



Students Learning Experience: Using Google Classroom for Learning English Skills at Zawila College in Sebha University During COVID-19

Rim Hamed Abobaker Ahmad

Department of English, College of Education, Zuwaila, Sebha University, Libya

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ABSTRACT

All over the world, Covid-19 pandemic made all the educational institutions suddenly shift to online learning. Google Classroom is one of the most online learning platform used by teachers and students during this period of time, as it is one of the most popular Learning Management Systems (LMS). Google Classroom was chosen by Sebha University to provide teachers and students with online learning materials, assignments, projects, and tests. This research aims to share the learning experience of foreign English Language students in online learning using Google Classroom application as a learning platform. Along with the role that played by Google Classroom to improve their English Language in listening, speaking, writing, and reading skills. The respondents were limited to 25 students enrolled in the research methodology class in a collage of Education of Sebha university in Zawila during the sixth, seventh and eighth semesters of the school year 2021-2022. It was concluded that learning English by using Google Classroom gives a number of advantages for students. The advantages is easy to operate, flexible time of teaching and learning, and supporting various learning sources. However, the results also shows that Google Classroom has disadvantages, it is not running effectively and efficiently as expected to improve all their four language skills. As well as they had some difficulties in terms of the ease of access due to the lack of facilities experienced and the internet connection speed problems so the majority of the students had got a number of problems using Google Classroom. The study suggests that the students must adapt to these circumstances in case to avoid any similar situation, therefor the university should offer courses for the students who they must be aware of technology to use it in the learning process to get all benefits of such application.

تجربة تعلم الطلاب: استخدام Google Classroom لتعلم مهارات اللغة الإنجليزية في كلية التربية زويلة بجامعة سبها خلال أزمة كوفيد-19

ريم أحمد أبوبكر

قسم اللغة الإنجليزية، كلية التربية، زويلة، جامعة سبها، ليبيا

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المخلص

في جميع أنحاء العالم، أدى جائحة كوفيد-19 إلى تحول جميع المؤسسات التعليمية فجأة إلى التعلم عبر الإنترنت. يعد Google Classroom أحد أكثر منصات التعلم عبر الإنترنت التي يستخدمها المعلمون والطلاب خلال هذه الفترة الزمنية، حيث يعد أحد أشهر أنظمة إدارة التعلم (LMS). تم اختيار Google Classroom من قبل جامعة سبها لتزويد المعلمين والطلاب بالمواد التعليمية والواجبات والمشاريع والاختبارات عبر الإنترنت. يهدف هذا البحث إلى مشاركة تجربة التعلم لطلاب اللغة الإنجليزية الأجانب في التعلم عبر الإنترنت باستخدام تطبيق Google Classroom كمنصة تعليمية. إلى جانب الدور الذي يلعبه Google Classroom في تحسين مهارات اللغة الإنجليزية لديهم في الاستماع والتحدث والكتابة والقراءة. اقتصرت عينة البحث على 25 طالبًا مسجلين بفصل منهجية البحث بكلية التربية جامعة سبها بزويلة خلال الفصول الدراسية السادس والسابع والثامن من العام الدراسي 2021-2022. وخلص إلى أن تعلم اللغة الإنجليزية باستخدام Google Classroom يعطي عددا من المزايا للطلاب. المزايا هي سهولة التشغيل، ومرونة وقت التدريس والتعلم، ودعم

*Corresponding author:

E-mail addresses: rim.ahmad@sebhau.edu.ly

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مصادر التعلم المختلفة. ومع ذلك، تظهر النتائج أيضًا أن Google Classroom له عيوب، فهو لا يعمل بفعالية وكفاءة كما هو متوقع لتحسين مهاراتهم اللغوية الأربع. فضلًا عن أنهم واجهوا بعض الصعوبات من حيث سهولة الوصول بسبب قلة المرافق ذات الخبرة ومشاكل سرعة الاتصال بالإنترنت لذلك واجه غالبية الطلاب عددا من المشاكل في استخدام Google Classroom. وتقرح الدراسة أنه يجب على الطلاب التكيف مع هذه الظروف لتجنب أي موقف مماثل، لذلك يجب على الجامعة تقديم دورات للطلاب الذين يجب أن يكونوا على دراية بالتكنولوجيا لاستخدامها في عملية التعلم للحصول على جميع فوائد هذا التطبيق.

