

Investigating Online Learning by Using Google Classroom in the Covid-19 Pandemic

Diana Zuriati

Sekolah Tinggi Bahasa Asing Persada Bunda

E-mail: diana.zuriati77@gmail.com

Abstract

During the Covid-19 pandemic, the researcher needs to assess online learning by using Google classroom for English for Foreign Language students. Since online learning differs from face-to-face learning, the researcher is interested in doing this study. Online learning is learning process that students and the teacher is not in one classroom in the same place but in one medium in different place. The aim of the research is about online learning for English for Foreign Language students during the Covid-19 pandemic at Sekolah Tinggi Bahasa Asing (STBA) Persada Bunda. In this study, descriptive research was carried out. The questionnaire, which was provided in Google form, was filled up by 21 English for Foreign Language students at random. To collect data, the students were requested to complete a questionnaire with 20 questions. After that, the researcher analyzed the data using a questionnaire regarding online learning by using Google classroom in the Covid-19 pandemic. The result of the research was in positive response of choosing “strongly agree” and “agree”. In conclusion, using Google classroom was one of the effective medium in online learning since there were some benefits to solve the learning process even though online learning by using Google classroom was less effective than face-to-face learning.

Keywords: *Online learning, google classroom, covid-19 pandemic*

Investigasi Pembelajaran Online dengan Menggunakan Google Classroom di Masa Pandemi Covid-19

Abstrak

Selama masa pandemi Covid-19 ini, peneliti perlu melakukan suatu menginvestigasi mengenai pembelajaran online dengan menggunakan Google classroom untuk mahasiswa Bahasa Inggris sebagai bahasa asing. Hal ini dikarenakan pembelajaran online ini berbeda dengan pembelajaran tatap muka, maka peneliti tertarik untuk melakukan penelitian. Pembelajaran online adalah suatu proses pembelajaran yang peserta didik dan pengajarnya tidak berada dalam satu ruang kelas di tempat yang sama tetapi dalam satu media di tempat yang berbeda. Tujuan dari penelitian ini adalah tentang pembelajaran online mahasiswa bahasa Inggris sebagai bahasa asing selama masa pandemi Covid-19 pada Sekolah Tinggi Bahasa Asing (STBA) Persada Bunda. Dalam penelitian ini, metode penelitian deskriptif dilakukan. Kuesioner yang disediakan dalam Google form ini diisi oleh 21 mahasiswa Bahasa Inggris sebagai bahasa asing yang terpilih secara acak. Untuk mengumpulkan data, para siswa diminta untuk mengisi kuesioner dengan 20 pertanyaan. Setelah itu, peneliti melakukan analisis data menggunakan angket mengenai pembelajaran online yang menggunakan Google classroom di masa pandemi Covid-19. Hasil dari penelitian ini adalah respon positif dengan memilih “sangat setuju” dan “setuju”. Kesimpulannya, penggunaan Google classroom merupakan salah satu media pembelajaran online yang

efektif karena ada beberapa manfaat dalam menciptakan proses pembelajaran yang aktif meskipun pembelajaran online dengan menggunakan Google classroom kurang efektif dibandingkan pembelajaran tatap muka.

Kata kunci: *Pembelajaran online, google classroom, pandemi Covid-19*

1. INTRODUCTION

Teachers enhance the classroom learning process with knowledge, strategies, and forthcoming applications in English classes. Based on these issues, using android-based technology to address the difficulties of the twenty-first century, also known as the millennial age, becomes a simple task. Android application apps that are part of the ICT growth might be focused on students, community, creativity, and resources that are appropriate for students.

The corona or Covid-19 virus epidemic, which began in early 2020 and spread across the globe, including Indonesia, is causing havoc on all aspects of human life, including education. Corona virus disease (Covid-19) is a fatal virus that initially arose in December 2019 in the Chinese city of Wuhan, leading concerns that it was caused by sars-cov-2 viruses discovered in China's wildlife market. This virus has spread fast throughout China since its beginnings, eventually affecting the entire world (World Health Organization, 2020). Droplets, drooling, and coughing, as well as human interaction ranging from daily activities to social events, are all ways in which humans become infected with the virus.

In order to cope with the Covid-19 problem, teachers must be creative. Teachers may find it difficult to cope with the concerns and problems that have occurred as a result of Covid-19 in terms of online learning. Problems will arise in the implementation of remote learning and online learning if the teacher's creativity is low (Dewi, 2020; Wahyono et al., 2020). In order to accomplish successful learning in the face of the Covid-19 epidemic, teachers' creativity in developing online learning, particularly in higher education courses,

should be encouraged. Classroom innovation is one facet of teacher creativity (Damanik et al., 2021). Teaching technique, creative teaching, and teaching practice are discussed by Monawati & Fauzi (2018), and Halimah (2017).

In this case, the lecturer at Sekolah Tinggi Bahasa Asing Persada Bunda should create a classroom where content, discussion, and assignments may be uploaded to a Google Classroom. Based on the institution's strategy on online learning, this is a must application for lecturers and students. This research investigating on online learning at Sekolah Tinggi Bahasa Asing Persada Bunda. The recommended formulation of the problem is as follows, based on the background and objective of the research. First, how creative are STBA Persada Bunda lecturers in creating online learning activities during the Covid-19 pandemic? Second, how do you solve the difficulty of developing online learning activities in STBA Persada Bunda during the Covid-19 pandemic?

The advantages of research can be classified into two groups. First and primarily, it is theoretical. The research findings are intended to be utilized to improve the lecturers' scientific research on learning creativity at Sekolah Tinggi Bahasa Asing Persada Bunda Pekanbaru. Second, it is practical. This research can be valuable in the following ways. It may be utilized by students as a reference for developing good education policies based on good practices, such as those employed at Sekolah Tinggi Bahasa Asing Persada Bunda Pekanbaru. It can provide important inputs to lecturers in order to make the learning process better, more effective, and efficient.

