

STUDENTS' PERCEPTION OF THE USE OF GOOGLE CLASSROOM AT SMPN 1 SAMPARA.

Uchi Ramadani Saputri Abas¹, Rahmat Nasrullah², Andi Rachmawati Syarif³

Faculty of Education and Teacher Training, Universitas Muhammadiyah Kendari, Indonesia.

asirahmaningsih@gmail.com¹, rahmat.nasrullah@umkendari.ac.id², rachmasyarif@gmail.com³

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Abstract.

This study aims to determine students' perceptions of using Google Classroom in the learning process, especially in English lessons. This research was conducted at SMPN 1 SAMPARA, Konawe Regency, Southeast Sulawesi Province. To answer the research questions, questionnaires were given to 24 subjects and interviews were conducted with 6 students of class VII. This research design uses mixed methods: quantitative and qualitative research. Data were collected through questionnaires and interviews. The findings are categorized into 3 aspects: 1) Usability; 2) Ease of use; 3) Satisfaction. The results showed that the use of the Google Classroom application as a learning medium had a positive effect on students' perceptions of learning. In this context, the teaching and learning process can run well as long as the learning process is carried out, besides that Google Classroom can also help students to make it easier to send assignments and receive material provided by the teacher.

Keywords: *Students' perception, Google Classroom, Online learning.*

<http://ojs.unsamakassar.ac.id/>

INTRODUCTION

This study aims to determine students' perceptions of the process during online classes carried out during the corona virus (covid-19) pandemic at SMPN 1 Sampara. This chapter describes the research background, research questions, research scope and research objectives. Apart from that, it also covers the importance of the research and the definitions of the key terms used in this research.

In the current state of the COVID-19 pandemic, social distancing is a must for everyone, especially students and teachers. The Ministry of Education of the Republic of Indonesia issued a policy by replacing the teaching process with an online system. In addition, several regions (Green Zones) in Indonesia are trying to implement a face-to-face learning process by integrating online learning with the condition of implementing health protocols. According to Chaeruman (2017), in

synchronous learning, students and teachers are in the same place at the same time. This is comparable to face-to-face teaching. An example of synchronous learning is the participation of students and teachers in class through web conferencing applications. This creates a virtual classroom where students can ask the teacher some questions, and the teacher can react directly to students' questions in live learning and engage in practical discussions. While asynchronous learning is an independent learning approach to encourage student learning. According to Moore, Dickson-Deane, & Galyen (2011) online learning is learning that utilizes the internet community with accessibility, connectivity, flexibility, and the ability to offer various types of mastery interactions. At the implementation level, online mastery includes smartphones or Android phones, laptops, computers, tablets, and iPhones that can be used to get recorded data anytime and anywhere (Gikas & Grant, 2013).

There are several e-learning applications that can be used, one of which is Google Classroom. The use of the Google Classroom application creates better interactions between teachers and students, while students believe that this platform is very helpful because they can easily get learning materials uploaded by teachers (Iftakhar 2016). Google Classroom is an aspect of learning that is quite effective in terms of receiving material and student interaction, good evaluations for students and planning for making materials that are quite effective for teachers (Sabran and Edy Sabara 2019). Google Classroom is an application created by Google that aims to help teachers and students if these two things become obstacles, organize classes, and communicate with students without having to be tied to the class schedule. It also helps teachers to carry out learning activities, especially in learning English.

In a research review, according to Sadiman (in Zakky 2018) media mastery can be interpreted as anything that can carry or distribute messages from intentional sources, so that a conducive mastery environment occurs where the recipient can carry out a control system efficiently. One of these learning media is the Google Classroom Application. Google Classroom is used as a learning medium to attract students' interest in the learning process, thereby helping students to improve their learning outcomes. Google classroom as an alternative to improve the quality of learning (Sewang, 2017), and Google Classroom as a learning medium. This is assisted by the presence of perception. Perception is a process of receiving a stimulus by the individual through the senses or also called the sensory process. The stimulus will be continued, and the next process is the perception process. (Walgito, 2010).

