STUDENTS' PERCEPTIONS TOWARD THE IMPLEMENTATION OF GOOGLE APPS FOR EDUCATION DURING PANDEMIC

Rekha Asmara[1], Zainal Rafli[2] & Ifan Iskandar [3]
[1,2,3]Universitas Negeri Jakarta, Indonesia

Keywords	Abstract
	This article focused on analyzing the students' perceptions toward the implementation of Google Apps for Education (GAFE) during pandemic, namely; Google Classroom, Google Meet, and Google Form. A descriptive qualitative research method was applied with twelve undergraduate students majoring English field at Islamic University of Ogan Komering Ilir (UNISKI) Kayuagung taken as the research participants. To collect the data, the participants were asked to respond on the statements within the questionnaire. Likert Scale was then used. Findings showed that students gave positive perceptions regarding to the implementation of Google Apps for Education (GAFE) in online learning during the pandemic era. Most of the statements revealed that most students perceived positively their experience in learning online through the use of GAFE proposed in this study.
Corresponding Author *Rekha Asmara Universitas Negeri Jakarta Indonesia* ***Email:*** *rekha_9906922020 @mhs.unj.ac.id* ***Phone:*** *085101277273*	

Kata Kunci	Abstrak
	Artikel ini berfokus pada analisis persepsi siswa terhadap implementasi Google Apps for Education (GAFE) selama pandemi, yaitu; Google Classroom, Google Meet, dan Google Form. Metode penelitian kualitatif deskriptif diterapkan dengan dua belas mahasiswa sarjana jurusan bahasa Inggris di Universitas Islam Ogan Komering Ilir (UNISKI) Kayuagung diambil sebagai peserta penelitian. Untuk mengumpulkan data, para peserta diminta untuk menanggapi pernyataan dalam kuesioner. Likert Scale kemudian digunakan. Hasil penelitian menunjukkan bahwa siswa memberikan persepsi positif terkait penerapan Google Apps for Education (GAFE) dalam pembelajaran daring di era pandemi. Sebagian besar pernyataan mengungkapkan bahwa sebagian besar siswa merasakan secara positif pengalaman mereka dalam belajar online melalui penggunaan GAFE yang diusulkan dalam penelitian ini.
Corresponding Author *Rekha Asmara Universitas Negeri Jakarta Indonesia* ***Email:*** *rekha_990692202 0@mhs.unj.ac.id* ***Phone:*** *085101277273*	

INTRODUCTION

The complexity of the pandemic outbreak has led world leaders to implement a policy to break the chain of distribution of Covid-19. Education also becomes a victim of this policy where teaching and learning activities in schools have been shifted from face-to-face to virtual classroom. Bashir et al. (2021) explain that the sudden spread of COVID-19 triggered a wave of uncertainty in the educational arena and resulted in the complete closure of traditional in-person classrooms at all levels of education – primary, secondary and higher stages, around the world. This initially caused unrest not only for teachers, both lecturers and teachers, but also for students/students including campuses/schools and parents. Eventhough the schools in Indonesia are mostly closed during the pandemic era, teaching and learning activities or processes of learning do not stop. The Minister of Education, Culture, Research and Technology issued Circular Letter Number 4 of 2020 concerning the implementation of education in an emergency of the Corona Virus (Covid-19), that all learning activities are carried out with online learning system (online) at home. Teachers and students have been conducting online learning during their courses or lessons sincethen. This transition requires many adaptation, and readiness from teachers, educators, parents, and students especially about the availability of technological tools such as smartphone, personal computer or laptop which are connected to the internet connection as well during the online learning.

The implementation of online learning leads the teachers to prepare fruitful materials, methods, including media that are applicable. Fajrian (2020) explains that online learning is done using the internet-based meeting applications or social media applications connected with the internet network or the mobile device or the mobile phone and laptop. The learning system is implemented through a computer or laptop device that is connected to an internet network connection. Similarly, Basilaia and Kvavadze (2020) describe that online learning is the experience of knowledge transfer using video, audio, images, text communication, and software supported by internet networks. To be dealt with these online tool facilities, it is necessary for teachers to develop their ability and experiences in teaching using various internet-based applications and learn how to use those apps well. However, lack of face-to-face (F2F) interactions between students and instructors or among students remain a major concern of online learning, and there is a need to look for more effective ways to improve student engagement in online learning environments (Watts, 2016).

Google Applications for Education (GAFE) has become trend and been applied as one of the teaching alternatives by many teachers and educators all over the world during the pandemic. GAFE is a term used to represent some applications provided, produced and administered by Google. Google is a search engine that every person has been dealt with, in order to find out every information or knowledge people need. There are some inquiries indicating that the apps not only can be applied in traditional classrooms but also in blended learning during normal circumstances as well. Besides, in English language teaching, GAFE may also play a crucial part in order to conduct a successful online English learning course based on the functions and usability of the applications. Chiablaem (2021) claims that the study of the use of GAFE and the enhancement of English communication skills among the learners should be conducted to investigate the students' experience, perceptions, and attitudes towards the effectiveness of the Google apps such as G Suite (Google Drive, Google Form, Google Docs, Gmail, Google Hangouts, Google Sheets, and Google Calendar) in an online setting. Teachers can do learning together by using various learning applications. Then, teachers can ensure students to follow the learning process at the same time, even though they are in different places. Learning activities begin through video calls that are connected to the teacher in question. Presense of the students can also be identified through the Google Form application or Google Classroom. These various applications are very helpful in the learning process in the pandemic era.

