

Chapter One

Introduction

In this chapter, the researcher presents an overview of this study. It contains some vital information needed to be highlighted about the research. The researcher divides this chapter into seven subtopics, namely Background of the Study, Identification of the Problem, Delimitation of the Problem, Research Question, Research Objective, Significance of the Study, and Organization of the Chapters.

Background of the Study

Since the first case of Covid-19 emerged in Indonesia in March 2020, the Indonesian Ministry of Education and Culture decided to close all the face-to-face teaching and learning activities. This schools' closure regulation was made to prevent the spreading of the virus. This condition forced all school parties to continue the school activities online from their home. Murphy (2020) stated that the conducting of emergency eLearning had become a popular trend in the education field worldwide in responding to the pandemic (p. 492). Some schools that never taught online classes before the pandemic modified their teaching and learning process by implementing online learning.

Online learning has become one of the alternatives to keep the teaching and learning process still runs well in this pandemic era. Online learning gives advantages in this situation. It is related to Silalahi and Hutauruk's (2020) statement that the implementation of online learning can be a solution amid a pandemic because the teaching and learning process runs without having to bring the students

and teachers into one classroom physically (p. 1689). Teachers will provide the students with teaching materials, assignments, assessments, discussion forums by utilizing the technology. Every school has the freedom to choose what platform to implement their online learning. There are many applications that can be used to conduct online learning, such as Discord, Google Classroom, Moodle, Zoom Cloud Meetings, Microsoft Teams, et cetera. Schools have the right to choose which application is proper for their online learning platform.

However, in selecting the online learning platform, the schools have to consider several things related to the practicality and the convenience of both students and teachers. It is essential because it will affect students' engagement and motivation to learn through online learning. Then, it impacts the effectiveness of online learning. The effectiveness of the teaching and learning process will lead to how the students' learning results. The proper selection of online learning platforms could "build 'learning resilience' with technological assistance" (Wang, Pang, Zhou, Ma, & Wang, 2021, p. 13) to better prepare the education for other challenges in the future. Therefore, knowing the students' convenience and perspective are essential to considering the right choice of application which will be applied. It can be measured by their technology acceptance level to know how the students' perspective on using the online learning application. Moreover, people do not know when the pandemic will be over, and the education can be back to fully face-to-face learning as before.

Knowing that there are a lot of applications that can be used for teaching and learning in the online process, usually, the schools utilise one main application for conducting their online learning process and also some support applications. In Indonesia, one common application mostly used by the schools for online learning is Google Classroom, especially for Senior High Schools and Junior High Schools. Using Google Classroom, the teacher could manage classes by uploading materials, assignments, quizzes, feedback, announcements, et cetera. Without wasting papers and face-to-face meetings. Iftakhar (2016) stated that "Google Classroom is meant to help teachers manage the creation and collection of student assignments in a paperless environment, basically leveraging the framework of Google Docs, Drive, and other apps" (p.12). Therefore, applications such as Google Classroom help the teaching and learning process continue even during a pandemic outbreak.

The unprepared adjustment towards the changes of teaching and learning model like this should be examined. They might face some challenges in adapting to these rapid changes. In Indonesia's context, Google Classroom is not a new application, but it was still rarely used at school before the pandemic happened. However, many schools are implementing online classes through this application because of the pandemic. Hence, it is normal if students and teachers need to learn and adapt to this application. Each individual has a different ability to adapt to new technology. Some people can quickly learn to use new technology, and others find difficulties. The older seems to have a good competency in using technology than the younger people. Older students can adapt to use a new technology faster than the younger ones or vice versa. Some previous researches show that age differences affect the

acceptance of technology usage. The age factor may become a factor in how fast each person adapts to new technology.

Furthermore, the accessibility of internet connection becomes a big issue in the implementation of online learning. Internet connection has become an essential thing. It is related to Silalahi and Hutauruk (2020), who said that “No matter how good the online learning platform, but without the support of the internet network, the impact is certainly not optimal” (p. 1689). After one year of implementation of online learning, some teachers said that sometimes the students struggle with the internet connection. Sometimes they also run out of internet packages, so they cannot access online learning. Even though the government already distribute internet package for helping students follow online learning, they still struggle with this because it is limited. Gunawan, Suranti, and Fathoroni (2020) stated that the obstacles often happen during the implementation of online learning are limited internet access by lecturers or students and unfamiliarity with online learning.

Based on the researcher's interview with a teacher in a junior high school that implemented Google Classroom, the teaching and learning process is hampered because students are inactive even though the teacher designs interactive learning in the application. Google Classroom has the feature for discussion, but the students were not actively discussing there. Thus, the researcher investigated how the students' technology acceptance on the implementation of Google Classroom after they experienced it. The research is based on four indicators or constructs: Perceived Usefulness, Perceived Ease of Use, Behavioural Intention, and Actual

System Use. In addition, the researcher also believes this relation between age differences with technology acceptance level is needed to investigate, to know whether the age difference considers their technology acceptance level or not.