Based on observations that have been made in one of the schools at SMPN 1 Sampara, there are still many students who have limitations such as a lack of understanding of students in online learning and in the use of application features used, the facilities owned by some students make the learning process as it is today. Not going well, the complaints that are often conveyed by students about internet access, limitations ranging from quotas to student complaints without communication tools that can be used to follow the learning process are the daily life of every teacher at the school. Therefore, the teacher suggests the use of the Google Classroom application is good for students because it provides a variety of

new methods for students while studying. In addition, students can express their learning styles and make them more independent when studying and also using the Google Classroom application can save internet quota and easy internet access. Google classroom is also an alternative way for teachers to deliver material to students, especially during a pandemic. The use of Google Classroom can be done in all subjects, especially English. However, students' perceptions regarding the use of Google classroom are not well understood. In conclusion, researchers are interested in investigating students' perceptions of the use of Google Classroom at SMPN 1 Sampara.

In connection with the above statement, this research is expected to provide some additional information about the implementation of Google classroom to students during online learning. Then it is expected to provide benefits and contributions in developing teacher strategies in teaching, so that they can motivate and inspire them in teaching. In connection with the statement above, the researcher focuses on students' perceptions of the use of Google Classroom as a learning medium.

SCOPE OF RESEARCH

In conducting this research, the researcher limits the problems to be discussed. The target of this study focusses on students' perceptions of using Google Classroom during online learning. In this study, students are expected to know the perception of using google classroom in online classroom learning and can practice all skills because it is important in the learning process.

RESEARCH METHOD

In this study, the researcher applied a mix-method research design: quantitative and qualitative research design because the main purpose of this research is to obtain information about students' perceptions of the use of Google classroom during the online learning process. In this study, researchers formulate student perceptions of the use of the google classroom application in online learning. The research was conducted at SMPN 1 SAMPARA which is located on jln. sampara axis, Konawe regency. This research was carried out on first-class students in the 2nd semester of the 2020/2021 academic year at SMPN 1 SAMPARA.

The subjects of this study were seventh grade students of SMPN 1 Sampara. This research was conducted in class VII-1 SMPN 1 Sampara with a total of 24 students consisting of 10 male students and 14 female students. The reason the class became the subject of research was because from the observations of an English teacher at SMPN 1 Sampara, it was stated that students in the class had difficulty participating in online learning during this pandemic. Therefore, the researcher tried to take the subject by using purposive sampling technique to select the research subject. Questionnaires were distributed to all students while for interviews only 6 students would be selected from one class. Selected are two high and active abilities, two medium and not very active abilities, the last two low abilities.

This study used quantitative and qualitative methods along with questionnaires and interviews to examine the data.

SOURCE OF DATA COLLECTION

In data collection, questionnaires and interviews were used as research instruments. According to Sugiyono (2017) Questionnaire is a data collection method in which respondents are asked a series of questions or written questions to be answered. In this study, the researcher distributed the questionnaires without delay to the respondents or directly. Furthermore, interviews were conducted to get more accurate answers from students. According to Creswell and Clark (2007), data was collected through the interview stage to find out more about students' perceptions when using Google Classroom in the online learning process. Interviews were conducted with the consent of the students.

1. Questionnaire

Data collection techniques were carried out by distributing questionnaires through Google Form. We use Google forms to distribute questionnaires because they are faster, easier, and more widely distributed to research subjects. The order of data collection is as follows:

- 1.) Prepare a questionnaire sheet via google form.
- 2.) Confirmation to students who will fill out the questionnaire.
- 3.) share the questionnaire link to students
- 4.) Analysis of the results of the questionnaire

2. Interview

The researcher used interview to produce more detailed data resulting from questions to students about their perception of using Google Classroom. The researcher interviewed 6 students based on the results of the questionnaire regarding students' perceptions of the Google classroom and the researcher will give 5 questions to 6 of the 24 students in the interview process. The sequence of interviews can be identified as follows:

- a) Prepare some questions
- b) Confirming the students to be interviewed
- c) Setting up the voice recorder
- d) Start the interview and record it
- e) Ask each question while elaborating it after the interviewee has answered the question
- f) Requesting further information or clarification
- g) Record any important information conveyed by the interviewee
- h) Analyzing interviews through recordings.

