

SECONDARY STUDENTS' VIEWS TOWARDS THE USE OF GOOGLE CLASSROOM AS AN ONLINE ASSESSMENTS TOOLS DURING COVID-19 PANDEMIC

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ABSTRACT

Students of SMKN 1 Talangpadang have been conducting online assessment using Google Classroom during the COVID-19 pandemic. The purpose of this study is to reveal students' views towards the use of Google Classroom as an online assessments tools during covid-19 pandemic at the secondary school level. The research used a qualitative descriptive method. The data in this study were obtained from questionnaires and interviews with all X OTKP 2 students in SMKN 1 Talangpadang. The data in this study were analyzed through data condensation, data display, and conclusions. This study found that students's views toward the use of Google Clsroom as an assessment tool during pandemic was favorable. Students view that using Google Classroom as an online assignment tool is very beneficial for students doing online assignments during the pandemic, because doing online assignments with Google Classroom is simple, practical, and flexible.

Keywords: Google Classroom, Online Assessment, Students' views

Introduction

The Indonesian Ministry of Education and Culture has decided to implement online learning during the Covid-19 pandemic. This regulation is confirmed in *Circular Letter Number 4 of 2020 concerning the Implementation of Education in the Emergency Period of Corona Virus Disease*, intended to stop the spread of the virus. Pustika (2020) believes that the implementation of online learning is necessary to overcome the lack of meeting in the classroom. The implementation of online learning becomes one of the solutions in the continuity of the learning and teaching process (Mandasari and Aminatun, 2019; Sinaga & Pustika, 2021). As a result of this policy, all leaders of educational units and tertiary institutions have different approaches to implementing learning activities in each educational unit (Mandasari, 2020; Aminatun, 2019; Aminatun and Oktaviani, 2019; Mandasari and Aminatun, 2020; Ambarwati and Mandasari, 2020; Putri & Sari, 2021). Therefore, this condition forces everyone in the field of education, such as teachers, and students, to be technology literate and improve their technological capabilities. As stated by Oktaviani & Mandasari (2020) to meet the challenges, students must equip themselves with skills that will enable them to compete with machines or computers.

Technology has always played an important role in people's lives, and it has become even more so in recent decades. Furthermore, technology has an impact in the field of education (Oktaviani & Desiarti, 2017). One of the tools that can help with learning and teaching is technology. In this regard, technology is critical in the implementation of online learning. When it comes to learning from home, many schools now offer full-fledged online courses. Mulyah et al. (2020) stated that online learning system has been the only choice for ongoing instructional practices during the Covid-19 crisis. Teachers and students deliver complete online lectures using a variety of online platforms and

applications as the media (Sari & Oktaviani, 2021; Rahmania, A. H., & Mandasari, B.; 2021). Anderson (2011) stated that online learning is a subset of distance education with flexibility in time and space. In other words, we can conclude that online learning is a method of transferring knowledge via an e-platform that can be carried out anywhere, at any time, and requires proper preparation to achieve the learning process's goal. As a result, teachers must be creative in online learning, from organizing the planning to designing the material, creating the media, giving the assignment, providing feedback (Wahyudin, 2018) and enhancing interaction during online teaching and learning process (Rido & Sari, 2018; Sari, 2018).

As an online learning platform, a learning management system (LMS) has been used to advance distance education. According to Mohammed et al. (2018), all LMS tools represent all services that help in the process of users' teaching processes and interactions. Online learning provide more flexible access to content and instruction at any time, from any place (Ayu, 2020). The instructor will manage the content of language learning through the use of LMSs, and the instructors will provide each of the topics that will be discussed with the learners (Putri & Sari, 2020; Mandasari and Aminatun, 2019; Mandasari, 2020; Mandasari and Wahyudin, 2021; Sari, 2020). Google Classroom is a free e-platform offered by Google as an educational tool. This e-platform is one of the LMSs used by many teachers in many schools in Indonesia; because Google Classroom has some beneficial features that can be used as a teaching and learning tool, teachers can easily organize the material and the assignments, and this e-platform also allows students to easily do a virtual class. According to Agustin and Ayu (2021), it can assist students to improve their ability to learn English more easily. As stated by Ayu (2018), this kind of teaching media can be used in overcrowded classroom, so teaching and learning process can run more effectively. Several features are provided by Google Classroom, including sharing a file to organize the file shared by both the teacher and the students, various assessments, grading to give students a score, an archive linked to Google Drive to save all of the files and distribute the assessment to the students, and many more. Furthermore, schools in Indonesia have recently widely used Google Classroom as a teaching and learning media, particularly for assignment media, because Google Classroom has simple features that both teachers and students can use.

