

EXPLORING EFL STUDENTS' ACCEPTANCE ON GOOGLE CLASSROOM (A CASE STUDY AT SENIOR HIGH SCHOOL IN MAJALENGKA)

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Abstract

The purpose of this study was to explore EFL students' acceptance who already experienced using Google Classroom in their class for learning. The theories and the result of the studies show that students and teachers can use online learning platforms such as Google Classroom to bring technology into the teaching learning activities and find out the factors that make students could perceive Google classroom as the e-learning platform in teaching and learning activities. It is in line with Izwan Nizal Mohd Shahrane (2016), in their research they found the usage of google classroom during teaching and learning activity get good acceptance. The study used descriptive qualitative to obtain the information. In this study, researchers used a case study approach. In this study the researcher used an interview which contains eight structured questions adapted from (Davis, 1989) to collect in depth information from the respondents. The findings of this research revealed that the students felt interested and enjoyed the learning using features in Google Classroom application. It can be seen from students who said that they are enjoyed using Google Classroom during teaching learning activity.

Keywords: *E-Learning, Google Classroom, Technology Acceptance Model (TAM)*

Sari

Tujuan dari penelitian ini adalah untuk mengeksplorasi penerimaan mahasiswa EFL yang telah memiliki pengalaman menggunakan Google Classroom dalam pembelajaran di kelas. Teori-teori dan hasil dari beberapa penelitian menunjukkan bahwa siswa dan guru dapat menggunakan platform pembelajaran daring seperti Google Classroom untuk membawa teknologi ke dalam kegiatan belajar mengajar serta mengetahui faktor-faktor yang membuat siswa dapat menerima Google Classroom sebagai platform e-learning dalam kegiatan pembelajaran. Hal ini sejalan dengan penelitian yang dilakukan oleh

Izwan Nizal Mohd Shaharane (2016), yang menemukan bahwa penggunaan Google Classroom dalam kegiatan belajar mengajar mendapat penerimaan yang baik. Penelitian ini menggunakan metode deskriptif kualitatif untuk memperoleh informasi. Pendekatan studi kasus digunakan dalam penelitian ini. Peneliti menggunakan wawancara yang terdiri dari delapan pertanyaan terstruktur yang diadaptasi dari Davis (1989) untuk mengumpulkan informasi secara mendalam dari para responden. Temuan dari penelitian ini mengungkapkan bahwa para mahasiswa merasa tertarik dan menikmati pembelajaran dengan menggunakan fitur-fitur yang terdapat dalam aplikasi Google Classroom. Hal ini terlihat dari pernyataan para siswa yang mengatakan bahwa mereka menikmati penggunaan Google Classroom selama kegiatan belajar mengajar.

Kata kunci: *E-Learning, Google Classroom, Technology Acceptance Model (TAM)*

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Introduction

The coronavirus disease or known as COVID-19 has spread in many countries and caused a universal pandemic. It is an infectious disease transmittable through droplets, or touching materials and surfaces that has been infected from patients with COVID-19 virus (Bender, 2020). Due to the impact of this pandemic, most of education sectors have stopped face-toface teaching and doing social or physical distancing. Consequently, teaching and learning process especially English learning do at home by using online learning or technology driven learning. New technology is desired and perceived positively by most of the students (Al Bataineh, Banikalef, Abdullah, & Albashtawi, 2019). As technology is advancing and they are facing a new generation, they should be able to adjust themselves with this development.

