

Google Classroom as A Tool for Blended Learning

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Abstract/Abstrak

Technologies have moved forward and keep changing and evolved in times. Today, the education sector is introduced with Industrial Revolution 4.0 (IR 4.0), where it would be the latest journey for the education system. This study would like to identify students' perceptions on usefulness of Google Classroom for Blended Learning, determine students' perceptions on instruction delivery via Google Classroom for Blended Learning, and investigate students' satisfaction in learning via Google Classroom for Blended Learning. Quantitative approach was used in this study and there were 100 respondents who participate in this study. They were undergraduate students who were enrolled for ELC590: English for Oral Presentation course. It was found that students thought that using Google Classroom as useful to be implemented in the classroom. At the same time, they mentioned that student-teacher interaction was more interactive, and instructions given by the lecturers were well-delivered. They felt that using Google Classroom should be used more in the future. Thus, Google Classroom should be one of the platforms used by the educators to have better and more engagement with the students when they conduct blended learning or online session.

Keywords: *Google Classroom, Blended Learning, tool, IR 4.0*

1. INTRODUCTION

In the era of Industrial Revolution 4.0 (IR 4.0), technologies are developed in a form of digital and information system. These technologies are open for choosing and there are a plethora of options available to be taken based on the needs and aims (Aprianti, Syarif, Ramadhan, Zaim & Agustina, 2018). Many sectors have already applied these advanced technologies including education – school and higher education institutions (Hamiti & Reka, 2012; Cavus 2015). Teaching media and tools have now been developed and integrated with those technologies. As the use of technologies in classroom are considered part and parcel with a teacher's role, all the more reason why such innovation must be fully made use of, especially when it is free (Aprianti et al., 2018).

In enhancing the learning environment for students, teachers are now able to use a myriad of educational technologies along with the traditional classroom setup (Abid Azhar & Iqbal, 2018). In 2014, an application called Google Classroom was launched by Google Apps for Education (GAPE). This application is ideal for teachers and students as it is free. This application also allows teachers to effectively utilize classroom time.

Due to the advancement of technology in education, to keep up with the trend is a must for educators. Hence, students need to be exposed with better method of teaching and learning (Abid Azhar & Iqbal, 2018). In allowing students to be more personalized and independent, educational technologies are often incorporated in classroom settings (Graham, 2006) and Blended Learning is one of the approach. The term Blended Learning is used interchangeably with Mixed-Mode Learning and Hybrid Learning (Zhao & Breslow, 2013). This approach allows a smooth transition from a shift in teaching methodology for teachers and students (Abid Azhar & Iqbal, 2018).

1.1 Problem Statement

Nowadays, students are among Gen Z and Alpha, where they are all digital natives and are exposed to technology on a daily basis. This can lead them to be more independent (Hidayat, Prasetyo & Wantoro, 2019). However, the traditional face-to-face method is still preferred by students (Wright, 2017). These two situations

contradict each other and it may lead to the unsuccessfulness of teaching and learning process. Hence, there is a need to conduct the current study as suggested by Abid Azhar & Iqbal (2018).

1.2. Research Objectives

RO1: To identify students' perceptions on usefulness of Google Classroom for Blended Learning.

RO2: To determine students' perceptions on instruction delivery via Google Classroom for Blended Learning

RO3: To investigate students' satisfaction in learning via Google Classroom for Blended Learning

1.3. Research Questions

RQ1: What are the students' perceptions on usefulness of Google Classroom for Blended Learning?

RQ2: What are the students' perceptions on instruction delivery via Google Classroom for Blended Learning?

RQ3: How satisfied are the students in learning via Google Classroom for Blended Learning?

2. LITERATURE REVIEW

2.1. Perceptions on Google Classroom

Google Classroom was launched in 2014 (Nagel, 2014). However, studies related to perceptions on Google Classroom are limited. Sibuea (2018) conducted a research on students' perception on the use of Google Classroom as a Learning Management System (LMS) to support blended learning. The result showed that Google Classroom was a satisfying LMS for blended learning because of its features, user-friendliness, and appropriateness in higher education program. It can be said that Google Classroom is a new tool that can be introduced as supplementary learning.