In the previous study that was conducted by Mariadi et al. (2019), showed that undergraduate students' view towards *Google Classroom* as a medium for collecting assignments in Translation subject was in terms of easiness and usefulness, In light of the aforementioned phenomenon, the purpose of this study will be to determine EFL students' views towards the use of *Google Classroom* as an online assessments tools during covid-19 pandemic at secondary school level. Besides, a study that was conducted by Deiniatur (2020), showed that students' views of *Google Classroom* was enjoyable and helpful. In light of the aforementioned phenomenon, this study will seek to ascertain EFL students' views toward the use of *Google Classroom* as an online assessments tools during covid-19 pandemic at the secondary school level. This research was carried out at SMKN 1 Talangpadang, which had recently implemented Google Classroom as a tool for providing student assignments during the COVID-19 pandemic.

Method

This is a qualitative descriptive study, the author attempted to reveal and describe students' views toward the use of Google Classroom as an online assessment tool in SMKN 1 Talangpadang at X OTKP2 class during the Covid-19 pandemic. Furthermore, this study used questionnaires with eleven "Yes" or "No" questions via Google Form and

conducted a semi-structured interview with five representative students. The process of analyzing the collected data using Miles, Huberman, and Saldana's (2014) interactive model, which included data condensation, data display, and conclusion. During the data condensation phase, the writer focuses the data by focusing on students' perspectives on the use of Google Classroom as an online assessment tool, based on their experience using Google Classroom as an online assessment tool. Furthermore, the writer displays the data in the form of an essay displaying data during the data display phase. Besides, during the conclusion phase, the writer used the data collected and displayed in the data display for further analysis and drawing conclusions.

Finding and Discussion

This section describes the study's research findings by revealing students' views on the use of Google Classroom as an online assessment tool in SMKN 1 Talangpadang at X OTKP 2 class during the Covid-19 pandemic. The results of the questionnaire are as follows;

Table 1. Students' views on the use of *Google Classroom* as an online assessment tool.

Statement	Yes	No
I like to use <i>Google Classroom</i> to do online assignments	91,2%	8,8%
I learn better by using <i>Google Classroom</i> to do online assignments.	82,4%	17,6%
I can do online assignments in <i>Google Classroom</i> anywhere.	88,2%	11,8%
Doing online assessments in <i>Google Classroom</i> is easy.	91,2%	8,8%
Doing online assignments in <i>Google Classroom</i> saves work time.	67,6%	32,4%
Doing online assessments in <i>Google Classroom</i> makes me focus.	67,6%	32,4%
Doing online assignments in <i>Google Classroom</i> makes me more confident.	82,4%	17,6%
Doing online assessments in <i>Google Classroom</i> is interesting.	88,2%	11,8%
Doing online assessments in <i>Google Classroom</i> makes me feel relaxed when I complete the online assessment.	76,5%	23,5%
Doing assignments online in <i>Google Classroom</i> helps me to achieve a better grade.	70,6%	29,4%
Doing assignments online in <i>Google Classroom</i> reduced cheating Issues.	85,3%	14,7%

