INVESTIGATING TEACHER'S UNDERSTANDING AND EXPERIENCE IN USING GOOGLE CLASSROOM DURING THE PANDEMIC AS A TEACHING AND LEARNING TOOL

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ABSTRACT

This study investigates teacher's understanding and experience in using google classroom during the pandemic as a teaching and learning tool. Google Classroom is defined as an internet e-learning system designed to give assistance to teachers in designing and distributing paperless course assignments to students. E–learning was initially introduced in the 1990s using the internet design and it was used in distance learning. This allows students to learn virtually if they live at a far distance. This study focused on the teacher's understanding of using google classroom as a learning tool and how teachers experience using google classroom during the pandemic. A case study was formulated as the research design to answer the research questions. The observation and interview were conducted with one of the English Teachers at one of the Senior High Schools in Banjar as the participant in this study based on a purposive sampling technique. Furthermore, the researcher analyzed, interpreted, and concluded the data taken from the instruments. The study found that the teacher understands to use Google Classroom during the pandemic even though there are complaints about the use of the application, namely the signal factor that does not support it. The teacher also gives the material to the students very clearly so that the students understand the material. Moreover, it made students more confident to learn English, provided a better understanding of the materials delivered by the teacher, and helped the teacher in saving time to keep the class conducive.

Keywords: *Covid-19; Google Classroom; online learning; teacher's understanding; teacher's experience*

INTRODUCTION

Google Classroom is a Google-providing internet-based e-learning system (Martinez-Monés et al., 2017). This tool was created to assist teachers in creating and distributing paperless projects to students. Google Classroom was engaged to provide virtual learning intercourse between a professor or teacher and a student or

pupils (Liu & Chuang, 2016). Lecturers publicly distribute scientific assessments and assign students independent assignments (Wijaya, 2016). Google Classroom may be used to set tasks, submit assignments, and assess students. Adopting Google Classroom as a Learning Management System (LSM) has various advantages (Izenstark & Leahy, 2015). Google Classroom was initially released in 2014 as part of the Google Suite for Education. While the school is still closed, this Platform might be one solution for finishing the teaching-learning process. Google Classroom allows young learners to be autonomous, engaged and motivated because most of them utilize technology in their everyday lives. It also succeeds in the digital era, such as in the fourth industrial revolution, when instructors are expected to have experience, the capacity to adapt to new technologies, and the ability to deal with global concerns.

Recently, a disease named Corona Virus Disease (COVID-19) struck the whole world. This situation has resulted in the termination of face-to-face learning and teaching activity in educational institutions in more than 190 countries to terminate the outbreak of the virus and reduce its effect. Students at all school levels have stopped meeting face-to-face in class. In contrast, UNESCO found major gaps in educational outcomes, dealing with the unequal distribution of teachers in general, and the best-qualified teachers, to the loss of undeveloped countries and regions, as well as remote areas, where indigenous people and migrants live. research from Harjanto, A. S., & Sumarni, S. (2019), Okmawati, M. (2020), and An, Y., Kaplan-Rakowski, R., Yang, J., Conan, J., Kinard, W., & Daughrity, L. (2021) focuses more on studying Teacher's experiences on the use of Google

Classroom 3rd English language and literature international conference (ELLIC). This study aims at investigating teachers' perception of Google Classroom application that provides a positive way to their student's learning processes, and to analyze the use of Google Classroom during this pandemic. This study was library research describing the phenomenon of using Google Classroom and understanding of K-12 teachers' perspectives and experiences on online teaching during the COVID-19 pandemic. The current study focused on K 12 teachers' perspectives on online teaching including strategies and tools they used in online teaching as well as challenges they encountered in 2020. Besides, the present study focuses on exploring teachers' understanding and experience of Google Classroom as a learning tool during the Pandemic.

METHOD

This research used a qualitative design which is defined as "a set of data from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p.160). This kind of research enables a variety of methods to recruit participants to gather data and use different methods of instruments furthermore, this study also describes a description of how teachers understand and experience the Google Classroom application during a pandemic. Further, the researcher observed and interviewed an English teacher in one of the Senior High Schools in Banjar as a subject for this research. Thus, the researcher used the purposive sampling technique to determine the subject based on the uniqueness of the case stated by Creswell (2014, p.228) said that purposive sampling is the premeditated selection of participants and sites based on their ability to illuminate a specific

theme, concept, or phenomenon. Moreover, the researcher coded, transcribed, and interpreted the findings to draw a conclusion based on the data gathered.

FINDINGS AND DISCUSSIONS

The researcher highlighted the finding of this study taken from the research questions: how is the teacher's understanding of using google classroom as a learning tool and how does the teacher's experience in using google classroom during the pandemic? Based on the research findings, Google Classroom can be used as a learning tool, especially in this pandemic situation. Google Classroom as a platform has a positive impact on students to do online learning during a pandemic and can make it easier for teachers to teach using the application. The results of this study are distinct from previous studies. Some previous studies have discussed teacher experiences regarding the use of google classroom. Based on the previous explanation, the researcher can conclude that the understanding and experience of using google classroom teachers during the pandemic is to find out how the experience and understanding of teachers using google classroom. However, in this study, the researcher observed the teacher's experience with google classroom through direct observation via WhatsApp video call and analyzed the teacher's understanding of the use of google classroom. Observation data on teachers' understanding and experience in using Google Classroom shows that the application of Google Classroom has a positive result on online learning during the pandemic. In addition, teachers can gain a lot of understanding and teaching experience with the Google Classroom application. Their learning process in Google Classroom makes students learn English and can make students feel

comfortable with the application even in this pandemic situation. This is in line with Harjanto, A.S., & Sumarni, S. (2019) that teachers view the Google Classroom application positively and bring goodness to the learning process of their students.