Furthermore, there have been some previous researchers that put their interest of investigation on the use of various online teaching and learning tools and applications. First, Francescucci and Rohani (2019) investigate whether the use of virtual, interactive, real-time, instructor-led (VIRI) online learning such as Zoom, CiscoWebex, or Google Meet can deliver the same student performance and engagement outcomes as a face-to-face (F2F) course. The result showed that that a synchronous course delivered using VIRI classroom technology has the same level of student performance outcomes as F2F learning. Secondly, an analysis of the students' experience in utilizing learning-based applications (Google Classroom, Google Meet, Zoom and WhatsApp) and the difficulties in learning the English language in the pandemic era was done by Mannong (2020). Based on the result, WhatsApp was considered as the the most effective application that could enhance their English skills because of its convenience and stability. Next, Chiablaem (2021) explore the opinions of Thai university students regarding the use of G Suite Applications namely Google Classroom, Google Meet, Google Docs, and Google Forms, in an English online course during the Covid-19 situation and to indicate how the applications can be integrated with online tasks that promote English skills. As the results, it was found that the students had a positive experience using the applications in their online learnings. The combination of the applications enabled them to increase their English skills, grammatical and lexical knowledge. These three previous studies focused on the use of online learning application offered by Google in order to identify which apps that is better than others in terms of successfully fulfilling the students' needs and achievement during the online teaching and learning process.

Moreover, how the students respond and reacted toward the implementation of each online learning apps above can be analyzed further. This present study takes this chance in order to fill in the gap of the previous studies. The term GAFE is used throughout this paper. By knowing the students' perceptions toward the implementation of Google Apps for Education as stated in the title, teachers can have more insights, experiences and make decision about the choice of apps that is going to use in the online, or blended learning as well. Septinawati et al. (2020) establish perception as a step of the total action process that helps people to adapt their behavior to the environment they live in. Therefore, people who have perspective will think broadly and wise to resolve their problem or issue, because people never think in narrow view, people cannot see just one perspective to analyze the issue. Therefore, people should open their eyes widely and think broadly in multiple points of view based on phenomena that occur. According to Wart et al. (2020), the student perspective is especially important when new teaching approaches are used and when new technologies are being introduced. It is true that perceptions or perspective have the same idea that it an give further information about what technology, online learning apps, or even a particular program that has been used or implemented. Further, Dawson et al. (2019) say that students' perspectives provide invaluable, first-hand insights into their experiences and expectations. It indicates that whatever teachers do in the classroom may stimulate multiple perspectives of the students. Here, the teachers can take it as the consideration to improve their teaching performances.

Afterall, this present study focused on analyzing the students' perceptions toward the implementation of Google Apps for Education (GAFE) during pandemic, namely; Google Classroom, Google Meet, and Google Form. These three apps have been implementing by teachers and students during pandemic in the location where this present study was conducted.

METHOD

The research method used in this study was a qualitative descriptive method. This method is used for the reasons that the researcher wants to describe the observed condition specifically, transparant, and deeper. As stated by Rahman and Iwan (2019) that the qualitative descriptive method is a method of researching an object, a set of conditions, a

system of thought to make a description, a systematic, factual and accurate description of the facts, properties, and relationships between the phenomena investigated. In accordance to this view, the students' perceptions toward the implementation of Google Apps for Education (GAFE) during pandemic were analyzed and detemined as the observed phenomena in this study.

There were twelve undergraduate students majoring English field at Islamic University of Ogan Komering Ilir (UNISKI) Kayuagung taken as the research participants. During the pandemic, the college has been implementing the online learning system to conduct the teaching and learning process between teachers and students, which is then continued to blended learning now. During online learning in English classes, several apps of GAFE were applied such as Google Classroom, Google Meet, and Google to support the activities of students. Then, a questionnaire was used to collect the data about the students' perceptions toward the implementation of the three apps mentioned before. The questionnaire is interpreted by 5-point Likert Scale, namely; Strongly agree (1), Agree (2), Neutral (3), Disagree (4), and Strongly disagree (5).The questionnaire was made by the using Google Form and the link was then distributed online to the participants. Their responses were automatically recorded in the Google Form apps. Percentages of frequency of the responses were identified to present the descriptive statistics in the results. Then, tables were used to display them. The obtained data from the questionnaire were then described kualitatifely in order to reveal the findings.

RESULT

The presentation of the results of questionnaire which contained statements about students' peceptions toward the implementation of Google Apps for Education (GAFE) during pandemic were displayed in the table. A total of 12 students gave responses to this questionnaire, students only gave a check on the box provided in the questionnaire. The students' perceptions of the use of google forms. The indicated by using five indicators, namely, Strongly Agree (1 point), Agree (2 point), Neutral (3), Disagree (4 point), and Strongly Disagree (5point). However, the distribution of frequency and percentages of responses were categorized into simpler table and only 'Strongly Agree' and 'Agree' responses highlighted. The highlighted result about 'Strongly Agree' and 'Agree' were presented in the following tables.

