Students' Perceptions towards Using Google Classroom in the Learning Process at Public Secondary Schools In Kuala Lumpur

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Abstract

This study aims to investigate students' perceptions towards using Google Classroom in the learning process at public secondary schools in Kuala Lumpur. A total of 37 public secondary school students in Kuala Lumpur were randomly selected as respondents. This study uses a post-intervention survey design, where online learning at home is considered as an intervention. Thirty-seven selected form two students were taught English using Google Classroom. A questionnaire consisting of 15 questions was prepared and given to 37 secondary school students in Kuala Lumpur via online Google form. Fifteen Likert-scale items in the questionnaire were constructed to obtain post-intervention perceptions among secondary school students towards using Google Classroom in the learning process. Data was analysed to obtain the mean and standard deviation for responses to each questionnaire item. The average mean and standard deviation show positive perceptions among the secondary school students towards using Google Classroom in the learning process. Besides, findings show that students do agree that Google Classroom can help them in their learning process.

Keywords: *Google Classroom, perceptions, learning process, secondary schools*

Introduction

The concept of education has undergone a major change in recent times, from traditional learning to 21st century learning and teaching methods have changed towards student-centred learning. This includes an emphasis on the importance of digital and skills-based learning. Many changes have occurred that encourage teachers and students to use technology in the classroom.

In today's learning environment, every student is encouraged to bring their own devices to school, for example, laptop, tablet, or smartphone. Many schools in Kuala Lumpur have written a new policy to bring your own device (BYOD) to school. BYOD has completely changed the learning model. Students have more power over their learning; they understand the depth of the topic when using the internet to gather information and most students will work in groups during online learning. Weller (2007) mentioned that students have produced excellent projects and assignments for their teachers in class as students utilise the internet as a hub to gather information. They can do research, share resources, communicate and collaborate with each other in an online discussion group for example, using "WhatsApp", to complete the project given by their teacher. Most of the schools today provide digital devices to teachers and students to facilitate in the teaching and learning and the lesson becomes more interactive and engaging. The Ministry of Education (MOE, 2020) announced that all public, private, international and universities and schools in Malaysia would shift to online learning until further notice.

Recently, the COVID-19 pandemic has affected students' academic performance. The MOE (2020) in Kuala Lumpur instructed all schools, public, private, international and universities to be closed until further notice. This pandemic has enforced the world-wide lockdown and has created a negative effect on students' lives. All learning and school activities came to a complete sudden stop. The outbreak of COVID-19 has warned us that change is unavoidable. COVID-19 has acted as a catalyst to change in the education system, leading to different strategies. There are various online learning platforms which can be explored, such as Blackboard, Edmodo and Google Classroom. Many schools in Kuala Lumpur, with short notice, had to switch to remote learning using Learning Management Systems (LMS) or "Platforms". School management teams have been fighting to survive the crisis and trying to implement different types of approaches, creating a learning platform for teachers and students to continue learning remotely during the pandemic. One of the tools of online learning is Google Classroom. Google Classroom is a platform where students can access their homework, view their grades, submit their assignments, worksheets, presentation and projects, communication and go on a live stream. Students and teachers must have a personal Gmail account to sign in to Google Classroom.

Literature Review

Google Classroom

Many schools in Malaysia prepared for closure as part of the COVID-19 pandemic prevention measures to switch to remote learning. Most of the public, private and international schools opted to use Google Classroom to teach remotely. Schools are using various Learning Management System or Platform to get access to Google Classroom remotely. Google Classroom has been a popular application among schools before the COVID-19 pandemic. Siu (2016) mentioned that Google Classroom is a blended learning platform that is designed by Google. Espinosa et al. (2017) conducted a study to evaluate the functionality of Google Classroom as a Learning Management System (LMS) and a means of supporting collaborative learning through assignments, concluding that it was an extremely effective tool for enhancing student engagement.

