The Effectiveness of Google Classroom Usage in The PPISMP Students' Interaction: A Survey

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Abstract
This study aims to observe the effectiveness of Google Classroom Usage for the Art History of Malaysia and Visual Art Appreciation course by the PPISMP Students. Students have used the Google Classroom as an e-learning teaching and learning platform during the Movement Control Order (MCO) due to Covid-19 pandemic. The Research Design is quantitative and qualitative using questionnaire and survey method. The respondents are 29 PPISMP students who were taking the Art History of Malaysia and Visual Art Appreciation course. From the research objectives it is found that majority of the respondents really agreed that lecturers always gave latest information in their e-learning teaching and learning using Google Classroom platform. Majority of the respondents really agreed Google Classroom usage can increase students' ability in applying knowledge and understanding acquired in the Art History of Malaysia and Visual Art Appreciation course. Research finding shows that activity type which often used by students are taking note and lecture materials and submitting assignments and tasks to lecturers.

Keyword : *Google Classroom, PPISMP Student*

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I.   INTRODUCTION

Communication and information technology development had motivates changes in the education world with the move from traditional learning process to online learning process based on the technology and internet (e-learning) which had formed collaboration and two way interaction between teacher and pupil via the implementation of meaningful learning process [1]. Changes in the education system had encouraged the use of technology and internet like Google Classroom platform which make it easier in the implimentation of teaching and learning process via Smart Classroom which gave positive impact with its effectiveness on pupils' learning outcome, while having potential to make it potentially as platform or medium in the implimentation of 21st century learning process (PAK-21).

Thus, researcher feels that Google Classroom usage will assist students increase the quality of their learning. Google Classroom is hoped to be an approach which can be used by the students in preparing information source which is exact and fast. Students too can use Google Classroom as a tool to prepare discussion among students and lecturer and importantly to access Google Classroom for free.

According to [2] if wanting students to have the balance in competencies and chances, it is odd to put individual in an organized institution to the differentiated functional level. All of education should share all management activities. On 16 April 2020, Malaysia recorded the second highest phrase searching 'Google Classroom' (GC) in the world using the medium in teaching and learning online during the Movement Control Order (MCO) leading the developing countries which have advanced system and technology in e-learning according to [3]. The record proved high impact and level of interest towards effort by educators and students in this country using the software medium. Although daily activities were restricted due to the MCO and COVID- 19 pandemic.

II.   RESEARCH METHOD

This research is a descriptive study done as a survey. The research is also using qualitative and quantitative research method in collecting information and respondents using questionnaire form and interview instruments. To test every dimension, the five points Likert scale was used. Interview research approach too was used to comprehend the knowledge, understanding and implementation, also the the effectiveness of the Google Classroom Usage. This research is not only studying the effectiveness of the Google Classroom Usage but also to give its improvement feedbacks. About 29 respondents are from PSV Department students that took the Art History of Malaysia and Visual Art Appreciation course. These research objectives in general aim to get a picture on the Effectiveness of Using Google Classroom in the Art History of Malaysia and Visual Art Appreciation course by the PPISMP PSV Students. Further on it is hoped to be giving wholesome understanding by: Studying students' knowledge and understanding aspect on Google Classroom. Identifying students' activities in the usage of Google Classroom. And identifying the effectiveness in the usage of Google Classroom by students

