

Chapter One

Introduction

In this study, the researcher discusses some points explained in this chapter. First, this chapter discusses the background of the study. In this background, the researcher explains why the researcher investigated the implementation of Google Classroom. Second, the researcher provides two research questions and objectives of this study. The significance of the study explains the benefits of this study. The last is the organization of the chapter showing a description of each chapter.

Background of the Research

The Covid-19 pandemic has impacted all aspects of life, one of which is education. The Ministry of Education and Culture makes learning adjustments during the pandemic. Based on the policy of the Ministry of Education and Culture in 2020, the implementation of direct learning turned into online or distance learning during the pandemic. It aims to reduce activities in the community to reduce the spread of the Covid-19 virus. To reduce the spread of the virus, many schools are implementing distance learning by utilizing learning media such as Google Classroom. Teachers and students may organize the learning process from home via a computer or smartphone to access it with the support of a stable internet network.

The use of learning platforms now is a necessity, especially during the pandemic making it difficult to conduct face-to-face learning. The use of technology in learning during this pandemic is expected to be a solution so that it

is carried out efficiently and effectively by students' participation in the process. Teachers must deliver an enjoyable learning process and be relevant, so all learning objectives framed can be achieved to promote students' engagement. Application of virtual classes in learning activities must be preceded by planning and preparing both from a technical point of view and the material content. Additionally, teachers must be familiar with virtual classroom apps to share materials, facilitate discussions, and prepare students for online tests.

In virtual classrooms, the progress of the learning process may be monitored by teachers, students, and parents. Teachers can employ a variety of application options in the implementation of virtual classes. Those who have sufficient ability in technology will be able to do learning well. Teachers may focus on students' attention and motivate them to participate in the lesson well. Different learning media can attract and increase motivation and interest and take their attention to the material presented so that the effectiveness of learning will also increase (Sabran & Sabara, 2017). Google Classroom provides an attractive learning media and motivates them to take part in learning through the feature to obtain subject matter. Learning activities may be carried out online and still be effective for teachers and students.

Learning Management System (LMS) provides online education services for teachers and students. An application that is easy and often used during the pandemic is Google Classroom. Sudarsana et al. (2019) mentioned that the growing learning system makes Google Classroom an LMS offering digital learning media to help online learning. It is a development application from

Google as a web-based learning media. This application facilitates interaction between teachers and students during virtual classes.

Google Classroom has a positive impact on students, so teachers' role in implementing new learning methodologies must not ignore the transformation of educational practice (Azhar & Iqbal, 2018). It aids teachers in explaining the topics that students will learn through uploaded or written materials. According to Shaharane et al. (2016), the design of Google Classroom is based on encouraging students to think creatively and act. Using it in the learning process is a cognitive or pedagogical tool. This application can save time as it can be accessed anywhere and anytime by using an internet connection to allow teachers to give assignments or information to students and upload materials.

On Google Classroom, all data: documents, and assignments are stored in one central location. Students can save all their tasks in a specific folder. Teachers may store teaching materials, and the data value is seen in the application. Communication restrictions during the pandemic have made virtual classes an effort for students to keep getting material. They communicate on Google Classroom through the chat features where the response of the teacher and friends are also via chat (Sulasmianti, 2019).

Google Classroom is an alternative media and improvisation of media that does not always use print media. With it, information related to new materials can be immediately received by students through existing features. Hapsari and Pamungkas (2019) mentioned that Google Classroom offers feature facilities that each have their benefits, such as 1) Create Assignment feature to give

assignments, 2) Create Question to ask questions, 3) Create Material to provide material files in a variety of formats (Word, PDF, PowerPoint, and others), and 4) Create Topic to create topics that will be discussed in virtual classes, allowing students to actively engage in discussing the learning materials. Another feature is the deadline for assignments by setting the end date for submitting assignments so that it will be displayed on the classroom calendar. Teachers may directly add students or give them the code to join the class. With no need for paper, teachers can rapidly create, review, and grade their assignments all in one location. Besides, students may see all their tasks on the assignment page and all class materials automatically.

In their study, Triana et al. (2021) found that the pandemic situation in Indonesia requires the use of online learning for both teachers and students. Schools will rely on this online method to distribute learning materials to students to prevent the spread of Covid-19 in the educational environment, which can spread through direct physical contact. Information technology is growing so rapidly that many applications and websites can be used as learning tools. A popular tool in education is Google Classroom. Some teachers use it as a learning medium. This application allows teachers to take classes anytime and anywhere. Online or group class permits them to provide students with materials, assignments, announcements, and other information without going to their respective classroom. It is used as a learning medium to involve students in the learning process and help improve academic performance.