Several education sectors in Indonesia have started to use technology in the class as a learning tool or media for learning. One of the advantages of digital technology is that it can be used by the teachers and students for conducting virtual learning or E-learning. There are several examples of e-learning tools or LMS that are now available. These include Moodle, Edmodo, Schoology, Google Classroom, and some other platforms. LMS is a web-based technology that makes it easy for users to create and deliver content, monitor teacher participation and engagement, and also assess their

performance online (Loncher, Conrad, & Graham, 2015). One of the tools that could be used to engage today's students in classroom activities during the pandemic is the Google Classroom. It was developed by Google to support the academic purpose of blended learning. It can be used as a Learning Management System (LMS) in the E-learning process. Google Classroom is considered as one of the best platforms to improve the workflow of teachers (Iftakhar, 2016). This is a free application which can be used for the teachers to manage their class virtually. They can make an announcement, post an assignment, upload learning materials, and also to marks student's work (Daud, 2019). Google Classroom is one such platform that is wildly popular among higher education institutions. It is an application that can be used as a means of interaction between students and teachers in learning activities (Hussaini et al., 2020).

The preliminary research that was conducted through interview with teachers of Senior High School in Majalengka have also shown that most of the English teacher are used Google Classroom as a tool for teaching especially during pandemic. One teacher mentions that Google Classroom features enable her and her learners to have better interaction. Previously, she preferred using WhatsApp for announcing a quiz date or a topic for the upcoming class or assignment. But when she starts using Google Classroom, it becomes popular among students as they can get all reading materials and resources for learning. She could instruct her students very easily. Another teacher comments that Google Classroom is very helpful to complete the assigned syllabus. At times it's really difficult to finished syllabus on time due to political issues or national holidays. But through Google Classroom, one teacher can conduct the class virtually from anywhere and anytime. She also said that when she was applying Google Classroom at the first time, some students are unfamiliar with this tool they are confusing how to use it properly. They need instruction how to use and applying Google Classroom given by their teacher. This phenomenon, in fact, indicates the students' inability to use ICT for learning intention. In a similar vein, the students, mostly digital natives, if not all, are greatly familiar with the current technology. For them technologies are not simply tools but constitute an environment that emerges new culture; for young generation living on the screen is inseparable from living in the real world (Turkle, 2011). The young generation as always on; they are busy with social

networking, video entertainments, and gaming online. The challenge is whether the students are skillful in employing technology for learning endeavors. Their reluctance to use technology for learning purposes could be caused by the insufficiency and the scarcity of the introduction of technology to drive learning, and hence they are not accustomed to using technology in their learning processes. When they are encouraged by their universities to use technology in the learning process, the students need to adapt to that specific use of technology. In other words, it is not because they are not familiar with the technology, but more because they are unfamiliar with utilizing technology for learning purposes.

A study found that Google classroom is an appropriate for LMS because it is already linked to university and school's system and it seemingly meets the student's request for a simpler interface allowing more interaction (Heggart & Yoo, 2018). Students just need to get the course code from the teacher or lecturer. Then, after having the code, they can open the Google classroom by clicking "Join Class", and writing the code given by their teachers and the last is by clicking "enter" or "ok." Afterward, the students will be successfully enrolled to the class. In addition, the educators and the students can also interact actively in the application. Google Classroom's features allow educators and students to communicate in groups or privately about each task that educators post. In this case, applying Google Classroom to the teaching and learning process can solve this problem. However, the successful implementation of Google classroom is dependent on students' perceptions and experiences. In other words, when students do not find the system useful, they will be reluctant to accept and use it. Therefore, it is a waste of time and resources to implement systems that are unaccepted or perceived negatively. The acceptance of Google Classroom is affected by different factors. Some of them are still not clearly specified and discussed in previous research. Therefore, they need to investigate further.

TAM which stands for Technology Acceptance Model was first introduced by Fred Davis in 1989. There are several models that can be used to measure the acceptance of information systems such as Theory of Reason (TRA), Technology Acceptance Model (TAM), End User Computing Satisfaction (EUCS). and Task Technology Fit (TTF) Analysis (Mambu, Jonathan, Rumawouw, & Liem, 2019). Davis (1989) suggested a

Technology Acceptance Model (TAM) to explicates a potential individual's behavioral intentions of using a technological method. In existing e-learning technology studies, TAM is the most common theory being used to understand the intention to accept elearning (SUmak et al., 2011). It mainly focuses on the analysis of how learners' or instructors' attitude towards ICT influence the acceptance of it (Elkaseh et al., 2016). Many researchers used TAM to assess the acceptance of e-learning in different contexts.