1. Introduction

In March 2020, the historic disruption of the COVID-19 pandemic created a number of problems, particularly, in education.

Due to the spread of COVID-19 pandemic, the closure of schools, institutions and universities was essential. The various educational settings were needed to make changing to reduce the major damages of the students' level.

Those responsible for education in universities faced a difficult challenge between the recovering ways of the educational process for students, teachers, and faculty members in finding possible solutions. With the presence of technology and easy access to information, it is essential to use the technology in teaching and learning process is inevitable. That is why the learning process required to make a sudden shift optimally in delivering teaching-learning approaches from in-class learning to remote learning to meet their educational plan.

Google Classroom is a top LMS and most downloaded since it is free and has complete basic features, such as submit assignment and post materials, comments, due date, and assessment. It is also integrated with Gmail, Google Docs, Google forms, Google drive, and YouTube. (Laquindanum, 2022) Google Classroom provides learners and teachers more flexibility connecting. It saves time and paper, making it simple to develop courses, distribute tasks, interact, and remain organized. (Carliner, 2004)

Even though there were already studies that have been conducted about the students' perceptions on the use of Google Classroom, however, this study has not yet been performed to Zawila college of Sabha University students in a non-metropolitan area, in our country. The aim of the present study is to investigate the learning English language experience by using Google Classroom at Zawila collage during Covid-19 pandemic, and evaluated its acceptability using the application to improve their listening, speaking, writing and reading skills of English. This study belongs to quantitative study. The participants in this study are all learning English as a foreign language EFL.

The research concerns to investigate the possible effects of online learning via Google Classroom on assessment, interaction, and learning English as a foreign language from EFL students' perception. The research will be exploring their experience while using Google Classroom, identifying their problems, and describing how they used this application in daily basis including which features that help them in online learning.

The research questions in this study are;

1. Are the university students of English Language department in Zawila college able to deal with Google Classroom application in online learning.
2. How do the students perceive the effectiveness in learning English of Google Classroom ?
3. Does the use of Google Classroom help them improve their skills of second language?
4. What did the problems they face?

The present study adapted a structured questionnaire by Ruminar, (2019). The results are expected to help foreign English language students improve online learning quality using the Google Classroom application.

1. Literature Review

1.1. Online learning

Online learning is a typical teaching and learning process through electronic media of computers and the internet (Sholah, 2020). It is

defined by Carliner (2004) that online learning is the use of the information of communication and technology in learning which consists of learning resources that are accessible through the use of a technological method. This method of teaching is considered to be an updated version of distance learning (Benson, 2002).

Obviously the experience of online learning as any technique of teaching has its advantages and disadvantages.

Ally, M, (2008) in his study pointed out some of the advantages of online learning for both students and the teachers. He cleared that the students can access the online learning materials whenever and wherever they need to. As well as students can achieve the current and new instructional resources easily via Internet. One of the advantages for the teachers is the flexibility and adaptability of the time to take place wherever they can.

However, looking to the disadvantages when it has been compared to the task of teaching in the classroom, there are many studies that confirmed that it is not as effective as the face-to-face teaching method (Basilaia & Kavadze, 2020; Salam et al., 2017; Wains & Mahmood, 2008).

In 2022 a study had done by Komisi Perlindungan Anak Indonesia (KPAI) established that the online learning is considered by the students as an unattractive and ineffective learning activities as 78% of them wanted to go back to face-to-face classes. Meanwhile, teachers thought that online learning is time consuming. The survey listed some of the problems regarding with the process of online learning. They are: (1) Students find it difficult to understand the learning materials presented by the teachers because there is no sufficient explanation and lack of students-teachers interaction; (2) Teachers' lack of ability to use online learning platform which made them cannot apply the various online learning platform effectively and efficiently; (3) Limited time to control the learning process which caused the teachers felt difficult to maintain the students' enthusiasm and keep them learning actively.

Therefore, some scholars stipulated for the success of this type of learning environment, that students and teachers need to adapt in this kind of learning to gain the educational process optimally. (Chang et al., 2021; Doyumgaç et al., 2021). In addition, how technology evolves in other areas is the same as the rapid uptake in education. (Santos, 2021) both teachers and students are required to learn the technique of online learning effectively and keep track of it (Chang et al., 2021; Doyumgaç et al., 2021)

2.2. COVID-19 Pandemic and Higher Education

While the COVID-19 pandemic appeared in March 2022, it had a serious impact on everyone's lives especially the educational system and the students.