Based on the table above, the twelve statements describe students' views toward the use of *Google Classroom* as an online assessment tool. The first item stated, "I like to use Google Classroom to do online assignments," and the students' responses were 31 students (91,2%) said "Yes," and the rest around 3 students (8,8%) said "No." This response demonstrates that students had a positive experience when using Google Classroom to complete online assignments. The second statement stated, "I learn better

when I do online assignments with Google Classroom." 28 students (82.4%) said they learned more when they used Google Classroom to complete their online assignments. Sixteen (17.6%) students responded "No" to learning better while using Google Classrooms to complete their online assignments. the third statement stated that "I can do online assignments in Google Classroom from anywhere,". There were 30 students (80,2%) who answered "Yes," and 4 students who answered "No." Looking at the responses that students provided on third items, it is clear that the majority of students agree that as long as they use Google Classroom, they can complete their online assignments from anywhere. In the fourth statement stated, "Doing online assessment in Google Classroom is simple." Based on the data, 31 students (91,2%) responded "Yes," while 3 students (8,8%) responded "No." The response to the SPO4 item stated that students had positive experiences when using Google Classroom to complete online assignments. The fifth statement, stated that "Doing online assignments in Google Classroom saves work time," 23 respondents (67,6 %) said "Yes," while 11 respondents (32,4%) said "No." According to the data on the fifth item, most students saved time while doing online assignments using Google Classroom. Item sixth, which stated that "doing online assessments in Google Classroom helps me focus," yielded the same result. This item was also well received. Around 23 students (67.6 %) said "Yes," while 11 students (32.4 %) said "No." According to the data, students are more focused on completing their online assignments when they use Google Classroom. the seventh item stated that "Doing online assignments in Google Classroom makes me more confident.". According to the results of this item, approximately 28 students (82.4 %) stated "Yes" felt more confident when doing online assignments with Google Classroom, while approximately 6 students (17.6 %) stated "No" that using Google Classroom for doing online assignments does not make them feel confident. The eighth statement was "Doing online assessment in Google Classroom is interesting," and the students responded positively to the existing statements. Around 30 students (88.2%) answered "Yes," while 4 students (11.8%) answered "No." According to the data on this item, most students had positive experiences when using Google Classroom to complete online assignments. Meanwhile, the ninth statement stated, "When I complete the online assessment in Google Classroom, I feel relaxed." This item received responses from 26 students (76.5%) who said "Yes," and 8 students (23.5%) who said "No." The tenth statement was stated that "Doing online assignments in Google Classroom helps me achieve a better grade," Students responded in the following manner: approximately 24 students (70.6%) said "Yes," while approximately 10 students (29.4%) said "No." According to the responses received from students on this item, there are still many students who have succeeded in achieving better grades while doing online assignments using Google Classroom. According to the last statement, "doing assignments online in Google Classroom reduced cheating issues." The results showed that approximately 29 students (85.3 %) agreed with the features and systems available in Google Classroom, which have been able to reduce student cheating in doing online assignments, while approximately 5 students (14.7 %) disagreed.

Five students from the X OTKP2 class were interviewed to complement the questionnaire results. The interview results are as follows;

The first question was about the students' personal experiences. There were several interviewee responses, which are as follows:

Interviewee 1: "The thing I like best when doing assignments using Google Classroom is

that it is faster, more practical, and easier."

Interviewee 2: "What I like is that when working on Google Classroom, everything feels easier."

Interviewee 3: "What I like when doing online assignments on Google Classroom is that I can be more flexible in the processing time, and after doing the assignment, I can find out my scores."

Interviewee 4: "The thing that I like is when I can more easily do and collect assignments using Google Classroom. Besides that, I can also immediately know the score of the tasks I have done."

Interviewee 5: "I like doing online assignments in Google Classroom because I it is easier to access."

The responses of the students revealed that they have a positive views of online assignments using Google Classroom. It is clear from the students' responses above. They liked the ease, velocity, practicality, flexibility, and manageability of doing online assignments in Google Classroom. As a result, these items are beneficial and make it easier for students to complete their online assignments during the pandemic.

The second question concerned to the place they do their online assignments using Google Classroom. There were several interviewee responses, which are as follows:

Interviewee 1: "I can do the task online anywhere. Usually, I do it at a friend's house and more often at home."

Interviewee 2: "I usually do online assignments at home."

Interviewee 3: "I can do assignments online using Google Classroom anywhere, but I often do it at home."

Interviewee 4: "I do online assignments using Google Classroom at home."

Interviewee 5: "I usually do it at home."