Identification of the Problems

The students are dealing with several problems with the implementation of online learning, especially in the schools where this research was conducted. Some students struggle with a lack of internet connection, internet package, and smartphone ownership. The teacher said that sometimes the students were not doing or submitting their assignments on time. Some students do not have smartphones, so they use their parents' smartphones alternately for online learning. Hence, these schools' teachers cannot regularly conduct synchronous online classes. Most teachers decided to provide online learning asynchronously using Google Classroom and other supporting apps.

Because they had never experienced using Google Classroom for online learning, some students were unfamiliar with the application and needed more time to understand how to use it. This problem is not only faced by the students but also by the teacher who provides teaching and learning. They need to adapt to the application. Before the pandemic, Google Classroom was rarely utilised in Indonesian schools. Only a few teachers implemented this application for the teaching and learning process. The adaptation to Google Classroom is not only about how to use this application. The teachers need to prepare and modify the

teaching materials, assignments, and assessments to be uploaded and easily understood by the students.

On the other hand, the students need to adapt and get used to learning and understanding the material independently. It is different from the offline class when the students will get an explanation from the teacher directly. While in online learning, especially using Google Classroom, the students will be provided with the materials, and they need to learn by themselves without accompaniment from the teachers. Therefore, if there are difficulties and misunderstandings on materials, the students have to be actively asked by the teacher.

Moreover, the ability of people to adapt to something is different from one another. It may not be a big problem for someone who often uses technology in everyday life. But for someone who rarely uses technology, especially for learning, it is difficult for them to adapt. In the case of Junior High School students, it might be a significant adaptation for Junior High School students. Because when they were in Elementary School, they still experienced learning with a lot of help from the teachers. It will be different from senior high school students who are more independent of knowing or doing something themselves. It leads to a hypothesis that the older students, who have more experience in using technology and are more mature enough to do something individually, will be easier to adapt and accept the use of new technology. However, everyone has a different learning style, so they have another point of view on responding to the application of online learning. Therefore, the researcher is interested in investigating how the student's point of

view toward Google Classroom as an online learning platform by measuring students' technology acceptance.

Delimitation of the Problem

According to the identification of the problem, this study has limitations in finding the detailed result. First, this study focuses on examining the students' acceptance level on Google Classroom as an online learning platform and investigates the relations between students' age differences differed by Senior High School and Junior High School to the acceptance level. Second, the samples of this study are limited. The respondents of this research are students from one of the Junior High Schools and Senior High Schools in Gunungkidul, Yogyakarta, who experienced using Google Classroom during this Covid-19 pandemic. Third, this research investigates the level of Google Classroom acceptance based on four indicators only, namely Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Behavioural Intention (BI), and Actual System Use.

Research Question

This study has two research questions, namely:

1. What is the students' acceptance level of the use of Google classroom as an online learning platform during the Covid-19 pandemic?
2. Is there a significant difference in Google Classroom acceptance level based on student age differences between Senior High School and Junior High School?

Research Objective

This research aims to find out the technology acceptance level of Senior High School and Junior High School students on the use of Google Classroom as an online learning platform during the Covid-19 pandemic. Moreover, the research's purpose is also to know whether there is a significant difference in Google Classroom acceptance levels by student' age differed by Senior High School and Junior High School or not.

Significance of the Study

The researcher expected to give teachers, schools, and other researchers some advantages from this study.

Teachers. The results of this research are valuable for the teachers who teach online at Senior High School and Junior High School levels. Teachers will get information about students' technology acceptance levels, and this research will also present a result on whether age differences significantly differentiate technology acceptance levels or not. The teacher can use this to know how students convenience when joining the teaching and learning process using the Google Classroom platform. Thus, the teacher could evaluate and improve the online teaching process.

School. The expected results could be used as references in evaluating online teaching and learning, especially in selecting and utilising an online platform. As an organisation that implements online teaching and learning, the school could

consider the utilisation of the Google Classroom application for their teaching and learning policy-making.

The researchers. From the results of the level of technology acceptance and the test results of the relations between age differences and technology acceptance in this study, other researchers can use these data to support their research. This research is expected to be used as a reference and inspiration for other researchers to find new topics for further study.

Organization of the Chapters

In this part, the researcher explains the content and sequence of each chapter presented. This research contains five chapters. The first chapter is an introduction, showing the background of the study. It shows the reasons why this topic is needed to be investigated. The first chapter also gives information about the problems, the research questions, the purpose, and the benefits of the research.

The second chapter is Literature Review. It is about the detailed explanation of the research topic and the theory that support this research. It also contains a review of some previous studies related to this research. Moreover, in this chapter, there are a conceptual framework and hypothesis. The conceptual framework is an overview of how this research was constructed. The hypothesis is concluded from data presented in the literature review as a reference for this research analysis data.

In the third chapter, the researcher explains the methods used in this study. In this part, there are explanations about the research design, setting of the research,

population and sample, data collection method, research instrument, validity and reliability, data collection procedure, and data analysis.

The fourth chapter is the results and discussion of the study. In this chapter, the researcher reports the results found from the data analysis. The researcher explains the result of students' acceptance levels on Google Classroom and the study of age differences in technology acceptance levels, whether it has a significant difference in technology acceptance.

The fifth chapter, or the last chapter, is the conclusion and recommendation. This chapter shows the summary of what is the research topic and what are the results found in the study. Moreover, this chapter also contains suggestions and recommendations related to this research's results.