As other institutions, the universities had faced a very hard-hitting time, they have to block all the educational zone. This is a global lockdown against the pandemic spread had a significant impact on higher education, they required to shift from traditional face-to-face classes to online classes. (Aghaei, Rajabi, Lie, & Ajam, 2020)

Remote learning or online systems has created options for schools that are beginning to adopt the School from Home (SFH) system (Regulation of Indonesian Government No.21, 2020).

As we mentioned previously educational technology is not something new in the process (Santos, 2021). The online learning method suggested that the learners and educators should be able to interact and communicate with each other without worrying about meeting directly (Goodyear et al., 2006). Therefore, using the technology in

teaching to a higher level makes it equally essential.

Absolutely any major pedagogical change requests many educational mentors and experiment teachers to consider prospective advantages and disadvantages associated with their decision to resolve the situation and select the accurate Learning Management System (LMS) e.g., Blackboard, Google Classroom, Moodle, Canvas, Microsoft Teams, to name a few.

The higher educational operators considered a number of the previous studies which investigate the subsequent pivot to teaching via online platforms affected the higher educational, faculty members' and students' attitudes and beliefs on online teaching (Aghaei, Ghoorchaeei, Rajabi, & Ayatollahi, 2022; Asanjarani & Arslan, 2021)

“Will the Coronavirus Forever Alter the College Experience?”, this is the controversial question which raise by the New York Times, a newspaper with worldwide influence and readership (Marcus, 2020). There are many researches that discussed the English Language educational process and its complete reliance, for the first time, on distance learning and the cancellation of face to face classes. There are also a number of researches that has studied the use of different educational applications via the Internet and their effectiveness in learning English language process.

Setyawan (2020) distinguished the problems that occur in online learning which are the internet access and the teaching system, such these problems make the teachers and students prefer to return to the regular class. In his research, he concluded that the mentioned problems are making some huge differences between online and regular classes. He revealed that although the online teaching method makes the teaching-learning process easier, teaching online may not be effectively applied if the teachers and students are not yet ready. With learning experiences, the students and the teachers could collaborate on the subject to improve interpersonal skills and even become more interactive. (Kenneth C. 2020)

Although the online learning systems is a new experience for English language students and lecturers, but number of researches stated that the students have a positive attitude toward the online learning experience. (Chalise et al. (2021); Chu et al. (2021); Muflih et al. (2021) s)

A study have done by Anwar & Wahid (2021) shows that online learning during a pandemic is considered an effective and cheap way of accessing knowledge regardless to the material they study.

2.3. Google Classroom as a Learning Management System

There are a number of applications that are used for online learning during the Covid-19 Pandemic. These applications are called a learning management system (LMS).

learning management system (LMS) is a mechanism that controls all facets of the learning process (Watson & Watson, 2007). It is a system which have been done by the students and teachers for communication along as Zoom, Microsoft Teams, Google Meet, Whatsapp, Edmodo, Canvas, and others.as well as enterprise-wide and internet-based systems are LMSs, such as WebCT and Blackboard, are that incorporate various pedagogical and course administration resources (Coates et al., 2005).

LMS have become the most important and helpful device in online learning (Zastrocky, et al., 2007)

There are different kinds of LMS that the schools and universities are using, one of which is the Google classroom.

Google Classroom is an essential tool for promoting blended learning and professional growth (Iftakhar, 2016). It is contributed by Google to aid the growing demand for LMS through Google Apps for Education. Introduced in October 2006 free for qualified institutions, In August 2014, Google launched Google Classroom to serve as an LMS that works well with other existing educational tools in Google Apps.

The classroom is a streamlined, easy-to-use tool that helps teachers manage coursework. With the classroom, educators can create classes, distribute assignments, grade and send feedback, and see everything in one place (Google for Education, 2021).

