

# Google Classroom for Emergency Remote Learning: The Students' Perceptions

Eka Wulandari<sup>1</sup>, Yuyun Putri Mandasari<sup>2</sup>

<sup>1</sup> Poltekkes Kemenkes Malang, Indonesia; ekawulan09@gmail.com

<sup>2</sup> Poltekkes Kemenkes Malang, Indonesia; yuyunputri1984@e-mail.com

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## ABSTRACT

This study aimed at finding out college students' point of view on the use of Google Classroom for Emergency Remote Learning during COVID-19 outbreak. A survey research design was employed by the researcher for this research. The respondents were 209 students of Poltekkes Kemenkes Malang, Indonesia, coming from various departments, namely: nursing, midwifery, occupational health and safety, and blood bank technology. The online questionnaire consisted of 31 items was distributed to the respondents as the research instrument to collect the primary data. Once all the data were collected, then they were explained in descriptive manner, tabulated, and analyzed. The results showed that the students of Poltekkes Kemenkes Malang got positive perspectives on the use of Google Classroom in all aspects during the emergency online learning and only a very small percentage of students (below 10%) showed negative response regarding the use of Google Classroom. According to them, Google Classroom did not help them mastering the English materials and improving their achievement. Based on the findings it can be concluded that Google Classroom for emergency remote learning gained positive perceptions from the students but there are still few constraints dealing with the use of Google Classroom for emergency remote learning, so the teachers need to evaluate the utilization of this platform to get more benefits and minimize the drawbacks, particularly for ESP context.

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### **Corresponding Author:**

Eka Wulandari

Poltekkes Kemenkes Malang, Indonesia; ekawulan09@gmail.com

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## 1. INTRODUCTION

The advancement of technology has embraced all aspects of our life. It is not only affecting personal but also social matters. This trend is something that we can't avoid and everyone should be able to adjust and blend with the changes. All of which are projected to create better condition for

human life. In the early year of 2020, the world has been attacked by the spread of a new infectious virus called Coronavirus. This emergency situation impacted all of aspects of life. One of them that has been greatly affected by this technology advancement is our education system in all levels.

The Covid-19 pandemic has hastened these changes too when all process of education must be conducted online to avoid the spread of the disease. Online learning has become the number one choice for managing teaching and learning process in all levels of education. It becomes something unavoidable and everyone is affected by this. Anyhow, everyone should bear in mind, even though we are obliged to have an online learning, the application or platform used must still be able to provide students with a sense of real connection and serve as the foundation for learning communities as a substitute for face-to-face meetings (Wulandari&Mandasari, 2021). Poltekkes Kemenkes Malang as one of higher education in the field of health also quickly responded to the emergency situation by moving all the learning method to the internet-based classroom. It was the only way to minimize the spread of the new virus as well as keep all the students, lecturers, and staff to stay safe and healthy.

Besides above consideration, the second assumption was that using technology enabled and made our works and tasks easier and faster to do (Raja, 2018). As we know, online learning offers various strategies in teaching and sources of information are available to be accessed anywhere and anytime (Kistow, 2011). The process is performed through various online applications, platforms, and social networks with no needs of face to face interaction. All forms of materials, communication, and evaluations are distributed and conducted online. This condition offers convenience of learning to all parties involved. At the same time, remote learning during COVID-19 became one of the best alternative settings for education due to its nature that in this platform students are already equipped with basic tools to access online courses and fosters students' autonomous learning (Firman&Rahman, 2020). It was supported by another finding that online remote learning opened the awareness of the Bhutans' perspective that they had to be digitally literate appealing to the need of fourth industry revolution (Kado et.al, 2020). It another word, in the times of emergency, all parties of education system still found something useful for their knowledge improvement of technology advancement.

