

**EXPLORING LECTURERS' PERCEPTIONS ON THE USE OF GOOGLE
CLASSROOM AS ONLINE LEARNING PLATFORM**

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
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A R - R A N I R Y

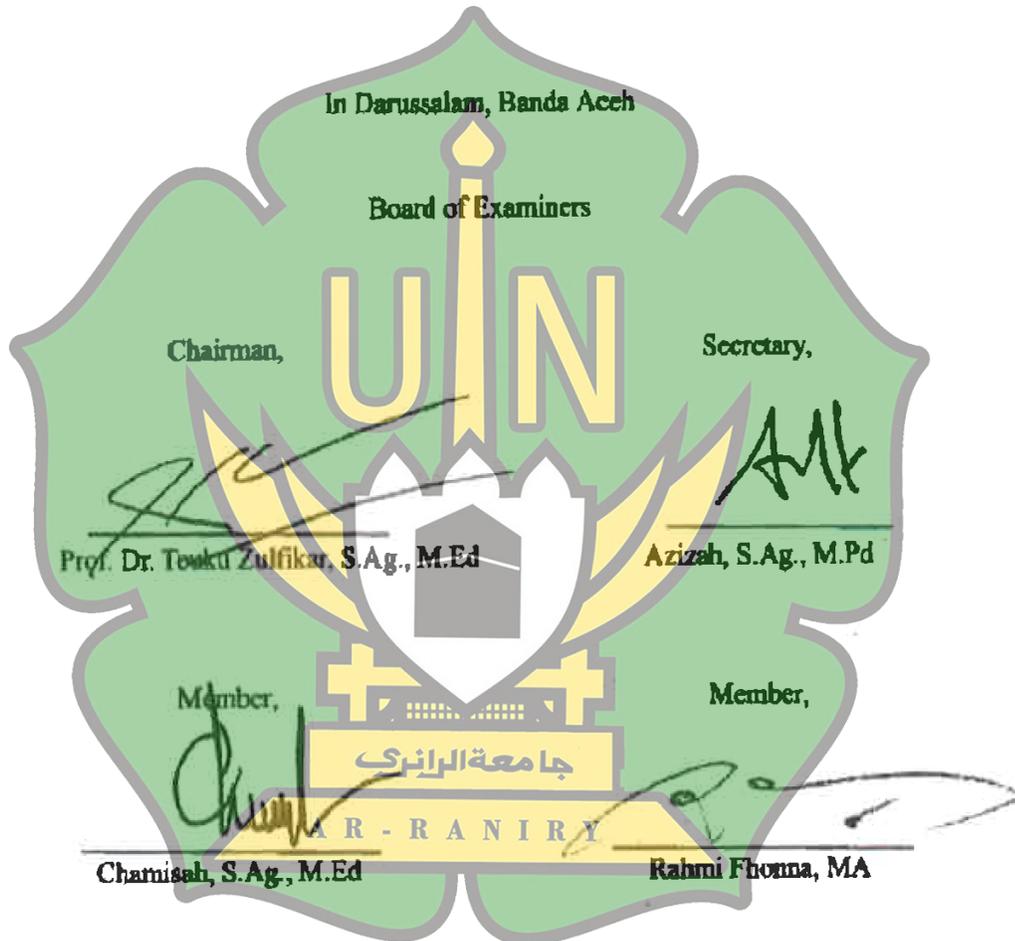
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SURAT PERNYATAAN KEASLIAN

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Exploring Lecturers' Perceptions on The Use of Google Classroom as Online Learning Platform

Adalah benar – benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, Juli 2024



yang membuat surat pernyataan

Riva Ulaiya

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Bismillahirrahmanirrahiim

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Banda Aceh, 10 July 2024

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ABSTRACT

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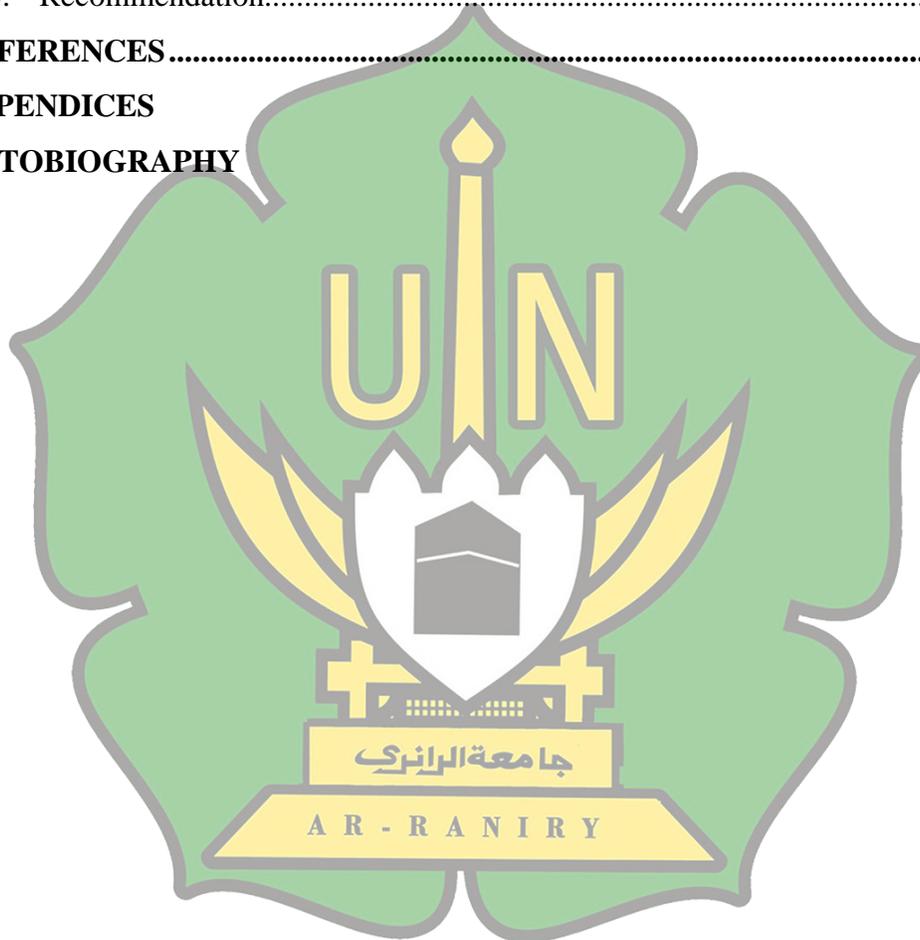
This survey research investigates the viewpoints of lecturers at the English Language Education Department at UIN Ar-Raniry, Banda Aceh, regarding the utilization of Google Classroom as online learning platform. The researcher used questionnaire to collect the data. In this study the researcher found that a majority of lecturers hold a positive view of Google Classroom, particularly emphasizing its ease of use and user-friendly interface. Additionally, the researcher found some disadvantages faced by lecturers including technical issues, internet connectivity, and the functionality of assessment tools and communication. The results suggest that while Google Classroom can be a beneficial tool for lecturers, its efficacy is contingent upon several factors such as internet connectivity and device accessibility. Overall, this research contributes to understanding lecturers' perceptions of Google Classroom and its role in improving online learning experiences.