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Using Google Classroom, it is easier for teachers and students to manage their shared resources; all files and folders are stored and shared in Google Drive for teachers and students to get access. Crane (2016) stated that using flexibility and technology, academic institutions can create an accessible learning ecosystem to engage the global learning community. Khan et al. (2021) conducted a study on students' perceptions towards e-Learning during the COVID-19 pandemic in India.

Google Classroom is designed to be responsive. It is easy to use on a mobile device (Janzen, 2014). Keeler (2014a) mentioned several other benefits of using Google Classroom. Google Classroom also facilitates cooperative learning as the teacher can download the material and give feedback to the students (Crawford, 2015). Students can also upload documents and provide comments. Keeler (2014b) also mentioned that Google Classroom encourages the spirit of cooperative learning among students.

In 2015 Christopher conducted a study of Google Classroom as a free learning management system for e-learners. Citra (2016) implemented Google Classroom using Google app while Crawford (2015) implemented Google Classroom to address student cheating. While Danny (2015) conducted a study on how Google Classroom is making interactive learning more productive. A study on the new features of Google Classroom for teachers and students was conducted by Erdiawan in the same year. Espinosa et al. (2017) conducted a study on usability of Google Classroom, a basis for the adaptation of Gsuite e-learning platform. Muhammad Astrianto Setiadi (2020) conducted a study on students' perceptions on the use of Google Classroom in language learning. All these studies showed that using Google Classroom can directly improve and strengthen learning. Besides, Google Classroom is considered a popular application among teachers and students. It helps teachers create a virtual classroom space. For example, teachers used Google Site to create their learning platform that is linked to all the Google Apps for Education (GAFE).

Learning Process Using Google Classroom

Students can join a class on Google Classroom by entering the teacher's classroom code. The teacher invites his/her students to join the classroom from the classroom page. It is very convenient for teachers to check students' work online. Teachers are able to mark students' submitted homework online during their free time and even from home. Teachers do not have the burden of carrying stacks of paper around. Google Classroom has made the learning process much easier and more effective for students and teachers. Google Classroom is an easy and understandable interface. It enables teachers and students to work in a much simpler way so that teachers can concentrate on their preparation and students can complete all their homework posted on Google Classroom. Christopher (2015) mentioned that this application features an assignment page and the ability to view upcoming deadlines. Teachers have the authority to quickly and conveniently view who has submitted an assignment and offer constructive feedback. Teachers find working with Google Classroom is time-saving and everything is paperless.

According to Muhammad Astrianto (2020), Google Classroom enables teachers to manage the classroom anywhere and at any time. Using Google classroom, teachers can create online class or group class for every lesson. Google Classroom permits teachers to post activities, learning materials, assignments and announcements to their students (Citra, 2016). Google Classroom also can be linked to a set of free tools provided by Google which includes Gmail, Google Drive, Google Docs, Google Slides and more for education purposes. Erdiawan (2015) and Iftakhar (2016) both stated that Google Classroom assists teachers to manage the creation and collection of students' assignments in a paperless environment, where all tasks collected are digital and marked digitally. Keeler (2014b) stated that by integrating the Google Applications, for example, Google Docs, Drive, YouTube, Forms, Calendar in one place, teachers and students can send and share documents,

resources, and presentations and collaborate on projects. Students can have online discussions.

Perception

Perception is the process performed by each individual to regulate and interpret the sensory effects he should give to the environment (Savitra, 2017). While Aprianto (2017) said that perception is the relegalization of human brain process and it appears as a view about phenomenon.

According to William and William (2018), perception is the mechanism by which sensory stimulation is transformed into structured experience in humans. The sensation is the joint result of stimulation and of the process itself, or perception. Relationships between different forms of stimuli, such as light waves and sound waves, and their related experiences suggest inferences that can be made about the properties of the perceptive process.