TECHNIQUE OF DATA ANALYSIS

In this study, the authors collected data through questionnaires and interviews. The data collected from this technique are as follows:

1. Questionnaire

The quantitative data analysis component was applied to the data collected through a 5-item Likert scale. Responses to this item were numerically coded (strongly agree = 5, agree = 4, neutral = 3, disagree = 2, strongly disagree = 1). Each student will display 14 questionnaire items. The number of answers selected by students is presented in the form of a percentage automatically from the google form or the percentage results are calculated based on the number of students who choose strongly to agree, agree, neutral, disagree, and strongly disagree.

2. Interview

The researcher used the interview method as one of the data collection techniques. A total of 5 questions were given by the researcher. The interview method was chosen by the researchers because interviews are the best choice to get more accurate data about students' perceptions of using google classroom during online learning. In the interview method, researchers can dig deeper into the information they need, for research materials and clarify the results obtained.

FINDING AND DISCUSSION

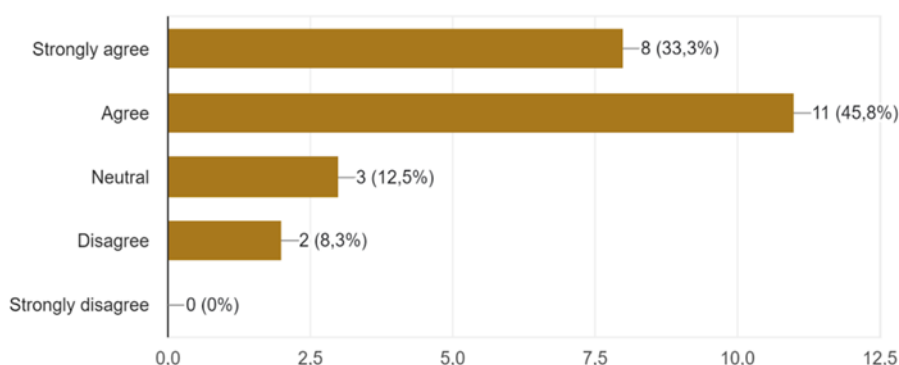
In the findings section, the researcher describes the analysis in two parts, starting with the results of the questionnaire analysis and continuing with the results of the interview analysis. From the results of the questionnaire analysis, I used google form. The theory that I used in the questionnaire findings and interviews to explore and classify the types of use of Google Classroom as a learning medium, namely: usability, ease of use, and satisfaction (Rahadi, 2014). Based on the closed questionnaire analysis, the results of this questionnaire are the answers chosen by each student and the interview. The findings of student perceptions in the use of google classroom during online learning at SMPN 1 SAMPARA are as follows:

a. Usefulness

In this study, there is 1 usefulness item. The author will display the findings of student statements about using google classroom to make **student learning more effective**. It can be seen in chart 1 as follows: **Chart 1**.

1. By using Google classroom, student learning becomes more effective

24 jawaban



Based on chart 1 shows the findings of student statements about the use of google classroom so that student learning is more effective. The graph shows that there are 33.3% (n = 8) of 24 respondents who stated "strongly agree", 45.8% (n = 11) respondents who stated "agree", 12.5% (n = 3) respondents stating "neutral", 8.3% (n=2) of respondents who stated "disagree", 0% (n=0) of respondents who stated "strongly disagree".

This is reinforced by the results of interviews, as expressed by students below:

"Yes, using Google classroom as a teaching method makes me much more effective in participating in the distance learning process". (Student 5)

And according to (Student 1) also stated that :

"I can also review the material sent in Google classroom, so that I can better understand the learning material".

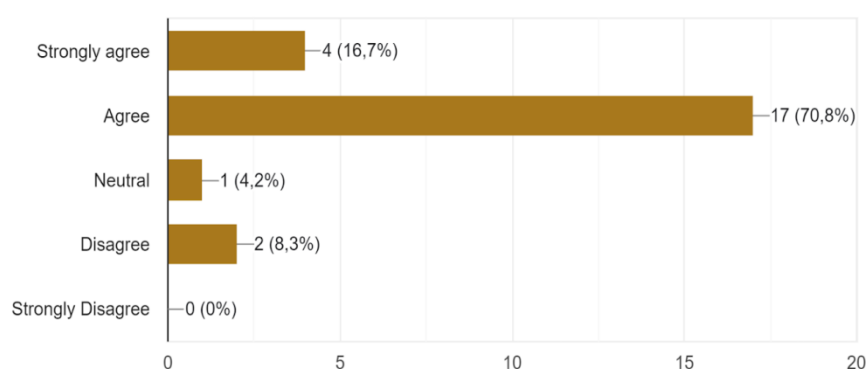
While 8.3% (n = 2) respondents stated "disagree", as expressed by students below, as a statement from (Student 3) stated:

"I do not agree, because its use is difficult to access, especially since I live in a place where the internet connection is less stable".