The researcher described three studies that are related to the topic of this research in the explanation of previous research. First, Andika & Saptono (2016) conducted study on the impact of teacher creativity in learning and students' emotional intelligence on economic learning accomplishment. Second, Sadikin & Hamidah (2020) conducted study entitled online learning in the middle of the Covid-19 pandemic. Finally, Sofyana & Rozaq (2019) wrote an article titled online learning integrating Whatsapp-based combination daring learning in the Informatics Engineering Study Program of Employee Class at Universitas PGRI Madiun. From the previous researches, this study may be utilized as a guide for other researchers who want to conduct more in research with other themes, focuses, and comparative settings in order to expand research findings that benefit lecturers, students, and the education community. It can then promote information and ideas about how to create online learning in a technical way.

2. METHOD

The researcher employed a qualitative research technique in this study. Qualitative research is a method of gathering descriptive data from individuals in the form of written or spoken words, as well as observed behavior (Sugiyono, 2016). The process is under research pressure. The sentence can be described in paper and verbally using a qualitative research technique. Data can be presented in the form of levels or levels, and the data that results must be subjective.

In descriptive qualitative research, this type of study is employed. On the basis of the original data, the researcher automatically conducts data analysis by enhancing information, looking for relationships, comparing, and detecting patterns (not transformed in the form of numbers) (Moleong, 2018) about investigating online learning by using

Google classroom in the Covid-19 pandemic at STBA Persada Bunda. The findings of the data analysis are presented in the form of a narrative description that explains the condition under inquiry (Arikunto, 2015). The type of data exposure usually clarifies why and how a phenomena happens. This study uses this strategy because it can expose online classroom activities that occur in the field for the purpose of improving the educational process. To proceed the analysis, this Table 1, provide list of questionnaires.

Table 1. *List of questionnaires*

Questionnaires	
1.	I know and understand about e-learning
2.	I know and understand on Google classroom
3.	The Google Classroom application is very flexible for students in using learning media
4.	I like by implemented Google classroom on online learning
5.	There is no difficulty in operating Google classroom on an online learning system
6.	Google classroom is the right learning medium to apply during Covid-19 pandemic
7.	Google classroom can be accessed more easily by using a mobile phone
8.	The Google classroom application gives me benefits in the learning process.
9.	With the implementation of Google classroom, I can study and do assignments wherever I am when I am connected to the internet
10.	I am happy to be able to ask and answer each other with lecturers in class and classmates in Google classroom
11.	The appearance of Google classroom is very obvious and easy to understand

-
12. Google classroom makes it easier to get announcements about material and be efficient in submitting the assignment
 13. By using Google classroom I am more active in the learning process
 14. Google classroom is easy to access
 15. Some teachers don't really understand how to use Google Classroom in learning process
 16. Learning with Google Classroom is more fun than face-to-face learning
 17. I open Google Classroom when I have assignments
 18. I find it difficult to study with Google classroom
 19. I think that submitting assignments in file form is difficult for students
 20. I am not interested in online learning by using Google classroom
-

The researcher employed online questionnaire approaches to acquire data for their study. This study's questionnaire included of 10 statements that mostly dealt with online learning creativity during the pandemic. To make it easier for researchers to acquire study data, the questionnaire was created as a Google form. The researcher proceeded the study by looking at the responses to the questions that were distributed to the Google form, as a process of deliberately finding and combining the data gathered from the questionnaire results from the Google form.

3. FINDINGS AND DISCUSSION

The researcher wanted to share some discussions on investigating online learning by using Google classroom in the Covid-19 pandemic at STBA Persada Bunda in this part. Twenty one students from the fourth year at Sekolah Tinggi Bahasa Asing (STBA) Persada Bunda participated in this study by answering questions, which proved to be highly useful in online learning, according to research conducted by Mahyoob (2020), Astuti et al., (2015) and

Aji (2020). However, some negative responses about online learning in line with Dewi (2020) and Yanti (2021). The next paragraph describes the discussions.

Investigating Online Learning by Using Google Classroom in the Covid-19 Pandemic at STBA Persada Bunda

In investigating online learning by using Google classroom in the Covid-19 pandemic at STBA Persada Bunda, the researcher employed a questionnaire containing four statements from a total of twenty. The following assertions have been made: 1. I know and understand about e-learning; 2. I know and understand on Google classroom; 3. The Google Classroom application is very flexible for students in using learning media; 4. I like by implemented Google classroom on online learning; 5. There is no difficulty in operating Google classroom on an online learning system; 6. Google classroom is the right learning medium to apply during Covid-19 pandemic; 7. Google classroom can be accessed more easily by using a mobile phone; 8. The Google classroom application gives me benefits in the learning process; 9. With the implementation of Google classroom, I can study and do assignments wherever I am when I am connected to the internet; 10. I am happy to be able to ask and answer each other with lecturers in class and classmates in Google classroom; 11. The appearance of Google classroom is very obvious and easy to understand; 12. Google classroom makes it easier to get announcements about material and be efficient in submitting the assignment; 13. By using Google classroom I am more active in the learning process; 14. Google classroom is easy to access; 15. Some teachers don't really understand how to use Google Classroom in learning process; 16. Learning with Google Classroom is more fun than face-to-face learning; 17. I open Google Classroom when I have assignments 18. I find it difficult to

study with Google classroom; 19. I think that submitting assignments in file form is difficult for students; 20. I am not interested in online learning by using Google classroom.

