The Effectiveness of Google Classroom in Learning

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ABSTRACT

Since the present of Corona virus, all aspects of human live are changed. This also happened in education field. Because of this pandemic, students and teachers have to do online learning. Online learning by utilizing technology demands innovation and creativity in learning activities. One way that can be used to do the learning process online is using Google Classroom digital media. The aim of this study is to evaluate Students' perceptions on the effectiveness of Google Classroom as a Digital tool in Teaching and Learning. The study was conducted through a descriptive qualitative with Survey Research Design to investigate the Students' Perceptions. Data analysis was conducted using Descriptive Statistics. The results of the study indicated that Google Classroom is effective in improving Students access and attentiveness towards learning, knowledge and skills gained through Google Classroom. Make Students to be active learners, as a Digital Tool, it provides meaningful feedback to both Students and Teachers.

Keywords: Students' Perceptions, Google Classroom, Learning, Effectiveness

INTRODUCTION

Google Classroom is a free application designed to assist students and teachers connect, work together, organize and create assignments, it enables learning to be paperless. As a Digital Tool, Google Classroom is accessible only to users with Google Apps for Education (GAFE). This is a free collaborative set of tools, these tools includes web tools like Google Docs, Google Drive, Gmail, and more. All users will GAFE account, have access to these web tools. Google Classroom can be used at any grade levels, but this depends on the teachers' and students'

competence (Bell, 2015). Therefore, Google Classroom can be defined as a Digital Tool that enable students to attend classes online. Teachers work together with their students without meeting face to face. Teachers can post materials for their students through this medium, they can also make announcements and create assignments and quizzes for students to complete, submit and save online either in a web browser or on Google Classroom App. Digital Tools stresses on learners continuing learning activities through digital tools, which include desktop computers, notebook computers, tablet computers, and smart phones (Keane, 2012). These tools allows learning to take place without teachers and students meeting face to face.

Therefore, Google Classroom has a lot of benefits, they are allows teachers post lecture notes, create assignments, make announcements, set due dates for assignments. Teachers can create different groups in classroom, then give each group a different assignment, thus making the class to be active and interesting. Teachers can easily identify students that miss class assignments and students that submit their assignments late. It is flexible, enabling teachers to extend due dates so that all students can submit their assignments, similarly it allows teachers to update or review students' grades . Previous posts made by teachers can be reused and then posted to the same group or to a different group. Teachers can also be added in the classroom, they can as well grade students' assignments

According to teachers participating in Salavati's (2013) study stated that digital technologies supporting teachers and students to engage actively in leaning, hence making it to become more real. Digital technologies also allow students to explore extensively about what they are learning by taking the learning and teaching outside the classroom walls. Teachers' application of digital technologies in their teaching depends upon the teaching objectives and nature of subject matter(Geertsema, 2014). Therefore, for teachers to use digital tolls effectively, they must consider the size of the class they are teaching, availability of the equipment's to be used and they should have the skills required in applying the tools.

In another study conducted by Salavati, (2016) on the use of digital technologies in education, he stated that digital technologies are applied to complement the traditional approach of teaching. Supplying these tools in schools cannot solve all the problems associated with learning, he further mentioned that the outcome of the licentiate research has shown that there must be a deeper understanding of the different worldviews recognized, particularly teachers and their attitudes with regards to teaching and learning, it is also required to have a deeper knowledge of existing pedagogical models and potential new models and strategies that are beneficial to teachers' daily work.

Several studies like Mafa (2018), Nizal, Shaharanee, Jamil, Syamimi, & Rodzi (2016) found

out that Google classroom is fascinating in educating and learning, students' taught indicated satisfaction towards the learning activities in Google classroom.

Furthermore, Fahrurrozi, U. Hasanah, R S. Dewi (2019) conducted a study to determine the requirements for the development of learning that is exciting, active, autonomous and effective. The results of the study show that integrated learning design based on Google classroom is needed to improve student digital literacy. All the reviewed literatures indicated that Google classroom is an effective tool in improving teaching and learning.

