Perspektif Siswa terhadap Penggunaan *Google Classroom* sebagai Media Pembelajaran

The Student's Perspective on the Use of Google Classroom as an Instructional Medium

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Abstrak	Penelitian ini bertujuan untuk menganalisis perspektif siswa tentang penggunaan *Google Classroom* sebagai media pembelajaran. Penelitian ini merupakan deskriptif kualitatif. Penelitian ini dilakukan di SMA Karuna Dipa Palu. Sampel penelitian ini berjumlah 20 siswa kelas IPA dan IPS tahun ajaran 2020/2021. Sampel dipilih dengan menggunakan teknik *purposive sampling*. Pengumpulan data menggunakan triangulasi yaitu dengan menggunakan angket semi terstruktur dan wawancara semi terstruktur. Temuan penelitian mengungkapkan bahwa persepsi siswa tentang penerapan *Google Classroom* sebagai media pembelajaran dapat diterima. *Google Classroom* membantu siswa untuk produktif dan memfasilitasi proses belajar mengajar selama pandemi Covid-19. Ada dua kendala yang dihadapi siswa selama penerapan *Google Classroom* yaitu koneksi internet dan ketidakstabilan listrik. Dengan demikian, meskipun siswa menghadapi beberapa kendala selama penerapan *Google Classroom*, siswa merasa bahwa *Google Classroom* bermanfaat dan efektif untuk media pembelajaran.
Kata Kunci	Persepsi Siswa, *Google Classroom*, Media Pembelajaran
Abstract	This research intends to analyze the student's perspective of the use of Google Classroom as an instructional medium. The research is descriptive qualitative. This research was conducted at SMA Karuna Dipa Palu. The participants of this research were a total of 20 students in the science and social class of the 2020/2021 academic year. They were selected by using the purposive sampling technique. The data collection employed triangulation by using semi-structured questionnaires and semi-structured interviews. The findings of the research revealed that the students' perceptions on the implementation of Google Classroom as an instructional medium are acceptable. Google Classroom helps the students to be productive and facilitates the teaching and learning process during the Covid-19 pandemic. There two obstacles faced by students during the implementation of Google Classroom are the internet connection and electricity instability. Even though the students faced some obstacles during the implementation of Google Classroom, the students perceived that Google Classroom is beneficial and effective for instructional medium.
Keywords	Student's Perceptions, Google Classroom, Instructional Medium

1. Introduction

English is a necessary foreign language to learn in Indonesia. This can be seen clearly in the world of education in Indonesia where English is taught to students from

high school to university level. The purpose of learning English, in general, is so that English can be used fluently as a medium of communication, both orally and in writing, and of course can master four language skills (listening, reading, writing, and speaking). Included in the spoken language group are listening and speaking while written language is reading and writing.

Various learning media are certainly needed to attract students' interest in learning. This is certainly a challenge for teachers in finding learning media innovations that are in accordance with the times so that students can be actively involved in the learning process. At this time, learning generally requires innovation to adapt the learning process to world conditions that are still being penetrated by the Covid-19 pandemic, where it is not possible to carry out face-to-face learning. Learning is still accomplished remotely because it needs innovation and new breakthroughs to create a meaningful learning process for students.

Brewer and Tierney (2012) define innovation as the successful introduction of a new idea or method. Innovating means thinking beyond what you are already doing and coming up with a new idea that will help you do your job better (Serdyukov, 2017). Based on Nagele (2017) argued teachers can create active lessons that are student-centered, collaborative, and unforgettable just through Google Classroom due to it provides easy-to-use learning features with students of all categories able to cooperate. Distance learning with the help of Google Classroom allows a teacher to still be able to carry out the teaching process even though they are free to provide assessments without knowing the level of intelligence of students (Wijaya, 2016). Therefore, to facilitate the distance learning process, the English teacher at Karuna Dipa High School Palu tried to innovate by using online learning, in this case using Google Classroom.

Google Classroom is a free web-based platform created to make learning activities easier for educators and students. Teachers can manage and assess their students' progress while staying connected from anywhere. Students can also receive and submit assignments directly in Google Classroom. This service can greatly reduce paper usage and simplify the learning process, especially if it is done remotely.