Another definition provided by Schacter (2011), states that perception is the act of compiling, recognising and interpreting sensory information to provide an overview and understanding of the environment. Perception includes all signals in the nervous system, which are the result of physical or chemical stimulation of the sense organs.

Objectives of the study

The objectives of this study are:

i. to determine students' perceptions towards using Google Classroom in the learning process; and
ii. to determine whether or not Google Classroom help students in their learning process.

The research questions explored in this study are:

i. What are students' perceptions on using Google Classroom in the learning process at secondary schools in Kuala Lumpur?
ii. Do students agree that Google Classroom can help them in the learning process?

Methodology

This study involved 37 secondary school students in Kuala Lumpur who were selected based on convenience sampling. Of the 37 students, 13 were male students and 24 were female students. All students had experience of using Google Classroom in their learning process.

This study uses a post-intervention survey design, where online learning at home is considered as an intervention. Thirty-seven selected Form Two students were taught English using Google Classroom. A questionnaire consisting of 15 questions was prepared and given to the 37 secondary school students in Kuala Lumpur via online Google form. Fifteen Likert-scale items in the questionnaire were constructed to obtain post-intervention perceptions among secondary school students towards using Google Classroom in the learning process. For each item, the possible responses were 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree). Responses to each item in the questionnaire were analysed to obtain the mean and standard deviation.

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Data analysis

Table 1

Mean and standard deviation of participants' responses

No.	Items	strongly disagree	disagree	neutral	agree	strongly agree	__M__	__SD__	N=37 Male=13 Female=24
		1	**2**	**3**	**4**	**5**			Tendency / Interpretation
1	I am able to enter the Google Classroom easily to attend the learning process.	-	-	5 (13.5%)	11 (29.7%)	21 (56.8%)	4.43	0.73	Strongly agree
2	I am comfortable using Google Classroom in my learning process.	-	-	11 (29.7%)	6 (16.2%)	20 (54.1%)	4.24	0.89	Strongly agree
3	I am always looking forward to attending the Google Classroom.	2 (5.4%)	-	10 (27%)	9 (24.3%)	16 (43.2%)	4.00	1.11	Agree
4	I possess sufficient computer skills to attend Google Classroom in my process of learning.	-	-	9 (24.3%)	9 (24.3%)	19 (51.4%)	4.27	0.84	Strongly agree
5	I feel comfortable to interact with my friends and teacher in the Google Classroom.	-	1 (2.7%)	6 (16.2%)	15 (40.5%)	15 (40.5%)	4.19	0.81	Agree
6	Learning process in the Google Classroom is different from traditional classroom in school.	-	-	2 (5.4%)	12 (32.4%)	23 (62.2%)	4.57	0.60	Strongly agree
7	I can get full attention from my teacher by attending Google Classroom.	2 (5.4%)	1 (2.7%)	14 (37.8%)	10 (27%)	10 (27%)	3.68	1.08	Agree
8	Discussion is clearly heard and understood in the Google Classroom.	1 (2.7%)	6 (16.2%)	10 (27%)	9 (24.3%)	11 (29.7%)	3.62	1.16	Agree

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No.	Items	strongly disagree 1	disagree 2	neutral 3	agree 4	strongly agree 5	**M**	**SD**	N=37 Male=13 Female=24 Tendency / Interpretation
9	There is no interruption when Google Classroom is used during the learning process.	3 (8.1%)	3 (8.1%)	12 (32.4%)	9 (24.3%)	10 (27%)	3.54	1.22	Agree
10	Google Classroom allows me to submit my assignments easily and conveniently.	3 (8.1%)	-	8 (21.6%)	9 (24.3%)	17 (45.9%)	4.00	1.20	Agree
11	References and learning materials posted can easily be accessed by me in the Google Classroom	-	-	10 (27%)	8 (21.6%)	19 (51.4%)	4.24	0.86	Strongly agree
12	In the Google Classroom, I do not need to print or photocopy my learning material. It is paperless.	-	2 (5.4%)	7 (18.9%)	7 (18.9%)	21 (56.8%)	4.27	0.96	Strongly agree
13	Google Classroom saves much time and cost in the process of teaching and learning.	-	2 (5.4%)	8 (21.6%)	11 (29.7%)	16 (43.2%)	4.11	0.94	Agree
14	Google Classroom provides efficiency and effectiveness in the process of teaching and learning.	-	1 (2.7%)	6 (16.2%)	13 (35.1%)	17 (45.9%)	4.24	0.83	Strongly agree
15	Google Classroom can be held anywhere and anytime.	-	-	5 (13.5%)	9 (24.3%)	23 (62.2%)	4.49	0.73	Strongly agree
						Overall Mean and Std. Dev.	**4.13**	**0.93**	**Agree**