Another research also proved that undergraduates' students perceived the use of Google classrooms as easy and useful, and they are highly motivated toward the incorporation of such pedagogical tools in their learning process (Al-Maarof & Al-Emran, 2018). This is maybe due to the familiarisation of students on the use of technology since they can be considered as digital natives. Sepyanda (2018) also discovered that students' attitude towards the use of Google Classroom was positive. In other words, they were accepting the method to be adapted in their non face-to-face interaction with teachers.

2.2. Perceptions on Blended Learning

Shantakumari & Sajith (2015) conducted a research to determine students' perceptions towards Blended Learning where the participants perceived Blended Learning to be less stressful and more effective than traditional in-class delivery. This indicates that students felt at ease in having Blended Learning maybe due to the flexibility given in completing the task. Gyamfi and Gyaase (2015) also discovered a positive perception when they performed their research on students' perception on Blended Learning environment. In other words, Blended Learning were promoting students to be autonomous learner.

However, a study done by Ja'ashan (2015) revealed that the students have a negative perception towards Blended Learning being time consuming compared to face-to-face class as they need more time to communicate using email or discussion board. It can be said students felt that it is difficult for them to complete the task maybe due to the poor internet connection or incomplete facilities provided by the institutions.

3. METHODOLOGY

3.1. Research Design

This research used quantitative approach. Quantitative approach is applicable to be used for a large population and based on the results, qualitative results can be generalised to the whole respective population. The research design used for this research is descriptive research. Descriptive research is where the research can investigate and interpret a phenomenon without manipulating the individual or condition (Mertler, 2016)

and this research used survey research. The reason for using this research design is because the researcher would like to determine students' perceptions on the usefulness of Google Classroom in teaching and learning process specifically for blended learning. In this research, the researcher used questionnaire as instrument in collecting the data. Questionnaire was used due to a few reasons which are surveys have internal and external validity, surveys are efficient, surveys can cover geographically spread samples, surveys may have ethical advantages and surveys are flexible (Mathers, Fox & Hunn, 2007).

3.2. Population and Sampling

In choosing the population for this research, the researcher used purposive sampling because the characteristics of the population are those students who:

- i. are in their Bachelor Degree – undergraduates; and
- ii. are registered in ELC590: English for Oral Presentation course.

The population of the participants were 100 students who were consisted of 4 groups who suited the characteristics. After that, the researcher chose the participants for this research by using simple random sampling. This technique of sampling is a basic technique where the researcher will select the sample in a large group and each of the individual will have the chance to be included as a sample (Easton and McColl, 1997). Based on Krejcie and Morgan (1970), if the number of the population is 110 participants, the sample should be 80 participants that can represent the whole population. However, due to a few factors which are time constraints and the limitation in reaching the samples, the researcher managed to obtain the responses of 55 participants which is half of the population.

3.3. Instrumentation

In obtaining the data, the researcher used questionnaire. The questionnaire was adapted from (Al-Maarof & Al-Emran, 2018). In this questionnaire, there are three sections that covered three aspects which were:

- i. Section A: Perceived Usefulness

- ii. Section B: Perceived Instruction Delivery
- iii. Section C: Students' Satisfaction

In this questionnaire, there were 15 items which were divided into three sections as stated above. There were 6 items in Section A, 5 items in Section B and 4 items in Section C. In this questionnaire, the researcher was using likert scale questionnaire. The likert scale used was agreement likert scale with 5 items (Brown, 2010) which were:

- i. Strongly agree
- ii. Agree
- iii. Neutral
- iv. Disagree
- v. Strongly disagree

