
Student Perceptions of the Use of Google Classroom and Zoom in Writing Skills Lectures during the Covid-19 Pandemic

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ABSTRACT

The Google Classroom and Zoom applications have become viral forms and are widely used in online learning in the era of the Covid-19 pandemic. These two applications are also used in online lectures in several foreign language education study programs at the Language and Arts Faculty, Jakarta State University. This study aimed to determine students' perceptions of the use of Google Classroom and Zoom in writing skills lectures. This research is a descriptive study involving 83 students from four foreign language education study programs. The data obtained were then analyzed using the Guttman scale. This study indicates that 69% of students consider using Google Classroom and Zoom effectively in writing skills lectures. Meanwhile, 68% stated that Google Classroom was and Zoom efficiently applied in writing skills courses. Then 67% feel their learning motivation has increased using Google Classroom and Zoom in writing skills lectures.

Keywords: *google classroom; zoom; student perceptions; online learning*

ABSTRAK

Aplikasi Google Classroom dan Zoom menjadi *platform* yang sangat populer dan banyak digunakan dalam pembelajaran daring di era pandemi covid-19. Penggunaan kedua aplikasi tersebut juga digunakan dalam perkuliahan daring pada beberapa program studi pendidikan bahasa asing di Fakultas Bahasa dan Seni, Universitas Negeri Jakarta. Tujuan penelitian ini untuk mengetahui persepsi mahasiswa terhadap penggunaan Google Classroom dan Zoom pada perkuliahan keterampilan menulis. Penelitian ini merupakan penelitian deskriptif dengan melibatkan 83 mahasiswa dari empat program studi Pendidikan Bahasa asing. Data yang diperoleh kemudian dianalisis menggunakan skala Guttman. Hasil Penelitian ini menunjukkan bahwa 69% mahasiswa menganggap penggunaan Google Classroom efektif untuk diterapkan dalam perkuliahan keterampilan menulis, 68% menyatakan Google Classroom efisien diterapkan dalam perkuliahan keterampilan menulis, dan 67% merasa motivasi belajar mereka meningkat dengan adanya penggunaan Google Classroom dan Zoom dalam perkuliahan keterampilan menulis.

Kata Kunci: *google classroom; zoom; persepsi mahasiswa; pembelajaran daring*

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Introduction

Covid-19, which is endemic globally, has forced the Government to issue various new policies in various sectors. In the field of education, the Government, through the Minister of Education and Culture, issued Circular Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency of the Spread of Corona Virus Disease (Suadi, 2020). Through this circular, the Government instructed that the learning was carried out online or known as learning from home until a later specified time. This sudden policy of implementing online learning poses a challenge for teachers and lecturers alike. Apart from adapting to a new work culture (working from home), lecturers and teachers also must work hard to master various technologies and applications that can support their learning activities (Bagata et al., 2020).

Google Classroom and Zoom are two apps that are currently gaining popularity among teachers and students in the current online learning period. Reporting from Kompas.Com (Riyanto, 2021), the growth of the two applications was very rapid during the Covid-19 pandemic. According to

the release of Android Police (Jamaludin, 2020) in March 2020, it was stated that the Google Classroom application was the most downloaded learning application with 50 million downloads. Meanwhile, based on a survey conducted by Kompas.Com on 7-11 October 2020 in 34 provinces in Indonesia, the results show that most respondents (57.2%) use Zoom in online learning activities (Kamil, 2020). These two applications have indeed dominated online learning activities in Indonesia during the Covid-19 pandemic.

The widespread use of Google Classroom and Zoom in online learning can be understood because several previous studies have shown that Google Classroom is proven to be effective in helping students understand the lecture material independently and systematically. The use of Google Classroom also positively impacts student learning outcomes and learning, motivation while attending lectures during the COVID-19 pandemic (Alfina, 2020). In terms of efficiency, the use of Google Classroom is also considered efficient for students in submitting assignments and accessing materials. Students do not need to meet directly with lecturers to submit assignments and access material anytime and anywhere (Fitri Rahmawati et al., 2019).

Meanwhile, regarding learning using Zoom, several studies say that online learning using Zoom makes learning activities more effective because this application has many supporting features that can be used in online learning activities (Monica & Fitriawati, 2020). In addition to being more effective, the use of Zoom in learning is considered more practical and makes it easier for students to communicate with lecturers and other students (Far-Far, 2021).

Online learning using Google Classroom and Zoom itself can be implemented with at least three different models. The first is online learning that only uses Google Classroom. This learning model is asynchronous in which lecturers and students do not interact at the same time. Second, online learning that only uses Zoom. This learning model is synchronous in which lecturers and students interact at the same time. Third, online learning combines Google Classroom with Zoom. This learning model adopts a blended learning model in which students are facilitated to learn independently through Google Classroom then face-to-face instead of face-to-face using Zoom to carry out dialogue and reinforcement (Chaeruman, 2020).