I (as student) know and understand about e-learning

In this point, most of students have positive response in investigating online learning by using Google classroom about “I know and understand about e-learning”. The answer from 4 options, almost all of students chose “agree” and “strongly agree” category with the percentage 52% and 48% in responding this statement. None of the student chose “disagree” and “strongly disagree”. It means that all students have known already about e-learning in online learning and were categorized in positive meaning. It can be seen in the Diagram 1.

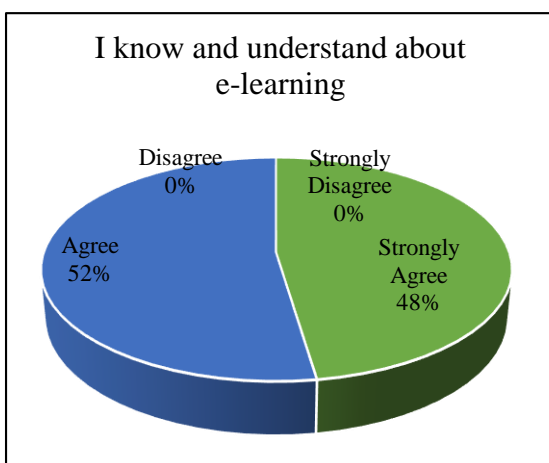


Diagram 1. *The percentage of “I know and understand about e-learning”*

I know and understand on Google classroom

For this statement, most of students have positive response about “I know and understand on Google classroom”. The answer from 4 options, almost all of students chose “strongly agree” and “agree” category with the percentage 57% and 43% in responding this statement. None of the student chose “disagree” and “strongly disagree”. It means that all students have

known already about how to use Google classroom in online learning and were categorized in positive meaning. It can be seen in the Diagram 2.

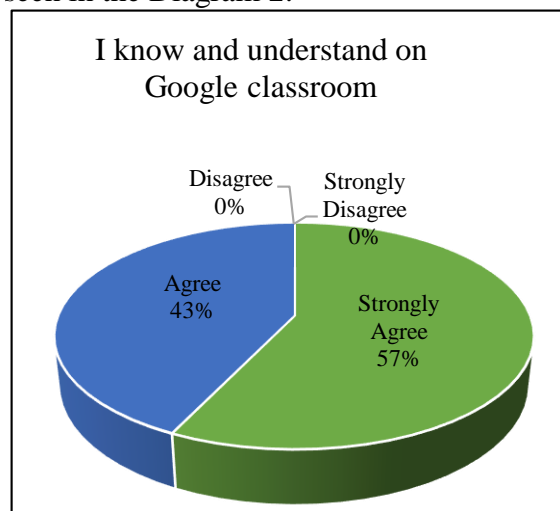


Diagram 2. *The percentage of “I know and understand on Google classroom”*

The Google Classroom application is very flexible for students in using learning media

In the Covid-19 pandemic at STBA Persada Bunda, most students had a good response to studying online learning by using Google Classroom about “The Google Classroom application is very flexible for students in using learning media”. The answer from 4 options, almost all of students chose “strongly agree” and “agree” category with the percentage 33% and 67% in responding this statement. None of the student chose “disagree” and “strongly disagree”. It means that by using Google classroom application, students agree that this application is flexible for student in online learning and were categorized in positive meaning. It can be seen in the Diagram 3.

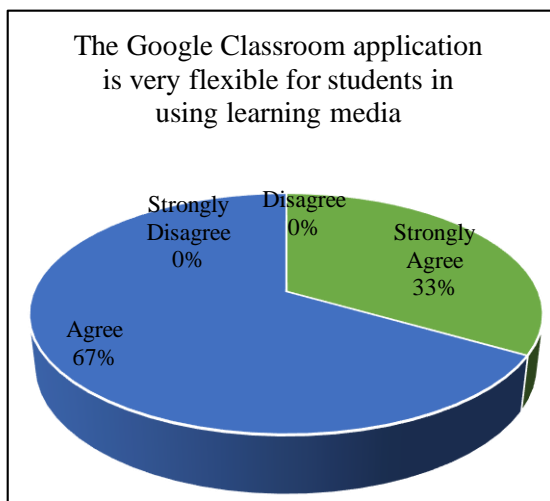


Diagram 3. *The percentage of “The Google Classroom application is very flexible for students in using learning media”*

I like by implemented Google classroom on online learning

In the Covid-19 pandemic about “I like by implemented Google classroom on online learning”, the majority of students had a good reaction for investigating online learning by using Google classroom. The answer from 4 options, almost all of students chose “agree” and “strongly agree” category with the percentage 14% and 76% in responding this statement. There are other students choose “strongly disagree” with the percentage 10%. None of the student chose “disagree”. It means that almost all students like by implemented Google classroom in online learning however a small number of students do not like Google classroom in online learning. It can be seen in the Diagram 4.

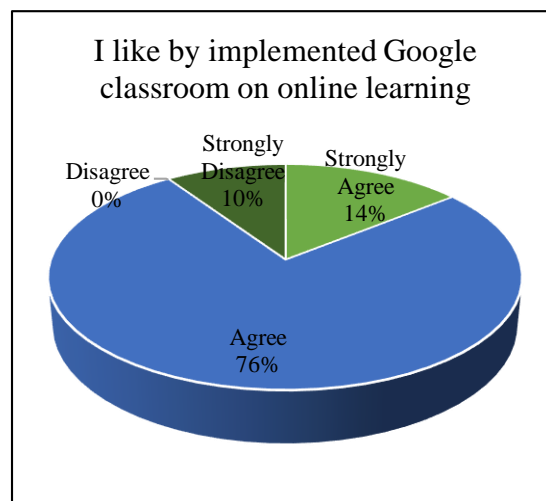


Diagram 4. *The percentage of “I like by implemented Google classroom on online learning”*

There is no difficulty in operating Google classroom on an online learning system

In this point, most of students have positive response in investigating online learning by using Google classroom in the Covid-19 pandemic at STBA Persada Bunda about “There is no difficulty in operating Google classroom on an online learning system”. The answer from 4 options, almost all of students chose “strongly agree” and “agree” category with the percentage 19% and 71% in responding this statement. There are small number of students choose “disagree” and “strongly disagree” with the percentage 5% and 5%. It means that almost all students think that Google classroom is easy to operate. It can be seen in the Diagram 5.