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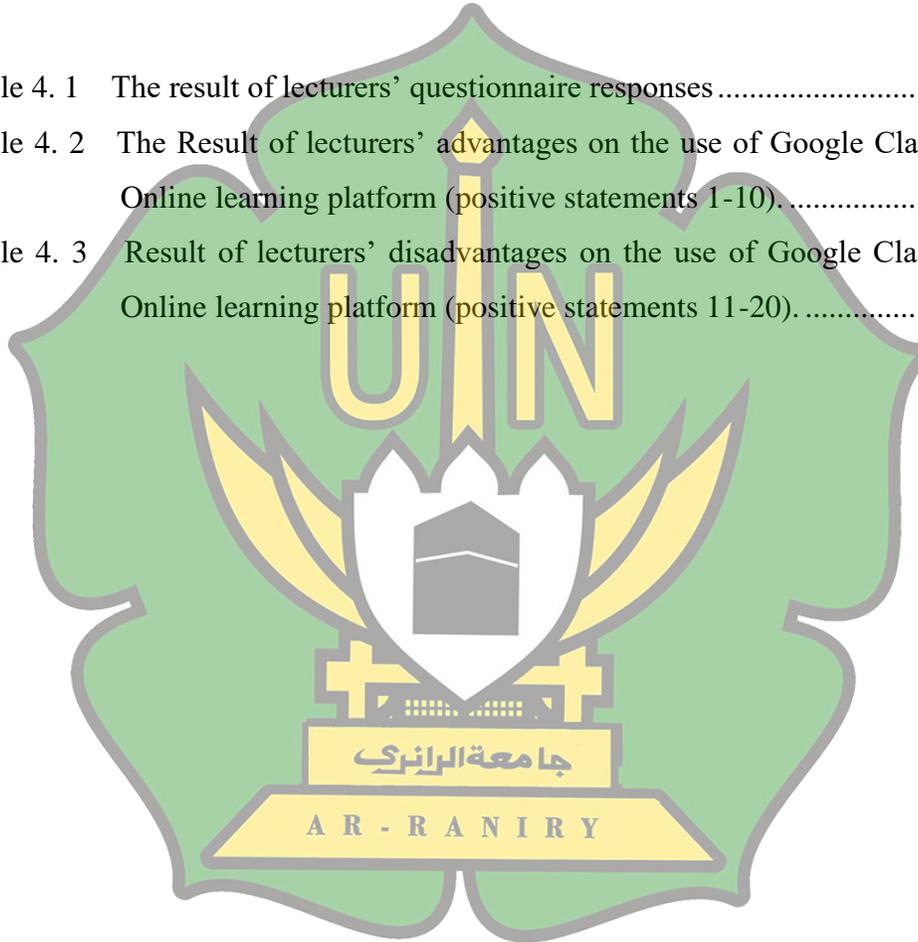
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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching is a profession that involves both teachers and students in the learning process. According to Lubis (2021), teaching is the effort of the teacher to create conditions or regulate the environment in order to facilitate interaction between students and their environment. In English teaching learning, education is a process involving teachers in creating supportive English learning environment and for students who strive to comprehend and develop English language proficiency. Effective teaching requires the teacher's understanding of how students learn. The aim of these activities is to encourage learning. Therefore, it is important to recognize student needs. In order to address students' needs teachers can use technology as a method in the English language learning process to achieve their educational goals.

The significance of technology as a learning tool has become increasingly crucial in facilitating the learning process since the onset of the Covid-19 outbreak in 2019. Educators, including lecturers, have employed numerous learning tools to facilitate learning during the pandemic era. Technology has been used effectively to facilitate learning, making it a valuable method for lecturers. Even after the pandemic ends, technology continues to be used as online learning. However, it is

not fully exploited as a learning tool as it was during the pandemic. Nowadays, technology is primarily employed as online learning in blended learning after the pandemic. Blended learning is an approach that combines online learning with face-to-face learning (Jamaluddin et al, 2022). Various technologies are still used as online learning in the teaching-learning process, one of which is Google Classroom.

Subsequently, Google Classroom is one of the free services provided by Google as part of the G Suite for Education package. According to Ventayen et al. (2018), Google Classroom is a digital platform offered by Google that offers complimentary services to users and is frequently utilized in online education. Meanwhile, Harjanto and Sumarni (2019) proposes that Google Classroom is a tool that facilitates interaction between teachers and students through a virtual online classroom with a variety of features. Furthermore, Surya (2020, as cited in Gupta & Pathani, 2021) defines Google Classroom as an educational platform developed by Google, which facilitates online learning and collaboration. In addition, Shaharane et al., (2016) claim that Google Classroom eases teachers to interact with their students for efficiently organize and provide feedback on student assignments.

Furthermore, many researchers have investigated the impact of Google Classroom in teaching learning process. Each study has a different objective in providing contribution. One research was conducted by Jayatri et al., (2021). Their

study aims at determining the students' perceptions on the implementation of Google Classroom in Online Learning during the Covid-19 Pandemic at SMAN 08 Kota Bengkulu. The study indicates that the students' responses on the use of Google Classroom provide positive feedback, namely the delivery of learning was more effective and structured. Another research was conducted by Suriyanto et al., (2022). The objective of their study is to provide a description of students' perception on the use of Google Classroom in the process of learning English. The majority of student involved in this research exhibited a positive sentiment. Google Classroom is a flexible, highly efficient, and very successful educational platform. Beside their studies, another study by Okmawati (2020) concluded that google classroom is effective to use. It is one of method for schools and teachers to engage students is through the implementation of e-learning.

Reflecting on the previous studies, this study was also concerned with exploring perceptions on the use of Google Classroom. However, different from previous studies which focused more on the students' perceptions, this study explored the lecturers' perception on the use of Google Classroom as online learning platform. Furthermore, this study took place at the English Language Education Department of UIN Ar-Raniry Banda Aceh. This study contributed to the department since one of the department goals was to form English teachers who are able to integrate technology into the learning process. Hence, this study provided insight about lecturers' perception regarding the advantages and

disadvantages of using technology as online learning platform, especially Google Classroom.