Of course, of the three learning models, the third learning model is ideal to be applied today. This statement is quite reasonable considering that several studies recommend using the Google Classroom application should be combined with a video call application (such as Zoom) so that interactions between lecturers and students or students with other fellow students run well in learning (Wulandari, 2021). Another reason why the third online learning model is ideal because the implementation of learning using Google Classroom requires lecturer assistance and control (Alfina, 2020). One way of mentoring is by utilizing a video call application such as Zoom.

The application of an online learning model by combining Google Classroom and Zoom itself is not without weaknesses. Apart from still having technical problems, such as inadequate network and device specifications, motivation is another obstacle in this kind of online learning. It is not uncommon for students to only attend to show their presence and then carry out other activities with nothing to do with lecture activities (Rosali, 2020). On the student side, online learning turns out to make it difficult for them to manage their time and is sometimes overwhelmed by the large volume of material uploaded by lecturers (Hallal et al., 2020).

Based on some of the weaknesses presented above, researchers are encouraged to find out students' perceptions of several foreign language education study programs at the Faculty of Language and Arts, Jakarta State University regarding an online learning model that combines the use of Google Classroom and Zoom which has been running for three semesters. It should be noted that although online learning using the combination model of Google Classroom and Zoom has been implemented for three semesters, so far, it is still scarce to evaluate its implementation, especially in writing skills courses that require a natural language environment.

Research methods

This research uses the descriptive research method. Descriptive research in education is “a type of quantitative research method that involves making careful descriptions of educational phenomenon” (Gall et al., 2006). The educational phenomenon that the writer adopts in this study is the use of Google Classroom and Zoom in writing skills lectures based on the perceptions of students as the perpetrators.

The number of students involved as respondents in this study was 83 students from the Arabic Language Education Study Program, the English Language Education Study Program, the Japanese Language Education Study Program, and the German Language Education Study Program. The students involved as respondents took introductory writing skills courses during the Covid-19 pandemic and were randomly selected.

The instrument used in this study was an electronic questionnaire presented using the Google Form application. The questionnaire consists of 19 closed questions using the Guttman scale, namely only "Yes" or "No". At the data analysis stage, the answer "yes" will be given a score of 1, while the answer "no" will be 0. Each of these scores will then be calculated the percentage to determine whether students' perceptions of Google Classroom and Zoom are positive or negative.

Results and Discussion

The researcher asked 19 questions to determine student perceptions regarding the use of Google Classroom and Zoom in learning to write. These questions cover three aspects: the effectiveness of using these two applications in learning, the efficiency of using the two applications in learning activities, and the two applications for student learning motivation.

For the effectiveness of using Google Classroom and Zoom in learning to write, the following data are obtained.

Table 1. Student Perceptions of the Use of Google Classroom and Zoom in Learning Writing Skills

No.	Questions	Yes	No
1	Using Google Classroom and Zoom helps me understand writing skills material better.	80%	20%
2	Using Google Classroom and Zoom helps me practice my writing skills.	78%	22%
3	The use of Google Classroom and Zoom makes learning writing skills more effective.	55%	45%
4	Using Google Classroom and Zoom makes it easy for me to understand writing rules.	80%	20%
5	Using Google Classroom and Zoom improves my writing skills.	61%	39%
6	Using Zoom and Google has benefited me greatly in learning writing skills.	63%	37%
7	In general, I believe using Google Classroom and Zoom makes it easier for students to learn writing skills.	69%	31%
Overall		69%	31%

Table 1. shows that using Google Classroom and Zoom, according to most students, can help them understand the material on learning writing skills. We see that the answers to "yes" to question number 1 and 4, which use Google Classroom and Zoom in understanding the course material for

writing skills, reached 80%. Another fact is that the use of Google Classroom and Zoom helps students improve their writing skills. This statement can be proven by the percentage of 78%, 55%, 61%, and 63% for questions 2, 3, 5, and 6, which asked about the impact of using these two applications on their writing skills. In general, students agreed to use Google Classroom combined with Zoom to help them with written skills (69%). The score is by the total proportion, 69% who answered yes and 13% who answered no. Because the proportion of those who answered yes was more than 50%, Google Classes combined with Zoom effectively applied in writing skills lectures.

Meanwhile, regarding Google Classroom and Zoom in writing skills lectures, the following data are obtained.

