E-LEARNING IMPLEMENTATION IN THE POST COVID-19 PANDEMIC: LECTURERS' AND STUDENTS' PERCEPTION

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Abstract

Keywords*:*	Many universities have integrated technology through the utilization of Learning Management System (LMS) into the process of teaching and learning especially in the post Covid-19 Pandemic. Google Classroom is one of the platforms used by lecturers and students. The purpose of this study is to determine the lecturers' and students' perception of the implementation of online learning using Google Classroom in the Post Covid-19 pandemic. The subjects of the research were the lecturers and students of English Education Program of University of Indragiri. Descriptive quantitative design was applied and there were 15 lecturers and 62 students involved in this study. They were selected using the purposive sampling technique. The researcher collected the data through questionnaires adapted from Harjanto (2019) and Afriani (2021) and then the data were classified based on indicators. In general, the results revealed that the lecturers and students had positive perception in using Google Classroom in post Covid Pandemic.
E-Learning, Google Classroom, Post Covid-19 Pandemic, Perception	
Kata Kunci:	**Abstrak**
E-Learning, Google Classroom, Pasca Covid-19 Pandemic, Persepsi	Banyak perguruan tinggi yang telah mengintegrasikan teknologi melalui pemanfaatan Learning Management System (LMS) ke dalam proses belajar mengajar khususnya di masa pasca Pandemi Covid-19. Google Classroom merupakan salah satu platform yang digunakan oleh dosen dan mahasiswa. Tujuan dari penelitian ini adalah untuk mengetahui persepsi dosen dan mahasiswa terhadap penerapan pembelajaran online khususnya Google Classroom pasca Covid-19. Desain kuantitatif deskriptif diterapkan dan Subjek penelitian adalah dosen dan mahasiswa jurusan Pendidikan Bahasa Inggris Universitas Islam Indragiri. Ada 15 dosen dan 62 mahasiswa yang terlibat dalam penelitian ini. Mereka dipilih dengan menggunakan teknik purposive sampling. Peneliti mengumpulkan data melalui kuesioner yang

diadaptasi dari Harjanto (2019) dan Afriani (2021) kemudian data diklasifikasikan berdasarkan indikator. Secara umum, hasil penelitian menunjukkan bahwa dosen dan mahasiswa memiliki persepsi positif dalam menggunakan Google Classroom pasca Pandemi Covid.

INTRODUCTION

Nowadays the Covid-19 Pandemic has been decreased. All schools and universities in Indonesia can conduct teaching and learning process in the class. However, E-learning or online learning is still done by teachers or lecturers to support their teaching process. This happens due to integrating technology in education is inevitable. By integrating technology can upgrade teachers and students' skills and knowledge. Furthermore, Yurniwati and Utomo (2020) argued that the development of technology has brought changes in the teaching and learning process. Technology is emerging as a powerful tool for the operation of trans forming learning, facilitating the acquisition of high-skilled competencies as a powerful tool for the operation of transforming learning, facilitating the acquisition of high-skilled competencies.

Online learning or commonly known as E-learning is a learning system that is done online using the internet network and using learning applications and social networks. Online learning is done without doing face-to-face process in class but through online so that the online learning process can be done anytime and anywhere. E-learning is the use of learning media using the internet, to deliver a series of solutions that can increase knowledge and skills (Prastiyo & Purnawan, 2018).

Littlejohn & Pegler (2007) said that E-learning has the potential to change our views not only about where and when learning occurs, but also about what resources and technologies may be utilized to assist learning and how they might be used. E-learning expands the scope of knowledge acquisition. It fosters integration of different spaces, allowing students to learn not from school but possibly from home. It can offer flexibility in the time when learners can participate in class and reduces or eliminates the restrictions that come from

balancing home and study responsibilities. It opens up the range of media resources that can be used for learning. The combination of space, time, and media offers new opportunities for student activities and collaboration with available electronic tools.

Google Classroom

One of the familiar platforms used in online learning is Google Classroom. Google Classroom is a platform created by Google which aims to help teachers and students in the process of teaching and learning. This platform was officially released on August 12, 2014 by Google Apps for Education. This platform is designed for educational purposes to promote interactive learning environment. This virtual classroom serves a place for teachers to create and post materials (pictures, videos, link), invite students, assign students, conduct quiz and manage administrative needs.

According to Google's official website, the Google Classroom app is a free productivity tool that includes email, documents and storage. Classroom is designed to make it easier for teachers to save time, manage classes and improve communication with their students (Rahmah et al, 2021).