B. Research questions

The research question was formulated in this sentence “What are lecturers’ perceptions on the use of Google Classroom as online learning platform?”

C. Aims of the study

This study aims to explore lecturers’ perceptions on the use of Google Classroom as online learning platform.

D. Significance of the study

The writer expects that the result of this study will be beneficial to educators, education institution, and future researchers.

1. Educators

This study provided practical insights into the effective integration of technology into teaching practices, enhancing lecturers' ability to engage students and efficiently manage educational tasks.

2. Educational institution

This study is expected to offer valuable insight to the educational institution stakeholders by shedding light on lecturers’ perceptions of the advantages and disadvantages associated with the use of Google Classroom as online learning

platform. Consequently, potential solutions to these issues can be proposed and implemented.

3. Future researchers

This study carries significance by contributing additional information and serving as a valuable reference for future researchers interested in this field. It expands the body of knowledge in this area.

E. Terminologies

In order to avoid misunderstanding, the definitions of the important terminology used in this study are provided below.

1. Lecturers' perception

According to Oktaria and Rohmayadevi (2021), perception is the cognitive process by which humans receive and analyze information to shape their experience of things, events, and relationship. Accordingly, lecturers' perception refers to lecturers' cognitive process in their respond toward phenomenon they experience in their teaching environment. In this study, the lecturers' perception encompasses their opinion towards the use of Google Classroom as teaching additional tool.

2. Google Classroom

According to Yunus and Syafi'i (2020), Google Classroom, which was released in 2014, is a component of Google Suite for Education. Google Classroom aims to increase communication, cooperation, and productivity in assignment

administration and teaching. Furthermore, it has a number of features that enable teachers to better organize classrooms by utilizing Google Mail, Google Docs, Google Drive, Google Slides, and, most recently, Google Calendar. It is important to note that in this study, the Google Classroom is not considered as a main tool for teaching, rather, it is an online learning platform used by lecturers assisting their teaching process.

3. Online Learning Platform

Online learning platform functions as a digital environment where students and educators can engage, access learning materials, and take part in educational activities. These platforms typically offer a range of tools and functionalities, including video lectures, quizzes, discussion boards, and portals for submitting assignments. One of popular platform is Google Classroom.



CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher provides the explanation about literature related to the study.

A. An Overview of Perception

1. The Definition of Perception

In general terminology, "perception" comes from the Latin words "perceptio" and "percipio," which mean the acts of receiving, gathering, taking possession, and understanding through the mind or senses. According to the Merriam-Webster dictionary, perception is the cognitive process through which individuals gain knowledge about various things in their environment by receiving bodily sensations, which are then interpreted based on personal experiences. Perception can be described as the process of receiving sensory stimuli, which include both physical and non-physical feelings, and then interpreting them as personal experiences.

Furthermore, Slameto (2003 as cited in Hariyanto, 2015) describes that perception is a mental process where the human brain receives and processes sensory information. This process happens as a result of constant interaction between human perception and the surrounding environment.

Another definition by Oktaria and Rohmayadevi (2021), perception refers to the cognitive process by which individuals absorb and evaluate information to shape their experience of objects, events, and relationships.

Meanwhile, Mirazna and Hikmah (2019), emphasize that perception is the process by which an organism interprets and regulates sensations to generate meaningful world experiences. In other words, perception is the manner in which individuals regard and evaluate objects. This can vary among individuals, as people may have different perspectives even when observing the same object. These perceptions can be shaped by the senses of smell, hearing, sight, and touch.

Perception is a type of response or perspective, a process through which an individual comprehends or interprets something via the senses (Wayan, 2017). The teachers' viewpoint represents the professional educators' reaction to the various aspects of education, including teaching, guidance, training, and assessment, influencing their beliefs and emotions. These varying interpretations result in different judgments among teachers.

2. Types of Perception

According to Irwanto, (2002), perception is divided into two types, there were: positive perception and negative perception.

a. Positive perception

Positive perception refers to perceptions encompassing all knowledge, whether consciously acknowledged or not, and the subsequent actions taken to utilize this knowledge through ongoing efforts. It involves recognizing information and actively applying it towards achieving goals or solving problems.

b. Negative perception

Negative perception refers to perceptions that encompass all knowledge, whether consciously acknowledged or not, and the subsequent responses that are not in alignment with the object being perceived. In other words, it involves recognizing information but responding in a way that does not accurately reflect or engage with the object of perception.

Additionally, it was mentioned that both positive and negative perceptions consistently influence an individual's actions. These perceptions are influenced by how individuals articulate their understanding of the object being perceived.

3. *Process of the perception*

Perception can be understood as the process in which an individual receives or summarize information from their surroundings environment. Qiong (2017), categorizes this process of the perception into three stages: selection, organization and interpretation.

a. Selection

Selection is the stage in perception during which person transforms a stimulus into perceivable information before reaching a conclusion. At this stage, selection serves as the first process of perception. People are frequently faced with uncertainty and continuously receive various forms of information, leading to instances where we encounter stimuli such as words spoken, witnessing accidents, the ticking of clocks, and similar occurrences in a single moment.

b. Organization

The second stage in perception is organization, which involves arranging and identifying specific meaningful patterns. At this stage, the physical and social events or objects encountered will promptly acquire attributes like shape, color, texture, size, etc. Organization enables an individual to arrange and bring coherence to their overall understanding of people and the social environment, offering typical behavioral patterns and the spectrum of expected variations among individuals and their traits.

c. Interpretation

The third stage is interpretation. Interpretation is the cognitive process by which an individual assigns significance to the stimuli derived from the collected information. Once the chosen stimulus has been sorted into various categories, one tries to comprehend the pattern by attributing significance to the organized classification. Nevertheless, individuals may offer varying interpretations of identical stimuli. These

disparities in interpretation stem from the cultural framework of each person, significantly shaping how they perceive and assess external stimuli.

B. An Overview of Google Classroom

1. Definition of Google Classroom

According to Sukmawati and Nensia (2019), Google Classroom is a Google product that incorporates Gmail, Drive, Hangouts, YouTube, and Calendar. Its numerous features will help teachers to conduct out learning activities. This involves learning both inside and outside of the classroom, because students may use Google Classroom online at anytime and anywhere. Google Classroom is a free, internet-based collaboration tool developed by Google as part of G Suite for Education that is used to create, distribute, and grade assignments. Teachers may utilize a Google account to construct a virtual classroom, invite students to live teaching, and track students' grades. The goal of Google Classroom is to enable file sharing between students and teachers an easy and streamlined procedure.