From the example above, it can be concluded that students' statements about using Google Classroom for student learning become more effective even from a distance. But teachers also need to pay attention to the obstacles experienced by students, especially students who live in remote villages who have obstacles in internet access. The author will describe the findings of student statements about this google classroom application **helping students become more productive**, see the chart as follows: **Chart 2.**

2. This app helps students to be more productive

24 jawaban



Based on chart 2 shows the findings of student statements about this application helping students to be more productive. The graph shows that there are 16.7% (n=4) of 24 respondents who stated "strongly agree", 70.8% (n=17) respondents who stated "agree", 4.2% (n=1) respondents which stated "neutral", 8.3% (n = 2) of

respondents who stated "disagree", 0% (n = 0) of respondents who stated "strongly disagree".

This is reinforced by the results of interviews, as expressed by students below:

"In addition, yes, I am quite productive in participating in the learning process, sending assignments on time, and never being negligent". (Student 1)

And according to (student 4) also stated that:

"because in teaching using Google classroom the teacher does not only provide material in written form but also provides material by sending interesting pictures and videos".

Meanwhile 8.3% (n=2) of respondents stated "Disagree, as expressed by students below, as the statement from (student 2) stated:

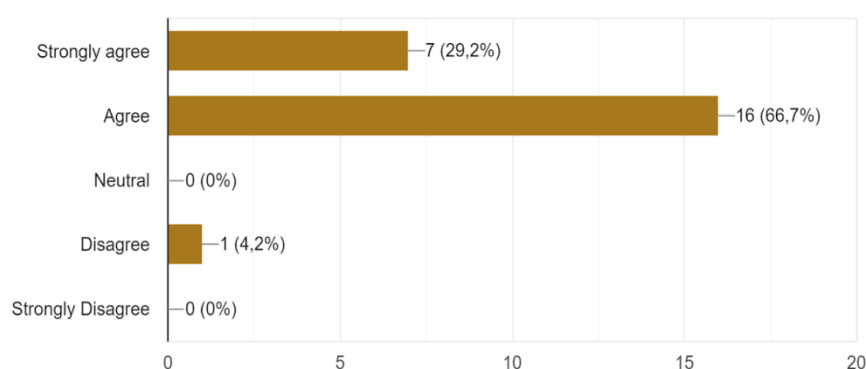
"disagree because of the lack of explanation given by the teacher, especially in sending materials and assignments, let alone loading the internet connection. So when sending assignments, the network must be good."

From the example above, it can be concluded that students' statements about using the Google Classroom application help students become more productive and it can be said that students are more diligent in collecting assignments and following the learning process because the teacher also provides material in the form of interesting pictures and videos, so that students' interest in learning bigger than before. But there are also some obstacles that occur during the learning process, namely sometimes the teacher forgets to give an explanation in advance to the students when giving the material.

The author will describe the findings of student statements about the **google classroom application that is useful for students**, see the graph as follows: **Chart 3**.

3. Google classroom application is useful for students

24 jawaban



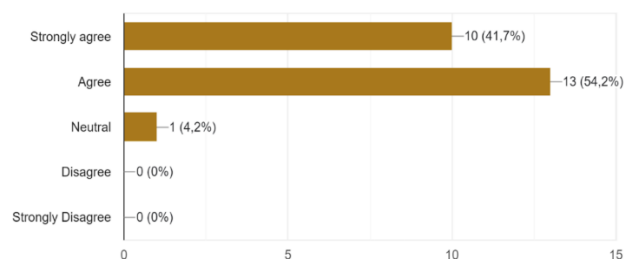
Based on chart 3 shows the findings of student statements about the google classroom application useful for students. The graph shows that there are 29.2% (n=7) of 24 respondents who stated "strongly agree", 66.7% (n=16) of respondents who stated "agree", 0% (n=0), respondents who stated "neutral", 4.2% (n=1) of

respondents who stated “disagree”, 0% (n=0) of respondents who stated “strongly disagree”.

b. Ease of use

In this study there is 1 item ease of use. The author will display the findings of student statements about the *very simple google classroom* when used. It can be seen as follows: **Chart 5**.