Hussaini and Libata (2020) enhanced the advantages of Google Classroom. First, it allows the teachers to post notes, create assignments, make announcements, and set due dates for assignments. Second, the teachers can create different groups in one classroom, then give each group a different assignment, thus making the class more active and interesting. Third, teachers can quickly identify students that miss class assignments and those who submit their assignments late. Fourth, it is flexible, enabling teachers to extend due dates so that all students can submit their assignments; similarly, it allows teachers to update or review students' grades. Fifth, teachers' previous posts can be reused and then posted to the same group or a different group. Sixth, teachers can also be added to the classroom, and they will grade students' assignments. Google Classroom makes the teaching and learning more productive and meaningful by simplifying assignments, increasing collaboration, and fostering communication. Teachers can create classes, assign tasks, send feedback, and see everything in one place.

According to Yunus and Syafi'i (2020), Google Classroom requires an internet network. If students have a bad internet network, they cannot access Google Classroom to support the teaching and learning process. Many students have difficulty in online learning. The teacher's ability to master digital support also influences the adoption of Google Classroom in blended learning. The main challenges that contribute to failure in exploiting the full potential of technology are teacher barriers, and lack of training. Teachers lack experience in using technology and they need to know in advance the features of using Google Classroom. Students who were previously active become passive. There are still many students who are not present when learning through Google Classroom.

Since distance learning using Google Classroom has been used at SMA Karuna Dipa Palu, many students feel both advantages and disadvantages of using Google Classroom as described above. However, some students still do not participate in the learning and teaching process through this technology. The student who joins and active using Google Classroom helped by this application because it can access assignments and materials easily.

Here are some previous researches on the use of Google Classroom. The first research findings revealed that teachers perceive Google Classroom as a facilitation tool that can be used for document management and essential classroom management without significantly impacting teaching methodologies. The teachers' responses indicated that the lack of a user-friendly interface is the main reason for its inefficiency. The second research findings showed that teachers use Google Classroom as a facilitation tool for managing students' tasks, organizing the classroom, and accommodating students' interaction. In general, teachers perceived the use of Google Classroom as very helpful to conduct their virtual classroom. However, teachers stated that they needed to maximize other Google Classroom features as they hadn't explored all, which would undoubtedly benefit their professional development. From that previous research, the researcher wanted to analyze the students' perception of the use of Google Classroom as an instructional medium. Google Classroom as their platform for learning in online learning because of the current global Covid-19. There for, this research intends to analyze the student's perspective of the use of Google Classroom as an instructional medium.

2. Methods

The design of the research was descriptive qualitative. The point of view of descriptive qualitative research highlighted that the method intends to explain and describes phenomena which are experienced in particular social situation.

This research conducted at SMA Karuna Dipa Palu in November 2020. SMA Karuna Dipa Palu is the setting where the phenomena or the social situation is investigated. The location is used instead to indicate the social problem where the investigation is conducted. It was also affected by the virus pandemic. The teaching and learning process must be done from home. Learning is done according to the school

schedule, but some things are conditioned, such as collecting tasks that are given longer than usual.

The research participants are the students' grade X science and social SMA Karuna Dipa Palu in the 2020/2021 academic year totaling 20 students. The participants were selected by applying the purposive sampling technique. The students were chosen because they have experience with Google Classroom during the learning period from home, which automatically enables them to provide information for this research.

The data in this research were collected using quantitative data (questionnaire) and qualitative data (interview). The process of collecting data, it started with the questionnaire. The researcher distributed the questionnaire to the participants by sending a link on WhatsApp and asked participants to fill out the questionnaire.

After getting the questionnaire data, then the researcher conducted an interview. Due to the pandemic, schools were closed, and access was difficult to meet directly with the respondent; at that time, the interview was conducted using a zoom application for around 30 minutes.

A questionnaire is a series of questions used to gather information. This research used a Likert scale question are the strongly agree, agree, doubtful, do not agree, and very disagree questions you often see in surveys and are used to gauge respondents' opinions and feelings. Likert scale questions give respondents a range of options. The questionnaire was made online using a Google form and distributed to the English teachers. The questionnaire consisted of ten questions. The first item is about usefulness, and it consists of four questions. The second item is about ease of use and it consists of five questions. The third item is about ease of learning and it consists of two questions. The fourth item is about satisfaction, and it consists of five questions.