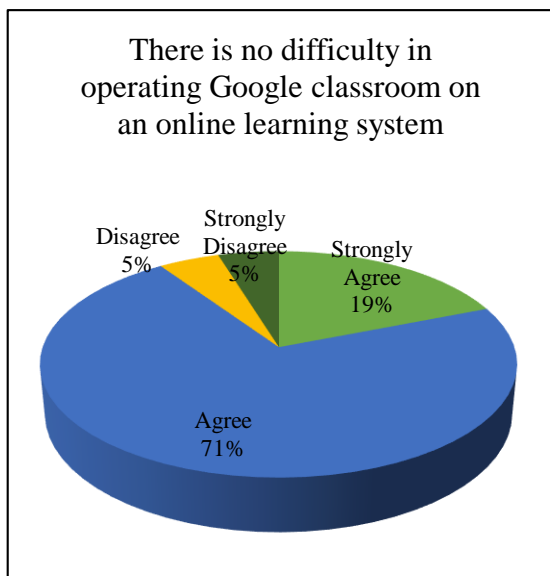


Diagram 5. *The percentage of “There is no difficulty in operating Google classroom on an online learning system”*

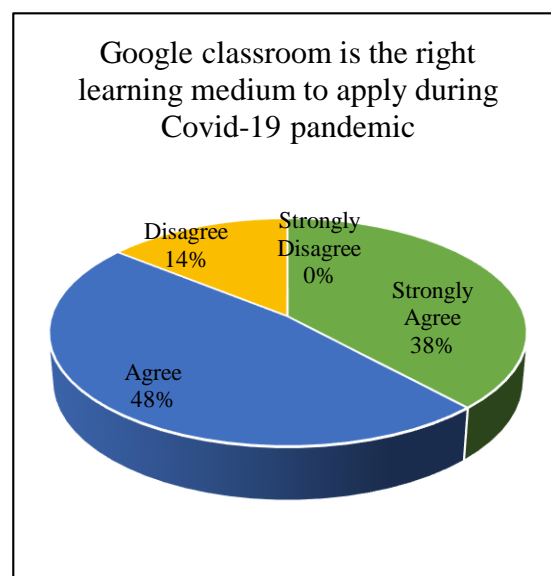


Diagram 6. *The percentage of “Google classroom is the right learning medium to apply during Covid-19 pandemic”*

Google classroom is the right learning medium to apply during Covid-19 pandemic

To answer this point, most of students have positive response in investigating online learning by using Google classroom in the Covid-19 pandemic at STBA Persada Bunda about “Google classroom is the right learning medium to apply during Covid-19 pandemic”. The answer from 4 options, almost all of students chose “strongly agree” and “agree” category with the percentage 38% and 48% in responding this statement. However, there are a number of students chose “disagree” with the percentage 14% and none of the student chose “strongly disagree”. It means that most of students agreed that Google classroom is the right learning medium in online learning. It can be seen in the Diagram 6.

Google classroom can be accessed more easily by using a mobile phone

Most of students in this point have positive response in investigating online learning by using Google classroom in the Covid-19 pandemic at STBA Persada Bunda about “Google classroom can be accessed more easily by using a mobile phone”. The answer from 4 options, almost all of student chose “strongly agree” and “agree” category with the percentage 38% and 48% in responding this statement. Only a few students choose “disagree” with the percentage 14% and none of the student chose “strongly disagree”. It means that the students get easily accessed the Google classroom even though by using their mobile phone as well as their laptop or computer. They only need to download the application in their mobile phone. It can be seen in the Diagram 7.

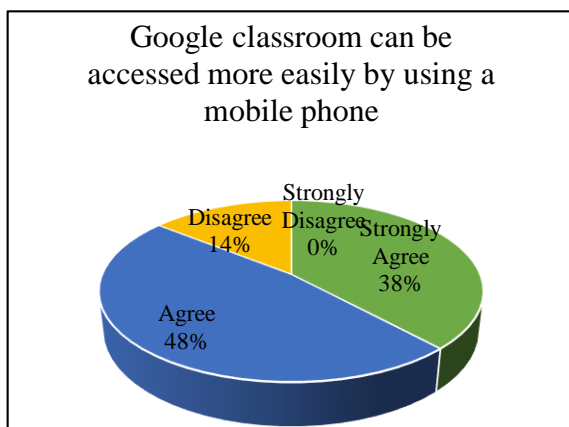


Diagram 7. *The percentage of “Google classroom can be accessed more easily by using a mobile phone”*

The Google classroom application gives me benefits in the learning process

For answering this point, most of students have positive response in investigating online learning by using Google classroom in the Covid-19 pandemic at STBA Persada Bunda about “The Google classroom application gives me benefits in the learning process”. The answer from 4 options, almost all of students chose “agree” and “strongly agree” category with the percentage 52% and 19% in responding this statement. A few students chose “disagree” and “strongly disagree” with the percentage 19% and 10%. It means that not all students think that they can get benefits in learning process by using Google classroom. It can be seen in the Diagram 8.