TAM is also used to implement technology in the classroom. Based on the Acceptance Model (TAM), Seliaman and Turki (2021) investigate how Saudi university students use mobile phones and smartphones to access course materials, find information relevant to their field of study, share knowledge, and complete assignments. The findings demonstrated that students' perceptions of the value of mobile learning were strongly correlated with aspects like accessing course materials, looking up information relevant to their fields of study, exchanging knowledge, and doing homework. Another study by Almarabeh et al. (2014) claims that there has been a general increase in awareness of the need to modify and enhance the current system in order to support online learning. The results of this study provide compelling evidence that Jordanian universities should continue to advance e-learning and use Moodle as an e-learning platform. They identified some challenges that Moodle-using students face in their educative endeavors, but these challenges are surmountable if university decision-makers order computer labs to receive maintenance and more technical support, which will enable the students to get past the main challenges they face when using this system. Meanwhile, from Hussaini et al. (2020) demonstrated that Google Classroom effectively improves students' access and attention to learning, knowledge, and skills. The platform makes learners active with the help of digital tools and provides them with meaningful feedback. The purpose of this study was to determine whether TAM, which consists of PU, PEOU, and BI, evolved with the addition of habit, satisfaction, knowledge, and skills as the variables have a relationship with one another, particularly for junior high school students.

Methods

Research Design

This study employed a qualitative case study design to explore EFL students' acceptance of Google Classroom through the Technology Acceptance Model (TAM). A qualitative approach was selected because the research relied on words rather than numbers and sought to understand participants' experiences and perceptions in depth (Gay, 2012; Creswell, 2012). According to Creswell (2013), a case study allows researchers to investigate a specific program, event, or activity in detail and reveal the meaning and understanding of the individuals involved.

Settings and Participants

The research was conducted at a senior high school in Majalengka that had implemented Google Classroom for learning activities during the COVID-19 pandemic. Eleventh grade students were chosen because they were considered more cooperative and stable in their learning attitudes compared with tenth or twelfth graders. Using criteria such as willingness to be interviewed, active use of the Google Classroom application, and no vested interest in the research, three students were purposively selected. These students also had the highest questionnaire scores from a preliminary survey administered by the researcher.

Data Collection

Two qualitative techniques were used to collect data:

1. Interviews

Open-ended interviews were conducted with the three selected informants. An interview guide provided the initial structure, but follow-up questions were added as needed to explore answers in greater depth. The interviews focused on the students' acceptance of Google Classroom, including perceived ease of use and benefits of the application.

2. Documentation

Documentation included recorded interview transcripts and visual evidence of student learning activities in Google Classroom. These records were used to verify that participants actually used the application and to strengthen the credibility of the data.

Data analysis

Data were analyzed following Miles and Huberman's (1984) interactive model. Analysis occurred continuously alongside data collection until saturation was reached. The steps included data reduction (summarizing and focusing on relevant information), data display (organizing and presenting information), and drawing and verifying conclusions. Triangulation of interview and documentation data was employed to enhance credibility.

Results and Discussion

The study was titled EFL Students' Acceptance on Google Classroom (A Case Study at Senior High School in Majalengka). The interview has four indicators of Technology Acceptance Model (TAM) which each indicators have two questions. The results of the analysis of the description of each instrument are described as follows:

1. Perceived Usefulness

Interview question 1: "How is your opinion about the use of Google Classroom in teaching and learning activity?"

The result of this interview finds out that the majority of the students think that they perceived Google Classroom has usefulness. It can be known from the opinion of some students as the participants in this research.