In the previous section, it has been discussed that interview is one of the procedures used to collect data in qualitative research. The present research implemented a semi structured interview. These are interviews that use an interview protocol to help guide the researcher through the interview process. While this can incorporate conversational aspects, it is mostly a guided conversation between the researcher and the participant. It does maintain some structure (hence the name semi structured), but it also provides the researcher with the ability to probe the participant for additional details. The questions aimed at gaining into students' perceptions of the use of Google Classroom.

The data collection procedures in the research employed triangulation, where dichotomous questionnaires and semi-structured interviews were administered. The analysis of the questionnaire and interview was based on Creswell (2014), who proposed the steps of the following analysis:

1. Organize and prepare the data for analysis (this involves transcribing interviews).
2. Read all the data (this first step provides a general sense of the information and an opportunity to reflect on its overall meaning).
3. Start coding all of the data (coding is the process of organizing the data).
4. Use the coding process to generate a description of the setting or people and categories or themes for analysis.

5. Advance how the description and themes will be represented in the qualitative narrative.
6. Interpret qualitative research of the findings or results.

3. Results and Discussion

Results

The research found some findings dealing with the students' perspective about the use of Google Classroom as an instructional medium in English subject. The findings of this study are stated by all of the participants based on their perspectives and experiences.

There are some aspects were explored in this research. They are 1) learning English using Google Classroom as an instructional medium, 2) the perception on Google Classroom, 3) the learning materials, 4) the assessment, and 7) the obstacle face by the students during implementation of Google Classroom. In this section, the researcher found some findings dealing with the students' perspective about the use of Google Classroom as an instructional medium in English subject. The findings of this study are stated by all of the participants based on their perspectives and experiences.

The Results of the Open Ended Semi-Structured Questionnaire

The results of the open-ended semi structured questionnaire are organized based on the order of the questionnaire items and followed by the results of the semi-structured interview regarding the learners' perception. For the purpose of analysis, the name of the participants is not mentioned and the coding is used instead. There are 20 learners participated in responding the questionnaire and therefore they are coded from Q1 to Q20.

Learning English Using Google Classroom as an Instructional Medium

One of the perceptions needed from the students in the teaching and learning process is related to teaching English using Google Classroom as an instructional medium where they must study the English lesson on line with the unexpected situation, namely the Covid-19 pandemic.

Based on an open semi-structured questionnaire, it was found that due to Covid-19, learning activities were carried out by distance learning which was supported by using Google Classroom. In order to investigate the participants' perceptions, the following question is proposed; the first, *during this pandemic, how do you keep up with learning at school, especially English?*

Consisting of 20 or 100% respondent stated that during this pandemic, their school implements distance learning. as it is perceived by Q1-Q20:

… we learn English online… During the pandemic English lessons are still running … our school implement distance learning … we learn English using some educational tools

... the teacher gave us the material by using Google Classroom... we still learn English once a week

The second question is *"How many meetings in English subject a week? How many hours each week?"* Consisting of 20 or 100% respondent stated that during this pandemic, they study English once a week for 1 hour 15 minutes. As it is perceived by Q1-Q20:

Once... Once a week,1 hour and 15 minutes each week... there is once a week for English subjects... There is 1 meeting in a week... Each folder is given 2 hours... 1 meeting in a week...There is 1 hour of English lessons every week...There is 1 time a week, and the time is 1 hour and a half...1 hour... Once a week, 1 hour...1 meeting... One, Sixty Minutes. 1 x meeting a week. There is 1 hour 15 minutes every week... There's only 1 meeting per week, and only 1 hour 15 minutes per meeting...Once a week, 1 hour and a half

The third question is *"During Corona, how were the English learning meetings held?"* As it is perceived by Q1-Q20:

Using Google Classroom and Google Meet... done using via Google Classroom or meet... Starting from sharing the G-meet link on WhatsApp then learning begins at G-meet, after that we use Google Classroom to see the material in that day...Online, using Google Meet and Google Classroom... Via online... Done via Google Meet... Online... Using G-meet and Zoom... Uses English a lot when zoomed or google meet... Done through the app... Using Google Meet and Zoom Meeting... Learning English using e-learning such as Google Meet and Google Classroom... During corona, English was held by using Google Meet... Use Google Meet and Zoom... Using Google meet... Good and understandable... on line...By using Zoom, Google Meet...Learning is done by using the application... Via online and the teacher share the material by using Google Classroom ...via Google Meet and Google Classroom

The Perception on Google Classroom

The next perception investigated is related to the implementation of Google Classroom. The opinion is seen from ease to use. The importance of knowing the perception or opinion is related to the policy of whether all students benefit from the use of this Google Classroom, and the results are useful for future policies in the teaching and learning process of English at SMA Karuna Dipa Palu.

To investigate the participants' perception, the following question is proposed: *what is your opinion about Google Classroom?* Based on an open semi-structured questionnaire, consisting of 18 or 90% respondent stated that Google Classroom is useful for their learning process. As it is perceived by Q4, Q5, Q9, Q16, Q17, Q18,19:

I think it is one of application to help students and the teacher to distribute the materials and the tasks for the students.... It's a very productive app and a simple app to use for giving students material and homework. I think it's a good app and easy to use...Simple and can make teaching and learning easier for teachers and students...Good for division of labor. So, we can know which tasks we haven't done

yet… very kind and helpful when we send assignments or even when the teacher gives material…. Good. Easy learning

The remaining, 2 or 10% of respondents said it was less useful. As it is perceived by Q1, Q3:

.. sometimes slow... learning material in Google Classroom is more difficult.

The Learning Materials

The preparation of the teaching materials holds an important role in the teaching and learning process. The well-designed teaching materials are needed so that the learners are motivated. It is important to note that the learning materials is one of the lesson plan components which is developed based on the instructional objectives. In order to investigate the participants' perception on the learning materials, the following question is proposed: *What is your opinion when the teacher distributes learning materials, do you read and understand the material?*

Based on an open semi-structured questionnaire, consisting 12 or 60% respondent stated that the material in the Google Classroom is easily accessible by students. As it is perceived by Q1, Q2, Q3, Q5, Q7, Q8, Q9, Q10, Q12, Q15, Q18, and Q19:

…Yes, I have read and understand the material… I read and understand the material provided… I understand the material presented… Pretty good. There are some materials that are quite easy to understand… The material is very easy to digest… Good, understandable… The material is very easy to remember… Easy lessons to understand… Good, as in the textbook… Not bad, the materials are simple and understandable… Easy to understand…. Good, understandable…. The material provided is very easy to understand

Based on an open semi-structured questionnaire 5 or 25% respondent stated that it's a bit difficult to understand. As it is perceived by Q4, Q6, Q11, Q13, and Q16:

...I sometimes read or understand the material that has been given through Google Classroom… Sometimes…I understand…However, back again with network problems. If the network is not good, the material provided will be difficult to understand… Some are understood and some are not understood

Based on an open semi-structured questionnaire 3 or 15% respondent stated another answer about the material given, they said that it is better for students to have a real class rather than online class. As it is perceived by, Q14, Q17, and Q20:

...It is better for students to have a real class rather than online class... I like offline class… I like the material when we study at school.

The Assessment

The assessment is needed in teaching and learning process. The assessment holds important role in the teaching and learning process to measure whether the formulated instructional objectives are achieved. The assessment is also one of the lesson plan

components which is important to measure the success of teaching and learning process. In order to investigate the participants' perception on the teaching method used during the implementation of the use of Google Classroom as an instructional medium in the classroom the following question is proposed: *What is your opinion of the assessment?*

Based on an open semi-structured questionnaire, consisting of 14 or 70% respondent perceived the assessment is good and objective. As it is perceived by Q2, Q3, Q4, Q7, Q8, Q10, Q11, Q13, Q14, Q16, Q17, Q18, Q19, Q20:

… Nice; I think the assessment is very objective… I think the teacher assesses us based on our activeness in class… I think it's effective because the teacher can handle the class and have good interaction and communication with the students… It's good. We receive information before the assessment… I can see my grade after the assignment is submitted… I can see my grades easily… The score we get is based on our activeness in the class, assignments, etc. … I think the assessment is relevant to our learning objectives and the materials we learned… I think the teacher is good and fair… I like the way the teacher gave the assessment because she gives a comment… If I give a good assignment then the score will good too… I think the teacher is really fair in giving the score because she already knows our skill by observing us in every meeting.

