Students' Motivation and Attitude Based on Google Classroom Utilization

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Abstract

Many higher education institutions now use ICT (Information and Communication Technologies) to include technology into their curriculum. One approach to implementing the finest teaching practices is through the use of platforms like Google Classroom. Researchers found that teachers saw Google Classroom as a teaching tool. This research looked into how utilizing Google Classroom affected the student's behavior and attitude of Indonesian students who were learning Politic sociology. In this study, students' perceptions toward Google Classroom as a cutting-edge online platform were examined. This study included 46 students of civic education at Universitas Al Asyariah Mandar who had actively implemented Google Classroom into their classroom curricula. Teachers utilize it to manage student responsibilities, organize the classroom, and accommodate student involvement, according to the findings. A qualitative research design is carried out. According to the study's findings, students were enthusiastic about Google Classroom because of how simple it was to use, how valuable it was, and how readily available it was. Google Classroom's usefulness in various circumstances should be examined in future studies. For the most part, teachers thought Google Classroom was a great tool for running a virtual class room.

Keywords: ICT, Google Classroom, Motivation and Attitute

Background

The use of online learning tools in higher education has grown significantly in recent years. Many advantages exist over a traditional classroom environment due to online learning methods. These systems, among other things, allow students to freely access educational resources and to communicate with teachers and other students online, [1], [2], [3]. Perhaps, the most influential advantage is the flexibility and adaptability they permit for working students [4]. When COVID-19, a new strain of the Corona virus, infected Indonesians in March 2020, everything changed. The Indonesian government issued a decree requiring all schools in Indonesia to conduct all activities at home in order to avoid the spread of the virus.

In addition to other industries, education is one that has been affected. This problem affects the entire education sector as well. Nearly all schools, universities, and colleges have been forced to close as a result of the COVID-19 outbreak [5]. Online education technologies and

apps must be used in the new millennium, which places a high value on lifetime learning skills.

On the other hand, new technology necessitates lifestyle adjustments for students. These are the difficulties facing the education industry. Because of this movement from traditional to online education, which has made e-learning a crucial part of digital era education [6], new learning patterns and modern notions of learning have emerged [2, 1]. We utilize e-learning to combine learning with new technologies like the internet. With the help of e-learning, educational processes have been transformed in the digital age [7], [8], [9].

Because it allows students to communicate more with their teachers as well as access more learning materials, [10] believes that e-learning can improve student performance. For example, it claims that students are time-poor and focus more on time limits than educational prospects. As a result, an online learning platform is viewed as a time-saving tool that can also teach social skills, self-learning, and self-discovery while motivating learners to stay current [11]. According to [12], teachers in California used technology to maintain or assist their traditional teacher-centered activities, such as keeping track of grades and building databases. That alone didn't lead to reform-based educational methods, he said. "Computers have been oversold and underused," he said in his conclusion. However, it is feasible to use technology in the classroom to create learning environments that are student-centered. As a result, Google Classroom has made its way into the world of education and is now considered a powerful instructional tool.

Students in semester 4 of the civic Education faculty have used Google Classroom as a learning tool. According to [13;14;15;16]. As a platform for improving teachers' workflow, students' motivation, performance expectations, effort expectations, and social influence, as well as students' belief and happiness [17], Google Classroom is widely regarded as one of the best. It is possible to create virtual classes with Google Classroom [18]. Google Classroom is an excellent tool for online education. One of the application's advanced features is the ability to use it cooperatively in groups.

As a result, the features of Google classroom make it useful for both students and teachers.

Students will benefit from the improved communication and workflow as a result of this technology. Developing learning strategies is impossible if you're surrounded by paper. By using a single tool, students may organize their files better and use less storage space [1]. In addition, [19] and [20] also agree with the previous statement, pointing out that Google classroom is helpful in making the teaching and learning process go more quickly. Every time a student has to use it, they can do so with ease thanks to this resource. The most crucial job of the teachers is to teach their students how to use the apps properly.

A study by [21] focused on the role of Google classroom as a self-directed learning tool in selected courses in the area of self-learning and self-development. According to research, students are satisfied with Google Classroom because of its utility, simplicity, and practicality in completing the desired duties. A useful tool for active learning, Google Classroom may be found here. Teachers have complete control over their observations, surveys, and analysis of student demographics thanks to Google classroom technology, as seen in [22]. They have the ability to create their courses in such a way that students will be happy with the learning style they choose. Effective use of online learning technology can pave the way for instructors and educational support programs to better build online training courses that allow students to flourish in the online environment. Thus, Google Classroom can be used in conjunction with other applications like data mining to boost the likelihood of flexible implementation.

This research paper's primary goal is to determine how Google Classroom works acceptance for students in higher education affects students' motivation and attitude in learning amidst Covid 19.