Advantages of Google Classroom

There are some benefits of using Google Classroom in the process of teaching and learning. According to Mafa (2018) in Harjanto (2019) there are 4 the benefits of using Google Classroom to support the learning process:

1. Classroom management

Google Classroom empowers teachers' authority to simply create and post content materials for students. The material itself can be in a form of documents, pictures, audios, file attachments and even videos. It also provides discussion board where students may discuss or interact with each other's easily. It also empowers other features such as announcements, upcoming task, datelines, and feedback, so students are able to manage their own independent learning.

2. Flexibility

Students and teachers may access all the features of Google Classroom in any forms of gadgets, such as personal computer or smartphone. Accessing Google Classroom is very simple. It is integrated with Gmail account which connects everything to it.

3. Safety and security

Students can enrol the class by entering the class code or based on teacher's invitation through e-mail. It means, it is restricted to certain people only and that no interlopers or unapproved groups or classes may have the access.

4. Promote collaboration

Students can interact with others on the discussion board which encourages them to have better collaboration. They can discuss the task or project through online. Besides, teacher may invite students' parents or guardian to get involved in the class. It means, they can track the progress of their children at anytime. They can easily get informed of any announcements and/or otherwise questions in the class stream.

Features on Google Classroom

Harjanto (2019) stated that there are two options for signing in. First, lecturer or students starts with the Google Classroom website: classroom.google.com, then type the e-mail address and its password. (Keeler & Miller, 2016). Second, teacher or students can open Gmail account then it can automatically access Google Classroom in the provided menu. After successfully signed in, lecturer or students gets two options, joining or creating a class.

There are four main menu available on Google Classroom, they are: stream, classwork and people

1. Stream

The stream is a page where lecturers focus on announcements and posts. lecturers can also attach materials to enrich the lesson. Once students are added to the class, lecturers can conduct their class online or use Google Classroom's mobile app for in-class learning.

2. Classwork

A Classwork is the main page that allows lecturers to organize assignments into modules and units. This is where lecturers can create questions, quiz, assignments and post materials for students. Lecturers can divide the section based on the topic, thus it is easier for students to find the assignments.

3. People

In this menu, teachers can see list of students who enrolled in the class. lecturers are also possible to invite other students to join the class.

Several studies have been conducted related to the use of Google Classroom. Ridho et al (2019) showed students' perception towards Google classroom in EFL classroom. This study was about students' perception of using Google Classroom, the benefits and the challenges faced by the students. The result of this research revealed that learning trough Google Classroom application obtains the positive perceptions from students.

Another research was conducted by Iftakhar (2016) at Daffodil International University which mainly focused on lecturers' and students' perceptions of using Google Classroom. In general, lecturers use Google Classroom as it is required by the university. The use of Google Classroom creates a better interaction between lecturers and students, while students believe that this platform is helpful due to they can easily get the learning materials uploaded by lecturers.

This research aims to reveal how students and lecturer perceive in using Google Classroom in teaching and learning process in the post Covid 19 pandemic.

METHOD

This research was conducted using descriptive quantitative design. The instrument in this study was questionnaire. The questionnaire was used to reveal lecturers' and students' perception in using Google Classroom as an online platform during the post Covid-19 pandemic. The questionnaires were adapted from Harjanto (2019) and Afriani (2021) and used Likert scale. The questionnaires were distributed to lecturers and students of English Education

Program of Islamic University of Indragiri. There 15 statements for students and 10 statements for lecturers. The data then were analyzed to find the percentage based on the indicators. For lecturers, the indicators are usefulness, ease of use, ease of learning and satisfaction. For students, the indicators are learning process, difficulties and effectiveness. 15 lecturers and 62 students were involved in this research. They have been experiencing Google Classroom into the teaching and learning process for at least one academic year.

Table 1: Reliability statistics of Lecturers' Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.896	10

Based on the table 1, it is known that the score of Cronbach's alpha is 0.896. The total item is 10. Then the reliability of the instrument is categorized High Reliability.

Table 2: Reliability statistics of Lecturers' Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.751	15

Based on the table 2, it is known that the score of Cronbach's alpha is 0.751. The total item is 15. Then the reliability of the instrument is categorized High Reliability.

FINDING AND DISCUSSION

There are 15 questionnaire statements for students and 10 questionnaire statements for lecturers. 4 indicators indicate lecturers' perception based on Harjanto (2018). They are usefulness, ease of use, ease of learning and satisfaction. Students' perception contains 3 indicators derived from Afriani (2021). They are learning process, difficulties and effectiveness.