Consisting 6 or 30% respondent perceived it is not subjective. As it is perceived by Q1, Q5, Q6, Q9, Q12, and Q15:

He is not subjective… The assessment for me sometimes is fair but sometimes I don't understand why I got different score from my friends… I think the assessment is not objective because maybe when the students do the exercises, they will find the answers on Google… I think the assessment is not objective because students may find the answers of the exercise on Google.

The Obstacles Faced in the Implementation of Google Classroom

In order to investigate the participants' perception of the obstacles faced in the implementation of Google Classroom in the classroom the following question is proposed: *What are the problems, you face during the online learning process using Google Classroom?*

Based on open semi-structured questionnaire, 20 or 100% respondent stated that the difficulties faced in the implementation of Google Classroom are poor internet connection, the cost, slow feedback from the teacher, and unclear instruction about the assignment. As it is perceived by Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q12, Q13, Q14, 15, Q16, Q17, Q18, Q19, and Q20:

…During this online learning process, I did not experience any serious problems, only problems on the internet because if the internet is bad, it is difficult to understand the material because the connection is lost… I have faced all problems like internet and the cost… Mostly on the internet… Internet access sometimes with a difficult network can interfere with student understanding… The most frequent are network problems… the only problem is internet access, the network at my place is often interrupted… I did not

understand about the instructions on assignments, so I asked the teacher via Google Classroom chat, but slow response, so I did the assignments as much as I can… Nothing… Until now there is no… I have no problems, only problems with the internet, when the internet is bad, it will be difficult for me to understand the lesson… Bad internet problems, bad network, still picture, no sound, etc.… Internet access sometimes has disturbances such as suddenly turning off the light… Sometimes I have difficulties with the internet, because my Wi-Fi sometimes act like trash… No internet network, can't open Google Classroom… The network is usually not good, so the teacher's voice when explaining is a bit disconnected… I have faced all problems like internet and the cost… The network is not good sometimes…During this online learning process, I did not experience any serious problems, only problems on the internet because if the internet is bad, it is difficult to understand the material because the connection is disconnected…. Internet access because the network is often lost… the material given at the previous meeting was incomplete or perhaps lacking explanation… Internet Network

The Results of the Semi Structured Interview

Interview was done after the researcher gave the questionnaire to the students. The interviewees consist of two students from each category. The purpose of the interview is to triangulate the data collected using open-ended semi structured questionnaire when they use of Google Classroom as an instructional medium. In presenting the results, the content was analyzed and then supported by the students' respond.

Learning English Using Google Classroom as an Instructional Medium

Based on the interview, as an instructional medium Google Classroom is very productive app and a simple app to use for giving students material and homework. Google classroom also help the students to be more productive learners.
As it is responded by Q1 as follows:
Google Classroom is a. It is said to be productive because Google Classroom makes it easier for us to remember the assignments given by the teacher and can be accessed anytime and anywhere as long as there is a stable internet network. Google Classroom is also simple so easy to use this app.
This is also supported by Q2 who respond as follows:
I think it is one of application to help students and the teacher to distribute the materials and the tasks for the students, because of the pandemic situation we can't meet face to face and learn at school, so the distribution of material is done using Google Classroom which is very easy to use even for new users. As students we can open the material before the lesson starts, it can help us to be more productive during learning.