Nursyahrina et al. (2021) stated that Google Classroom has become one of the most popular education platforms among instructors and students. Lecturers and students had uploaded over 30 million assignments to Google Classroom. It is indicated that this program could be a valuable educational resource for our educational system.

Meanwhile, Martínez-Monés et al. (2017) claimed that Google Classroom is a word that refers to an internet-based service that Google provides as a system used

in learning. The goal of this service is to assist instructors in producing and distributing projects without the use of paper. A Google account is required to use this service. Furthermore, this service is only available to educational institutions that use Google Classroom.

From the above definition, it can be concluded that Google Classroom is an educational tool provided by Google to assist teachers and students in schools around the world in conducting e-learning, with features such as online assignment creation, distribution, and grading, and integration with Google Docs, Sheets, Slides, Gmail, and Calendar.

2. *Google Classroom Features*

The following features are included in Google Classroom:

a) Single View for student assignments

Classroom features pages for each student that show all of the student tasks. Teachers and students may check the status of each work in this view, and they can apply filters to see each assignment, assignments lost, or activities that have been assessed and returned (Fitrieningtyas et al., 2019).

b) Class Arrangement

This feature allows teachers to plan and arrange lessons according on predefined criteria such as daily schedules of daily activities or workload of priority.

c) Decimal Grading

Teachers will be able to employ assessments that need high precision, such as the usage of decimals, with ease.

d) Change the owner of the classroom

The teacher can switch classrooms or transfer their class to another teacher without having to create a new class (Triana et al., 2021).

e) Code display class

This feature allows teacher to display the class code on the whole screen so that students may easily join a new class.

f) Sending the Google Form Quiz score to Class

Teachers may examine students in real time by using Google Forms quizzes. Grades from previously produced quizzes may then be easily imported into Google Classroom for students to view.

g) Calendar

Google Classroom automatically generates an assignment calendar for students and teachers to use in order to remind them of assignment deadlines (Yulia, 2022).

3. *Advantages of Google Classroom*

According to Triana et al. (2021), using google classroom have many advantages for teachers and students. As follow:

- a) Easy to use and available from all devices.

Google Classroom is easily accessible via Chrome, all desktops, mobile phones, and tablets.

- b) Effective communication and collaborating

One of the most significant advantages of Google Classroom is Google Docs, where documents are stored online and shared with an unlimited number of people. We can use Google Docs to create announcements or assign tasks, and students can access it directly through their Google Drive, as long as the teacher has shared it with them.

- c) Speed up the assignment process

The assignment process has never been faster or more effectively, since you can simply see who has submitted their assignment and who is still working on it in Google Classroom, as well as students' comments immediately.

- d) Effective feedback

In terms of feedback, Google Classroom allows you to provide online help to your learners immediately, which means that feedback becomes more effective because new comments and remarks have a greater influence on learners' thoughts.

e) Less paper

Students and teachers may go paperless and avoid worrying about printing, handing out, or even losing their work by centralizing e-learning resources in a single cloud-based place.

f) A simple and user-friendly interface

Google Classroom, in keeping with Google's minimalist layout principles, invites teacher and student to an environment where every design aspect is simple, straightforward, and user friendly.

g) Great commenting system

For a number of online courses, students can leave comments on precise spots inside images. Furthermore, teachers and students may build URLs for intriguing remarks and use them in online discussion forums.

h) Available to anyone

Teachers can also join Google Classroom as students, which means they can set up a Google Classroom for themselves and their colleagues to use for faculty meetings, information exchange, or professional development.

4. Disadvantages of Google Classroom

According to Husniah et al. (2022) besides Google Classroom has advantages, it also has some disadvantages as follow:

a) Account management is difficult.

Accessing Google Classroom from different domains is not permitted. Additionally, you cannot input this password while checking in with your personal Gmail. You need first sign into Google Apps for Education. Managing several Google accounts is so difficult if you already have a private Google ID. For example, if you have Google Docs or images in Gmail and wish to share them in Google Classroom, you must save them individually to your computer's Winchester drive, sign out of your Google Classroom account, and then sign back in.

b) Limited integration options.

Google Classroom is not yet connected with Google Calendar and other calendars, so you may have difficulty scheduling meeting assignments and organizing resources. Google users may become perplexed since there is a button with a symbol that only Google users are familiar with. Although Google and YouTube integration has increased, as has video sharing, it does not contain support for other popular tools.

c) No automatic update

Because the activity stream is not automatically updated, learners must check it regularly to stay up to speed on key information.

d) Difficult to interact with learners.

Only "administrators" are permitted to share their work with peers in the document. You still need to approve the sharing choices. This might be inconvenient if you need to share a document with more than 50 students.

e) Editing problem.

Students may be able to eliminate unneeded portions of the assignment. When a teacher creates an assignment and gives it to a student, the student becomes the "owner" of the material and has the ability to make changes to it. What about it can cause problems.

C. Concept of Online Learning Platform

Online learning is learning activities conducted via the internet and is commonly referred to by various terms, including online learning. It is a framework that is facilitated and supported through the use of information and communication technology (Arifin et al., 2020). While, according to Christine et al (2022), online learning platform generally refers to tools used in teaching and learning that can stimulate students' skills, thoughts, and feelings, thereby enhancing the learning process.

Online learning platform has an important role in learning, presenting both advantages and disadvantages. They create a digital space where students and educators can interact, access educational resources, and engage in various learning

activities. Based on Nurdin et al (2021), roles of online learning platform are; digital environment, learning materials, collaboration tools, assignment management and integration with other tools. Therefore, online learning platform is crucial in the learning process. It facilitates easier access to information, makes learning more engaging, and also excites students. Platform commonly used in online learning include Google Classroom and Zoom, which serve as platforms for online learning. These tools facilitate learning by leveraging the quality of system elements and internet-based information delivery.

D. The Usage of Google Classroom as Online Learning Platform

The previous section of this study highlights the potential of Google Classroom as online learning platform. Google Classroom can be used both inside and outside the traditional classroom setting, though it is particularly effective for online learning, which can be accessed anytime and anywhere. Successful online learning requires a reliable internet connection.