Table 3: Lecturer's perception questionnaires

Factors	Statements	Scoring				
		SA	**A**	**N**	**D**	**SD**
Usefulness	1. Google classroom helps you become more effective	7.14%	57.14%	35.71%	0%	0%
	2. Google Classroom helps you become more productive?	21.43%	50.00%	14.29%	14.29%	0%
	3. Google Classroom saves time when you use it?	21.43%	64.29%	7.14%	7.14%	0%
Ease of use	4. Google Classroom is easy to use	28.57%	57.14%	14.29%	0%	0%
	5. Google Classroom is simple to use	35.71%	50.00%	14.29%	0%	0%
Ease of learning	6. learning how to use it is not difficult	28.57%	64.29%	7.14%	0%	0%
	7. Understanding the instruction of Google Classroom is easy	35.71%	57.14%	7.14%	0%	0%
	8. Using Google Classroom is satisfying	21.43%	50.00%	28.57%	0%	0%
Satisfaction	9. Google Classroom works as expected?	28.57%	57.14%	14.29%	0%	0%
	10. Google Classroom is convenient to use	21.43%	64.29%	14.29%	0%	0%

Note: RD Really Disagree
D Disagree
A Agree
RA Really Agree

Table 4: Recapitulation of lecturer's perception questionnaires

Factor	SA	A	N	D	SD
Usefulness	16,67%	57,14%	19,05%	7,14%	0%
Ease of use	32.14%	53.57%	14.29%	0%	0%
Easy of learning	32.14%	60.71%	7.14%	0%	0%
Satisfaction	23.81%	57.14%	19.05%	0%	0%

Lecturer's Perception

Lecturer's viewpoints were noted from the data collected. All lecturers revealed that they were engaged in digital learning since the covid pandemic spread until now and it is still one of the tools to teach in the campus. It is also emphasized on the use of technology in learning as a part of increasing education quality. Further, Sholah (2022) and Herlia (2021) argued that online learning becomes supporting media to help lecturers in delivering assignments and tasks.

The implementation of utilization of Google Classroom in the teaching process is very crucial. It will develop professional career of the lecturer. According to Mizzel (2010) professional development becomes a school's effort

to upgrade the educators' skills in order to accommodate students' needs. As it is expected that students will fully achieve their satisfying results because teachers provide them with the best method to suit their interest.

Usefulness

The finding showed that most of the lecturers agree that Google classroom is really helpful in teaching process. The finding shows that 16,67% strongly agree. 57,14% of the lecturers agree. 19,05% choose neutral and lastly only 7,14 disagree that Google classroom help them in teaching process.

Moreover, using Google Classroom saves their time much. Teachers needn't spend time on copying materials and distribute them to students. Through one click, all the materials can easily be admitted. This is the benefit of using technology which can save time, so teachers would have more spare time to prepare the lessons (Beuning, Besson & Snyder, 2014). Google Classroom also helps lecturers and students to communicate and can be used to organize and manage assignments to go paperless for collaboration between students and between teacher (Okmawati, 2020; Anggraini, 2021).

Ease of Use

In general, teachers agreed that this Google Classroom is an easy use platform in regards to their teaching activities due to this application is accessible through laptops or smartphones with different kinds of operation systems (OS). 32.14% strongly agree that Google Classroom is a simple platform. 53.57% selected agree. 14.29% chose neutral and no lecturer disagree. (Hausammann, 2017) stated that to operate Google Classroom is quite easy too for them, they don't have any essential difficulties to operate the features. Besides, all the documents, students' tasks and quizzes can be recorded well.

Ease of Learning

Lecturers have been familiar with Google applications. They have been dealing with Gmail account, google drive and other features. It is the same thing

of using Google Classroom where they do not find any significant difficult even though this platform is considered new. According to Martin (2019) and Rini (2021) The readiness of the lecturers is the most essential factor to prepare in an online learning. The results show that 32.14% of the lecturers strongly agree. 60,71% chose agree and 7,14% neutral.

Satisfaction

Mostly lecturers are satisfied with Google Classroom as it brings more effectiveness to the teaching process. Lecturers are very satisfied with Google Classroom because they can still carry out the online learning process even though they cannot meet in person (Hilmer, Jismulatif and Dahnilsyah 2021). The number of lecturers strongly agree with the Google classroom is 23.81% and 57.14% of them agree while 19.05% is neutral.