5. Google classroom is very simple to use
24 jawaban

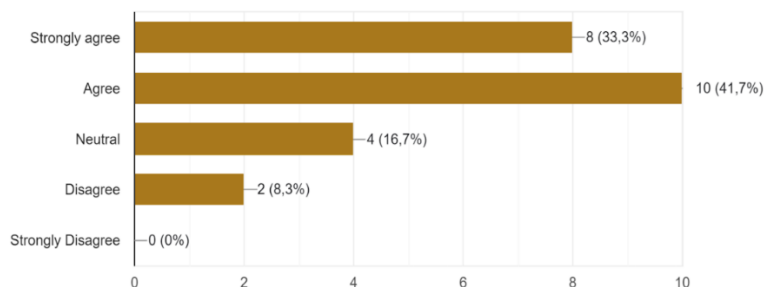


Based on chart 5 shows the findings of student statements about google classroom are very simple when used. The graph shows that there are 41.7% (n=10) of 24 respondents who stated “strongly agree”, 54.2% (n=13) of respondents who stated “agree”, 4.2% (n=1) respondents which stated "neutral", 0% (n = 0) of respondents who stated "disagree", 0% (n = 0) of respondents who stated "strongly disagree".

c. Satisfaction

In this research, there is 1 satisfaction item. The author will display the findings of student statements about *students being satisfied* with the use of the Google Classroom application. It can be seen as follows: **Chart 10**.

10. Students are satisfied with the use of the Google classroom application
24 jawaban



Based on graph 10 shows the findings of statements about *student satisfaction* with the use of the Google Classroom application. The graph above shows that there are 33.3% (n=8) of 24 respondents who stated “strongly agree”, 41.7% (n=10) of respondents who stated “agree”, 16.7% (n=4) respondents who stated

"neutral", 8.3% (n = 2) respondents who stated "disagree", 0% (n = 0) respondents who stated "strongly disagree".

This is reinforced by the results of interviews, as expressed by students below:

"Yes, because Google classroom is very easy to access for us junior high school students and can be understood because with Google classroom we can quickly send assignments". (Student 5)

While 8.3% (n=2) of respondents stated "Disagree, as expressed by students below, such as the statement (Student 3) said:

"A little help, but I also found many difficulties, such as the network is not good and the internet package is limited".

From the example above it can be concluded that students are satisfied with their performance results in using Google classroom during online learning because it can help their grades get better even though they rarely attend school face-to-face, and there are also some students who disagree with the above statement but they follow what the teacher says.

Discussions

In this section, the researcher explains the findings of the two instruments to complete the discussion of the research questions. This discussion will discuss to find out students' perceptions of the use of Google Classroom at SMPN 1 Sampara by distributing questionnaires and interviews. This can be seen from 3 aspects adapted from Rahadi (2014), that students show positive perceptions.

Based on the results of the analysis on each aspect of the questionnaire and interview, there are 3 aspects, namely usefulness, ease of use, and satisfaction. After doing research based on 3 aspects of the questionnaire data, it was found that the use of the Google classroom application in the midst of a pandemic to support learning can help students' perceptions of learning, especially in the use of the Google classroom application. Google Classroom is considered an ideal tool for teachers to use with students (Iftakhar, 2016:12).

The first aspect of the usefulness of the Google classroom application in the learning process is seen from the percentage of usability, namely by using Google classroom learning becomes more effective, students become more productive, useful for students, and can save time when students use it. In addition, Google Classroom can also help students in facilitating student understanding. So that students know the perception of using the google classroom application itself, the teacher uses interesting learning media, the material will be easier to understand with learning media based on the google classroom application, students will tend to be loyal in learning. This is in line with the statement of Khairunnisa (2022). The Google Classroom application provides benefits with various conveniences for students to understand the subject matter by providing convenience in reading the subject matter, power points given by the teacher, viewing videos related to learning so that students can learn anywhere and anytime, not only studying at school. in the classroom but also outside of school. With the development of

technology in the field of education, it is easier for teachers and students in the teaching and learning process. However, 8.3%(n=2) there were also several statements that students did not agree with due to several factors such as lack of internet access in remote areas, not having a data package, lack of teacher explanations in sending materials or assignments such as face-to-face learning time and network loading. So that makes some students less active in terms of learning.

