**Online Learning Through Google Classroom during COVID-19 Pandemic: Secondary Student's Perception**

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**Abstrak**

Pandemi *Covid-19* mempengaruhi dunia khususnya dunia pendidikan. Sekolah di tutup sementara akibat pandemi global. Seluruh siswa terpaksa melakukan pembelajaran di rumah, berbagai media platform online seperti *Google Classroom* membantu siswa dalam belajar. Namun rupanya ada begitu banyak hal yang di alami siswa selama belajar online dengan *Google Classroom*. Oleh karena itu, penelitian ini bertujuan untuk mengungkap bagaimana tanggapan para siswa selama pembelajaran *online* dengan *Google Classroom*. Baik dari pengalaman belajar mereka, juga perasaan-perasaan yang terlibat dalam proses pembelajaran. Penelitian ini melibatkan lima partisipan siswa dari salah satu Sekolah Menengah Pertama wilayah Cikarang Timur. Penelitian ini menggunakan Desain Naratif, data yang di kumpulkan berasal dari hasil wawancara dengan kelima partisipan. Hasil wawancara menunjukkan bahwa para siswa merasa terbantu dengan adanya *Google Classroom*, fitur yang mudah serta waktu belajar yang fleksible. Namun jaringan internet yang buruk serta tugas yang menumpuk sering kali membuat para siswa stress.

**Kata kunci:** *Pembelajaran online, Google Classroom, Persepsi siswa, Studi naratif, Covid-19*

**Abstract**

The Covid-19 pandemic has affected the world, especially the world of education. Schools are temporarily closed due to the global pandemic. All students are forced to do learning at home, various online media platforms such as Google Classroom help students in learning. But apparently there are so many things that students experience while learning online with Google Classroom. Therefore, this study aims to reveal how students respond during online learning with Google Classroom. Both from their learning experiences, as well as the feelings involved in the learning process. This study involved five student participants from one of the junior high schools in the East Cikarang area. This study uses a narrative design, the data collected comes from the results of interviews with the five participants. The results of the interviews showed that the students felt helped by the Google Classroom, easy features and flexible study time. However, the poor internet network and the piled up assignments often make students stressed.

**Keywords :** *Online Learning, Google Classroom, Students perception, Narative inquiry, Covid-19*

**INTRODUCTION**

The outbreak of the Covid-19 pandemic in the world has made the world of education change and adjust to the situation. All schools in the world have been forced to close (not hold face-to-face lessons) due to this epidemic, include with Indonesia situation. Especially In order to narrow the number of COVID-19 cases and stop the chain of spread, learning is carried out online (Pratiwi, 2020). In order to facilitate online learning, an online class platform is urgently needed in the midst of this pandemic (Harefa & Sumiyati, 2020). There are so many online platforms that offer virtual classes with various kinds of uses (Mustakim, 2020). One of the popular online platform that provide virtual classroom among teachers and students is Google Classroom (Harefah & Sumiyati, 2020). Gooogle Classroom has many features with various uses that can help teachers teach or students learn (Putri & Dewi, 2019). The features of Google Classroom is also easy to understand especially for students (Harefa,2020). That’s makes Google Classroom very popular among the teachers’ also students’

Nevertheless, it is clear that learning face-to-face (offline) with virtual or distance learning (online) is certainly different (Kauff, 2015). In fact, online learning is not a new discovery. Since the 1980s at various universities in developed countries, online learning has been carried out (Ribeiro, 2020). However, when learning face to face, teachers and students will meet face to face and be able to read students' gestures or body language if students do not understand the material, students can also ask questions directly when they are confused. (Kauff, 2015) Of course this is different from online learning where teachers and students do not meet face to face directly (Berenson, Boyles, and Weaver, 2008).

Because of this different situasion for study, there are so many kinds of responses from various students regarding this transition period. Zia (2020) in his research stated that at first students felt enthusiastic at the beginning of learning, but in the middle of the meeting the students began to lose motivation. Not only that, Ozkara & Zakir (2018) report that during online learning the interaction between students and teachers is very low, even though two-way interaction is very much needed in teaching and learning activities. On the other hand, Mcmurtrie (2020) reports that there are many students in Saudi Arabia who do not have gadgets as a tool for conducting online classes. Kauff (2015) states that online learning also affects the mood and feelings of students.

In response to the COVID-19 case which has also entered Indonesia since March 2020, the Minister of Education issued a warrant asking all schools to carry out teaching and learning activities via distance or online schools (Kemendikbud, 2020). This is done to prevent the spread of COVID-19 in Indonesia. The enactment of this online school policy makes so many students, teachers, and institutions have to adapt to new situations. Especially the secondary students, many of whom are still unfamiliar with the virtual class online platform.

Previous studies have shown various of responses from the existing participants. Participants face different challenges and opportunities in each country, region and region. Most previous studies took the opinion of the students of collage. Therefore, it is necessary to investigate more deeply how the response of secondary students in Indonesia regarding online learning with Google Classroom in the midst of this pandemic. This study aims to find out how secondary students respond to their learning experiences with Google Classroom in the midst of this covid-19 pandemic.

