Students' Perception of Google Classroom as a Media Discussion at Islamic State University of Fatmawati Sukarno Bengkulu

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Abstract

This study aims to describe students' perceptions of google classroom as a media discussion of Islamic State University (UIN) of Fatmawati Sukarno Bengkulu. The method used in this research is descriptive quantitative through an online questionnaire of students of UIN Fatmawati Sukarno Bengkulu. The instrument were via questionnaire and interview. There were 66 responses to the survey. A Google form-based questionnaire about students' opinions about Google Classroom was employed as the data gathering method in this study. as a media discussion of UIN Fatmawati Sukarno Bengkulu. Thirty students were selected as the respondents of this research. The data were analyzed by using Microsoft Excel for quantitative data. The result showed that students' perception of google classroom as a media discussion 20% of respondents said it was good. Meanwhile 8% said it was enough, and 2% said it was very good. We can prove this result by looking at the questionnaire and the results of the interviews that have been conducted. online learning using google classroom as a media discussion which is currently widely used by students because they feel good at using google classroom as a media discussion.

1. Introduction

Learning media are items/tools that can be used to support the teaching and learning processes that are carried out by teachers and students when they are carrying out the learning process that takes place. Learning media are being used widely to facilitate the learning process for students. a school or campus. Saputra et al., 2021; Rasyiid et al., 2021; Putra et al., 2021; & Lar et al., 2021; & Zainal et al., 2022; Maulina, 2015; Maulina, 2019; Maulina & Rusli, 2019; Maulina et al., 2019; Maulina et al., 2020; Maulina et al., 20. It is hoped that by using learning media, the effectiveness of the teaching and learning process will improve. Learning media can also make students more desirable to carry out the teaching and learning process, motivate students to focus on participating in the teaching and learning process, and increase their interest in doing so. 123 (Sabran, 2019) Yaumi claims that 2016. (In Association of Education Communication & Technology, AECT: 2008) educational technology is the study and ethical practice used to facilitate teaching and learning processes and improve the performance of

learning processes, using, and managing appropriate technological processes and data sources. the use of technology as a learning medium when carrying out the teaching and learning process includes the use of technology to support language learning which is used to provide facilities for students to learn independently, and encourage them to utilize the target language while they are learning (Cahyani & Cahyono, 2012). Technology now permeates every aspect of our lives (Dinc, 2019).

2. Literature Review

2.1 Learning Media

Media are divided into six categories by Smaldino, Lowther, and Russell (2012): text media, audio media, visual media, video, manipulative media, and people. Indicators for Learning Media, according to Rivai (Pratiwi and Meilani, 2018) 1. Appropriateness or relevance 2. Proficiency of Teachers and Lecturers 3. Usability 4. Accessibility 5. Advantage. Different teaching tools are now available to aid in improving students' EFL learning abilities. The conventional media outlets have all but disappeared in favor of a number of new technological ones. Students' life today cannot be isolated from the use of contemporary instruments like the mobile phone, PC or laptop, television, and the internet. For the instructor, using media in the classroom is nothing new. According to Pitriana (2013), media seeks to make learning more engaging for students and is one of the tools used to help teachers deliver their lessons to their pupils. Students at UIN Fatmawati Sukarno Bengkulu utilize Google Classroom as a media discussion and action research resource in the classroom.

Given that the majority of students today use technology in their daily lives, Google Classroom offers excellent tools for students to complete the teaching and learning process independently while keeping them engaged and stimulated. This will encourage them to create a technology-based learning process (Khalil , 2018; Soni et al. ., 2018). Google Classroom can design both synchronous and asynchronous instruction while aiding the student teaching and learning process. Additionally, this contributes to the success of the teaching and learning process in the digital era of the Fourth Industrial Revolution, which calls for competency mastery, the capacity for adaptation to new technologies, and an understanding of global challenges (Santosa et al., 2020; K. W. A. Siahaan et al., 2021).

2.2 Google Classroom

Because Google Classroom may be connected with different learning models or methodologies, it has been beneficial in assisting the learning process (Henukh et al., 2020). Teachers can invite students to join Google Classroom with classes that have been developed

by lecturers or teachers using Gmail. Lecturers or teachers can create and carry out teaching and learning procedures for students who will take topics in Google Classroom. The Google Classroom program is utilized by teachers, Getting access to it requires students to first have a Google account (Judge, 2016). Google Classroom is the newest app on Google Apps that may be used for the teaching and learning process in 2014, according to Shaharanee, Jamil, and Rodzi (2016). Google Classroom offers teachers and students the ability to develop and distribute materials and examinations to students. Google Classroom is a platform that promotes cooperation between teachers and students as well as teacher collaboration and delivers assignments to students in online classrooms for free, enabling them to study in online classes without the expense of Beal (as stated in Dwi Saputri 2020).