3.4. Methods of Data Collection

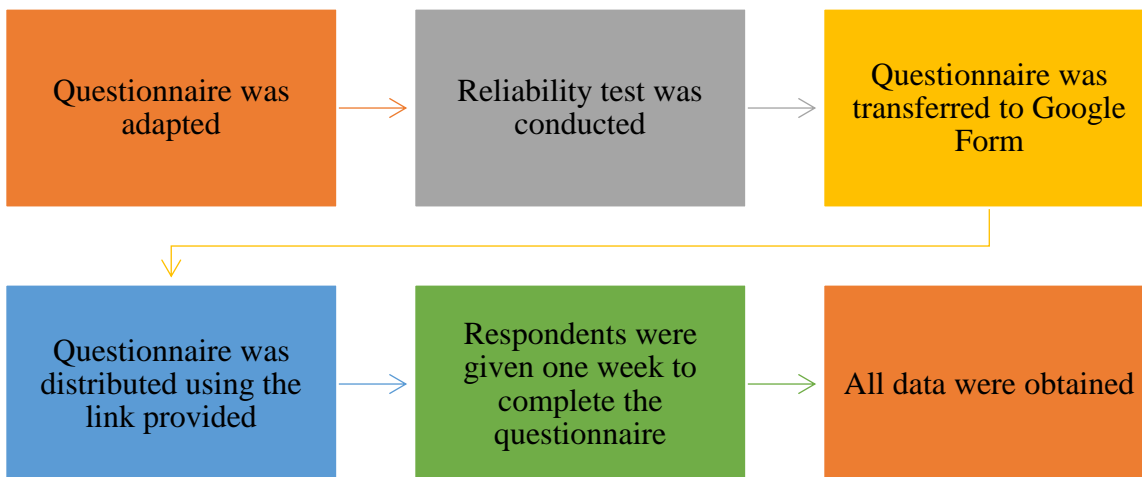


Figure 1: Data

Collection Process

There are a few steps or stages that the research had gone through in gaining the data. Firstly, the researcher searched for articles with questionnaire that related to the topic and adapted it accordingly based on the research objectives and research questionnaire. Since the questionnaire was adapted from research articles,

the questionnaire was considered reliable as the Cronbach's Alpha for the questionnaire was .955. This indicated that the questionnaire was reliable.

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items
.955	15

After the questionnaire was adapted, and the reliability test was done, the researcher transferred the questionnaire onto Google Form. Then, the researcher distributed the questionnaire to the samples via Google Form by giving the link provided:

- i. <https://forms.gle/mmN2qzY2asF53CD97>

After one week, the researcher closed the link and did not accept any responses anymore, hence, 55 responses were able to obtain.

3.5. Methods of Data Analysis

After collecting all the data, they were analysed by the researcher by transferring all the data from Microsoft Excel 2016 to Statistical Package for Social Sciences v24 (SPSS v24). Next, the researcher analysed the data by reporting them in tables and in mean and standard deviation. The researcher reported mean and standard deviation for each item according to the sections stated in 'Instrumentation' section.

4. RESULTS AND DISCUSSION

Table 2: Perceived Usefulness

Statements	Mean	Std. Deviation
The quality of learning activity was excellent.	4.27	.651

Google Classroom is an excellent medium for social interaction (lecturer vs students and students vs student) for blended learning.	4.09	.701
Google Classroom helps me to submit assignment on time.	4.40	.735
The course activities helped me to examine issues, to evaluate new ideas, and to apply what I have learned.	4.15	.650
The feedback provided by the lecturer is useful.	4.38	.593
The subject objective, assessment and content were consistent with the aid of Google Classroom.	4.24	.637