III. RESULTS AND DISCUSSION

Research findings is suitable with De Bono model where he explained brainstorming framework on problem solving. This metaphor enable separating thought direction to more perfect and detailed. The six conveniences in Google Classroom show solving peroblem for the Art History of Malaysia and Visual Art Appreciation course by the students. Research proved that to make sure the effectiveness of Google Classroom usege among the students, every party like administrator, lecturers and students must play the part to ensure good internet line. Lecturer should be open in having variety o teaching method by trying all kinds of interesting approaches like using Google Classroom in their lessons.
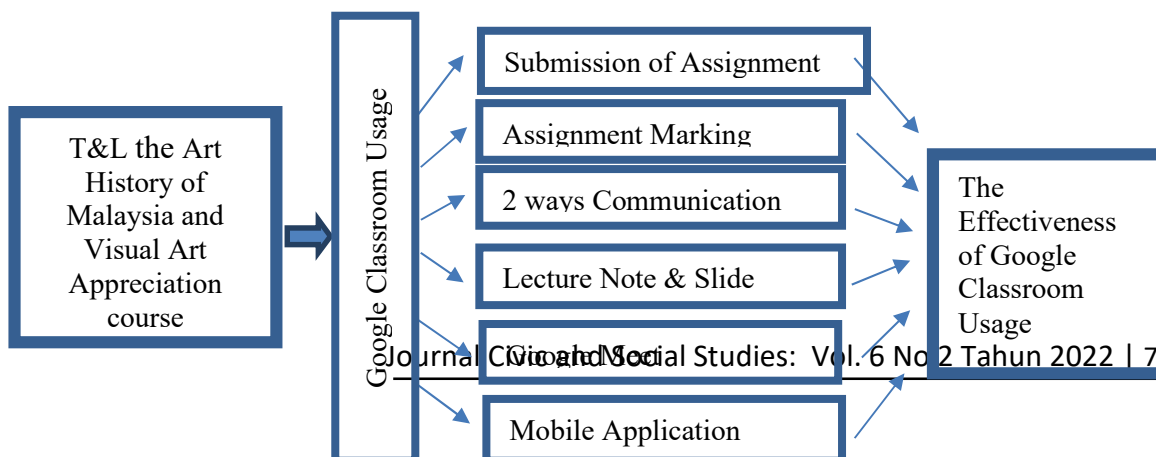
Table 1
Respondents' profile based on demographic. (N-29)

No	Topic	Total of Respondents	Percentage of Respondents (%)
1.	**Student's gender**		
	Female	20	69
	Male	9	31
2.	**Age**		
	19 Years	28	97
	20 Years	1	3
3.	**Race**		
	Malay	14	49
	Chinese	14	49
	Others	1	2
4	**Experience using Google Classroom**		
	1 to 2 years	28	97
	2 to 3 years	1	3
	Over 3 years	-	-

Based on Table 1, the gender of the respondents are 20 females, which are 69%, whereas 9 people are 31% which are the male respondents. About 28 respondents are 19 years old or 97%, whereas only 1 is 20 years old, which is 3%. From the research, it is found that the Malay and Chinese are about 14 people, which are 49%. For the other races, only 1 person which is 2 %. This research shows 28 respondents which is 97% have the experience in using Google Classroom for 1 to 2 years, whereas 1 repondent which is 3% have the experience for 2 to 3 years.

Figure 1
Research Framework: Usage of Google Classroom adapted from the Six Thinking Hats Model

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Finding results from literature review show the usage of Google Classroom can be seen from several aspects. Based on the table shows there is relationship between factors relating to the effectiveness of Google Classroom. Researcher had administered the questionnaire, document collection and interview to acquire the information and data in this research. Data and information acquired will be collected and polarised according to category. In this approach, reseacher must do the selecting and intepreting on the data collected. Other than that researcher also need to add all the description, document, field notes and do the interpretation on the document collected, interview and questionnaire into a form of descriptive narration.

Figure 2
Conceptual Framework : adapted from Interactive Model Miles & Huberman
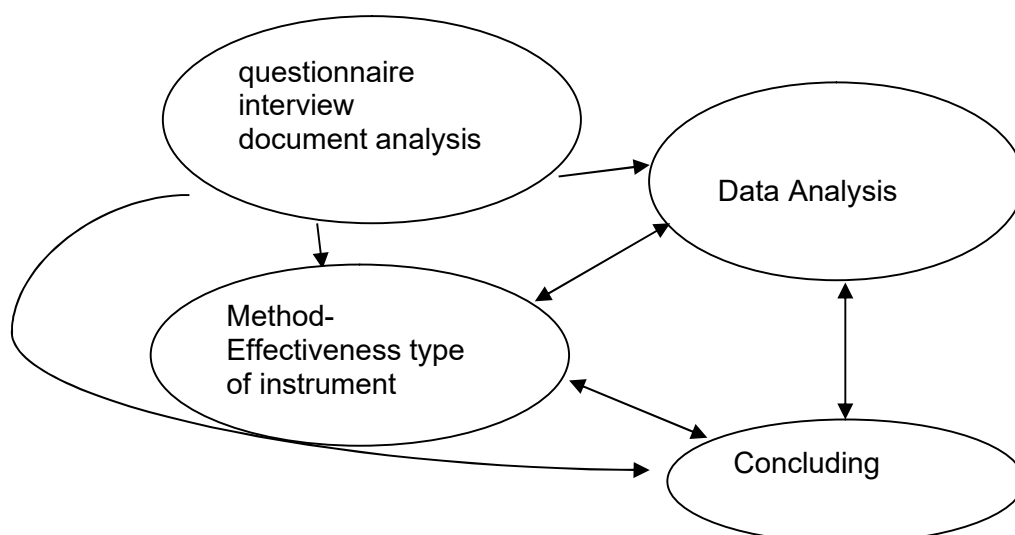
This research surveys 3 aspects which influence the effectiveness of Google Classroom uasage among the PSV students in the IPG from the aspects of knowledge and understanding, the effectiveness from the aspect of the application usage of Google Classroom and activity types via Google Classroom.