*"Using GC as media for learning is **good** and **interesting**, because the students be able to more active when the teacher give the assignment or discussion through GC than offline learning, because there are some students in offline learning, they feel shy to speak in front of the class, but they more confident of using GC as media in learning" (Participant 1).*

*"Very **effective** and I can be active in learning English because this was an opportunity to get involved in online learning when I was shy to talk in front of the class" (Participant 2).*

*"Google Classroom is **useful** as media for learning and **it's a new way for learning** using online classroom" (Participant 3).*

From the result of the interview, the writer highlights of each sentence to determines the coding of the interview results. The coding revealed that the students perceived Google Classroom as a good, interesting, effective, useful, and it is a new way for learning.

Interview question 2: “Does using Google Classroom improve your performance in English learning activity?”

As stated by the participants:

*“I **felt motivated** using Google Classroom application, so I can get the goals maximal so it **improves my job performance**” (Participant 1).*

*“Yaa, because using Google Classroom application **increase my productivity**. I can learn more often and also **help me to learn**, because using google classroom is not boring like previous method” (Participant 2).*

*“Yes it does, because in Google Classroom application there is a deadline, and students who send the fast comment can get score and it is so **useful**” (Participant 3).*

The coding revealed that the students perceived Google Classroom can be useful, the student felt motivated, increase their productivity, improves their job performance, and it help them to learn.

2. Perceived Ease of Use

Interview question 3: “How does Google Classroom make it easy for you in the learning activity?”

The result of this interview finds out that the majority of the students think that they perceived Google Classroom has Ease of Use. As stated by the participants as follows.

*“It is **very easy** because with the covid pandemic we are also required to learn online by chance my teacher also uses Google classroom and this*

application is also easy to immediately understand or not like other applications” (Participant 1).

*“Google classroom follows the changing time and technology in the learning process that makes it easier for students to learn for example, just like current situation, it’s really fortunate to use Google classroom because **it’s not complicated** not like other applications” (Participant 2).*

*“Google Classroom follows the technological developments that make **it easier** for students to learn and collect the assignments” (Participant 3).*

The writer highlights of each sentence to determines the coding of the interview results. The coding revealed that most students perceived Google Classroom can be ease of use, the student claimed that Google Classroom is not complicated application. It is very easy and it easier for students to learn and collect the assignment. The next question for this interview was “Can Google Classroom be easily used in learning English?”. In line with the participant's statement above this is reinforced by what the subsequent informant said:

*“Yaa, of course the first reason is **easy**, I can upload and download the materials anytime, as long as have an internet connection. Second reason is Google classroom application can access using hand phone and pc, it means make me **easier to do the task anywhere**” (Participants 1).*

*“In my opinion, using google classroom application help me in the English learning, of course this application makes me **easy to read the materials and collect the task** using application google classroom” (Participant 2).*

*“Yes, because using Google Classroom I can find new things in the learning English, and google classroom application **easy to access using handphone**” (Participant 3).*

The coding revealed that the students perceived Google Classroom is easy to use. It means it is easier to do the task anywhere, as well as this application make

student easy to read the materials and collect the task, and Google Classroom application is easy to access using handphone.

3. Behavioral Intention to Use

Interview question 4: "How do you feel about the role of Google Classroom application as part of your learning?"

The result of this interview finds out that the majority of the students think that they Behavioral Intention on Google Classroom has positive attitude. It can be known from the opinion of some students as the participants in this research.

*"I can speak English **more confident** and I **intend to increase my use** of the Google Classroom" (Participant 1).*

*"I'm **interested to use** Google Classroom. I can express my opinion and more confident if I speak English in online learning by using Google Classroom" (Participant 2).*

*"I **able to express** my opinion with full preparation" (Participant 3).*

From the result of the interview, the writer highlights of each sentence to determines the coding of the interview results. The coding revealed that the students' Behavioral Intention to use Google Classroom as positive attitudes, this opinion was supported by participants' statement. They feel more confident to speak English, they intend to increase their use toward Google Classroom. The students are able to express their opinion and they are interested to use Google classroom in online learning.

Interview question 5: "Is Google Classroom worth to recommending to other students?"