During the application of remote learning strategy, teachers and students had to adjust and try many options to ensure that the media they use is suitable with their learning needs. According to Ramdhan et al (2020), there were at least five main considerations should be taken into account to select online learning platforms. Teachers must make sure that the instruction and contents being delivered are clear and easy to understand. Then, the students' motivation, interpersonal relationship, and also mental health as the last consideration must also not to be taken for granted because they will greatly influence the learning outcomes. It was interpreted that in selecting the best online learning media, particularly in the times of emergency due to the pandemic was prominent and cautious. The platform chosen and used by the students should help them to achieve the learning outcomes.

One of the most popular online learning platform used nowadays is Google Classroom. According to Corbyn (2019), Google Classroom is a mixed learning media facility for education scope that allows teachers to easily create, share, and classify each paperless assignment for the students. This platform is also free which makes it popular among the users. A study from Fauzan and Arifin (2019) also shown that Google Classroom was proven to be helpful and effective in facilitating students' learning process and improving students' learning outcomes. Another finding concluded that students had more active participation when having online discussion during learning period. It can also minimize psychological barrier, provide attention, support, and motivation by giving class comments as one of its features (Afandi&Saputri, 2020). It could be said that the features provided on Google Classroom facilitated the students to have a good communication or interaction during the online learning.

Supporting those results, Khoiriyah&Pulungan (2022) also stated that Google Classroom was effective in improving students' access and attention. Not only that, it can also provide meaningful feedback to both the students and the teachers (Suwaed, 2021). Meanwhile, a research focusing on the use of Google Classroom for teaching reading and writing gained a good result too (Putri et.al, 2021). The students showed some improvements in their reading and writing skills and they also showed

positive attitudes toward the usefulness of the platform, its ease of use, and accessibility (Albashtawi&Al Bataineh, 2020; Yunus&Syafi'i, 2020). Students also considered Google Classroom as an effective tool to enrich and explore their creativities and will be beneficial to conduct their language learning more (Nanthinii, 2020). It meant that Google Classroom was considered having a useful features to help the students accomplishing their learning targets in terms of language skills during the pandemic.

Rohman et al (2020) also argued that Google Classroom was considered to be easy to use and efficient in terms of its time availability. Supporting those results, Okmawati (2020) pointed out if Google Classroom is indeed an effective platform to be used for remote learning based on her library research on the use of this application. In addition to that, Mulya & Aimah (2020) reported that the use of Google Classroom was very simple in distributing assignments, materials, giving grades, and virtual discussion in the online class. More than that, Google Classroom provided a less stressful environment because of its ease of use, paperless, and no pressure (Suwaed, 2021). In conclusion, we can state that Google Classroom is proven to be an effective, efficient, and easy to use platform to be utilized by teachers and students since it offers beneficial features and forms that can fulfil the needs for suitable remote learning media in almost all aspects.

Regarding the above discussion, this platform offers easy access and operational use and has quite complete features to support online learning which makes it an ideal option for remote learning. It allows teachers to deliver all types of materials to the students and the students are also able to connect and communicate via this application. This condition creates a great opportunity for teachers and also the students to keep conducting teaching and learning activities through the online setting. Despite the effectiveness, the efficiency, the ease of use, the positive perceptions, and other beneficial features of Google Classroom, online learning for the students at Poltekkes Kemenkes Malang was for the first time applied, particularly in the times of crisis. All the parties in the writer's institution were facing the abrupt and abundant learning platforms which needed quick response and adaptation. Therefore, this study aimed to address the gap and at finding out the students' perceptions and satisfaction on the use of Google Classroom especially for English learning during the remote learning period in times of the outbreak. It is expected that the result of the study will be able to give an overview about how the students responded toward the use of Google Classroom for remote learning and how to minimize its drawbacks along the learning process. Based on those considerations, the research questions for this study are formulated as follows:

- a. How is the students' perception about the use of Google Classroom during the Emergency Remote Learning (ERL) due to COVID-19 outbreak?
- b. Are the students' satisfied with the use of Google Classroom during the Emergency Remote Learning (ERL) due to COVID-19 outbreak?