FINDINGS AND DISCUSSION

Based on Table 1, it is found that, in general, all the secondary school students strongly agreed that they are able to enter Google Classroom easily to attend the learning process (M=4.43). They strongly agreed that they are comfortable using Google Classroom in their learning process (M=4.24). All students agreed that they always look forward to attending the Google Classroom except two students, who strongly disagreed. They strongly agreed that they possess sufficient computer skills to attend Google Classroom in their process of learning (M=4.27). They agreed that they feel comfortable when interacting with their friends and teacher in the Google Classroom (M=4.19). They agreed that the learning process in Google Classroom is different from the traditional classroom in school (M=4.57). The students mostly agreed that they can get full attention from their teacher by attending Google Classroom, except for two students who strongly disagreed and one student who disagreed with this statement (M=3.68). In addition, most of the students agreed that discussions are clearly heard and understood in the Google Classroom, except for one student, who strongly disagreed, and six students, who disagreed with this statement (M=3.62). Nearly all students agreed that there is no interruption and disturbance in the learning process when using Google Classroom, except for three students, who strongly disagreed and three students, who disagreed with this statement (M=3.54). The students agreed that Google Classroom allows them to submit their assignments easily and conveniently except for three students who strongly disagreed with this statement (M=4.00). All students strongly agreed that references and learning materials posted can easily be accessed in the Google Classroom (M=4.24). The students strongly agreed that in the Google Classroom, they do not need to print or photocopy their learning material and that it is paperless, but two students disagreed with this (M=4.27). The students agreed that Google Classroom saves much time and cost in the process of teaching and learning, except for two students, who disagreed with this statement (M=4.11). Moreover, except for one student who disagreed, the students strongly agreed that Google Classroom provides efficiency and effectiveness in the process of teaching and learning (M=4.24). Lastly, all the students strongly agreed that Google Classroom can be held anywhere and anytime (M=4.49).

Students strongly agreed that they are comfortable using Google Classroom in their learning process. They strongly agreed that they have sufficient computer skills to enable them to use Google Classroom in their learning process. They agreed that discussions were clearly heard and they could understand all topics taught using Google Classroom. Besides, they agreed that they could submit their assignments easily and conveniently using Google Classroom. They strongly agreed that Google Classroom has provided them efficiency and effectiveness in their learning process.

As shown in Table 1, the average mean and standard deviation (M=4.13 & SD=0.93) show positive perceptions among the secondary school students towards using Google Classroom in the learning process. Findings also showed that students do agree that Google Classroom can help them in their learning process.

Conclusion

Google Classroom improves the teachers' and students' ability to use technology wisely, especially for the learning process, saving time, being environmentally friendly, overcoming the distance, increasing cooperation among students and secure document storage. It is suggested that this survey can be conducted among the primary school students and learners from higher institutions of learning in the future. Besides, this survey can also be conducted at the private secondary schools and the international primary and

secondary schools in Malaysia. Based on the findings and discussion, secondary school students in Kuala Lumpur seem to have positive perception towards using Google Classroom in their learning process. They do agree that Google Classroom can help them in their learning process.

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