1. Studying knowledge and understanding aspects of students on Google Classroom

Table 2

Questionnaire Finding: knowledge and understanding on Google Classroom usage

Items	Most disagree	Disagree	Quite Agree	Agree	Most Agree
Having knowledge and understanding on Google Classroom	0	0	1 (3%)	13 (45%)	15 (52%)
Easier to sent materials through Google	0	0	0	11	18

Classroom				(38%)	(62%)
Lecturer gave materials and updated information via Google Classroom	0	0	1 (3%)	4 (14%)	24 (83%)
Google Classroom is the best alternative method for online learning replacing face-to-face learning	0	0	1 (3%)	5 (17%)	23 (80%)

Table 2 shows 83% of the respondents mostly agree lecturers gave materials and updated information via Google Classroom. 80% of the respondents mostly agree Google Classroom as the best alternative method for online-learning replacing face-to-face learning and 62% of the respondents mostly agree that it is easier for them to sent materials through Google Classroom. 52% of the respondents agree they have the knowledge and understanding about Google Classroom usage.

Research finding also find out that all students most agree that lecturers gave materials and updated information via Google Classroom and all students most agree that Google Classroom as the best alternative method for online-learning replacing face-to-face learning.

2. Identifying students' activities in the usage of Google Classroom

Table 3

Questionnaire Finding: Types of activities in the usage of Google Classroom

Types of students' activities	Not so often	Not often	Quite Often	Often	Most often
Notes and lecture materials	0	0	0	3 (10%)	26 (90%)
Assignments and Tasks (submission and marking)	0	0	0	5 (17%)	24 (83%)
Students' attendance	0	0	0	5 (17%)	24 (83%)
Syllabus information	0	0	0	6 (21%)	23 (79%)
Coursework information (Briefing and Questions)	0	0	0	7 (24%)	22 (76%)
Google Meet	0	0	0	6 (21%)	23 (79%)
Recording of teaching and learning Video	0	0	0	7 (24%)	22 (76%)

According to Table 3, research finding shows that types of activities in the usage of Google Classroom which is 90% of the respondents often use Google Classroom to find notes and lecture materials, 83% of the respondents submit assignment and tasks with the attendance. 79% of the respondents used Google Classroom to check on the syllabus and involved in the teaching and learning via Google Meet. 76% find information about courseworks (briefing and questions) and recording of teaching and learning Video.

Research finding also found the oftenness of students in using Google Classroom is to find notes and lecture materials from lecturers, whereas submitting tasks and assignment with the lecture attendance are the activities most often done by the students.

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Table 4

Survey analysis

Question 1: List Activities Types in the Google Classroom for Art History of Malaysia and Visual Art Appreciation course.

R1	Group activity, students' expertise and understanding test quiz activity. Face to face through google meet which is in the google classroom.
R2	Coursework assignment, quiz, weekly task, lecture note.
R3	Reading material link for lecture. Accepting and submitting weekly assignment. Accepting and submitting coursework, quiz, weekly task, lecture note.
R4	Lecture note, graphics/I-Think map/table according to topic, information gathering. Answering quiz and *quizizz*. Submission of weekly assignments and courseworks.