According to Salamah (2020), Google Classroom is an excellent learning media to use in a learning process that is very flexible in time and place. Google Classroom is another tool that teachers and students can use to carry out the teaching and learning process that is carried out by setting up virtual classes. For example, teachers can provide students material lessons and give them assignments that they can accept online by sending them to classroom media. actual time (Katie and Izenstark, 2015). Google Classroom Media is a program created by Google for Education to facilitate learning through online classes. Teachers and students can use Google Classroom through the website, but they can also use it on smartphones. Google Classroom is incredibly simple to use for both professors and students, which can save time when assigning homework. Teaching materials can still be distributed and accessible even when students are not in class. Google Classroom was built and created to help teachers and students in the learning process, help teachers in organizing, collecting, and grading paperless assignments, and include a time-saving function that automatically creates copies of Google documents for each student. Because they don't need to utilize stationery, students who use Google Classroom are also very proficient and successful at transmitting information, sending assignments, and collecting materials. Due to the lack of stationery requirements, Google Classroom, according to Alim et al. (2019), can also reduce expenditures. Google Classroom works to make teachers more productive and meaningful by increasing cooperation, managing assignments effectively, and improving communication (Yunus & Syafi'i, 2020). According to (Ocampo et al., 2017), the usage of Google Classroom in the teaching and learning process is a component of a learning approach that use technology to help instructors and students with the teaching and learning process.

According to Heggart and Yoo (2018), Putra (2020), and Wan (2020), who studied students' attitudes toward Google Classroom, many students support utilizing it to conduct the teaching and learning process because it allows them to obtain material from the same source. Students can utilize a variety of daily-use devices, including laptops, cellphones, and tablets, to use Google Classroom. According to Mai (2019), using Google Classroom provides a lot of advantages. Students can use and access Google Classroom for free on their smartphones, PCs, laptops, or tablets (Hanifah & Putri, 2020). Paperless material or assignment submission, simple assessment, assignment organization by students, and real-time notifications. In this study, Google Classroom was the subject of the research. In addition, there are other benefits to using Google Classroom, including: The interface is clear and simple to use, Google Classroom doesn't require the use of paper, it communicates well and can share information effectively, it is accessible from any device, everyone can use it, and it can speed up the assignment process. Google Classroom also offers a good computer system. Google Classroom can be utilized for online instruction, and in this instance, it will result in perceptions by students of UIN Fatmawati Sukarno Bengkulu in the Classroom Action Research.

2.3 Student's Perception

According to Qudratullah et al. You must be aware of the students' perceptions in order to assess how well a lesson was received by the pupils. According to Demuth (2013), perception theory is a way for gathering information and is divided into two primary categories: direct perception (bottom-up) and indirect (top-down). The student's perception, which has a number of different elements, has three basic components, according to Agus Suprijono (2010): cognitive, emotive, and psychomotor. Three stages make up the perception process, according to Qiong (2017): selection, organization, and interpretation. Perception is defined by Yusuf (1991: 108) as the significance of the findings of observations. More information about perception is provided by Pareek in Sobur (2003: 446), who states that it is the act of students communicating their responses to stimuli or sensory data through the processes of receiving, selecting, organizing, interpreting, and testing.

The ability of one's senses to interpret a stimuli or the act of converting a stimulus into a form that can be received by one's senses is known as perception. (2007) Sugihartono Ayu (2016) asserts that perception is a person's method of deriving meaning from the objects they perceive. According to Kotler (as mentioned in Bulquisia, 2017), perception is the process by which we select and interpret data from the human senses to produce a world that can be viewed by people. It will help perception by our sense of sight when choosing particular

information when interpreting, choosing, and seeing by our brain. According to Qiong (2017), perception is the process that is felt in order to become aware of or understand sensory information.