Teachers and students should be aware of the support available, such as the use of Android devices or laptops for virtual class access. According to Asyhar (2011), utilizing media is a creative method to facilitate student learning, as the content in media supports learning objectives. In a classroom setting, materials in Google Classroom can be used for offline learning, while outside the classroom, they serve as an online learning medium. Unlike Google Sites, where users can choose what they want to learn based on their interests, Google Classroom offers a

structured virtual class environment where teachers design the learning experience with tasks and assignments, and students engage with the provided materials.



CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborated the method that was used in this research. It included the discussion of the research design, population and sample, data collection, and data analysis.

A. Research Design

This study was classified as survey research method, which was appropriate as it allowed the researcher to gather data from a larger number of lecturers, providing a more comprehensive understanding of their perceptions. In addition, Sugiyono (2018) states that the survey method is research method used to collect data related to past or present phenomena, including factors such as beliefs, opinions, characteristics, and behavior.

This method also allows for the examination of various hypotheses related to social and psychological factors. Using samples obtained from a specific population. In line with this study's objectives, the survey methodology was chosen to assess lecturers' perceptions of using Google Classroom as online learning platform in their teaching activities.

B. Population and Sample

The population was the entire group of individuals or objects that possessed the desired characteristics and were the subject of the study (Leedy & Ormrod,

2019). The population of this study was made up of 32 active lecturers from the English Language Education Department at UIN Ar-Raniry. In selecting the participants, the sampling technique that was used was purposive sampling. Obilor & Isaac (2023) define purposive sampling is a non-probability sampling method in which the researcher purposely selects participants who meet the specific criteria of the study.

This study's criteria in selecting the sample are as follows:

- 1) English Language Department Lecturers of UIN Ar-Raniry.
- 2) Using Google Classroom as an additional tool after the pandemic for at least three semesters.

Based on this sampling technique and defined criteria, the researcher selected the sample by distributing questionnaires in WhatsApp chat. The researcher distributed 32 questionnaires, and 27 questionnaires were answered. However, the researcher could only use 27 data samples from these responses, because 5 of them had not matched the criteria determined by the researchers. The researcher chose lecturers of English Education Department at UIN Ar-Raniry as samples for this study to gain a deeper perspective. This choice was made because these lecturers had extensively used Google Classroom during the pandemic, and some continued to do so even afterward.

C. Data Collection Technique

This study used a questionnaire as the data collection technique. Depending on needs and information, the questionnaire was an alternative to finding data in written form. Furthermore, the questionnaire was divided into two types: open-ended and close-ended. Specifically, the researcher used a close-ended questionnaire. A close-ended questionnaire is a survey instrument that contains predefined response options for participants to select from (Fowler, 2013).

Furthermore, the questionnaire proposed 20 close-ended questions using a Likert scale, which was provided. The Likert Scale is a method used to collect original data on a scale with quantified categories. As described by Arikunto (2006), the Likert Scale presents a statement followed by a range of response options. It is a suitable tool for assessing attitudes, opinions, and perceptions of individuals or groups regarding a particular educational subject. Then, the researcher distributed the questionnaire to the lecturers via Google Form in WhatsApp chat and group. After the lecturers filled the questionnaire, their answers were automatically sent to the researcher's email. The researcher checked the lecturers' answers. Subsequently, the collected data were analyzed using the Statistical Package for the Social Sciences (SPSS).

D. Data Analysis Procedure

Data analysis is the process of searching for data and compiling the data obtained systematically (Sugiyono, 2016). The questionnaire analysis was carried out using SPSS and Microsoft Excel applications to find out the results of the research. The descriptive analysis of the data collected from the questionnaire in the Google Form was conducted. This study aims to investigate lecturers' perceptions of both advantages and disadvantages experienced when using Google Classroom as online learning platform. Ultimately, the findings of the study are synthesized by examining lecturers' perceptions of the advantages and disadvantages related to using Google Classroom as online learning platform.

There were several ways to analyze data through the questionnaire. First, the questionnaire was collected from lecturers. Second, the research findings from the questionnaire data were tabulated. Third, the researcher calculated the percentage of the total frequency of each item using this formula:

$$P = \frac{f}{n} \times 100\%$$

Which are:

- P : percentage
- F : frequency
- N : the number of samples
- 100% : constant value

After obtaining the result of this study, the next step was for the researcher to analyze and interpret the data by looking at the mean score from the highest to the lowest result.



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter dived into findings and discussion. To answer the research questions and achieve the set goals, the researcher analyzed questionnaire data. These findings presented the results of analyzing the data collected through questionnaires. Meanwhile, the discussion tried to interpret the findings and elaborate on their correlation with existing theories.

A. Research Findings

The data collection procedure for this study began on May 22nd, 2024, and was completed on June 6th, 2024. The researcher used the questionnaire as an instrument to collect data. The questionnaire was distributed to 32 respondents. From the distribution of the questionnaire, only 27 lecturers responded. The questionnaire contains 20 statements. Additionally, statements 1 through 10 are positive statements, while statements 11 through 20 are negative statements. The data analysis was conducted using the SPSS and Microsoft Excel applications, as previously stated in Chapter III. The table below illustrates the findings of the questionnaire data analysis. Table 4.1 presents lecturers' responses to all of the statements in the questionnaire. In this table, lecturers are denoted by "R" (respondent), and the statement is designated "S" (statement) to ensure clarity. Therefore, R1 denotes respondent 1, and S1 denotes statement 1. Furthermore, tables 4.2 and 4.3 contain percentage measurements of positive and negative statements, respectively.

Based on the data analysis results presented in Table 4.1 above, it can be indicated that the majority of the lecturers in the English Language Education Department at UIN Ar-Raniry Banda Aceh have positive perception of using Google Classroom as an online learning platform. The average score (mean) for positive statements (1-10) ranges from 2.93 to 3.67. The statement "Overall, Google Classroom is easy to use and user-friendly" (S10) received the highest score, while the statement "Google Classroom has increased student engagement in my courses" (S3) received the lowest score. Regarding negative statements (11-20), the average score (mean) varied from 2.78 to 3.56. The highest score was obtained for the statement "Google Classroom's effectiveness is heavily dependent on stable internet connectivity and access to devices" (S16), while the lowest score was given to the statement "Google Classroom does not effectively motivate students to participate in online activities." (S17).