As stated by the participants:

*"Yes, it is. It is **more effective and efficient** to use as an online learning" (Participant 1).*

*"Sure, it **easy to use** this application" (Participant 2).*

“It is worth to recommending Google Classroom, we can access every time and anywhere” (Participant 3).

The coding revealed that the students' Behavioral Intention to use Google Classroom as positive attitudes, this opinion was supported by participants' statement. It is worth to recommending because it easy to use and the students claimed that Google Classroom is more effective and efficient to use as an online learning.

4. Actual System Use

Interview question 6: “What are the differences that you feel in learning English by using Google Classroom application?”

The result of this interview finds out that the majority of the students think that they have a strong desire to use Google Classroom. It has an impact on their motivation to use this application. As stated by the participants as follows.

*“I feel **more interested** in the learning process of using Google Classroom, it's making easier for me and enjoyed when I learning English, than I also don't feel ashamed when I expressing opinions in class” (Participant 1).*

*“By using Google Classroom, **I can study anywhere and anytime**, as long as there is a connection to the internet. **I can use the Google Classroom on daily basis**, we can read matter and lesson while eating. It's also easier to submit assignments without printing them anymore, and make it more confident to give opinions” (Participant 2).*

*“When, we study by using Google classroom it feels more **enjoyable**, we are not feeling too nervous because I'm not too good in speaking English. Then, I using Google classroom I can gave a comment or my opinion on the material what was we learn. It's makes me **more confident** because I can't see my friends face. Therefore, I **intend to use Google Classroom frequently**” (Participant 3).*

From the result of the interview, the writer highlights of each sentence to determines the coding of the interview results. The coding revealed that the students' Actual System to use Google Classroom are positive, this opinion was supported by participants' statement. They feel more interested, they can use the Google Classroom on daily basis, they can study anywhere and anytime using Google Classroom. This application is enjoyable to use so they intend to use Google Classroom frequently.

Interview question 7 "Are you motivated to use Google Classroom frequently in learning English?"

It can be known from the participants' statement below:

***"I felt motivated** using google classroom application" (Participant 1).*

*"Sure, Google Classroom makes me **feel comfortable** to use it" (Participant 2).*

*"I felt motivated using Google Classroom I can study anywhere and anytime, and **I become an active person** during learning process" (Participant 3).*

The coding revealed that the students felt motivated using Google Classroom. They feel comfortable to use it in learning activity and they become an active person during learning process.

Based on the results of the interviews, the students are interested and comfortable learning by using Google classroom because it makes easy for students to understanding the material and provides a pleasant a new experience in the learning process and it easier for students to learn by it. Google classroom can be used by students and teachers anywhere and anytime without being limited by place and time as long as it is connected to the internet. So that learning activities become more effective and efficient. The conclusion of the interview above is that the using of Google Classroom in learning English makes it easy for students to understanding the lesson, learning more effectively and efficiently.

This study about Exploring EFL Students' Acceptance on Google Classroom that was conducted by the writer at Senior High School in Majalengka. This study use interview as a design of the research. This section is intended to analyze the result of research findings based on the related theory. All data collected from the research instrument provides information on the research findings from interview, which has been interviewed.

1. EFL students' acceptance toward Google Classroom

Based on the result of the research that has been done by the writer about students' acceptance of using Google Classroom in learning English showed that the finding research for research question was positive. Google classroom is effective and easy to use in the learning activity. The findings seem to agree to Iftakhar (2016). This study indicates Google Classroom get good perspective from teacher and student. He found that students satisfy when using Google Classroom during teaching learning activity. Teacher also said that Google Classroom features enable him and his students to get better interaction. Both teacher and students said that Google Classroom is very helpful to submit the assignment. Based on this research, we know that Google Classroom is very useful to use during teaching learning activity inside and outside the classroom.