Methodology

In conducting this research, researchers used a quantitative survey methodology. Students' opinions on Google Classroom were acquired through the use of a Google Forms-created online questionnaire. The study's goal and confidentiality were explained in a cover letter. In order to maintain respondents' anonymity, the survey asked only for demographic information

that was relevant to their answers. Finally, we asked students about their impressions of Google Classroom's usefulness, ease of use, attitude, and long-term desire to utilize. We used a 5-point Likert-scale for all of our questions, with answers ranging from "Strongly Disagree" to "Strongly Agree" on each. Participants in this study were all Google Classroom users from 5th Semester students in the Civic Education department of teacher training and education faculty. Respondents were chosen via purposive sampling.

The respondents' opinions of GC, the respondents' statements on GC's access to course materials, the quality of their work, and whether or not they recommend Google Classroom for usage in their classes were all subject to descriptive statistics. easy to navigate, the system on GC is easy to understand, easy to access the materials and it was also determined if Google Classroom boosted students' confidence in their work. In addition, using Google Classrooms has expanded their access to course content, as seen in figure 1-6 below:

Results and Discussion

Fig.1

Fig.2

Fig.3

Fig.4

Fig.5

Fig.6
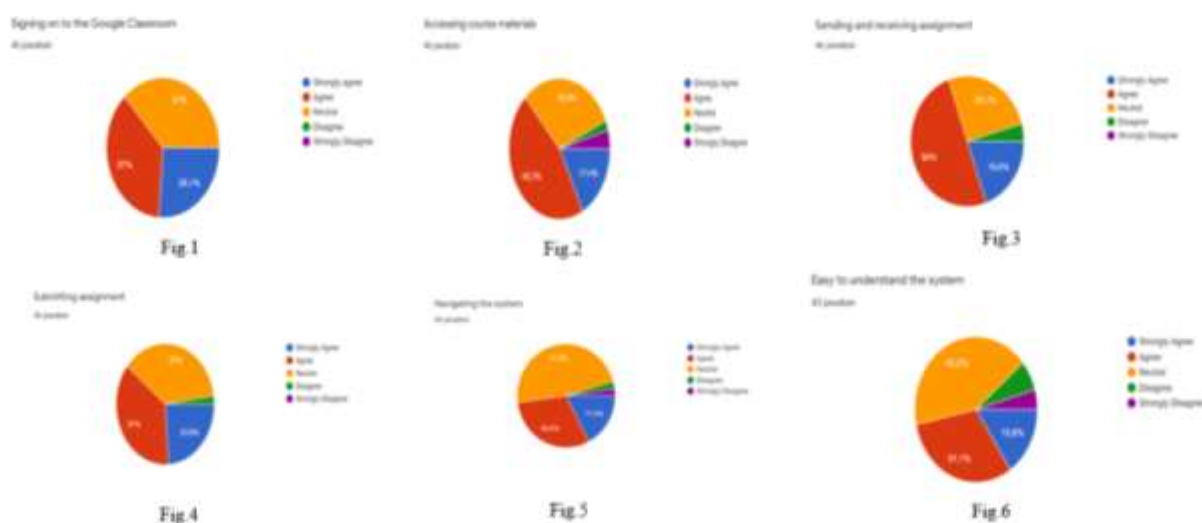
On Fig 1. Respondents' statements are easy to sign on GC. According to the results, 26% of respondents strongly agreed, 37% agreed, and 37% were neutral.Accessing course materials on fig.2, the results revealed that 17.43 percent of respondents strongly agreed, 45.7% agreed, and 30.4% were neutral.Fig. 3: Respondents' statement on GC's ease of sending and receiving materials 19,6 percent of respondents strongly agree, 50 percent agree, and 26 percent are neutral. Submitting assignments on GC is easy and simple. In fig. 4, respondents strongly agree by 23,9 percent, 37 percent of respondents agree, and 37 percent are neutral.

For the navigating system depicted in fig.5, respondents strongly agreed (17, 4 percent), agreed (30, 4 percent), and 47, 8 percent were neutral..6 shows respondents' easy understanding of the GC system as displayed on the above fig..15.6% of respondents strongly agree, 31, 1 percent of respondents agree, and

42,2 percent of respondents still choose the neutral category. Based on the student's experiences displayed in fig. 7-12 below:

Fig.7

Fig.8

Fig.9

Fig.10

Fig.11

Fig.12

The quality of learning activities was excellent based on respondents' experiences, as shown in fig.7, which showed that 15 percent of respondents strongly agreeing, 56 percent of respondents agreeing, and only 28, 3 percent of respondents in the neutral category. As demonstrated by this activity, 10 respondents (21,7%) strongly agree, 19 respondents (41,3%) agree, and 16 respondents (34,8%) take a neutral position.

Respondents' behavior in Google Classroom helps them submit assignments on time and develops respondents' timing behavior described in fig.9 shows there is a significant organizational advantage to using Google Classroom as opposed to traditional classroom software. About 19,6% of respondents strongly agree with the category, 45,7% of respondents agree and 34,8% still neutral.