**RESEARCH METHODS**

 In this study, researchers used qualitative research with a narrative design. The aim is to dig deeper information and understand every situation and condition of the participants (Mertova and Webster, 2019). The focus of this research design is data in the form of stories from the participants through semi-structured interviews with the authors about the learning experiences of the selected participants. The interview conducted by via WhatsApp voice note, because during *PPKM* no one allow to make crowded also meet each other. The five participants have been selected without coercion, the five participants have agreed without being forced to be interviewed and share stories to researchers voluntarily related to their response to learning to use Google Classroom in the midst of this covid-19 pandemic. After getting data from the five participants, then the data that has been obtained will be transcribed and then analyzed using data analysis techniques by Braun, Clark, Weate (2016).

**FINDINGS AND DISCUSSION**

Every student has a different background. Therefore, there are so many different responses from different students. According to the students through interviews with researcher, Google Classroom is quite helpful for them in carrying out online learning activities in the midst of this covid-19 pandemic. However, some of them stated that studying with Google Classroom did not help them in understanding the material.

"Google Classroom doesn't help to understand the material given by Teachers. I better to offline class, but I know we can't do that cause the pandemic"

However, the five students agreed that the features offered by Google Classroom were very easy, the five participants also admitted that they had understood the features well. Although some of them also experienced obstacles which they had to get used to first. However, the features offered are very attractive and complete.

“I understand its features well. But at first I needed to find out myself and learn the application myself first so I could get used to it in the future. "

In addition to features that are easy to understand, another response that students show when studying online with Google Classroom in the midst of a pandemic is challenging. The challenges that often occurs is that the internet network is often down, making it difficult for them to send assignments on time.

“If the network turning slow or down, the assignment from teacher will late. Also, sending assignments will be take too long. If there any videos task, we need a lot internet quota it’s makes the quota wasteful.“

As a result of a bad internet connection network, the assignments given will come in late, in addition, if there is a task to send videos, the students' internet quota will be more wasteful than usual. This has resulted in the biggest challenge for students regarding online learning during this pandemic. The challenges felt by students certainly trigger stress for students. Often students cry because they are late in sending assignments or complain and feel that they have too many assignments.

“….posting or submitting the task is also difficult because the network **I’m so nervous**. **I’m stressed**. I **feel like crying** because I can't submit my assignments.”

Another stress trigger is caused by the lack of interaction of students with their friends. If offline schools allow students to interact with their peers, online learning actually creates an invisible barrier for students to interact with.

**“I feel sad** and always hope that this pandemic ends and I can go to school offline again. Even though **Google Classroom** is fun and helpful in doing assignments, it **can't replace my interactions with my friends”**

But behind it all, of course there are advantages or opportunities that they get while studying with Google Classroom in the midst of this pandemic. Such as learning times and places that are much more flexible, and also learning more often accompanied by parents when parents are also doing WFH (Work From Home) activities.

“I **had a lot of time with my family**. My parents doing WFH (Work From Home) then **My parents can accompanied me during stud**y, and I’m happy with that.”

In addition, Mood also affects students in their intensity when studying. Many students admit that mood is the beginning of their intention to learn. If the mood is bad, the students will do an alternative by restoring the mood first.

**DISCUSSION**

The responses given by students were varied regarding online learning by using Google Classroom as their learning platform. Students agree that Google Classroom helps them in carrying out online learning, interesting and easy-to-understand features make students comfortable. These findings have similarities with the findings of Harefa and Sumiyati (2020) which in their findings state that Google Classroom is an idol for students and teachers because it has interesting features and is easy to understand.

However, some of the challenges were felt by the participants through their online learning experience with Google Classroom. The big challenge for the students is the poor internet connection which makes it difficult for them to send assignments. In addition, wasteful quota is also one of the challenges faced by students. This finding has similarities with the findings of Adedoyin & Soykan (2020) and Febrianti (2020). In their research, poor internet connection is the biggest enemy of students in implementing online learning with Google Classroom.

As a result of poor internet connection and other pressures, it triggers stress for most students. The students feel stressed and sad and even cry as a result of the challenges they face. In addition, mood also plays an important role in gathering students' intentions to learn. This finding has relevance to the research findings by Kauff (2015) which states that mood and EI are very influential for students who study online.

But not only challenges, opportunities can also be felt by students. Learning with Google Classroom makes learning more flexible both in time and place. In addition, several students admitted that they were happy because they were studying so they could be accompanied by their parents and guided well. A more concise feature, which is just pressing one application, contains many functions, making Google Classroom one of the favorite platforms.

Students really need motivation at this time. Motivation from close friends or family becomes a separate moodbooster for students. In this case, as Zia (2020) stated that students need motivation in online learning in the midst of this pandemic.

**CONCLUSION**

There are so many things that students go through in their learning using Google Classroom in the midst of this pandemic. As mentioned above, various kinds of responses come either positive or negative responses. How students face the challenges and opportunities they get is also how their moods and feelings also affect them. This research has thoroughly explored the responses of students from secondary students, if in the future there are researchers who want to research with the same theme, hopefully this research can be a good reference.

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