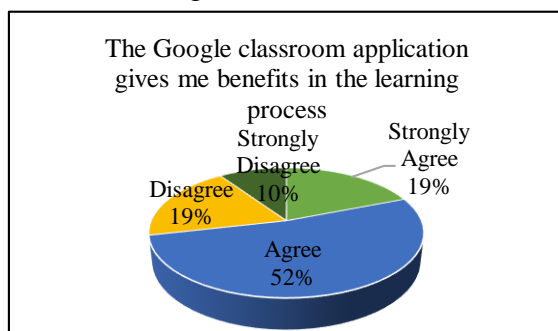


Diagram 8. *The percentage of “The Google classroom application gives me benefits in the learning process”*

With the implementation of Google classroom, I can study and do assignments wherever I am when I am connected to the internet

Most of students have positive response for this point in investigating online learning by using Google classroom in the Covid-19 pandemic at STBA Persada Bunda about “I am happy to be able to ask and answer each other with lecturers in class and classmates in Google classroom”. The answer from 4 options, almost all of students chose “agree” and “strongly agree” category with the percentage 67% and 28% in responding this statement. A few students chose “disagree with the percentage 5% and none of the student chose “strongly disagree”. It means that almost all students think that Google classroom are to help in studying and easy to submit the assignment anywhere. It can be seen in the Diagram 9.

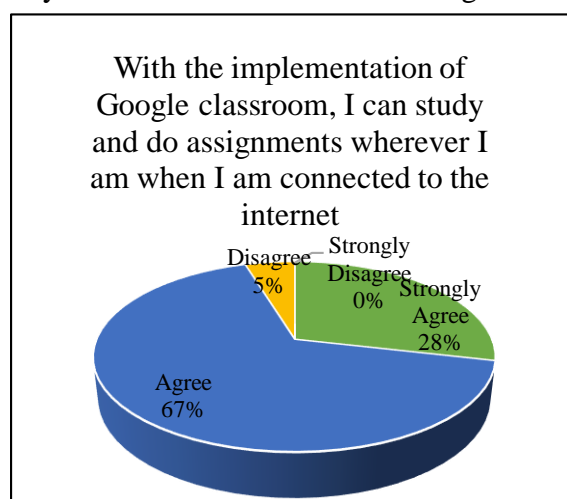


Diagram 9. *The percentage of “With the implementation of Google classroom, I can study and do assignments wherever I am when I am connected to the internet”*

I am happy to be able to ask and answer each other with lecturers in class and classmates in Google classroom

In this point, most of students have positive response in investigating online learning by using Google classroom in the

Covid-19 pandemic at STBA Persada Bunda about “I am happy to be able to ask and answer each other with lecturers in class and classmates in Google classroom”. The answer from 4 options, almost all of students chose “agree” and “strongly agree” category with the percentage 72% and 14% in responding this statement. A few students chose “disagree with the percentage 14% and none of the student chose “strongly disagree”. It means that most of students felt happy to be able to get interacted in Google classroom even though there are a few students felt unhappy with that. It can be seen in the Diagram 10.

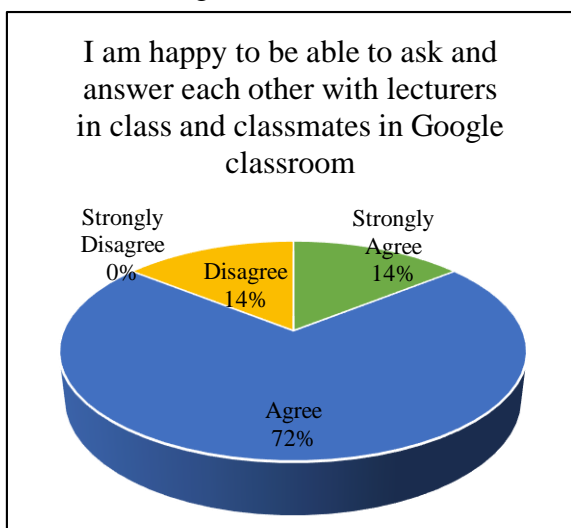


Diagram 10. *The percentage of “I am happy to be able to ask and answer each other with lecturers in class and classmates in Google classroom”*

The appearance of Google classroom is very obvious and easy to understand

To answer the following point, most of students have positive response in investigating online learning by using Google classroom in the Covid-19 pandemic at STBA Persada Bunda about “The appearance of Google classroom is very obvious and easy to understand”. The answer from 4 options, almost all of students chose “agree” and “strongly agree” category with the percentage 67% and 28% in

responding this statement. A few students chose “disagree” with the percentage 5% and none of the student chose “disagree” and “strongly disagree”. It means that almost all students think that the appearance of Google classroom are understandable and readily. It can be seen in the Diagram 11.

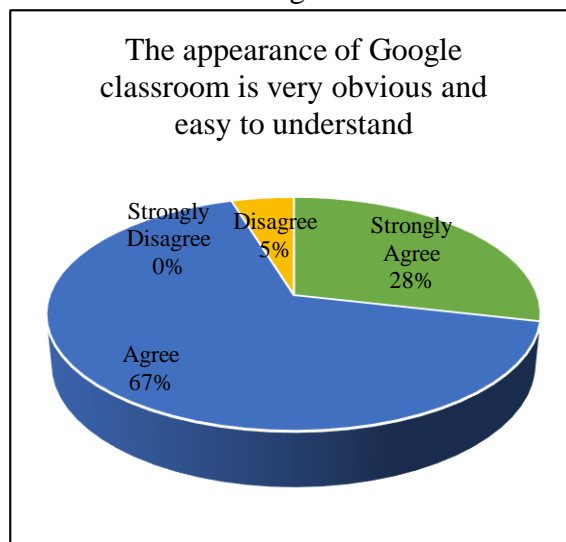


Diagram 11. *The percentage of “The appearance of Google classroom is very obvious and easy to understand”*

Google classroom makes it easier to get announcements about material and be efficient in submitting the assignment

For this point, most of students have positive response in investigating online learning by using Google classroom in the Covid-19 pandemic at STBA Persada Bunda about “Google classroom makes it easier to get announcements about material and be efficient in submitting the assignment”. The answer from 4 options, almost all of students chose “agree” and “strongly agree” category with the percentage 67% and 33% in responding this statement. None of the student chose “disagree” and “strongly disagree”. It means that every announcement that was shared in the Google classroom are easy to have and accessed and were categorized in positive meaning. It can be seen in the Diagram 12.