The data above shows that, despite the fact that they can do online assignments anywhere during the current pandemic, almost all students do it at home, though some do it at friends' houses. Furthermore, it can be concluded that online assignments using Google Classroom were a solution for distance learning and online assignments during the pandemic, allowing students to study and complete online assignments while remaining at home.

The third question concerned the impact of online assignments delivered via Google Classroom on student learning progress. There were several interviewee responses, which are as follows:

Interviewee 1: "Since doing online assignments and studying online using Google Classroom, my motivation to learn has increased, and I am more diligent in studying and doing assignments on time."

Interviewee 2: "By doing online assignments using Google Classroom, my learning motivation increases."

Interviewee 3: "By doing online assignments using Google Classroom, I am accustomed to self-study, so it motivates me to be more serious about studying and practicing."

Interviewee 4: "Doing online assignments using Google Classroom, makes me more motivated to study harder and independently."

Interviewee 5: "Doing online assignments in Google Classroom makes things easier so I can do other assignments. It also allows me to manage my time to study better."

The data presented above demonstrates positive outcomes. According to the data presented above, students admit to an increase in their learning, such as increased learning motivation. They became more disciplined in their learning and assignment completion, held them accountable for their work, increased their enthusiasm for learning, and increased student achievement. As a result, it is possible to conclude that completing online assignments through Google Classroom has a positive impact on student learning progress.

Based on the writer's data, it is possible to conclude that the majority of the students have positive views toward the use of Google Classroom as an online assessment tool in SMKN 1 Talangpadang at X OTKP 2 class during the Covid-19 pandemic. There were several positive views toward the use of Google Classroom as an online assessment tool. First, conducting an online assessment with Google Classroom was easy because Google Classroom has a simple interface that students can easily use. According to Alim et al. (2019), Google Classroom is a type of LMS that is simple and easy to use; however, even though people at any e-Learning level use it, the experience is different. Second, using Google Classroom help to complete online assignments, and also helps them learn better, be more focused and confident, improves their performance, and reduces coping issues. Based on the result of research conducted by Yuliansyah and Ayu (2021), the use of Google Classroom can engage students in learning more independently and they can explore information related to the assignment. According to Okmawati (2020), Google Classroom assists students in becoming independent, involved, and motivated learners. Third, students stated that using Google Classroom as an online assessment tool makes it easy for them to find assignments or materials that the teacher has assigned because it is linked to all Google products, one of which is Google Drive. As stated by Yunus and Syafi'i (2020), Google Classroom makes the learning process more practical by making the process of distributing assignments and materials easier, delivering feedback faster, and seeing everything in one place. It is also in line with the finding of research conducted by

Pratiwi and Ayu (2020) that by using this platform the students can improve their ability in English by clicking the materials provided by the teachers. The students also can share their assignment to the teachers and other students to get the feedback about their task (Ayu & Zuraida, 2020; Apriyanti & Ayu, 2020). Fourth, they can complete their online assignments whenever and wherever they want using Google Classroom's online assessments. Furthermore, students will spend less time working on it as a result of this. As a result, students can do other things on their own. As Sukmawati & Nensia's research (2019) findings that collecting assignments with Google Classroom allows students to collect assignments from anywhere were supported. Overall, students views towards the use of Google Classroom as an online assignments tool was positive. According to the students' responses, they had a positive experience using Google Classroom for online assignments during the pandemic.

Conclusion

Based on the findings and data analysis, it is possible to conclude that students have favorable views toward the use of Google Classroom as an assessment tool during the pandemic. First, online assessments using Google Classroom was an uncomplicated assessment tool, because every aspect of Google Classroom, starting from the display, the system, and the features provided, make it simple and comfortable for students to do online assessments using Google Classroom. Second, Google Classroom was a useful assessment tool, since it has features that allow students to conduct online assessments during a pandemic. Third Google Classroom was a practical assessment tool, because it is linked to Google's products and features, it makes it easier for students to organize and complete online assignments using Google Classroom. The last is Google Classroom is a flexible assessment tool; students can complete online assessments using Google Classroom from anywhere and at any time.

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