The GC course activities assisted respondents in examining issues, evaluating new ideas, and applying what they had learned, as shown in fig. 10 above.18, 2 of the respondents strongly agree, 52,3% agree, and 29,5% are neutral.

In fig. 11, it is shown that the feedback provided by the lecturer is useful via GC. In this example, 15.6% of respondents strongly agree, 48.9% of respondents agree, and 28,9% percent of respondents in the neutral category. The grading system in Google classroom helps in monitoring respondents' performance and understanding the current topic discussed in fig 12. Here the results indicate most of the respondents in the positive statement category; 15.2% of respondents strongly agree, 45.7% of respondents agree, and 34,8% of respondents disagree.

Fig.13

Fig.14

Fig.15

Fig.16

Fig.17

Fig.18

Based on the data in fig. 13, the lecturers' delivery of the subject objective, assessment, and content were consistent with the aid of Google Classroom. None of the respondents declared a strongly agreeing category. 23,9% of respondents agree, 50% are neutral and 13% of respondents disagree. This means that respondents are motivated to learn via GC as a tool for e-learning. In addition, fig. 14 displayed the data of respondents who felt comfortable through GC as a medium in T & L online. In question about how lecturers helped respondents to keep course participants engaged and participate in productive discussion, the results showed that research subjects approved the statement. There were 13% of respondents who strongly agree with the statement, 17.4% of respondents who disagree, 32,6% of respondents disagree category, and 34,8% of respondents agree.

Concerning the statement that lecturers are enthusiastic about teaching and explaining via Google Classroom, fig. 16 shows that 17.8% of research subjects strongly agree and believe this motivates them to participate in GC.In the agreed position are 44,4% of the respondents. On August 28, 9% of respondents were neutral. The good thing about this item is that most of the respondents felt the positive spirit of the lecturer method. In fig. 17, concerning lecturers, are friendly, approachable, and can be easily contacted. It is clearly displayed that 35,6% of respondents strongly agree with the statement, 26,7% of respondents were in the neutral

category, 17,8% of respondents disagree and 15,6% of respondents strongly disagree. As revealed in the findings, fig.18 shows a positive reaction with 17,4% strongly agreeing, 47,8% of respondents agreeing and 32,6% of respondents in a neutral position.

Discussion

Since there are now more digital natives than ever before, there has been a fundamental shift in how people think about and utilize information and communication technologies. As the number of digital natives increases, people's views regarding the adoption and usage of information and communication technologies (ICTs) improve. This does not mean that institutions should stop offering computer literacy classes to their students, as this will help them adapt and use ICTs more quickly.

All of this is expected based on the data findings in this study on students' behavior and motivation when utilizing GC as an online tool. A user's attitude about Google Classroom was influenced by their perceptions of its usefulness and ease of use. When students say Google Classroom is helpful, it's apparent they have a favorable opinion of the program. Students create a positive attitude towards Google Classroom because it is simple to utilize for them to do their work. These findings are supported by findings from [23, 24]. A recent study found that looking at great teaching and

learning using Google Classroom can help students and teachers understand and evaluate each other [15]. Students find Google Classroom to be an entertaining tool to use.

Utilizing the GC displayed on the data above, on GC students' assignments are never misplaced, and the teacher keeps each classroom orderly. These pupils, on the other hand, will need guidance in figuring this out on their own. Children who grew up on the internet don't necessarily know how to manage their environment in a way that will aid their academic success later in life.

According to Kuh et al. [25], students' active involvement and learning results have been shown to be enhanced by technology. This research recommended GC as one of the best e-learning. As opposed to the traditional technique, students' become more involved in order to participate in the learning activity. In addition, when a teacher uses technology to explain or perform activities, students are more likely to participate.

This indicates that students may lose interest in not using technology because they are not actively involved, and as a result, they lose motivation to learn. Because one of a teacher's primary objectives is to motivate pupils, it is critical to take into account how they learn because it affects their final results [27]. Teaching tactics should therefore be adjusted and examined on a regular basis to discover the most effective ones. In addition, it was discovered that one's Attitude toward Use influences one's Intention to Use Continuously. In other words, users who have a favorable opinion of Google Classroom are more likely to use it in the future.

Conclusion

Using Google Classroom as a teaching tool in higher education is very interesting, motivates students, increases students' positive attitude, and it is very useful. This study used a survey approach to evaluate the characteristics that influence students' long-term intention to utilize Google Classroom. In addition, this research finding was discovered that one's Attitude toward Use influences one's Intention to Use Continuously. In other words, users who have a favorable opinion of Google Classroom are

more likely to use it in the future. Finally, this research shows that using Google Classroom is highly beneficial and valuable for improving students' skill capacities, discipline, behavior, attitude, autonomy, self-directed, self-determined in learning and motivation.

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