2. EFL Students Perceived Usefulness (PU)

The result of this interview finds out that the majority of the students think that they perceived Google Classroom has usefulness. According to Davis (1989: 320) the definition of perceived usefulness is where a level someone believes that the system can improve user work performance. Another assumption says that if you believe that the information system used is useful then it will be used, otherwise if an information system believed to be useless then the information system not used (Fatmawati, 2015). Indicator used in the perceived of usefulness there are work more quickly, improve job performance, increase productivity, effectiveness, make job easier, and useful.

3. EFL Students Perceived Ease of Use (PEOU)

The result of this interview finds out that the majority of the students think that they perceived Google Classroom has Ease of Use. The most students perceived Google Classroom can be ease of use, the student claimed that Google Classroom is not complicated application. It is very easy and it easier for students to learn and collect the assignment. In Davis (1989) it is stated that "ease" means "Freedom from difficulty or great effort". Furthermore "Ease to use perceived" is defined "the degree to which a person believes that using a particular system would be free of effort". In this case meant that if the user believes that the system will be easy to operate and will save the user's time and effort in completing a job. Davis (1989) research results show that Perceived Ease of Use can explain the reasons users to use a system and can describes a new system acceptable to user.

4. EFL Students Behavioral Intention (BI)

The result of this interview finds out that the majority of the students think that they Behavioral Intention on Google Classroom has positive attitude. As stated by Davis (1989) the initial version of the TAM posited that a person's behavioral intentions to use a technology is influenced by their positive or negative attitudes towards its usage.

5. EFL Students Actual System (ASU)

The result of this interview finds out that the majority of the students think that they have a strong desire to use Google Classroom. It has an impact on their motivation to use this application. User acceptance of the information system is influenced by the ease and benefits generated by the information system. so that the easiness and benefits of this become an important factor for users of information systems to accept and use the information systems offered. according to Jogianto (2007) provides several construct indicators of user acceptance, namely: Feeling helped; accept the application of information systems; features already meet the needs; always use; satisfied with the working of the system.

The current study also found that there are favorable perceptions toward using google classroom in learning English. It is in line with (Izwan Nizal Mohd Shaharane, 2016), in their research they found the usage of google classroom during

teaching and learning activity get good acceptance. The result of previous study indicate that majority of the students satisfy with Google Classroom that were introduced in the class. In their research, they want to know the effect of using Google Classroom in learning from students' acceptance. And the results of this study state that the using of Google Classroom in learning English is a good choice for education because it has a positive impact on student motivation, which can increase student motivation for learning and students' acceptance about using Google Classroom are also very good.

Conclusion & Recommendation

In this research, the writer conducted the research with the aimed to know the students' acceptance using Google Classroom in EFL learning. The students felt interested and enjoyed the learning using features in Google Classroom application. It can be seen from students who said that they are enjoyed using Google Classroom during teaching learning activity. Because using Google Classroom is not face to face interaction, students more adventurous to speak up through comment column when other students answer is wrong.

Based on the research questionnaires, this study finds out that the majority of the students think that they perceived Google Classroom has usefulness. Indicator used in the perceived of usefulness there are work more quickly, improve job performance, increase productivity, effectiveness, make job easier, and useful. The most students perceived Google Classroom can be ease of use, the student claimed that Google Classroom is not complicated application. It is very easy and it easier for students to learn and collect the assignment. The study finds out that the majority of the students think that they Behavioral Intention on Google Classroom has positive attitude. The majority of the students think that they have a strong desire to use Google Classroom. It has an impact on their motivation to use this application. After the writer analysed the questionnaire and interview data, it can be concluded that the majority of students have positive acceptance toward using Google Classroom in EFL class.

Referring to the result of this study, the writer gives suggestion to students and teacher of Senior High School to maximize the use of Google Classroom as one of the learning tools. Students are expected to use Google Classroom creatively and

expressively rather than in the real class. While the teacher will more active in motivating students to use E-Learning during the learning process.

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Conflict of Interest

No potential conflict of interest is reported.

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