## 2. METHODS

This study was a survey research. The aim was to investigate the perceptions and point of view of a large group of students from various departments in Poltekkes Kemenkes Malang. This type of study was considered to be appropriate because it is usually employed when a research was intended to find out some opinions, attitudes, preferences, and perspectives of a big population of interest to the researcher (Latief, 2011). Once the data were collected, then they were explained in descriptive manner, tabulated, and analyzed.

In this study, there were 209 students of Poltekkes Kemenkes Malang responded to the questionnaire. They came from various departments from 1st and 2nd semesters. They were chosen to be the subject of this research because they already had the experience of joining the remote classroom using Google Classroom on their previous semesters. There were 92 students of nursing department, 33 students of midwifery department, and 84 students of applied health sciences department. They came from some areas of East Java Province mostly, and only a small number came from other provinces. The instrument used to collect the data was an online questionnaire constructed in Indonesian language and

in the form of closed questions to ensure that the questions were easily understood by the participants and effective in terms of time efficiency. The items were related to demographic data of the students, their perceptions, and the satisfaction on the topic being discussed. All items were selected and adopted from previous research and their validity and reliability were already proven.

When all data had been collected, they were analyzed by using percentage and description, to show the proportion of the group being analyzed in the population (Latief, 2011). Finally, a descriptive explanation was constructed based on the data that had been collected and a conclusion was drawn.

### 3. FINDINGS AND DISCUSSION

In this part, the study reported the findings and discussion regarding the students' perception on the use of Google Classroom for Remote Classroom during COVID-19 outbreak. Based on the questionnaire distributed, the authors covered three parts of description, namely the demographic information, the perception, and the satisfaction towards the use of Google Classroom in remote learning context.

#### 2.1. Demographic Data

Demographic data of this study reported the information about gender, department, students' grades, place of origin, and internet access to give a broad understanding of the different characteristics of the participants. Table 1 below gave information about the result of demographic information regarding the topic of this study.

**Table 1:** Demographic Data

No	Items	N	(%)
1	Gender		
	- Female	173	82.8%
	- Male	36	17.2%
2	Students' Grade		
	- 1 <sup>st</sup> grade	202	96.7%
	- 2 <sup>nd</sup> grade	7	3.3%
3	Department		
	- Nursing	92	44%
	- Midwifery	33	15.7%
	- Applied Health Sciences	84	40.1%
4	Place of Origin		
	- East Java	193	92.3%
	- Others (West Sumatra, South Sumatra, West Java, Central Java, Bali, West Nusa Tenggara, West & East Kalimantan)	16	7.6%
5	Internet Access		
	- Yes	80	38.3%
	- No	7	3.3%
	- Occasional	122	58.4%

Based on table 1, it was found that the participants of this study consisted of female students (82.8%) and male students (17.2%) from the first grade (96.7%) and second grade (3.3%). The students who participated in this study were from three departments of Poltekkes Kemenkes Malang, they were from Nursing (44%), Midwifery (15.7%), and Applied Health Sciences Department (40.1%). They were coming from various places in Indonesia but most of them were from East Java, Indonesia (92.3%). According to the last data of demographic, the students who accessed the internet very well

were 38.3% and more than half percentage of the participants (58.4%) could occasionally access the internet to join the online learning during COVID-19 outbreak using Google Classroom platform. This different level of internet accessibility probably occurs because during the online learning of pandemic, there were lots of challenges faced by the students dealing with the use of educational technology, internet access, and the students' themselves. Some previous studies found that limited mobile plan or internet connection became the utmost problem in the setting of online learning (Zakaria, et al, 2021; Hermanto&Srimulyani, 2021; Diana, et al, 2021). Besides, the challenges dealing with the features of Google Classroom itself included the lack of interaction between class communities, delayed or non-response reply from the lecturers (Zakaria, et al, 2021), no automated updates, lack of infrastructure, unpreparedness, difficulty in uploading files/videos (Diana, et al, 2021; Hermanto&Srimulyani, 2021). This information was very prominent to support the main findings of this study and by having comprehensive data of demographic of the population, the authors figured out the features of the respondents.

