both teachers and students preferably used WhatsApp as the main platform for online teaching and learning but the researchers of that study felt that WhatsApp was too inappropriate to be used as the main application as there were many shortcomings and made lesson felt less meaningful.

This point become a negative perception due to the benefit of using this platform according to Iftakhar (2016) which allude that when using this platform, both teachers and students could promote collaboration and made teachers' workflow easier. Unfortunately form what both participants in this research stated in their interviews with the researcher, both of the teachers did not saw a collaboration, in particular a collaboration using Google Classroom as the platform. Why this perception happened was due to the preferred usage of WhatsApp by both teachers and students that made the comment section became redundant. But once again another researchers, Fauzi and Khusuma (2020), had similar finding that stated using WhatsApp was too inappropriate as there were many shortcomings and made the lesson experience less meaningful.

This negative perception impacting the interactive phase of teaching where the lecturer or teacher gave verbal written instruction to the students to convey the teaching material and to assessed the students but due to this negative perception the communication were hampered at least when using this platform.

The next negative point that the participants encountered was the difficulty of getting a stable and fast internet connection to the students. The teachers did not encounter this difficulty because they were able to came to school where the signal were great. This was in line with (Fauzi and Khusuma, 2020; and Basyir et al., 2023) findings that even with the perceived conveneice of the Google Classroom, students face the same difficulties in accessing the platform due to either poor internet connection, lack of internet quota, or lack of supporting facilities impacting on the teaching and learning experiences that both teacher and students felt with online teaching.

Martin (2021) stated that there are four barriers that arise when implementing Google Classroom: (1) Educators' lack of technology confidence and readiness, (2) Lack of equipment and networking, (3) Teachers burnout trying new technology, and (4) Lack of time to learn Google Classroom. From the statement before, this research found that the main problem that this participants found was the lack of equipment and networking on the students side of field. Another concern that this participant shed light to honesty of

their students when doing their assignments online on their own. As Nuryatin et al. (2023) said that with the use of e-learning, students could get trigered to be lacking when doing their assignments given to them by their teacher. This is also what this research participants were concerned with as with the nature of online platform the teacher unable to monitor their students at all time. To overcome this situation the participants emphasize on at what time the students submitted their assignments.

The last negative perception that the researcher found was the participants felt that this platform was lacking in interaction between teachers and students where the teachers were unable to know the character of their students such as which learning strategy that the students prefer to used, what learning subject that the student excel at. This point migh be attributed with the research of Fauzi and Khusuma (2020) where many teachers of the previous research felt dissatisfied with their online learning and seen that teaching experienced as ineffective.

## CONCLUSION AND SUGGESTION

This research shed light into the mostly positive perception that the teachers hold over this Google Classroom platform. This positive perceptions has several key point inside such as the ease of learning and using this platform for the teachers due to their familiarity with the layout, this platform can help with teachers workflow with their integration of other Google application built in the platform and by the online nature of the platform, the private comment section for teachers to coments their students works, lastly the ability to create deadline for students works and supervising who has submitted their assignments. Nontheless, these merit comes with some negative perceptions such as the redundancy of using this platform as the participants and their students already accustomed to using WhatsApp, the lack of good internet signals and quota at the students' home, and lastly lack of interactivity between students and teachers that the participants felt when using this platform. These perception thus made the impact of teaching phases of the teachers where it can help or be beneficial in one or several phases or it can be detrimental to said phases. From the conclusion above, there are some suggestions which are noted as teachers could try to supplement the lack of interactivity with their students by utilizing the ability of the platform to send link in the sense of teachers could build an interactive games using the study materials with web or application such as Quizziz or Wordwall for the examples and future researcher who are interested with this topic is recommended to conduct research related to the perception of Google Classroom from the perspective of students or both teachers and students so the future research will examine perception of teachers and students towards Google Classroom rather than form just one side point of views from the teacher.

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