Table 4. 2 *The Result of lecturers' advantages on the use of Google Classroom as Online learning platform (positive statements 1-10).*

No	Statement	SA		A		D		SD	
		F	%	F	%	F	%	F	%
1.	Using Google Classroom has made it easier for me to provide timely feedback to students.	12	44%	15	56%	-	-	-	-

2.	Google Classroom has improved the efficiency of my course management tasks.	12	44%	14	52%	1	4%	-	-
3.	Google Classroom has increased student engagement in my courses.	4	15%	17	63%	6	22%	-	-
4.	Integrating multimedia content from external sources into Google Classroom is easy.	13	48%	13	48%	1	4%	-	-
5.	Google Classroom has helped me create a more organized and structured course.	15	56%	11	40%	1	4%	-	-
6.	Google Classroom has helped the accessibility of course materials for me and my students.	13	48%	13	48%	1	4%	-	-
7.	The technical support for Google Classroom is helpful and responsive.	9	33%	17	63%	1	4%	-	-
8.	Google Classroom has increased flexibility in how I deliver course content and assignments.	17	63%	10	37%	-	-	-	-
9.	Google Classroom facilitates the timely delivery of course materials and announcements.	16	59%	10	37%	1	4%	-	-
10.	Overall, Google Classroom is user-friendly and simple to use.	19	70%	7	26%	1	4%	-	-

Based on the results on table 4.2 above, it can be shown that the majority of lecturers responded positively to these statements. Specifically, 44% of lecturers strongly agree and 56% agree that Google Classroom has made it easier for them to provide timely feedback to students. Similarly, a significant 44% of lecturers strongly agree and 52% agree that Google Classroom improve efficiency of managing course tasks.

Regarding student engagement, 15% of lecturers strongly agree and 63% agree that Google Classroom has enhanced student engagement in their courses. meanwhile 22% of lecturers disagree with this statement. Then, 48% of lecturers strongly agree and 48% agree that Google Classroom easy to integrate multimedia content. Which can enhance the learning experience.

Additionally, a significant majority of lecturers 56% strongly agree and 40% agree that Google Classroom significantly has helped lecturers to better organize and structure their course.

In term of accessibility, 48% of lecturers strongly agree and 48% agree that Google Classroom enhances accessibility for accessing course materials. Then, 33% of lecturers strongly agree and 63% agree that technical support for Google Classroom to be useful and responsive. The ability to present course content and assignments in a flexible manner was acknowledged by 63% of lecturers who strongly agreed and 37% who agreed.

Furthermore, a total of 96% of lecturers (59 strongly agree and 37 agree) that Google Classroom effectively enables the timely delivery of course materials and announcements. Lastly, a significant majority of lecturers 70% strongly agree and 26 agree that Google Classroom is user-friendly and simple to use.

In summary, the results indicate that lecturers perceive Google Classroom as an effective and efficient platform for facilitating online learning, with high levels of satisfaction in various aspects of its functionality.

Table 4.3 *Result of lecturers' disadvantages on the use of Google Classroom as Online learning platform (positive statements 11-20).*

No.	Statement	SA		A		D		SD	
		F	%	F	%	F	%	F	%
11.	Google Classroom may not be suitable for all types of learning.	4	15%	15	56%	6	22%	2	7%
12.	Internet connectivity issues frequently disrupt the use of Google Classroom for teaching.	12	44%	12	44%	3	11%	-	-
13.	To have discussion Google Classroom is very difficult.	7	26%	12	44%	6	22%	2	7%
14.	The assessment tools in Google Classroom are limited in functionality.	6	22%	16	59%	2	7%	3	12%

15.	Monitoring student progress in Google Classroom is challenging due to the lack of face-to-face interaction.	16	59%	7	26%	4	15%	-	--
16.	Google Classroom's effectiveness is heavily dependent on stable internet connectivity and access to devices.	15	56%	12	44%	-	-	-	-
17.	Google Classroom does not effectively motivate students to participate in online activities.	10	37%	9	33%	6	22%	2	7%
18.	Communication among students and teachers is limited within Google Classroom.	10	37%	13	48%	3	11%	1	4%
19.	Google Classroom often experiences technical glitches or downtime that disrupt the learning process	13	48%	11	41%	3	11%	-	-
20.	The limited integration options of Google Classroom have impacted my ability to deliver content effectively.	14	52%	9	33%	4	15%	-	-

The table 4.3 above provides a summary of the responses of lecturers to various of negative statements about Google Classroom, emphasizing the obstacles and

limitations they encounter. The data indicates that 71% of lecturers (15 strongly agree and 56 agree) that Google Classroom may be not suitable for all learning types. Connectivity issues are a top concern, the use of Google Classroom for teaching is frequently disrupted by internet connectivity issues, as 44% of lecturers strongly agree and 44% agree with this statement.

Additionally, a significant majority of lecturers 26% strongly agree and 44% agree that find challenging to facilitate discussions through Google Classroom, which indicates the limitations of their ability to facilitate interactive learning. Google Classrooms' assessment tool is also perceived as having limitations functionality, as 22% of lecturers strongly agree and 59% agree with this statement.

Additional challenge is monitoring student progress. A majority of lecturers 59% strongly agree and 26% agree that find it challenging due to the lack of face-to-face interaction (59% strongly agree and 26% agree). The effectiveness of Google Classroom is highly dependent on stable internet connectivity and access to devices, this statement was agreed by 100% of lecturers (56% strongly agree and 44% agree).

Moreover, a significant majority of lecturers 37% strongly agree and 33% agree that Google Classroom did not effectively in motivating student participate in online activities. Then, 85% of lecturers (37% strongly agree and 48% agree) that communication between students and lecturers is perceived as limited. Technical glitches and downtime are also significant challenges, with 89% of lecturers admitting that these glitches disrupt the learning process (48% strongly agree and 41% agree).

Lastly, 52% of lecturers strongly agree and 33% agree that the limited integration options of Google Classroom have an impact on their ability to delivery content effectively.

In conclusion, these results indicate that while the advantages that Google Classroom provides, lecturers encounter challenges and limitations when employing it as an online learning platform. These challenges are primarily related to technical issues, internet connectivity, and the functionality of assessment and communication tools.

B. Discussion

Based on the data, about 95% of lecturers have a positive view toward the use of Google Classroom. Because in online learning using Google Classroom there are several advantages such as ease of use, facilitates timely feedback and improves the efficiency of task management. Additionally, Google Classroom facilitates the development of courses that are more structured and organized, as well as the delivery of content and assignments with flexibilities. The technical support provided is also considered responsive and user friendly.

The results of the study are related to (Shaharane et al, 2016) who stated that practical application of Google Classroom as an educational tool. By highlighting its ease of use, effectiveness in managing course content, and ability to enhance interactions, this study supports the idea that Google Classroom has many advantages for online.

While the majority of lecturers believe that using Google Classroom has advantages, 5% of lecturers do not think that there are any advantages. Based on their experiences during teaching process, using Google Classroom doesn't always help students learn. It also doesn't help lecturers create lesson plans or make the learning process more efficient, making lecturers feel that their teaching isn't getting any better.