There have been several studies conducted that focus on the use of Google Classroom and its benefits. One of its benefit that It allows effective real-time interaction between subjects, tracks the standard

of training, manages student learning achievements in and out of the classroom, and many other functions. (Bondarenko et. al, 2018). In one of the results of Subandi's (2018) study on Google Classroom, he discussed the paperless learning system's support. Through its unique design for lecturers and students, it provides support tools from Gmail, Drive, and Docs. Thus, making the creation, viewing, editing, and transferring of documents paperless

Santos (2021) studied the use of Google Classroom among 56 teachers of a certain university in Bulaca, his study was concluded that the use of Google Classroom, though a new experience, made them realize how their life as a teacher can be more comfortable with the use of this technology. Google Classroom is a free service for schools, non-profits and anyone with a personal Google account. It enables teachers to create online classes, distribute assignments, communicate and organized the English learning. Teacher can create announcements and paperless assignments for students and students can submit their assignments in the folder provided by the teacher in the application. The types of file that can be submitted in this application are also vary such as doc, pdf, ppt, xl, jpeg, mp3 or even mp4. (Ari, et al 2020)

Anggraini 2021 The results showed that the teacher in using Google Classroom was not optimal, causing students to experience learning difficulties when using Google Classroom. The form of student difficulty can be in the form of sending the assignment incorrectly in Google Classroom and also the ignorance of the student regarding the review of the assignment returned by the teacher when it has been given a grade

Santos 2021 all of the respondents agreed that Google Classroom is very useful, easy to use and would recommend its use to others. The consistency of actual use, through online submission, was recorded and served as the dependent variable. In terms of consistency, it was observed that 62.5% of the respondents were able to submit 11 to 12 out of 12 total number of activities through Google Classroom.

Ari et al 2020 in their study of teaching and learning English by using Google Classroom give advantages for both teachers and students. The advantages are the ease of access, easy to operate, flexible time of teaching and learning, and supporting various learning sources. However, the teaching and learning using Google Classroom cannot be done optimally because of the lack of facilities experienced by some students and unsupportive communication feature of the application.

There are a number of applications that are used for online learning during the Covid-19 Pandemic along as Zoom, Microsoft Teams, Google Meet, Whatsapp, Edmodo, Canvas, and others.

Google Classroom is one of the most effective applications among students and teachers. It is considered to be easily downloaded via mobile and web applications, and the users everywhere benefit the application functions.

Google classroom application has been designed to create an inclusive learning environment actively for supporting the students' learning communities. The application helps the students to grow connections with their learning peers and encourage social learning, facilitate peer-to-peer.

Google classroom application helps students take control of their learning, provides a familiar learning environment, and prepares students for the future digital workplace.

Based on the previous study from

3. METHODOLOGY

The research targeted undergraduates students of English language departments of Faculty of Education of Zewila collage at Sebha University. The data were collected in December 2022. This study adopted the quantitative research design. The present study adapted a structured questionnaire by Ruminar, (2019). The adapted questionnaire consists a total of 21 items which divided into 4 parts: ease of use(6 items), perceived usefulness(6 items), communication and interaction(4 items), and students' satisfaction(5 items). While for the variables, they were measured in a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). For the data collection, an online survey was also used.

In terms of gender distribution, all the responders are females, the youngest is age 18 and the oldest is age 22. Furthermore, 48% or 12 of the respondents are last year.

The results were counted by tallying the number of each item answered and the data were then described descriptively. The participants of this study were 25 students learning English as a foreign language in Faculty of Education of Zewila collage.

4. Findings and Discussion

The students' responses were classified into four sections based on the students' questionnaire namely ease of use, usefulness, communication and interaction, and satisfaction.

4.1. Ease of Use

According to the result of the questionnaire, signing and joining Google classroom was not easy for the students as the results revealed that 10 or 40% of the respondents disagreed and 8 or 32% strongly disagreed. They have problems with internet access and it was the first time using this application in learning marital, or they may confuse with the class codes. However since they accessed, the materials were presented on the front page in chronological dates from the newest to the oldest, that is why the students found it is easy to access to the course materials. Regarding the ease of submitting the assignments, the college offered a simple system to submit the assignments, the students in which 15 out of 25 students stated strongly disagreed with this issue. This finding was slightly different from the study by Muslimah (2018) who found that submitting assignment was easy in Google Classroom. The next item was the notification. The platform sends all the push notification through Gmail. However if the students did not activate push email notification, they would miss the new task or information in the class. Overall, more than 52% of the students agreed that notification offered by Google classroom was easy and helpful to use. The study by Shaharane, Jamil, and Rodzi (2016) confirmed the same finding by declared that the majority of the students were satisfied with the Google Classroom's features that were introduced in the class