The second aspect of ease of use in using the Google classroom application during learning activities is an aspect that affects students' perceptions of using the Google classroom application. In terms of questionnaire data 45.8% (n = 11) had comparable data results, namely students agreed with the use of the google classroom application, it was very simple when used even though the teacher did not provide direct directions so students could quickly use it in learning and send assignments when given by the teacher, this learning application is very suitable for use among students and teachers, especially during the recent pandemic. However, in terms of the questionnaire data, 8.3%(n=2) disagreed because accessing Google Classroom for the first time was quite difficult for us so I needed some written instructions when using it, especially when filling out the attendance list.

The last aspect is about satisfaction, this aspect is the dominant aspect to determine students' perceptions in using the Google classroom application in learning activities. Judging from the results of student questionnaires that by using google classroom students are satisfied using the google classroom application in learning, especially when sending assignments and very helpful for students in their learning development. Around 4.2%-12.5% (n=1-3) stated that they disagreed regarding student satisfaction in using the Google Classroom application, even though we know that using Google Classroom is very simple but also has difficulties, especially when uploading assignments, internet access is less stable. and loading, plus the use of cellphones which is still very limited, especially among the middle and lower economies, that is the reason why students are not satisfied with the use of the Google classroom application. In addition, the Google Classroom application works as expected by students, students also get a new experience in using Google Classroom. This is supported by Munir (2015: 142), namely:

“The use of technology is one of the most important things in learning. The use of learning media is considered important because it helps the achievement of learning objectives. Therefore, the preparation of learning media is one of the teacher's responsibilities. Technology is used to facilitate learning about knowledge that demands visual presentation. Technology is used to visualize lessons that are difficult to explain in conventional ways. The delivery of material is interactive and can facilitate learning because it is supported by various aspects such as sound, video, animation, text and graphics.”

Meanwhile, from the interview transcripts, it can be concluded that 4 out of 6 students feel they already know or understand their perceptions regarding the use

of the Google Classroom application in learning. Google classroom provides various benefits for students to understand the subject matter by making it easier for students to read the subject matter, reading power points given by the teacher, viewing videos related to learning so that students can learn anywhere and anytime, not only studying in class. The development of technology in the field of education provides convenience for teachers and students in the teaching and learning process.

From the above findings it can be concluded that the use of technology-based media not only evokes student responses by using the sense of sight, but with technology-based multimedia learning processes students can hear and evoke the sense of hearing and imagine with some videos. or learning resources provided by the teacher through the application. So that students can find out the perception of using the Google classroom application in the learning process.

The explanation above is in line with Sabran,(2019:123). That the use of educational technology as a learning medium can increase interest in learning to the material presented, thereby attracting students' attention and increasing student learning activities.

Researchers also found new findings that Google classroom can help teachers provide feedback in the form of comments or grades from the assignments given so that this attracts students' attention, students also feel happy using Google classroom. This is in line with the results of Utami's research (2019) which states that Google classroom is easily accessible by students and lecturers so that students are interested in using it. In addition, Google Classroom also makes it easier for students to better understand the material given by the lecturer.

CONCLUSION

Based on the results and discussion, it can be concluded that the respondents in this study gave positive perceptions about the use of Google classroom as a tool to support online learning. This can be seen from student questionnaires, they are comfortable in learning when using the Google Classroom application as a learning medium. This research was conducted to determine students' perceptions of the use of Google's classroom in learning. Located at SMPN 1 Sampara. It also involves 7th grade students studying subjects especially in English. In obtaining data, researchers used two instruments, namely questionnaires and interviews. Based on the findings presented in the previous chapter, the researcher found that students' perceptions of the use of Google classroom can improve student learning, because learning is interesting and adds new knowledge by using technology.

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