## 2.2. Students' Perception towards the Use of Google Classroom for Emergency Remote Learning

In this section, the study explored the students' perception regarding the features and benefits of Google Classroom for online English learning during COVID-19 outbreak. There were 24 items included in the questionnaire and the results were displayed in the following tables.

**Table 2:** Students' Perceptions

Items	1	2	3	4
Joining Google Classroom for English online learning during pandemic is very easy and simple	0.5%	2.9%	34.4%	62.2%
The announcement from lecturers at 'stream' menu on Google Classroom is clear and understandable	0%	7.2%	45.9%	46.9%
I can clearly see and understand the uploaded materials, assignment, and score on Google Classroom	0%	4.3%	45%	50.7%
I can easily operate Google Classroom in joining English online learning	0.5%	2.9%	36.8%	59.8%
I can submit the assignments in various format through Google Classroom easily and on time	0.5%	4.8%	39.2%	55.5%
I can notify very well the deadline menu on Google Classroom	0%	1.9%	28.7%	69.4%
The storage data on Google Classroom is simple, safe, and big to support online learning	0%	1.9%	41.1%	56.9%
The class and private comment features on Google Classroom help me to communicate with classmates and lecturers	0%	7.2%	37.8%	55%
Google Classroom is paperless	0.5%	3.8%	32.5%	63.2%
I need a low-cost internet package to access Google Classroom	4.8%	13.9%	43.5%	37.8%
Generally, all the features of Google Classroom help me to master English materials	0%	2.9%	44%	53.1%

Google Classroom has some features that can be utilized in a teaching and learning process. They are "stream, classwork, people, and marks". According to Table 2, this study found that most of the students or respondents agreed and strongly agreed that Google Classroom's features were useful

for them to join online learning in the context of remote classroom due to the pandemic of COVID-19. The respondents agreed (34.4%) and strongly agreed (62.2%) that Google Classroom was easy and simple to join. They also agreed (45.9%) and strongly agreed (46.9%) that the use of menu "stream" in the process of remote learning was very clear and understandable. In addition to that, the menu of "classroom and marks" also had a positive response from the students. The 45% respondents agreed and 50.7% strongly agreed that they could clearly perceive and comprehend all uploaded materials, assignments, and score in the online learning during pandemic. Another feature is "time and date" to set out the assignments deadline. The respondents agreed (28.7%) and strongly agreed (69.4%) that they could notify it very well. So, they also agreed (36.8%) and strongly agreed (59.8%) that Google Classroom was simple to manage to join remote learning.

In line with the previous paragraph, the students had the positive response to the features of Google Classroom, it led to the easy use of all the menus. Based on Table 2, the students agreed (39.2%) and strongly agreed (55.5%) that they could hand in all the assignments in various format through Google Classroom effortlessly and punctual. More than that, the students agreed and strongly agreed that Google Classroom had a modest, safe, and unlimited storage data to support remote learning. Besides, Google Classroom still had more beneficial features and specifications. The students of Poltekkes Kemenkes Malang agreed (37.8%) and strongly agreed (55%) that they built a good interaction among classmates and teachers during the remote learning process. They also agreed (32.5%) and strongly agreed (63.2%) that Google Classroom could save the use of paper to print documents. It was also supported by the low-cost internet data package that the students agreed (43.5%) and strongly agreed (37.8%) about it. To sum up, according to the students, the use of Google Classroom for Remote Classroom helps them to master the English materials quite well and gave them all the easiness that makes them enjoyed the learning process.