Question 2: List Activity Types which often done by students in the usage of Google Classroom

R1	Online lecture via google meet & group and individual activities.
R2	Reading notes in slide and pdf form. Accepting weekly assignments and courseworks. Submitting weekly assignments and courseworks. Attending lecture online. Filling in the attendance.
R3	Individual activity based on the topics given by creating powerpoint form. Filling in the attendance, tutorial.
R4	Nota kuliah, membuat pengurusan grafik/peta *i Think* /jadual berdasarkan topik yang telah dipelajari (secara individu dan berkumpulan), menginterpretasi unsur-unsur apresiasi pada karya, membuat banding beza di antara kaedah dan proses apresiasi (secara individu dan berkumpulan). Menjawab kuiz (Quizizz), penghantaran tugasan mingguan dan kerja kursus.

Question 3: Does Google Meet Interaction Activity help in teaching and learning in Art History of Malaysia and Visual Art Appreciation course. What is the tool use?

R1	Yes, very helpful in assisting students to further understand every subject learnt in the Computer and Ipad course.
R2	In my opinion very helpful, this is due to lecturers can give knowledge face to face or non face to face. For example, lecturer can give input via google meet if student is not attending the session. Lecturer had prepared extra notes to enable revision for the subject. Clearly here interaction on google meet really helps the students, especially during the pandemic. Handphone and laptop.
R3	Yes, very helpful. Lecturer explain the content and knowledge through google meet while presenting the slides. This helps me in understanding the subject content. Other than that, if there is problem or inquiry, I will get to ask and solve any problem quick and clear. Tablet and handphone.
R4	Yes, because two way communication happened easily compared to non face to face interaction. Students can ask and get the answers directly from the lecturer teaching. Computer dan handphone.

According to table 4 above, survey analysis shows activities in Google Classroom usage for the Art History of Malaysia and Visual Art Appreciation course are of a good level. Types of activities found in the Google Classroom are submitting and marking of assignment, two way communication, Google Meet, lecture and note slide, filling in attendance, making power point etc.

Most respondents agree that there are various activities in the Google Classroom usage for the Art History of Malaysia and Visual Art Appreciation course. According to the interview also it was found that the good level of Google classroom usage helps in their learning. Google Classroom can be accessed very fast on the web via mobile application.

Applications that can be used by most students are computer, laptop, tablet, Ipad and smartphone. These applications help students to get notification on their tasks, share file from other application and support off line access.

3. Identifying the effectiveness of Google Classroom by students

Table 5

Questionnaire finding: The Effectiveness of Google Classroom usage

	Most disagree	Disagree	Quite Agree	Agree	Most Agree
Give exposure to students to interact via e Learning	0	0	0	9 (31%)	20 (69%)
Google Classroom give direct experience in handling teaching and learning activities.	0	0	0	5 (17%)	24 (83%)
Google Classroom can increased students ability in applying knowledge and experience acquired from the Art History of Malaysia and Visual Art Appreciation course.	0	0	0	24	22 (76%)

According to Table 5, it is shows that 83% of the respondents fully agree that the effectiveness of Google Classroom give direct experience in handling teaching and learning activities. 76% of the respondents really agree that Google Classroom can increased the students ability in applying knowledge and experience acquired from from the Art History of Malaysia and Visual Art Appreciation course. 69% of the respondents fully agree that Google Classroom gives exposure to students in interacting via e Learning. Research findings also found that all students fully agree the efeectiveness of Google Classroom usage in giving direct experience in handling teaching and learning activities for the Art History of Malaysia and Visual Art Appreciation course.

Table 6

Interview Analysis

Question 1:Explain the effectiveness in the usage of Google Classroom for the Art History of Malaysia and Visual Art Appreciation course from the students' aspect in acquiring information and course notes.

R1	Highly effective.Sangat berkesan. With the usage of Google Classroom , i can read the notes arranged with proper planning following each chapter easily. I also can refer easily reading materials when doing revision and courseworks.
R2	Easy to manage information and acquiring compact notes for coursework and examination.
R3	Students can get detailed information because the information had been checked by the lecturer. Other than that, students can also know the knowledge and answer questions better using the quiz method.
R4	Students get the clear information from the lecturers like uploaded and distributed notes according to related parts in their order. With this, students can refer back if online learning is not so clear due to poor internet.