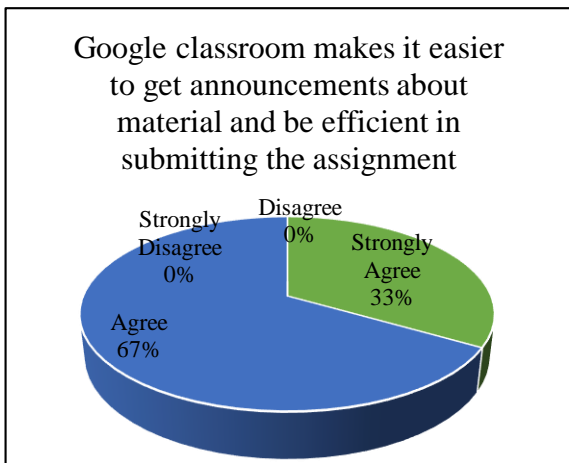


Diagram 12. *The percentage of “Google classroom makes it easier to get announcements about material and be efficient in submitting the assignment”*

By using Google classroom I am more active in the learning process

For following point, most of students have positive response in investigating online learning by using Google classroom in the Covid-19 pandemic at STBA Persada Bunda about “By using Google classroom I am more active in the learning process”. The answer from 4 options, almost all of students chose “agree” and “strongly agree” category with the percentage 5% and 62% in responding this statement. Many of students chose “disagree” and “strongly disagree” with the percentage 24% and 9%.

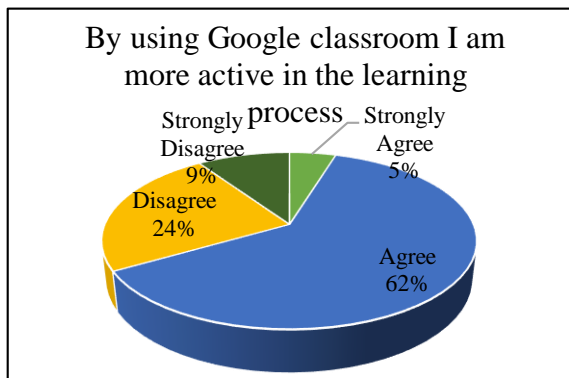


Diagram 13. *The percentage of “By using Google classroom I am more active in the learning process”*

It means that only some of students think that by using Google classroom the students felt more active however the other student did not feel more active in online learning. It can be seen in the Diagram 13 above.

Google classroom is easy to access

In answering this point, most of students have positive response in investigating online learning by using Google classroom in the Covid-19 pandemic at STBA Persada Bunda about “Google classroom is easy to access”. The answer from 4 options, almost all of students chose “agree” and “strongly agree” category with the percentage 67% and 28% in responding this statement. Only a few students chose “disagree” with the percentage 5% and none of the student chose “strongly disagree”. It means that Google classroom is easy to access anytime anywhere. It can be seen in the Diagram 14.

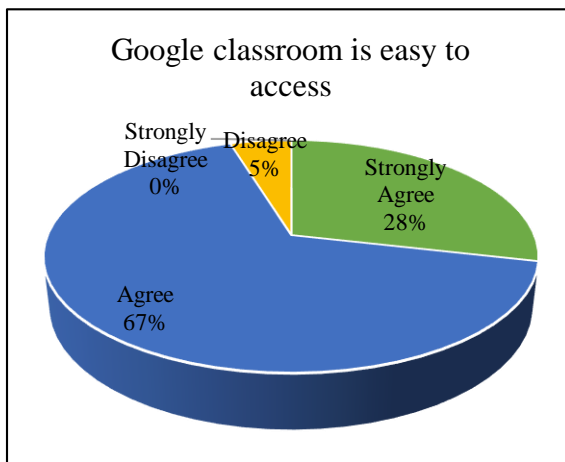


Diagram 14. *The percentage of “Google classroom is easy to access”*

Some teachers don't really understand how to use Google Classroom in learning process

In this negative statement, most of students have negative response in investigating online learning by using Google classroom in the Covid-19 pandemic at STBA Persada Bunda about “Some teachers don't really understand how to use Google Classroom in learning process”. The

answer from 4 options, almost all of students chose “strongly disagree” and “disagree” category with the percentage 55% and 4%. Only a few students chose “agree” and “strongly agree” category with the percentage 32% and 9% in responding this statement. It means that the most of students think that the teacher have capability in using Google classroom, yet some other students think that the teachers were not. It can be seen in the Diagram 15.