Perception on the use of Google Classroom

Based on the interview about perception on the use of Google Classroom, the app is easy to use but sometimes it has a technical problem such as network so it can be access to see the material given hampered. The notifications are very important for students because through notifications, students know the latest updates from the teacher. According to the results of the interview, the researcher found that all students got a notification when the teacher added something in Google Classroom.
As it is responded by Q1 as follows:
"Sometimes easy sometimes hard. Simply put, when using Google Meet there is no time limit and can be loaded by many people. As for the difficulty, sometimes Google finds it slower/lag whether it's because of the network or indeed the constraints of the application"
This is also supported by Q2 who respond as follows:
"There will be a notification via our email and also the teacher announces it by WA or Telegram, so we can see the material given by the teacher immediately. Usually, we got the notification one hour before we start our video conference class. We learn by our self-first"

The Learning Materials

Based the interview, the learning materials during the implementation of Google Classroom as an instructional medium are helpful, easy to understand, and good, but sometimes the materials from the internet are not understood. And also, usually the students found the additional material from another platform like YouTube and website. The following is the respond of Q1 to the question during the interview:
… The material provided is very easy to understand. When I want to search about a certain material in the internet, I get lots of information about that material and it is really helpful for me to improve my English and also the material is easy to understand. I can get the material when I opened the app, I can see the date when the teacher posts the material. Sometimes, I add my material by watching some video on YouTube.
The following is the respond of Q2 to the question during the interview:
The materials in the Google Classroom are easily to find on the internet. But it is better if we have friends and teachers so we can discuss the material together because if I am alone, I need time to understand the material.

Obstacles in the Use of Google Classroom

Based on the interview, internet connectivity becomes crucial, so a better internet connectivity is searched to facilitate the students to access Google Classroom. The following is the response of Q1 to the question during the interview:

For internet connectivity, I only rely on Wi-Fi and is constrained if there is a blackout. I used my credit when it happened but sometimes when there is a blackout the connection is also bad, so I should wait for a few moments to open Google classroom.

The following is the respond of Q2 to the question during the interview:
I went to my uncle's house that has Wi-Fi when there is an information about the blackout, so I have no trouble and problems to finish my assignment.

Discussion

Google Classroom is a free web-based learning platform developed by Google for academic purposes. It could synchronize to all G suite services, like Google Docs, Gmail, and Google Calendar. Google Classroom aims to simplify tasks, distribute materials to students, and assess student assignments without meeting face-to-face. Thereby, it can support distance learning. Shaharanee et al. (2016) also said that Google Classroom can be elevated to become apedagogical/cognitive tool to help in changing the focus of the classroom from one that is teacher-centered and controlled toone that is learner-centered and open to inquiry, dialogue, and creative thinking on the part of learners as active participants. Okmawati (2020) proposed that this platform can be one solution to complete the teaching-learning process while the school still cannot be opened. Google Classroom allows students to be independent, engaged, and motivated because most young learners use technology in their daily lives. According to Harjanto & Sumarni (2019) it obviously seen that students are surrounded and facilitated by computer, internet, smartphones and other forms of technology around them which impact their social and educational lives. Moreover Kuh & Hu (2001), technology has been proven to enhance students' active participation and learning outcomes. Students become more active to join the learning activity compared to the traditional approach which would require the students to only become passive learners.

According to Fauzan & Arifin (2019) the use of Google Classroom applications aims at learning will be more easily realized and full of meaningfulness. Therefore, the use of Google Classroom actually makes it easier for teachers to manage to learn and convey information precisely and accurately to students (Hakim, 2016). Due to the implementation of the Google Classroom at SMA Karuna Dipa Palu, the student's perception of Google Classroom as an instructional medium is investigated. Therefore, the objective of the research is to find out and describe the students' perception on the implementation of Google Classroom and their difficulties during the implementation of Google Classroom. The discussions are divided into two parts, the students' perceptions and the difficulties faced toward online learning during the Covid-19 pandemic.

The Students' Perceptions

After the implementation of Google Classroom as an instructional medium, most respondents agree that Google Classroom is useful and can be used in learning processes.

It can say helpful if it can help the user finish their task and get the material without any difficulties. The respondents in the interview explain that they can have the material and assignment before starting the class, helping them be productive students. Other respondents convey that they no need to open another learning platform because they already post it on Google Classroom. Google Classroom is useful for them because it facilitates interaction and discussion among students. According to Hussaini & Libata (2020), Google Classroom should apply in teaching and learning because it will improve students' academic achievement. Therefore, Google Classroom has a positive effect on students' knowledge and skills. Shaharanee et al. (2016) said that the teacher's feedback is beneficial in terms of the Google Classroom usefulness. The respondent needs feedback on their assignment because of the situation. When they got feedback, they can improve themselves quickly. Like in the examination, when they know the score is under the standard, they can follow the remedial as soon as possible. Or when they want to ask something the teacher, they can write the question in the comment column.