Table 5: Students' perception questionnaires

Factors	Statements	Scoring				
		SA	A	N	D	SD
Learning Process	1. Using Google Classroom, I complete tasks faster	14.75%	31.15%	52.46%	1.64%	0.00%
	2. Google Classroom improves my learning performance	8.20%	24.59%	52.46%	13.11%	1.64%
	3. It is easy for me to access material through Google Classroom because I can download it and open it whenever and wherever I am.	26.23%	55.74%	16.39%	1.64%	0.00%
	4. It's easy for me to discuss with teachers or friends through the forums in Google Classroom.	9.84%	24.59%	47.54%	14.75%	3.28%
	5. I receive feedback from the lecturer regarding the assignments that I have collected	16.39%	47.54%	32.79%	3.28%	0.00%
Difficulties	6. Online learning through Google	27.87%	50.82%	14.75%	4.92%	1.64%

		classroom is constrained by the network				
	7.	I feel pressured to learn to use google classroom	1.64%	13.11%	44.26%	32.79%	8.20%
	8.	I feel panic if my assignment is lost, because I have saved it in google classroom	21.31%	44.26%	18.03%	13.11%	3.28%
	9.	I find it difficult to learn using google classroom	8.20%	9.84%	47.54%	29.51%	4.92%
	10.	In my opinion, collecting assignments in the form of files using Google Classroom makes it difficult for students	3.28%	18.03%	45.90%	26.23%	6.56%
Effectiveness	11.	With Google Classroom, getting materials and submitting assignments becomes more flexible	14.75%	44.26%	40.98%	0.00%	0.00%
	12.	Google Classroom makes it easy for me to save important material documents and assignments	11.48%	49.18%	39.34%	0.00%	0.00%
	13.	Google classroom can save time and money	13.11%	55.74%	24.59%	6.56%	0.00%
	14.	Google Classroom allows students to get feedback faster	6.56%	32.79%	50.82%	8.20%	1.64%
	15.	Google classroom is one of the media to support the creation of learning during the pandemic even though it is through distance	29.51%	50.82%	16.39%	1.64%	1.64%

Table 6: Recapitulation of students'perception questionnaires

Factor	SA	A	N	D	SD
Learning process	15.08%	36.72%	40.33%	6.89%	0.98%
difficulties	12.46%	27.21%	34.10%	21.31%	4.92%
Effectiveness	15.08%	46.56%	34.43%	3.28%	0.66%

Learning process

The student's perceptions in the learning process using Google classroom in the post covid have been gathered. The results show that 15, 08% of the students strongly agree and 36, 72% agree that Google classroom helps them in the process of learning. Neutral is 40.33%. Disagree is 6.89% while 0.98% is strongly disagree. Students perceived using Google classroom is much easier. It is due to getting the learning materials and submitting the assignments more flexible. Febrianti (2021) also revealed that the implementation of Google classroom is really useful. The students can easily monitor the assignments given by the teacher. Moreover, Annafi and Laksmita (2021) mentioned that students do not find any significant difficulty even though this platform is considered new. They can use google classroom as a tool for learning quickly. Students also perceived Google Classroom as a positive IT tool in supporting teaching and learning process in both inside and outside classroom (Pradana and Harimurti 2017).

Difficulties

Some students faced difficulties in using google classroom. The finding shows 12,46% of the students strongly agree. 27.21% of them agree. Neutral is 34.10%. 21.31% disagree and 4.92% strongly disagree. The reasons they have the problems are various however mostly due to basic problems such as afraid of missing the assignments and unstable network. Agusmanto (2020) revealed that generally the students encounter fundamental problems in using Google classroom such unstable network and expensive internet packages. Kumar (2015) said that not all students are provided with high internet connection that the most online class requires. Furthermore, technical problems are one of the main stumbling blocks of online learning such as the compatibility of PC or smartphone use, the student's

comprehension to operate the application, the internet connectivity, and so on (Muthmainnah, 2019).

Effectiveness

Students' perception on the effectiveness of Google Classroom for online learning in the post pandemic has been recorded. It was obtained that 15.08% strongly agree and 46.56% answered agree. 34.43% answered neutral, 3.28% answered disagree and only 0.66 % chose strongly disagree. In general, the students find Google classroom is an efficient tool in accommodating learning process even though they are in long distance. Over 30 million assignments had been uploaded by professors and students to Google Classroom. It suggests that this program could be a useful tool for teaching and learning in our educational system (Iftakhar, 2016).

According to Hikmatiar (2020) students considered Google Classroom as Learning Management System very effective. User from high school students, university students, and others responded positively. (Heggart & Yoo 2018) stated that Google Classroom is an acceptable LMS (Learning Management System) application because it is already linked to the university and school systems and appears to match students' requests for a simpler interface that allows for more engagement.

CONCLUSION

In conclusion, lecturers and students perceived Google Classroom platform positively and it helps their teaching and learning process. Furthermore, Lecturers found it helpful to promote effective and productive class. The students perceived it positively mostly due to easy access, time flexible, save time and money. However, there is fundamental problem found by the students that is unstable network that can cause losing internet connectivity. The suggestion to use Google Classroom is not only because of the useful utility tool, but it also encourages teachers to be more creative in using the features to create better teaching.

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