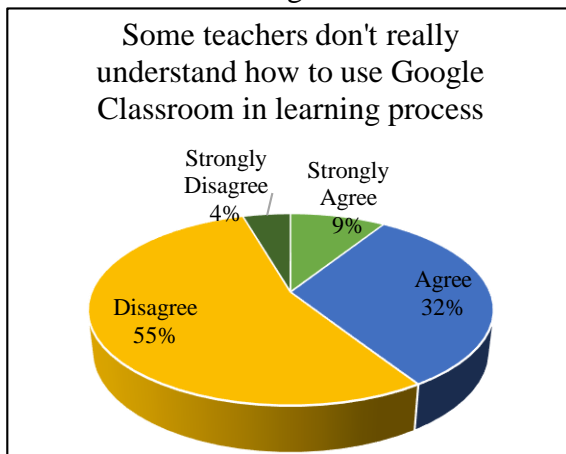


Diagram 15. *The percentage of “Some teachers don't really understand how to use Google Classroom in learning process”*

Learning with Google Classroom is more fun than face-to-face learning

For learning online versus face-to-face learning, most of students have negative response in investigating online learning by using Google classroom in the Covid-19 pandemic at STBA Persada Bunda about “Learning with Google Classroom is more fun than face-to-face learning”. The answer from 4 options, almost all of students chose “disagree” and “strongly disagree” category with the percentage 62% and 29% in responding this statement. A few students chose “agree” with the percentage 9% and none student chose “strongly agree”. It means that learning by using Google classroom not much more fun than face to face learning and were categorized in

negative meaning. It can be seen in the Diagram 16.

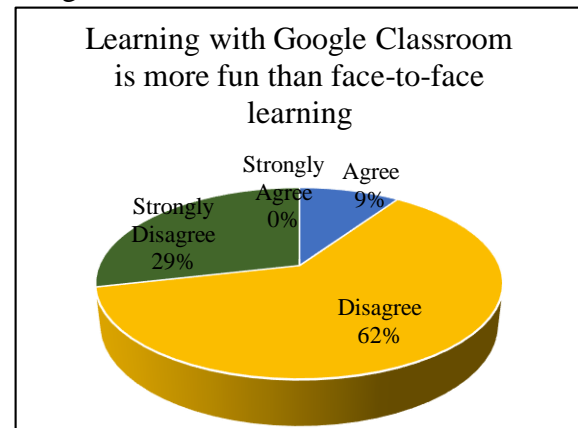


Diagram 16. *The percentage of “Learning with Google Classroom is more fun than face-to-face learning”*

I open Google Classroom when I have assignments

To answer this following point, most of students have positive response in investigating online learning by using Google classroom in the Covid-19 pandemic at STBA Persada Bunda about “I open Google Classroom when I have assignments”. The answer from 4 options, almost all of students chose “agree” and “strongly agree” category with the percentage 57% and 24% in responding this statement. Some other students chose “disagree” and “strongly disagree” with the percentage 14% and 5%. It means that most of the students opened Google classroom only about assignment while other students did not. It can be seen in the Diagram 17.

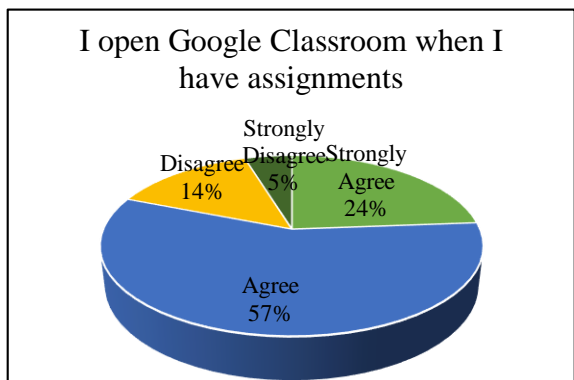


Diagram 17. The percentage of “I open Google Classroom when I have assignments”

I find it difficult to study with Google classroom

In answering this statement, most of students have positive response in investigating online learning by using Google classroom in the Covid-19 pandemic about “I find it difficult to study with Google classroom”. The answer from 4 options, almost all of students chose “disagree” and “strongly disagree” category with the percentage 62% and 10% in responding this statement. A few students chose “agree” and “strongly agree” with the percentage 14% and 14%. It means that most of students think that learning by using Google classroom were not difficult. Only a few students think that Google classroom were difficult. It can be seen in the Diagram 18.

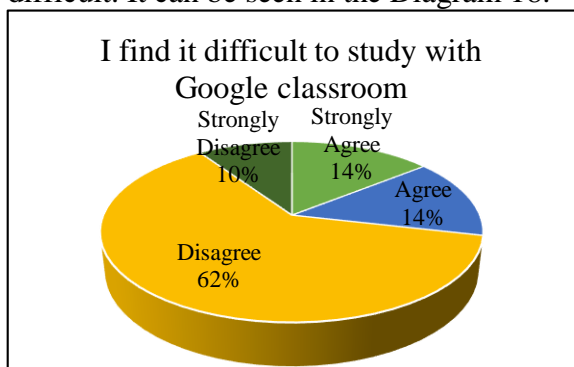


Diagram 18. The percentage of “I find it difficult to study with Google classroom”

I think that submitting assignments in file form is difficult for students

For negative statement, most of students have negative response in investigating online learning by using Google classroom in the Covid-19 pandemic about “I think that submitting assignments in file form is difficult for students”. The answer from 4 options, almost all of students chose “disagree” and “strongly disagree” category with the percentage 71% and 14% in responding this statement. A few student chose “agree” and “strongly agree” 5% and 10%. It means that most of students think that submitting file into Google classroom was not difficult, however only a few students think that it was difficult. It can be seen in the Diagram 19.

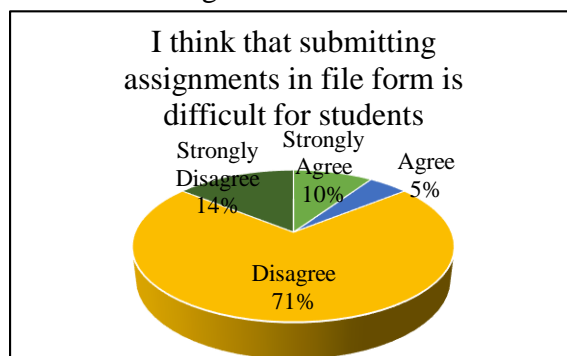


Diagram 19. The percentage of “I think that submitting assignments in file form is difficult for students”

I am not interested in online learning by using Google classroom.