However, no empirical study was conducted Elementary School of Khairul Imam how Google classroom can be applied at this level. This research was conducted to utilize the activities and benefits of Google classroom, hence to find out how efficient will teaching and learning be with Google classroom.

METHODOLOGY

This study conducted a descriptive qualitative design in order to examine how effective is Google Classroom in Teaching and Learning.

Data was taken from Grade 6, there were three classes and the reseacher only chose one class consist 20. The researcher use purposive sampling in this research according to Ary, (2010) purposive sampling is sample elements judge to be typical, or representative, are choosen from the population.

The data were collected by Questionnaire. Self-designed questionnaire is the main research instrument used in the Study.
Creswell (2012) states that the research can ask some questions that are closed ended and some that are open ended.

Instrument of the data collection is a tool or equipment used in collecting the data. In this study, the students will be the key of instrument that collected and observed the available data of the effectiveness of Google Classroom in learning

FINDINGS AND DISCUSSIONS

Research questions were generated in this research study. Thus, the findings will be discussed according to the research questions.

1.1   RQ1: Is Google Classroom effective in improving Students access and attentiveness towards learning?

A total of 22 students of Grade 6 th Elementary School of Khairul Imam in the study determine their opinion relating to the effectiveness of Google classroom in improving students

access and attentiveness towards learning. Their responses are presented in

Table 1. The students' opinion on the effect of Google classroom in improving students' access and attentiveness towards learning.
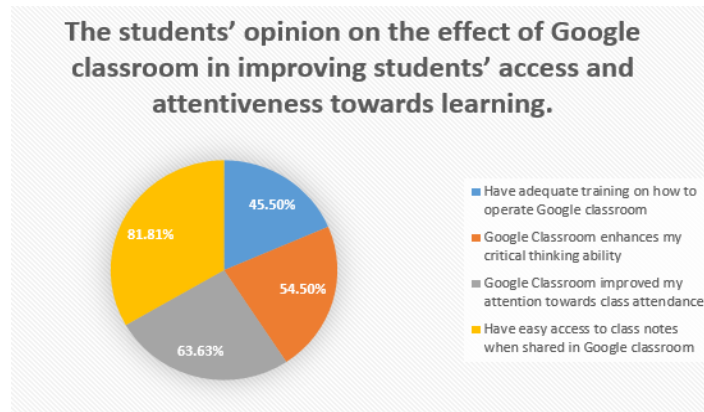
The results regarding participants' perceived attentiveness and access to learning ability through Google Classrooms are presented in the Table 1. Most of the participants reported having "easy" or "very easy" access and attentiveness towards learning through Google classroom. Thus, Google Classroom is an effective tool that enhances students' thoughtfulness and easy access to lecture materials

CONCLUSIONS

The findings of this study proved that Google Classroom enhances the teaching and learning process. It is also reliable, effective and efficient in improving students' access and attentiveness towards learning, activities conducted in Google classroom changes students from passive to active learners. Students can easily track their progress with online assessments in Google classroom, parents can check and monitor the performances and progress of their children easily and at their convenient time. They all found out that Google classroom improves teaching and learning. However, Poor network hampers students from effective application of Google Classroom; thus, submitting their work late. Therefore, with the current situation of global Covid-19 pandemic, restricted movement and social distancing, it is recommended that applying Google classroom will assist both students and teachers to connect, work together, create assignments, grade students and post teaching notes. Students can also ask questions about the areas they don't understand. Additionally, due to the growing number of undergraduates, especially in SDS Khairul Imam, managing students records is easy with google classroom, students records about their assessments conducted online is easily accessed and can always be retrieved, issues of missing grades can be sorted easily by referring to the students account. With online quizzes and

assignments, students are not limited to what they are taught, they can explore other resources about the particular topic through online mediums, hence having a deeper understanding of the topic discussed in the class. Google classroom easily track students that miss assessments or students that submit their assessments late, so teachers can explore using Google classroom as an additional means of communicating with their students to complement the face to face teaching and learning.

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