In addition, this study found that 82,4% of lecturers find it challenging and face difficulties of using Google Classroom which this finding is line with (Husniah et al, 2022), who stated that the use of Google Classroom is highly dependent on stable internet connectivity and access to devices. If lecturers experience issues such as an unstable internet connection or lack of access to a device when using Google Classroom, they may have difficulty managing the class, distributing materials, and providing feedback.

Many lecturers also believe that Google Classroom is not always suitable for all types of learning and also has limitations in assessment tools and student interaction. This finding is consistent with the results of (Kaur, 2023), who noted that assessment tools and methods are essential for evaluating student learning, but they also have limitations that can affect their effectiveness.

Additionally, challenges were observed in the areas of facilitating discussions, as having discussions in Google Classroom is difficult due to the lack of direct interaction between teachers and students, thereby complicating the explanation of complex concepts and the effective answering of students' questions.

Moreover, other disadvantages include monitoring student progress, which lacks direct interaction between teachers and students, making it harder to track students' progress and provide timely feedback. Motivating student participation is also challenging because of the lack of social presence, online discussions can feel less personal and less engaging compared to face-to-face interactions, which can reduce student participation. Technical issues and downtime are also disadvantages faced when using Google Classroom.

Regarding to the difficulties that lecturers have when using of Google Classroom, 17,3% lecturers report that they have no problems using of Google Classroom as online learning platform for learning process. This is because Google Classroom as online learning platform is primarily due to the platform's user-friendly interface and the availability of various features that facilitate teaching and learning processes.

In summary, although Google Classroom offers several advantages, lecturers also face disadvantages and limitations when using it as an online learning platform. The primary disadvantages are related to technical issues, internet connectivity, and the functionality of assessment tools and communication. However, the majority of lecturers still have a positive perception towards the utilization of Google Classroom in supporting the learning process.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the findings and discussions in this study, it can be concluded that the majority of lecturers in the English Language Education Department at UIN Ar-Raniry have a positive perception towards the use of Google Classroom as an online learning platform. They acknowledge the numerous advantages offered by Google Classroom, such as ease of use, ability to provide timely feedback, enhanced efficiency in task management, and flexibility in delivering course content and assignments. However, lecturers also encounter several disadvantages and limitations in utilizing Google Classroom.

The primary disadvantages faced by lecturers include internet connectivity issues that frequently disrupt the use of Google Classroom, limitations in assessment and communication tools, difficulties in facilitating discussions and monitoring student progress. Additionally, lecturers recognize that Google Classroom may not be suitable for all types of learning and sometimes experiences technical glitches or downtime that hinder the learning process.

Nevertheless, most lecturers still perceive Google Classroom as an effective and efficient platform for facilitating online learning, with high levels of satisfaction across various aspects of its functionality. Therefore, it can be concluded that despite

the existence of several disadvantages and limitations, Google Classroom is still considered a valuable tool in supporting the learning process in the English Language Education Department at UIN Ar-Raniry.

B. Recommendation

Based on the findings of this study, the researcher would like to suggest some recommendations to English teacher and other researcher. Google Classroom is recommended for English teachers to continue using as an additional online learning platform, as the majority of teachers have positive opinion of its efficacy and user-friendliness in course administration.

And for other researcher, the researcher suggest that future researchers will conduct their investigations with greater excellence and be able to use this study as a point of reference for comparable research. To further our understanding of lecturers' impressions of utilizing Google Classroom as an online learning platform, we can carry out further study by conducting in-depth interviews. This strategy will enhance and enhance the data obtained. **A R - R A N I R Y**

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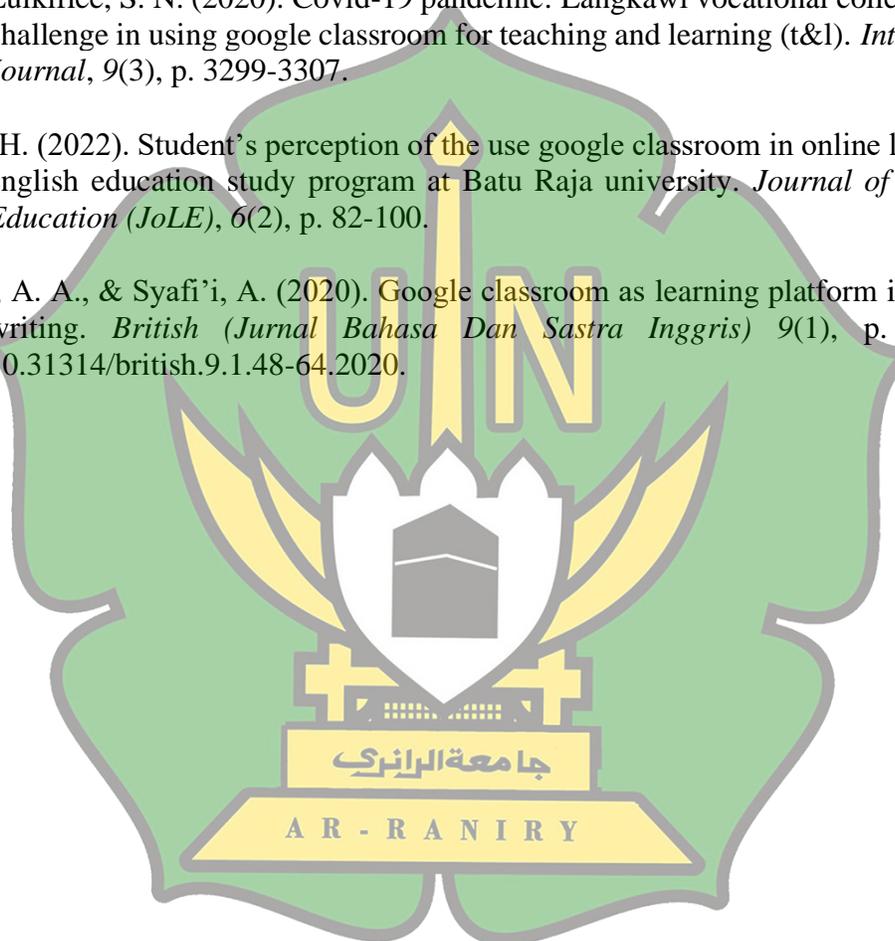
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Appendix A: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: B-4804/UJ.08/FTK/Kp.07.6/06/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
 - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
 - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 - Keputusan Menteri Keuangan Nomor 293/Km.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 - Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN
- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
- KESATU : Menunjuk Saudara
Prof. Dr. T. Zulfikar, M.Ed., Ph.D
- Untuk membimbing Skripsi
- Nama : Riva Ulaiya
NIM : 190203010
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Exploring Lectures' Perception on the Use of Google Classroom as Online Learning Platform
- KEDUA : Kepada pembimbing yang tercantum namanya diatas dibagikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.
- KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
- KEEMPAT : Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 27 Juni 2024
PLH Dekan,

Habiburrahim
Nomor : B-4268/UJ.08/FTK/Kp.07.6/05/2024
Tanggal 27 Mei 2024

Tembusan

- Sekjen Kementerian Agama RI di Jakarta;
- Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
- Kantor Pelaksanaan Perencanaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Tengku Beranghaini;
- Arsip.