For answering this last point, most of students have negative response in investigating online learning by using Google classroom in the Covid-19 pandemic about “I am not interested in online learning by using Google classroom”. The answer from 4 options, most of students chose “disagree” and “strongly disagree” category with the percentage 57% and 19% in responding this statement. A few students chose “agree” and “strongly agree” with the percentage 10% and 14%. It means that most students interested in online learning by using Google classroom, however, only a

few students were not interested in online learning by using Google classroom. It can be seen in the Diagram 20.

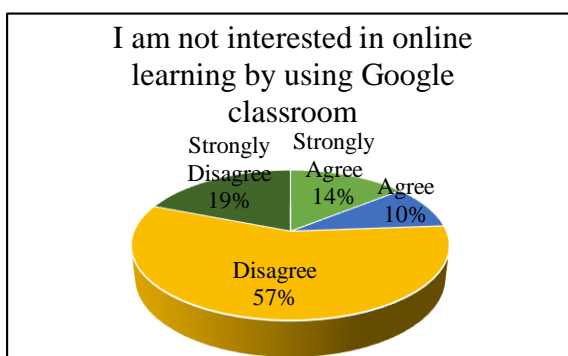


Diagram 20. *The percentage of "I am not interested in online learning by using Google classroom"*

4. CONCLUSION

In the discussion, the researcher pointed out some conclusions to answer the aims at investigating online learning by using Google classroom in the Covid-19 pandemic at STBA Persada Bunda of 21 students as respondents into four points. First, students' opinion about understanding in online learning during Covid-19 pandemic in questionnaires number 1, 2, 11, and 15. Second, students' opinion about benefits by using Google classroom in online learning in questionnaires number 4, 6, 8, 10, 13, and 16. Third, students' opinion about Google classroom as an effective medium in online learning in questionnaires number 3, 5, 7, 9, 12, and 14. Fourth, students' opinion about negative statements of Google classroom in questionnaires number 17, 18, 19, and 20.

From all descriptions above, it can be conclude that students' perception in online learning process was in good response since most of the answer from the respondents was dominantly 'strongly agree' and 'agree'. Google classroom application gives me benefits in the learning process, by using Google classroom is more active in the learning process were positive responses. However, the statements like happy to be able to ask and answer each other with

lecturers in class and classmates in Google classroom and learning with Google Classroom is more fun than face-to-face learning were in negative response. The problem happened to the students felt motivated and enthusiastic to learn online by using Google classroom, however by Using Google classroom could not be replaced the missing things in face to face learning. It was very effective medium to support online learning that has many benefits for students. Google classroom give more positive value than negative one in online learning. From the conclusion above, the researcher only using one medium like Google classroom, it is better to analyze for the future researcher in others media or application to reach teaching more effectively in online learning in another level.

REFERENCES

- Aji, R. H. S. (2020). Dampak Covid-19 pada Pendidikan di Indonesia: Sekolah, Keterampilan, dan Proses Pembelajaran. *SALAM: Jurnal Sosial dan Budaya Syar-i*, 7(5), 395–402.
- Andika, K., & Saptono, A. (2016). Pengaruh Kreatifitas Guru dalam Pembelajaran dan Kecerdasan Emosional Siswa terhadap Prestasi Belajar Ekonomi pada Siswa Kelas X di SMA Negeri 89 Jakarta. *Journal Ilmiah Econosains*, 14(1), 98–112.
- Arikunto, S. (2015). *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Astuti, D., Wagiran, & Sulistyaningrum, S. (2015). Keefektifan Model Pembelajaran Berbasis Proyek dalam Meningkatkan Kompetensi Menyusun Teks Cerita Prosedur Peserta Didik Kelas VIII. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 4(1), 1–8.
- Damanik, R., Sagala, R. W., & Rizki, T. I. (2021). *Keterampilan Dasar Mengajar Guru*. Medan: Umsu Press.
- Dewi, W. A. F. (2020). Dampak Covid-19 terhadap Implementasi Pembelajaran Daring di Sekolah Dasar. *Edukatif*:

- Jurnal Ilmu Pendidikan*, 2(1).
- Halimah, L. (2017). *Keterampilan Mengajar*. Bandung: Refika Aditama.
- Mahyoob, M. (2020). Challenges of e-Learning during the Covid-19 Pandemic Experienced by EFL Learners. *Arab World English Journal*, 11(4), 351–362.
- Moleong, L. J. (2018). *Metodologi Penelitian Kualitatif (Edisi Revisi)*. Bandung: Remaja Rosdakarya.
- Monawati, M., & Fauzi, F. (2018). Hubungan Kreatifitas Mengajar Guru dengan Prestasi. *Jurnal Pesona Dasar*, 6(2), 33–43.
- Sadikin, A., & Hamidah, A. (2020). Pembelajaran Daring di Tengah Wabah Covid-19. *Biodik: Jurnal Ilmiah Pendidikan Biologi*, 6(2), 109–119.
- Sofyana, L., & Rozaq, A. (2019). Pembelajaran Daring Kombinasi Berbasis Whatsapp Pada Kelas Karyawan Prodi Teknik Informatika Universitas Pabri Madiun. *Journal Nasional Pendidikan Teknik Informatika*, 8(1), 81–86.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Wahyono, P., Husamah, H., & Setia Budi, A. (2020). Guru Profesional di Masa Pandemi Covid-19: Review Implementasi, Tantangan, dan Solusi Pembelajaran Daring. *Jurnal Pendidikan Profesi Guru*, 1(1), 51–65.
- Yanti, D. (2021). Students' Perception on the Effect of Online Learning During Covid-19. *Acitya: Jurnal of Teaching & Education*, 3(2), 176–187.