Table 1. Google Classroom

Statements	Responses
Google Classroom enables me to review learning contents all the time	Strongly Agree (58%)
Google Classroom enables me to turn in my work conveniently and quickly	Strongly Agree (60%)

Table 2. Google Meet

Statements	Responses
Google Meet enables me to learn online conveniently and quickly	Strongly Agree (54%)
Google Meet enables me to express my opinions and respond to my teacher immediately	Strongly Agree (52%)

Table 3. Google Form

Statements	Responses
Google Forms enables me to complete quizzes or tests quickly.	Strongly Agree (54%)
Google Forms enables me to receive my scores after taking quizzes or tests immediately.	Strongly Agree (55%)

Table 4. Google Classroom

Statements	Responses
Google Classroom enables me to revise my grammar and vocabulary lessons all the time	Agree (54%)
Google Classroom enables me to enjoy English exercises in each week	Agree (57%)

Table 5. Google Meet

Statements	Responses
Google Meet enables me to be more interested in English listening	Agree (46%)
Google Meet enables me to improve my speaking skills	Agree (45%)

Table 6. Google Form

Statements	Responses
Google Forms enables me to read faster within limited time	Agree (47%)
Google Forms enables me to improve my grammatical and lexical knowledge	Agree (45%)

The percentages of positive responses of the participants in each highlighted statement above revealed that GAFE (Google Classroom, Google Meet, and Google Form) could help students in experiencing themselves with the process of online teaching and learning. The functions of the applications offer students the ease of use, and the safety of information that they obtained and shared during online learning activities with the lecturers. This was shown by the percentage which is above fifty percent in some statements. On the other hand, the percentages of agreement which were approaching fifty percents in terms of the enhancement of language skills such as listening, speaking, grammar and vocabulary lessons proved that these applications also donate some beneficial backwash for the students in order to reach the goal of lesson during online meeting through the applications. In short, the three apps of GAFE analyzed in this study have been approriate enough in terms of its implementations.

However, during the implementation of GAFE in online learning, some difficulties and technical errors were probably still happened. The success of solving these obstacles relied on the stability of internet connection. It could be different in situation when these apps took place in other places with good and stable internet connection.

DISCUSSION

This objective of this study was to identify the students' perceptions toward the implementation of Google Apps for Education (GAFE) during pandemic, namely; Google Classroom, Google Meet, and Google Form. From the results of questionnaire, it was recommended for the students to have been familiar with the applications firstly before they were involved in the implementation using the three types of GAFE which became the concern apps analyzed in this study. The students perceived that each apps offered its own benefits for the needs of online learning. First, in terms of Google Classroom benefits pointed out from the results of responses, it was supported also by Heggart and Yoo (2018) that Google Classroom helps to increase student's collaboration, participation and improve learning outcomes. It could be integrated into the online activities especially when lecturer assigned some tasks for students. Next, second apps of GAFE in this study, Google Meet, had less frequency of responses from the participants about its benefits to enable students to enhance their pedagogical knowledge (e.g. grammar and vocabulary) while being implemented. This could be caused by the lack of knowledge of lecturers and

students about the apps and how to cope with its propable obstacle while being used. It was similar to what Cruickshank (2020) says that without online teaching experience, many teachers may struggle with how to create and manage their classroom activities successfully. Nonetheless, it was still believed by Chiablaem (2021) that Google Meet can be used as an alternative tool for conducting a virtual classroom. Moreover, the benefits offered by Google Form in this study were also suitable with what was claimed by Sianipar et al. (2019) that google form were tools that can assist in sending surveys, planning an event, collect information efficiently and easily. Similarly, Sari et al. (2020) declared that google form provided an automatic scoring system, yet it gave benefit for the students to know their scores directly.

The results of questionnaire also showed the technical problems dealing with the use of GAFE during online learning for example the problems of bad internet connection that oftenly made them feel anxious and dissatisfied. Awuah (2015) explains that GAFE is seen as a powerful technical solution via cloud-computing systems which facilitate learners without the limitation of time, places, and various types of devices such as laptops, mobiles, iPad, etc. In other words, teachers could combine the use of GAFE at the same time of teaching and learning process so that when technical problems occured during the use of one apps, another choices of apps could be the solution.

CONCLUSION

From the results of analysis, it could be concluded that students showed positive perceptions regarding to the implementation of Google Apps for Education (GAFE) in online learning during the pandemic era. Most of the statements revealed that most students perceived positively their experience in learning online through the use of GAFE proposed in this study. The implementation of the three types of GAFE during online learning in pandemic era gave benefits for students technically and in terms of pedagogic benefits, such as enabling students to review learning contents all the time, express my opinions and respond to my teacher immediately, learn online conveniently and quickly, express my opinions and respond to my teacher immediately, complete quizzes or tests quickly, receive my scores after taking quizzes or tests immediately, revise my grammar and vocabulary lessons all the time, and enjoy English exercises in each week.

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