The result of the research also provided us useful information regarding the utilization of Google Classroom for remote classroom during the pandemic. Investigating students' point of view was very crucial because this was also resources for teachers or lecturers to modify what was not liked by students and increased what has been liked by students (Oktaria&Rohmayadevi, 2021). According to the data, the students had enjoyable experiences using Google Classroom for their English remote learning. All menus on it could be utilized optimally to achieve the learning goals. This result supported the previous findings that Google Classroom successfully support online learning since it was very effective, easy to use, paperless, and beneficial for students and faculty (Beaumont, 2018; Iftakhar, 2016; Sahin&Shelley, 2020). The result of the study also emphasized that Google Classroom has several advantages in terms of class managements to help teachers or lecturers display the materials, assignments, and marks in an organized way (Kasula, 2015). This made the students get easier to see and understand all the English materials uploaded. In relation to those findings, Mohd Shahrane at al (2016) reported that their respondents strongly agreed that Google Classroom's features (feed-back, grading, & submission process) were advantageous for the students in joining online setting. Regarding the communication issue, they also reported that online interaction was not effective, but in this study the students stated that during remote learning, Google Classroom enabled them to have a communication with others. So, it was implied that good online communication was based on the learning activities designed by the teachers.

**Table 3:** Students' Perceptions

Items	1	2	3	4
Materials uploaded on Google Classroom can be flexibly accessed	0%	1.9%	35.9%	62.2%
I can easily comprehend and master all the English materials uploaded on Google Classroom	0%	5.3%	46.4%	48.3%
I can easily get feed-back from lecturers on Google Classroom both immediate and delayed feed-back	0%	5.7%	45.9%	48.3%
Through Google Classroom, I can confidently express my ideas and opinion	0.5%	7.2%	47.4%	45%
English online learning through Google Classroom keeps me motivated	1%	7.7%	56%	35.4%
English online learning through Google Classroom can improve my writing skill	0.5%	10.5%	49.3%	39.7%
English online learning through Google Classroom can improve my reading skill	1.4%	4.3%	48.3%	45.9%
English online learning through Google Classroom can improve my listening skill	1.4%	8.6%	49.8%	40.2%
English online learning through Google Classroom can improve my speaking skill	0.5%	11%	51.7%	36.8%
English online learning through Google Classroom can improve my achievement	2.4%	11%	49.3%	37.3%
English online learning through Google Classroom can improve my creativity optimally	2.4%	7.2%	50.2%	40.2%
English online learning through Google Classroom can improve my knowledge and skill in technology	1%	4.3%	47.8%	46.9%

Table 3 figured out the students' perception towards the use of Google Classroom regarding other benefits to support the remote learning during COVID-19 outbreak. The questionnaire revealed the information about the prior knowledge of the students using Google Classroom. The data showed that 89.5% respondents knew very well regarding the use of Google Classroom in advance. It was supported by another finding that the students agreed (35.9%) and strongly agreed (62.2%) that the materials uploaded on Google Classroom could easily be accessed by them, so they agreed (46.4%) and strongly agreed (48.3%) that they can master all the English materials without any serious obstacles. This result was supported by other information regarding the feed-back given by lecturers in both immediate and delayed feed-back. The respondents agreed (45.9%) and strongly agreed (48.3%) that they could easily get response from the teachers during the English remote learning. More than that, through Google Classroom they could express their thoughts and views confidently. This virtual atmosphere of English learning kept the students encouraged to join the class. 56% agreed and 35.4% of the respondents strongly agreed that they were interested in joining the English remote learning class.

The findings above provided us lots of information that the features on Google Classroom can be utilized optimally to have a successful remote classroom during pandemic. The flexible access helped the students to have a comfortable pace to join remote learning and got more understanding the materials (Sahin&Shelley, 2020). Moreover, Google Classroom allowed the students to get response

(immediate or delayed) and could share any ideas or thoughts that kept them encouraged to join the online remote classroom (Asih et al, 2021; Noah&Gbemisola, 2020).

