CHAPTER I

INTRODUCTION

This chapter will provide a general explanation of the research, including the background of the research study, research limitation, the objective, research question, and research significance.

1.1 Research Background

The advance of technology throughout the last decades has brought forth many new paradigms of learning. Among them, the proclivity for internet use has enabled a particular form of learning over a vast distance termed Online Learning (Mualim et al., 2019). This method of education offers a flexible and streamlined process of learning without the constraint of time and space(Gilbert, 2015). It is also generally considered to be cost-effective, especially in post-secondary education, with its cost being negligible compared to the traditional classroom(Nguyen, 2015)The many benefits of Online Learning have given it ample interest from researchers and educators worldwide in regards to its effect and implementation.

Another factor that had affected the rise of Online Learning is the sudden outbreak of Covid-19 in 2020, which had caused an unprecedented rise in the usage of Online Learning all over the world because of the health and safety precaution. Over 60% of the global population of students around the world have resorted to online learning due to the temporary closure of educational institutions in the wake of the Covid-19 virus(UNESCO, 2020). This means

that for the better part of 2020, the educational process had to be engaged through distance learning. In Indonesia, local PSBB (*Pembatasan Sosial Berskala Besar*) enacted by the Indonesian government in March 2020 forced schools in Indonesia to resort to online learning(Zuriati & Briando, 2020) which have led to further increase of use of Online Learning in Indonesia.

While it has been mentioned before that our current generation is extremely familiar with the use of technology and the internet, its main functions were generally reserved for convenient or entertainment purposes, such as gaming and social media. The intention of using it as a form of learning, at least in Indonesia, had been sparse. According to Churiyah et al.,(2020)many Indonesian students have a low level of self-regulated learning, which presented a problem for the success of the implementation of online learning. This low level of self-regulated learning, coupled with the sudden and radical shifts of learning paradigm due to the outbreak, may have affected the students' general perception of the use of online learning as a learning tool. Perception, according to Walgito(2003)is the integrated state of individuals related to the stimuli they received. It includes external factor which is the stimulus itself and internal factor which is the experiencer themselves. As such, students' perception would affect whether they are more accepting of the use of Google Classroom and similar application in the future.

As institutions worldwide were forced to switch to online learning during the pandemic, applications that facilitate Online learning methods began to receive more widespread use. Among them is the application Google Classroom. Google Classroom is a free, web-based application that integrates

basic and advanced features suited for educational purposes, including calendar, document, worksheet, e-mail, and slides in one package. It was developed by Google Company and according to Bergen & Geritt (2020)it has been enjoyed by over 100 million users worldwide, with its user base being doubled when the Covid-19 outbreak started. In Indonesia, it remained one of the most accessible online learning applications available. Because it is free to use, it managed to mostly win over its competitor which includes Edmodo and Canvas (ibid.).

Google Classroom was one of the most widely used applications for online learning. A study done by Ventayen et al. (2018)have found that the primary reason for Google Classroom adoption is its cost, and through their study have found that Google Classroom is considered to be extremely useful in assignment and collaborative learning. From their study, Shaharanee et al., (2016b)found that students are generally satisfied with the use of Google Classroom, and the application is considered to be very useful as a pedagogical tool that will enhance learning.

The preliminary research that was conducted through observation and interview with teachers of Lab Undiksha Singaraja High School have also shown that most of the teachers, and all of the English teacher, used Google Classroom as a tool for teaching. The teachers also revealed that the use of Google Classroom had begun before the Health and Safety protocol was implemented, although it was only used sparsely during the pre-pandemic time. Observation results and several teachers' opinions have also pointed that the teacher viewed students as unmotivated and uninterested in using online

learning. Of course, the perception of teachers would be different from the students, and it would be important to know the students' own perception, and the factors affecting their perception. Therefore, it is imperative for research to be conducted so that it may yield a result that could aid in more effective implementation overall, as the knowledge of students' perception would give an insight into their online learning needs.

B. Problem Identification

There are several points of consideration in regards to understanding students' perception of the implementation of Google Classroom as Learning Tools, among them are:

1. The rises of Online Learning, and a particular event in 2020, have shown the necessities of its adaptation for mainstream learning. However, such a sudden shift in the method of learning might have impacted students' perception and acceptance in a way that merits thorough research.

2. Google Classroom is one of the most used learning online learning applications, especially after the Covid-19 outbreak. From the result of preliminary observation, it is also the application used by the majority of the teachers where the research took place, and therefore its implementation would have a greater influence on the perception of the students.

C. Research Limitation

Based on Problem Identification, this research was only focused on understanding the perception of SMAS Lab Undiksha students' regarding the

implementation of Google Classroom as Learning Media. This research did not seek to influence the variables in any way or to analyze the effect of the implementation in itself. However, this research has documented the opinion of the students as data following the implementation itself. The research also only focused on the perception of Google Classroom and did not involve the perception of other online learning applications.

D. Research Questions

Two research questions have been made based on the research background, they are as follows:

1. What is the general perception of students regarding the implementation of Google Classroom as a learning media?
2. What factors may have influenced the perception of students in regard to the implementation of Google Classroom as learning media?

E. Research Objectives

This research has the following objectives:

1. To investigate the perception of students in regard to the implementation of Google Classroom as learning media.
2. To identify the factors that may have influenced the perception of students in regard to the implementation of Google Classroom as learning media.

F. Research Significance

The significance of this research are as follows:

1. Theoretical Significance

By using the theory of UTAUT by Venkatesh et al., (2003)and the factors that influenced perception by Walgito(2003), this research is expected to benefit the implementation of Google classroom for the purpose of Online Learning. Understanding the perception of students regarding the use of Google Classroom is expected to able to give insight into students' general perception of such application and may aid in future research.

2. Practical Significance

   a. For Educator

   This research would show the perception of students regarding the implementation of Google Classroom. This would aid the educator in designing courses and activities to suit the students' needs.

   b. For Students

   This research would aid students' learning process by allowing the educators to design courses and activities in accordance with the students' needs and desires.