Furthermore, Rani and Beutlin (2020) presented that with the pandemic situation in the world, limited activities, and social distancing, the government recommends implementing Google classes to help students and teachers stay connected. Digital technology allows students to explore extensively what they are learning while learning outside the classroom. For effective teachers to use digital tools effectively, they must consider the media for teaching and have the necessary skills in the application of the selected media. Google Classroom enhances learning and teaching. In addition, it is reliable, effective, and efficient at increasing students' access and attention to the learning process. Activities carried out on this application help them on a passive basis as students. It is an effective tool for improving teaching and learning.

In this study, the researcher looked at the application of Google Classroom to high school students during the pandemic. The researcher aimed to investigate students' perceptions of the effectiveness of using it in virtual classrooms. This study identified their difficulties when using this application in learning activities. Harefa and Sumiyati (2020) stated that students' perception is one of the significant indicators closely related to the learning process. Offline or face-to-face learning before the pandemic affects their perceptions of work-independent tasks. Students tend to have difficulty in the process since they cannot discuss directly with others. Jayawardana et al. (2020) stated that internet signal also becomes quite a big obstacle. If it is not too strong, the learning process will be hampered, making it difficult for teachers or students to send materials and assignments.

Identification of Problem

The researcher conducted initial interviews with several students. The researcher knows that learning media is a significant component of the learning process, especially in online learning during the pandemic. Many media are used, such as Google Classroom, Quipper, Duolingo, and others. Some schools choose to learn media platforms to help the effectiveness of online learning. However, the most widely used and popular is Google Classroom.

To validate the information obtained from the interviews, the researcher conducted another interview with other high school students in Tegal that Google Classroom is the platform used during the pandemic. The researcher noticed that using this application made it difficult for students to comprehend the learning content. Some students believed that their friends had committed cheating. In addition, other students were troubled to access it if the internet was not stable. Therefore, this study focused on using learning media on only one platform: Google Classroom.

Using Google Classrooms during the pandemic certainly creates difficulties for teachers and students. The obstacle in implementing it is the limited opportunity to interact directly and freely during online learning. The challenges that are often faced are caused by the internet network making the learning process ineffective. The change from face-to-face to online learning creates different views of teachers and students.

Based on the survey of several students who use Google Classroom, they described the advantages when using it. One of the students stated that this

application made it easy for the learning process as it displayed notifications of material or assignments given by the teacher. It can be used with smartphones and be opened anywhere. However, the weakness of this application was conveyed by students. It cannot make video calls where learning meetings are held face-to-face via virtual (synchronous). Learning activities are transforming the process of the educational message in the form of learning materials from teachers to students. The communication process is for delivering influential material on students' understanding (Yunitasari & Hanifah, 2020).

Delimitation of Problem

In this study, the researcher focused on identifying students facing virtual learning and obstacles to using Google Classrooms. The researcher analyzed students' perceptions of their experiences of strengths and weaknesses when using it during online learning. Students' perception becomes the primary indicator in the learning activities (Harefa & Sumiyati, 2020). This study was conducted at one of the senior high schools in Tegal during the pandemic.

Research Questions

According to the explanation, two research questions are served as the focus of this study.

1. What are the strengths of implementing Google Classroom for Senior High School students during the covid-19 pandemic?
2. What are the weaknesses of implementing Google Classroom for Senior High School students during the covid-19 pandemic?

The Objective of the Research

The objectives of this study from the research questions are to describe the strengths of Google Classroom implementation for high school students during the pandemic and to identify the weaknesses of Google Classroom in the learning process.

The Significance of the Research

This study is expected to be useful for students, teachers, and future researchers.

Students

This study can provide a general and specific description of learning media used as online learning media. In addition, students may find out that Google Classroom help them learn and practice developing technology skills.

Teachers

This study is expected to provide information or insight related to learning media through the features available in Google Classroom. Thus, teachers can use this study as a reference for choosing alternative learning media. In addition, teachers may consider it as a learning medium according to their needs or conditions.

Future Researchers

This study is beneficial for future researchers. It can be used as a reference or illustration to support further research in improving Google Classroom features and other technologies. They may research the same topic about it but use a different problem.

The Organization of the Chapter

There are five chapters in this study. Chapter one consists of the background of the research, identification of the problem, delimitation of the problem, research questions, objectives of the research, and the significance of the research.

Chapter two is a literature review. The researcher found a theoretical basis that supports the management problem studied. This chapter provides information about the use of Google Classroom and the difficulties for students to comprehend online learning during the pandemic.

Chapter three is the methodology. This chapter explains how the researcher conducted the study. The chapter discusses the methods, the instruments, the participants, the settings, the techniques to get the data, and the data analysis.

Chapter four consists of the findings and discussion. In this chapter, the result of the data analysis is presented. Moreover, chapter five consists of the conclusion and the recommendations. This chapter provides the general answers to the research questions and the recommendations of this study provided by the researcher. The recommendations are given to students, teachers, and other researchers.