Teachers use it to facilitate the distribution of students' assignments, organize classes, and accommodate student interactions. In the wider sense, teachers consider the use of Google Classroom highly to implement their virtual classes. This finding is supported by Azhar (2018) quoted in Okmawati, M. (2020). that there is the effectiveness of using Google Classroom during this pandemic. This is one of the ways that schools and teachers are considering providing interesting e-learning for students, while the teacher's learning process moves to online classes. this application can reduce boredom when learning is carried out so that the learning process can run well, and create a good atmosphere in the process of learning through google class meetings.

Furthermore, researchers found difficulties in teaching and assigning assignments to students using Google Classroom during the pandemic through Google Classroom. Because some students have a bad internet connection when logging into Google Classroom when learning and giving assignments, not always students can understand directly, especially if students have to follow zoom for quite a long time, from 07.00 to 06.00 11.00, or almost all subjects at the same time giving assignments, this, of course, will slightly affect the speed and accuracy of them completing assignments or following online learning, so when teachers cannot provide additional material to share with students. This means that teachers must encourage students to be enthusiastic about participating in online learning and find

good connections before they join online classes, and for teachers to re-examine the material that will be given. The findings show that the application of google classroom helps students in doing their assignments easily. This is in line with the theory of An, Y., Kaplan-Rakowski, R., Yang, J., Conan, J., Kinard, W., & Daughrity, L. (2021) about K-12 teachers' perspectives and experiences about virtual teaching during the COVID-19 pandemic. The current study investigated K-12 teachers' perspectives on online teaching, strategies and tools they used to teach online, and challenges they encountered in 2020.

Furthermore, the study explored the teacher's perspective of the "new normal" after the outbreak of COVID-19 and what should be done for teachers to make better preparation for future emergencies. This also supports previous research from Shaharanee, I. N. M., Jamil, J. M., & Rodzi, S. S. M. (2016)., that Google Classroom is found is effective as an active learning tool. Based on the results from the semi-structural interview, it can be concluded that the teacher's understanding and experience of google classroom as a learning device has a positive effect on students who use it. Google Classroom is a useful application for online learning tools, especially in this pandemic situation, and can also implement learning even though it is online. Students feel lucky because they can learn English material, students can add vocabulary, and understand English material such as listening, etc. This supports previous research from Harjanto, A. S., & Sumarni, S. (2019) that Google Classroom is beneficial and that it is positive for students learning processes and teachers use it as a facilitation tool for managing students' tasks, organizing the classroom, and accommodating students' interaction.

Teachers generally perceived Google Classroom as a very helpful tool to conduct their virtual classroom. Google Classroom also helps students to do assignments, submit assignments, etc. Their teachers also always encourage students, so that students can feel enthusiastic about doing assignments, enjoy, and comfortable, especially being able to make students understand more about the material provided by the teacher through the Google Classroom application.

CONCLUSION

The results of the data analysis showed that it is quite clear that teachers' understanding and experience of google classroom as a learning device during a pandemic is very positive and very useful for the teacher to interact with students. To answer the research questions, researchers used two instruments, such as observation, and semi-structural interviews. Researchers made observations with one English teacher on April 4, 2022. In these observations, the researcher acted as a non-participant observer. Then, in this study, researchers also used semi-structural interviews as research instruments. Meanwhile, the interview was conducted on April 4, 2022, by the researcher using Indonesian when interviewing by college students. The question consists of seven questions. This study analyzes the understanding and experience of the teacher using Google Classroom as a learning tool during a pandemic for English teachers at one of the senior high schools in Banjar.

The results of observations found that teachers who use Google Classroom during learning during the pandemic are very aware of the features in Google Classroom, teachers can share assignments, share attendance lists via Google

Forms, carry out assessments, and better discipline teacher administration or task storage. -assignments are done by students, and can also communicate with parents/guardians of students to convey information about the development of their children during learning. and his experience also when using google classroom in the learning process, the use of Google Classroom is very helpful because there are restrictions on meeting face-to-face rules.

The menus/features in Google Classroom can facilitate the need for tools or media for the continuous improvement of students' abilities so that they can still get information and can communicate when they have difficulties in the learning process. However, not all students can follow the process due to various reasons, including not all students having smartphones that support various applications, or only a few students who have laptops, do not have enough money to buy quotas. The existence of Google Classroom allows students to understand the material and do assignments. The results of the interview found that the teacher's understanding and experience of Google Classroom gave positive and negative responses. As a result, teachers believe that Google Classroom makes students understand the material provided by the teacher and can also make it easier to distribute assignments, share attendance lists via Google Forms, carry out assessments, and bring more order to teacher administration or storage of assignments done by students, and can also communicate with parents/guardians of students to convey information about the development of their children during learning. However, some things make teachers find it difficult to learn using Google Classroom, namely when learning and giving assignments, not always students can understand directly,

especially if students must follow zoom for quite a long time, from 07.00 to 11.00, or almost all subjects at the same time giving assignments this, of course, will slightly affect the speed and accuracy of them completing assignments or participating in online learning. the teacher enjoys online learning using Google Classroom because it can be more relaxed. It can be concluded that teachers use Google Classroom as a platform for online learning during the pandemic so that their students can learn and understand the material, although not directly.

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