The respondent also stated that Google Classroom is easy. According to Janzen (2014), it is easy to use, Google Classroom's design purposes fly simplifies the instructional interface use and options used for delivering and tracking assignments, communication with the entire course or individuals is also simplified through an announcement, email, and push notification. It is in line with Hussaini & Libata (2020), Google Classroom is a useful tool that enhances students' thoughtfulness and easy access to the lecturer the material. The respondents have no problem joining Google Classroom because their teacher has made a video tutorial. But there was a problem when they started submitting assignments in Google Classroom. Sholah (2020) said that when submitting the task, the students do not need to write on paper, or type on the laptop, then print it and submit it to the teacher. Furthermore, he said that it is enough for the students to write on their computer and upload it in the classroom. The problem is they confused about how to send the file because there are alternative forms such as PDF, photo, and Microsoft word but according to the teacher's experience, is easy when they send it to use an image. The student writes it again in their paper, takes a picture, and sends the image to Google Classroom.

The timeline of Google Classroom is simple, according to Sholah (2020), the display of Google Classroom is good, and all the sign is shown tidily and systematically like attachment sign that is needed by the students to submit their work. In line with the respondent interview, every single design detail in Google Classroom is simple, intuitive, and user-friendly. Janzen (2014) states that Google Classroom is designed to be responsive. It is easy to use on a mobile device. Mobile access to learning materials that are attractive and easy to interact with is critical in today's web-connected learning environment. But some of them convey that they are bored with the design because it is too formal for them. They need something that eye-catching.

The Obstacles Faced in the Implementation of Google Classroom

The researcher interviewed the teacher who complained about several problems related to the use of Google Classroom as an instructional medium. The issues are difficult to monitor if the students are using their mobile phones in the classroom for study purposes or checking their social media notifications when they are using mobile phones in the classroom. The teacher does not know if they are using Google Classroom browsing any other site. This problem is in line with Harjanto & Sumarni (2019), since students deal with technology, there are many tendencies to open other sources that are not related to learning. He also added students might play online games, open social media and chat through online applications. These things are distractions that make them not able to concentrate on the tasks given. This finding is also supported by Shonfeld and Mesihar-Tal (2017) that a paperless classroom somehow creates chances for students to be distracted while learning, such as the exposure of popup messages, games, and online communication. That is, teachers must set rules and make an agreement on the dos and don'ts while learning. To solve this problem, they make an online meeting using Zoom during the teaching-learning process.

Amadea & Dahesihsari (2015) argued some complications revealed in the use of online learning such as: limited access due to poor internet connection. Sometimes, Google Classroom did not work as expected because of the internet network connection. Since this method also uses the internet, the learning process is disturbed if it does not run well. The respondent conveys that this application works as expected, but it depends on the stable network. Low network hinders the students from submitting their work time. To solve these obstacles, the respondent found a stable connection to open Google Classroom, they download the material given by the teacher and do the assignment.

Another obstacle is that they are confused about how to send the file because there are alternative forms such as PDF, photo, and Microsoft word, but according to the teaching experience, it is easy to send it to use an image. The student writes it again in their paper, takes a picture, and sends the photo to Google Classroom. The final obstacle is related to electricity instability. The electricity is often blacked out when they want to learn and open Google Classroom so at the same time the internet connection is also off. Consequently, the respondent did not know about the material given and the assignment, furthermore it made misunderstanding between the students themselves and the teacher because the teacher thinks the respondent did not want to learn.

4. Conclusion

The conclusion of the research is the students' perceptions on the implementation of Google Classroom as an instructional medium are acceptable. Google Classroom helps the students to be productive and facilitates the teaching and learning process during the Covid-19 pandemic. There two obstacles faced by students during the implementation of Google Classroom are the internet connection and electricity instability. Even though the

students faced some obstacles during the implementation of Google Classroom, the students perceived that Google Classroom is beneficial and effective for instructional medium. Even better if when accessing Google Classroom, students use stable internet and stable electricity.

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