Table 2. Student Perceptions about the Efficiency of Using Google Classroom and Zoom in Learning Writing Skills

No.	Questions	Yes	No
1	The use of Google Classroom and Zoom in the learning process of writing skills is more efficient.	61%	39%
2	Using Google Classroom and Zoom in the process of learning writing skills saves time.	75%	25%
3	Using Google Classroom and Zoom in the process of learning writing skills saves energy.	72%	28%
4	Using Zoom in the learning process of writing skills saves costs.	65%	35%
Overall		68%	32%

Based on the table above, most students (61%) state that Google Classroom and Zoom are efficient to be applied in writing learning. Both applications are efficient in use, in terms of study time (75%), in terms of energy (72%), and terms of costs (65%). It is not surprising that the average percentage value of the four questions asked about this aspect of efficiency reaches 68% for "yes" answers. Therefore, it can be concluded that Google Classroom and Zoom is efficient to use in writing because the average "yes" answers are more than 50%.

As for the impact of using Google Classroom and Zoom on student learning, motivation on writing skills, the following data are obtained.

Table 3. Student Perceptions about the Impact of Using Google Classroom and Zoom on Motivation to Learn to Write.

No.	Questions	Yes	No
1	The use of Google Classroom and Zoom can take away from my distrust of writing in the foreign language I am learning.	58%	42%
2	The use of Google Classroom and Zoom adds to my motivation in learning writing skills.	71%	29%
3	Using Google Classroom and Zoom in learning writing skills is fun.	59%	41%
4	I enjoy using Google Classroom and Zoom in the process of learning writing skills.	80%	20%
5	I believe the use of Google Classroom and Zoom in learning writing skills can continue even after the pandemic has ended.	70%	30%
Overall		67%	33%

Based on the data obtained at table 3, we can see that the use of Google Classroom and Zoom positively impacts student learning motivation. 58% of students feel learning using Google Classroom

and Zoom eliminates feelings of inferiority. 71% of students stated that using these two applications increased their motivation to learn. The positive impact of the two applications is influenced by the fun nature created by Google Classroom and Zoom during the learning process. It is not surprising that the majority (59%) of the students stated that learning using Google Classroom and Zoom was fun and could also enjoy the learning process (80%) through the two applications. Based on the average percentage of "yes" answers, which is more than 50% (67%), we can conclude that the use of Google Classroom and Zoom positively impacts student learning motivation in writing skills lectures. Based on the data obtained at the table above, we can see that the use of Google Classroom and Zoom positively impacts student learning motivation. 58% of students feel learning using Google Classroom and Zoom eliminates feelings of inferiority. 71% of students stated that using these two applications increased their motivation to learn. The positive impact of the two applications is influenced by the fun nature created by Google Classroom and Zoom during the learning process. It is not surprising that the majority (59%) of the students stated that learning using Google Classroom and Zoom was fun and could also enjoy the learning process (80%) through the two applications. Based on the average percentage of "yes" answers, which is more than 50% (67%), we can conclude that the use of Google Classroom and Zoom positively impacts student learning motivation in writing skills lectures.

If we look at the results of the survey above, these data show that students positively perceive Google Classroom and Zoom in writing skills lectures. This positive perception essentially indicates that the blended learning model is the most appropriate learning model to be applied in the current Covid-19 pandemic era. According to both Graham and Garrison and Kanuka (Hrastinski, 2019), blended learning is essentially a learning activity that involves face-to-face activities and online learning. Face-to-face activities in mixed learning can now be replaced with virtual face-to-face using various video call applications (Chaeruman & Kustandi, 2019). An exciting fact released in April 2021, based on a survey conducted by the University of Indonesia of 20,533 respondents involving lecturers and students, 48% chose the mixed learning model to be applied in the odd semester of July 2021, 28% chose full online learning, and 24% select face-to-face learning.

Another thing that we can interpret from the positive perception data of students regarding the use of Google Classroom and Zoom in learning is the need to involve various media and applications to implement effective online learning. The minimum application standard applied in blended learning during the Covid-19 pandemic is a collaboration between Google Classroom and Zoom. Virtual communication can be done by zoom and google classroom as a medium to submit the assignment (Palupi & Raharjo, 2020). The use of one of the two applications is considered not optimal because each application has shortcomings.

The last fact that can be raised based on the findings in this study is the dominance of the use of Zoom in the implementation of online learning during the Covid-19 pandemic. The supremacy of using Zoom cannot be separated from the perception of some students who think that Zoom is the easiest and most useful application compared to other applications in online learning activities today (Fuady et al., 2021). Apart from these two reasons, the ease of monitoring student involvement in learning is another reason why Zoom is widely used in online learning during the Covid-19 pandemic (Ramadani & Khaferi, 2020).

Conclusion

The Covid-19 pandemic forces learning to be carried out remotely or online. Online learning is implemented at the higher education level using various learning applications, including Google Classroom and Zoom. The collaboration of the two applications is very relevant to be applied in blended learning in the current pandemic era. Google Classroom serves as a teaching material provider and assignment collection channel, while Zoom is used for discussion and communication. Based on a survey conducted on several students of the foreign language education study program at the Faculty

of Languages and Arts, Jakarta State University, students gave positive perceptions of Google Classroom and Zoom in lecturing writing skills.

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