The next findings figured out about the students' point view towards the use of Google Classroom for remote classroom regarding the English language skills during pandemic. The students agreed and strongly agreed that English remote learning through Google Classroom enhanced their writing skill (49.3% & 39.7%), reading skill (48.3% & 45.9%), listening skill (49.8% & 40.2%), and speaking skill (51.7% & 36.8%). Data on table 3 also figured out other responses. The students agreed and strongly agreed that English remote learning through Google Classroom developed their achievement (49.3% & 37.3%), creativity (50.2% & 40.2%), and technological literacy (47.8% & 46.9%).

The result of this study supported the previous research that Google Classroom was effective to help the students improved four English language skills. Albashtawi&Al Bataineh (2020) claimed that Google Classroom was very helpful to improve Jordanian students' writing and reading skills. Other study also reported that Google Classroom was very effective in facilitating the learning process of Business Writing without using print out of paper (Apriyanti et al, 2019). In addition to the two previous results, Islam (2019) and Rabbi et al (2018) conducted a research regarding the use of Google Classroom for Bangladesh students. He found that the students had a good and positive perception about Google Classroom in helping them to improve speaking, listening, writing, and reading skills. To sum up, Google Classroom was considered helping the students to develop their achievement (Lee & Cha, 2021) and promoted creativity as well as technological literacy. The teachers can see this as a broad chance to design better online learning activities and equipped the students with English proficiency.

### 2.3. Students' Satisfaction

The last finding was dealing with the students' satisfaction to the use of Google Classroom for English online learning during COVID-19 outbreak. The portrait of it was presented in the table 4 below.

**Table 4:** Students' Satisfaction

Items	1	2	3	4
I am satisfied with the features on Google Classroom in English online learning during pandemic	0%	1.4%	49.8%	48.8%
I am satisfied with the process of English online learning through Google Classroom during pandemic	0%	4.3%	45.5%	50.2%

Table 4 gave information about students' satisfaction regarding the use of Google Classroom in the context of English remote learning due to the pandemic. The students agreed (49.8%) and strongly agreed (48.8%) that the features of Google Classroom were useful for them to support remote learning. The second perception was regarding the process of online learning using Google Classroom. The students agreed (45.5%) and strongly agreed (50.2%) that they were satisfied with all the process of remote learning using Google Classroom during pandemic of COVID-19. Overall, table 4 described that the students of Poltekkes Kemenkes Malang had very good experiences joining the online learning using Google Classroom during the emergency situation of COVID-19 pandemic. Finally, this study were able to answer the research questions regarding the use of Google Classroom especially for English learning during the remote learning period. It showed that the students were showing positive responses on the use of this platform and they were also satisfied with application of it along their learning process in ERL. This result of the study can be used as the overview when the teachers design online learning activities through Google Classroom by maximizing the utilization of its features and minimizing the drawbacks.

#### 4. CONCLUSION

English online learning in the context of emergency due to COVID-19 outbreak was something that had never been anticipated by all students and lecturers across the globe. There was no preparation regarding the learning support system. It was a crisis situation and transition both education and health issues. The availability of online application for learning was such a way out to deal with the problems during remote learning. Thus, this study presented the college students' point of view regarding the use of Google Classroom for Remote Classroom due to pandemic. To sum up, based on the findings and discussion, most students had a good and positive response towards the use of Google Classroom platform for English remote learning. This platform helped them understanding the materials and supporting their achievement. In addition to that, according to the students' perception, Google Classroom was effective and efficient dealing with its use, time, and money. Opposite to the positive response, this study also figured out the negative response of the students regarding the use of Google Classroom (below 10%). According to them, Google Classroom did not help them mastering the English materials and improving their achievement. Dealing with this issue, teachers or lecturers need to evaluate the utilization of this platform to get more benefits and minimize the drawbacks, particularly for ESP context. After all, there are still some limitations related to this study since this research was only conducted to health students, so a wider point of view of students from more various fields of study cannot be achieved. It is recommended that further research will have more respondents from more various departments of higher institution to get a broader perspective of the matter.

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