Table 2 shows the aspect of ‘Perceived Usefulness’ by the respondents. Based on Table 2, most of the respondents mentioned that they strongly agreed where Google Classroom helps them to submit their assignment on time and they stated that the feedback from the lecturer in Google Classroom are useful with the mean of 4.40 (SD=0.735) and 4.38 (0.593) respectively. This is maybe due to easy access for the students because they can access it through website or mobile application. Other than that, most of the respondents also strongly agreed that the quality of the learning activity was excellent (M=4.27, SD=0.651) and the subject objective, assessment and content were consistent with the aid of Google Classroom (M=4.24, SD=0.637). Lastly, with the mean 4.15 (SD=.650) and 4.09 (SD=.701), the respondents agreed that Google Classroom is an excellent medium for social interaction (lecturer vs students and students vs student) for blended learning and the course activities helped them to examine issues, to evaluate new ideas, and to apply what they have learned respectively. In other words, it can be said that, based on the responses given, Google Classroom as blended learning is useful for the students as another method of interaction with their educators. The result of this study is parallel with studies done by Heggart and Yoo (2018), Al-Maarof & Al-Emran (2018) and Shaharane, Jamil, and Rodzi (2016) where in their studies, it was stated that the students perceived that having Google Classroom as supplementary learning as useful and they were satisfied with the accessibility in using Google Classroom.

Table 3: Perceived Instruction Delivery

Statements	Mean	Std. Deviation
Lecturer provided clear instructions on how to participate in course learning activities.	4.38	.527
Lecturer clearly communicated important due dates/time frames for learning activities.	4.38	.652
Lecturer clearly communicated important course topics.	4.36	.589
Lecturer helped keep the course participants on task.	4.38	.593
Lecturer provides feedback that allowed me to better understand the content of the course.	4.36	.589

Table 3 illustrates the aspect of ‘Perceived Instruction Delivery’. The respondents strongly agreed that lecturer provided clear instructions on how to participate in course learning activities, lecturer clearly communicated important due dates/time frames for learning activities and lecturer helped keep the course participants on task with the same mean 4.38 (SD=.527, SD=.652, SD=.593) respectively. Furthermore, the respondents also strongly agreed that lecturer clearly communicated important course topics (M=4.36, SD=.589) and lecturer provides feedback that allowed me to better understand the content of the course (M=4.36, SD=.589). It means that the respondents perceived that the lecturers delivered their instructions clearly and the

respondents understand them better. The result of this study is in line with studies done by DiCicco (2016) and Fitrieningtyas, Umamah and Sumardi (2019). this is because in their studies, the students and teachers felt that using Google Classroom as the interaction between teachers-students was attractive and they perceived that the instructions given by the teachers and received by the students were easy to understand and it was straight forward.

Table 4: Students' Satisfaction

Statements	Mean	Std. Devia- tion
The task met my personal goal through the medium introduced.	4.13	.721
I would recommend this method of learning to be applied to other appropriate subjects.	4.35	.700
Google classroom is my first choice in active learning compared to other methods.	3.96	.902
I like the Google Classroom as a learning initiative and motivation booster.	4.22	.809

Table 4 demonstrates the aspect of 'Students' Satisfaction'. Most of the respondents strongly agreed that they would recommend this method of learning which is using Google Classroom to be applied to other appropriate subjects and they also like the Google Classroom as a learning initiative and motivation booster with the mean 4.35 (SD=.700) and 4.22 (SD=0.809) respectively. The respondents only agree that the task met their personal goal through the medium introduced which is Google Classroom (M=4.13, SD=.721) and Google classroom is their first choice in active learning compared to other methods (M=3.96, SD=0.902). It can be interpreted that the respondents are satisfied with the use of Google Classroom as a medium for blended learning. Beaumont (2018) and Hidayat, Prasetyo and Wantoro (2019) also found the same result where

students were satisfied with the use of Google Classroom as blended learning tool and they were also interested to use it more in the future lessons.

5. CONCLUSION

In conclusion, it can be concluded that Google Classroom is another tool to be used by the educators in interacting with students when they are not having face-to-face class. This is highly likely because the interface or structure of Google Classroom is easy to manage and understand (Fitriningtiyas, Umamah & Sumardi, 2019). At the same time, Google Classroom is easy to access as it also available in mobile application. Other than that, as Google Classroom was only introduced in 2014, it can be said that it is still new and there are still educators who are not familiar with this method or tool (Abid Azhar & Iqbal, 2018; Heggart & Yoo, 2018). Hence, it can be suggested to the educators especially at tertiary level to utilise Google Classroom as part of their blended learning tool.

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