4.2. Perceived Usefulness

Sixteen students (64%) were strongly disagreed that Google Classroom could help them in online assignment due to slow internet connection and unfamiliarity with the steps of submitting the assignment on time. On the other hand the majority of the students were strongly agreed that the lecturer' feedback was useful by using Google Classroom. This findings was also identified by Ruminar (2019). A number of students (48%) were agreed that the grading system in Google classroom help in monitoring my performance and understanding the current topic discussed as well as they agreed with the course activities which had done to evaluate the tasks before submitting by hand as the collage offered them.

4.3. Communication and interaction

In the terms of communication and interaction, a large number of students(72%) felt comfortable when they communicated with the lecturer through the Google Classroom. As well as 23 of them showed that the lecturer helped to keep course participants engaged and participating in productive discussion. Previous research was done by Gonzalez (2016) established a positive relationship with the teacher helps a student feel more comfortable and safe in their classroom environments

4.4. Students' Satisfaction

The listening skills depends on the levels of learners are different from each other because listening is affected by various factors. (Gilakjani & Ahmadi, 2011) so the findings shows that nearly all the students (97%) found that Google Classroom was help them to improve listening skill. Similarly to speaking skills the students felt relaxed to speak and practice.

Google Classroom was not helpful for a lot of students which was shown by 13 students who disagreed and 2 others who strongly disagreed. However in learning writng the more than half of them agreed of this platform helped them in writing.

The question of the last item aimed to demonstrate if the students like doing the collaborative assignment in pairs or in small group through Google Classroom, the results for not sure as they had felt neutral on the given statement,

5. Conclusion

From the study, it has carried out that COVID-19 is having a serious impact on the university education. The study has identified the students experience of utilizing Google Classroom platform in learning English as a foreign language. According to the study,

students are facing serious issues related to the internet connection and practice their English reading skills The leading authorities have to consider the seriousness of the issues and have to take the corrective measure for improving the situation to improve the lack of technical understanding of students of the the system to offer training and support.

The students must be aware of technology and how to use it in the learning process. Some advantages of learning using ICT for teachers and students are necessary to be considered.

With the introduction of Google Classroom and the continuing impact of virtual learning platforms on learning, the current study provides a timely and much-needed space for reflection on the dynamics and outcomes of technological advances we observe in the world around us (Almodaires, et al., 2021).

The current study looks on the perception of the undergraduates in terms of the effectiveness of Google Classroom as a Learning Management System, below are the key findings in the current study:

1.) Google Classroom rated as "Average" in term of its effectiveness compared to other online learning platform.

2.) In terms of its features and in assessments part, the Google Classroom is found useful, simple and easy to use.

3.) Google Classroom requires fast internet connection for the application to work well.

The students' ability to use and to accept technologies for learning activities have to be require instructional design provided by their teachers

5.) There is no significant difference on the perceptions of the students on the effectiveness of Microsoft Teams across different year levels.

6. RECOMMENDATION

The present study is only limited to the students in Zawila college of Sabha University here in the Libya, future research could focus on the teachers' perceptions and also to the working class, who uses Google Classroom for their meetings and as their means of communication. In addition to that, the current study only focuses on the comparative between other platforms which are used to explore and determine the effectiveness and benefits of using them comparing with Google Classroom, as well as to find out other difficulties or challenges faced by the users.

Arabic section:

تجربة التعليم للطلبة: استخدام تطبيق جوجل كلاس روم في تعليم مهارات

اللغة الانجليزية في كلية التربية زويلة التابعة لجامعة سبها خلال كوفيد 19

ريم حمد

Appendix

Table1 Ease of Use

No. Statements	SD	D	N	A	SA
1. Signing and Joining on to the Google Classroom					
2. Accessing course materials					
3. Submitting assignment					
4. Notification					
5. Uploading documents, pictures, audios, or videos					
6. Navigating the platform					

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6. Navigating the platform					

Acknowledgment

Appear after appendix, you MUST define in full name all your abbreviations at the first

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