Appendix B: Recommendation Letter to Conduct Filed Research



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651-7557321, Email : uin@ar-raniry.ac.id

Nomor : B-4453/Un.08/FTK.1/TL.00/6/2024
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Assalamu'alaikum Wr. Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **RIVA ULAIYA / 190203010**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Lampeuneurut Gampong, Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Exploring Lecturers' Perceptions on The Use Of Google Classroom As Online Learning Platform**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 04 Juni 2024
an. Dekan

Wakil Dekan Bidang Akademik dan
Kelembagaan,

A R - R A N I R Y



Berlaku sampai : 31 Juli 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

**Appendix C: Confirmation Letter from Department of English Language
Education**


KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
 Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
 Email : pbi.ftk@ar-raniry.ac.id. Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN
 Nomor: B-295/Un.08/PBI/Kp.01.2/6/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Riva Ulaiya
 NIM : 190203010
 Fak/Prodi : Tarbiyah Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
 Alamat : Gampong Lampeuneurut

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"Exploring Lectures' Perceptions on The Use of Google Classroom As Online Learning Platform"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 24 Juni 2024
 Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

Appendix D: List of Questionnaire

A. Participant Identity

Name of Participant :

B. Exploring Lecturers' Perceptions on The Use of Google Classroom as Online Learning Platform

Please choose the answer according to your level agreement based on the statement below, Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Direction:

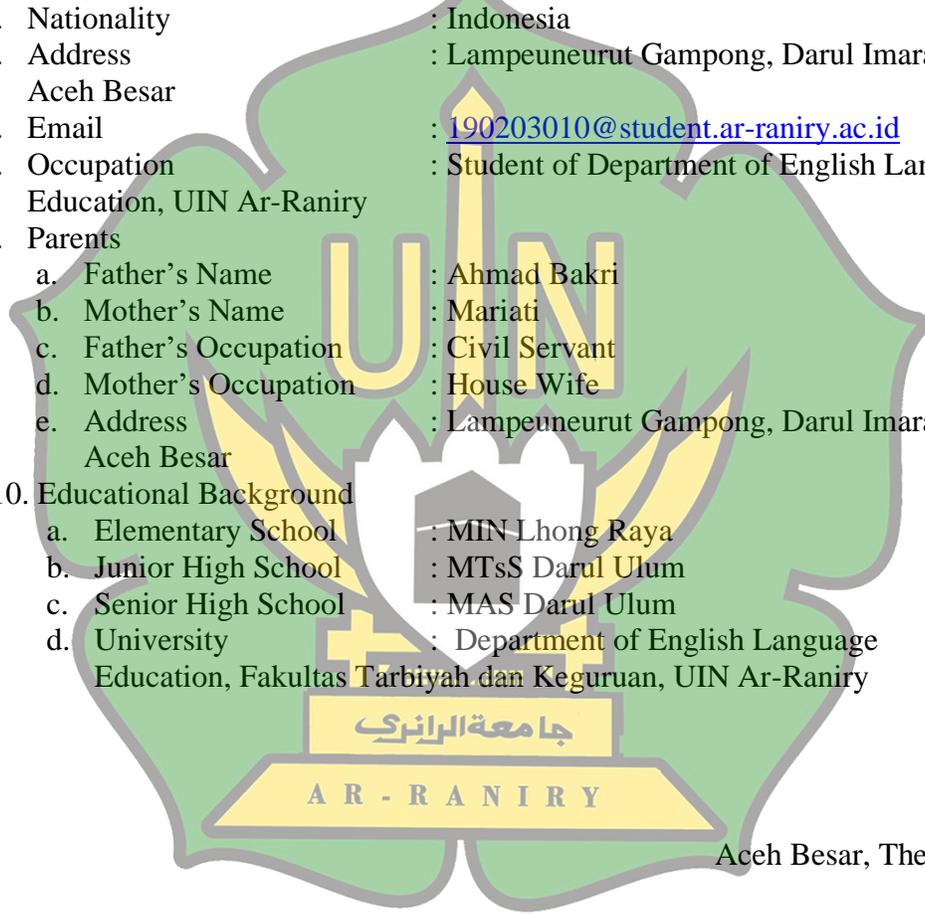
1. Read the following statement carefully.
2. Please choose the most appropriate response that applies to your experience using Google Classroom as online learning platform.

No.	Statements	SA (4)	A (3)	D (2)	SD (1)
1.	Using Google Classroom has made it easier for me to provide timely feedback to students				
2.	Google Classroom has improved the efficiency of my course management tasks				
3.	Google Classroom has increased student engagement in my courses				
4.	Integrating multimedia content from external sources into Google Classroom is easy				
5.	Google Classroom has helped me create a more organized and structured course				
6.	Google Classroom has helped the accessibility of course materials for me and my students				

7.	The technical support for Google Classroom is helpful and responsive				
8.	Google Classroom has increased flexibility in how I deliver course content and assignments				
9.	Google Classroom facilitates the timely delivery of course materials and announcements				
10.	Overall, Google Classroom is user-friendly and simple to use				
11.	Google Classroom may not be suitable for all types of learning				
12.	Internet connectivity issues frequently disrupt the use of Google Classroom for teaching				
13.	To have discussion Google Classroom is very difficult				
14.	The assessment tools in Google Classroom are limited in functionality				
15.	Monitoring student progress in Google Classroom is challenging due to the lack of face-to-face interaction				
16.	Google Classroom's effectiveness is heavily dependent on stable internet connectivity and access to devices				
17.	Google Classroom does not effectively motivate students to participate in online activities				
18.	Communication among students and teachers is limited within Google Classroom				
19.	Google Classroom often experiences technical glitches or downtime that disrupt the learning process				
20.	The limited integration options of Google Classroom have impacted my ability to deliver content effectively				

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