Referring to previous research, this study differs from previous research in that current research examines students' perceptions because students use Google Classroom as a forum for media discussion, and research into students' perceptions has been conducted to understand how students' perceptions of Google Classroom are used during online learning, as opposed to most prior research, which often examines teachers' perceptions. This study is anticipated to be helpful to a number of parties, including students who are interested in discovering how they view Google Classroom as a medium for online learning because it is one of the available mediums. Secondly it is also useful for lecturers or teachers because learning using Google classroom as a discussion medium during online learning is one of the media that can be used in achieving the teaching and learning process in online learning. Based on the background of study above the following research how is Students' perception of Google Classroom as a media discussion of UIN Fatmawati Sukarno Bengkulu

3. Method

This study was descriptive and quantitative in nature. Data analysis using a descriptive quantitative analysis technique describes the data as it has been collected, with no intention of drawing generalizations (Sugiyono, 2015). This study used descriptive quantitative methods by depending on the survey to gather insightful analytic information on the topic or pertinent issue from a variety of people. 30 students from the English education study program at UIN Fatmawati Sukarno Bengkulu served as a sample. A Google Form-based questionnaire and in-depth interviews served as the instrument. Sample data were gathered utilizing the questionnaire to indicate how people felt about using online learning. By examining participant responses to a Google form in order to understand how they felt about utilizing Google Classroom to gather the required information, the research data were acquired. The data were then evaluated and reported in order to provide answers to the research questions.

4. Findings

30 students from the Guide and English Education Study Program at UIN Fatmawati Sukarno Bengkulu served as the study's primary respondents and contributed to the findings. In more detail, the questionnaire's results are reported.

Figure No. 1 Students' Perception
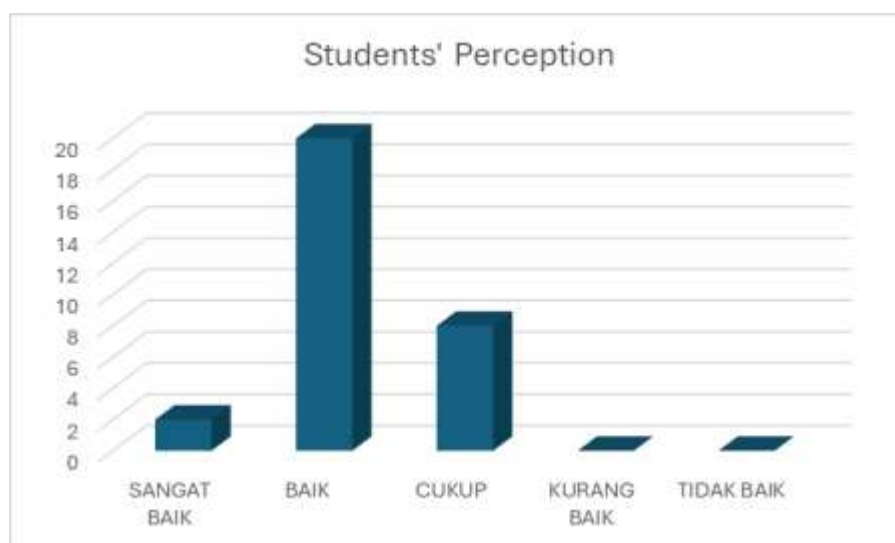
The picture above shows the response and participation of students about Google Classroom as a media for discussion on classroom action research subjects. Among the 30 students who participated in Google Classroom, 20% of respondents said it was good. Meanwhile 8% said it was enough, and 2% said it was very good. The result of students' perception of google classroom as a media discussion can be see based on the diagram above, for the result from questioner, the result show that the respondents had the highest average score 20%.

5. Discussion

Based on the results above, the data reveals that most students feel good about using Google Classroom as a media discussion. many students feel satisfied in learning using google classroom media because they feel fun in learning because it is effective in learning such as collecting assignments, receiving material from lecturers during online learning using google classroom. Students also say they feel good and enjoy using google classroom because it has many benefits and is effective as a discussion media used during online learning. This is in line with previous research by Khairani (2020) that Google Classroom gives many benefits for the students like increases their learning productivity, improves their performance, saves their time and so on. Based on the result above, perception of students is 20% because students feel good use google classroom as a media discussion, they are very enjoyable, and very interesting use google classroom for online learning, and another result 2% students is very good because during use google classroom as a media discussion, however there are any problem students use google classroom during online learning namely, bad internet connection, and many students indicated that they were burdened by the tasks.

6. Conclusion

Based on the results of this research, the use google classroom as a media discussion is good for students UIN Fatmawati Sukarno Bengkulu. this is proved by students' perception about google classroom from questionnaire and interview. The big wave that occurred in the world of education made the paradigm in the education system in Indonesia make a shift that occurred during the Covid-19 pandemic from learning from the classroom to online. in this case for human welfare in the world of digital space education is the right solution for lecturers or teachers in carrying out the teaching and learning process. From the findings above, it can be concluded that students have a good view of Google Classroom as a media discussion at UIN Fatmawati Sukarno Bengkulu. Regardless and some there are some challenges faced by students while using google classroom as a media discussion they consider learning through the application from google classroom online to be very useful, but not fully successful, and they feel that learning is good using google classroom as a media discussion feel good.

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