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Qustion 2: Explain the effectiveness of Google Classroom usage for the Art History of Malaysia and Visual Art Appreciation course from the aspects of submitting and marking students' assignments.

R1	Students are more disciplined because lecturers will put the date due so that students will sent assignments before or on the date given. By using due date method, lecturers also can checked on students who are late submitting the assignment.
R2	By using Google Classroom, I will get my weekly assignment easily, I got the assignment requirements because all information is displayed clearly. When submitting assignment, lecturer will give comments. Furthermore, I can easily check assignments that need to be completed.
R3	Students can submit completed assignments on the required parts properly and the students will get feedback from the lecturer either marks or reviews on the submitted assignments submitted through the prepared private message space.
R4	Students can submit assignments easily because there is reminder/ due date as time notification for students.

Question 3: Explained the effectiveness of Google Classroom usage for the Art History of Malaysia and Visual Art Appreciation course from the aspects of attendance and students' involvement in the face to face and non face to face interaction.

R1	Really effective because every announcement by the lecturer on Google Classroom merging with the educational email of students make it able to inform students every things needed to perform during lectures.
R2	Google Classroom will show the word 'attend' after students fill in the attendance on time. This will make it easier for the lecturer to check the students' attendance but also to remind students to be on time for the lesson.
R3	Using Google Classroom, lecturers can take the attendance easily, students also can fill in the attendance easily whether during face to face or non face to face interaction.
R4	Really effective. I can fill in the attendance prepared by the lecturers in the question form or Google Form easily. I can also attend lectures by clicking the existing google meet link in the Goggle Classroom. This make it easier to interact face to face with the lecturer.

Question 4: How far is the usage of Google Classroom can increase the achievent for the Art History of Malaysia and Visual Art Appreciation course? Give your opinion.

R1	Notes and completed and marked given tasks can increase the achievement in completing coursework and examination because Google Classroom is one of the appication that eases lecturers' and students' works.
R2	In my opinion, face to face interaction is more effective. Though Google Classroom usage also increased the achievements if students had high motivation.
R3	Students can read hand-outs prepared in the Google Classroom. This helps students to add knowledge and have deeper comprehension on latest art in Malaysia. Notes given by lecturer is arrange systematically. This helps students todo revision. Activities like interaction and quiz make the learning process more enjoyable. The spirit to learn can be increased. Using Google Classroom, students will receive and submit assignment faster. This will not burden the students.
R4	Able to interact two ways makes students to ask unclear or less understood things during face to face interaction. Able to share information acquired during learning session at google meet interaction.

Based on table 6 above, interview analysis shows that the effectiveness of Google Classroom is at the best level. Respondents agreed that there is effectiveness of using Google Classroom because students can acquire information and handouts easily. Especially with the usage of smartphones. Submitting and checking students' assignments are very effective

because every announcement by lecturers in the google classroom is merged with the educational email of students make it able for students to get notifications. Based on the interview also students' attendance and involvements in Google Classroom and Google Meet are good because there are two ways active interaction. Interview data proved that Google Classroom increased the achievements in the course. However, the achievement level can be much increased if students have high motivation and able to benefit its best usage. Therefore, understanding and using Google Classroom should be optimized among students.

IV. CONCLUSION

Overall research found that Google Classroom usage had very good feedback among PPISMP students that agreed Google Classroom usage can increase achievements for the Art History of Malaysia and Visual Art Appreciation course. Pedagogical practice Google Classroom that was merged by face to face and non face to face lesson showed high effective usage. Tasks and assignme nts given by lecturers in Google Classroom help a lot students in their lesson. Ability to use latest media and information technology in allignment with thw 3rd wave of Pelan Pembangunan Pendidikan Malaysia that is anjakan 7 - benifitting ICT to increase the learning quality in Malaysia. Whereas Google Classroom usage can help increase understanding and degree of students' memory. Furthermore Google Classroom if used effectively can produce home lesson that is more interesting and optimum. Google Classroom usage in the course is something that is newly introduced by Institut Pendidikan Guru kampus Ilmu Khas early 2020 in allignment with the ICT boom. In conjuction with the government aspiration which wants Malaysia's IT savvy community, therefore it is needed for all IPG students to accept every changed in technology positively and together try to implement all planned policies.

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