

Published online on the Journal's Webpage: <http://deejournal.org/index.php/dee>



deejournal

**Datokarama English Education Journal**

Vol. 5 No. 1 (2024) 15-23

E-ISSN: 2723-4967

## The Readiness of the Undergraduate Students of the English Tadris Department at UIN Datokarama Palu in Using Google Classroom During Covid-19 Pandemic

Fana Riskiana<sup>1</sup>, Ruslin<sup>2</sup>, Yuni Amelia<sup>3</sup>

Correspondent e-mail: [fanarizqi209@gmail.com](mailto:fanarizqi209@gmail.com)

English Tadris Study Program, Faculty of Tarbiyah and Teacher Training  
Datokarama State Islamic University, Palu

### Article History

**Received:**  
(06-05-2024)  
**Revised:**  
(29-05-2024)  
**Accepted:**  
(30-05-2024)  
**Published:**  
(14-06-2024)

### ABSTRACT

The spread of the coronavirus outbreak has forced educational institutions to transform learning activities in universities into network-based learning at home. Students unfamiliar with the online learning (google Classroom) system will face various challenges, especially in understanding lessons that cause learning outcomes to be less than optimal. Students' readiness is the first step in accepting and responding to the transformation of learning to achieve their learning goals. The Problems in this research are: (1) How is the readiness of students to implement online learning using Google Classroom? (2) What factors affect student's readiness to use Google Classroom during the COVID-19 pandemic? It is qualitative descriptive research. The data collection techniques were a questionnaire and an interview. The results indicated that most English students are ready to face online learning using Google Classroom during the COVID-19 pandemic. Four indicators could be used to identify how students were ready for online learning. First, it was the skills of students in using Google Classroom. Second, the students understood how to use technological devices for learning including Google Classroom. Third, the students were ready to receive learning materials through Google Classroom. In addition, the students' attitudes towards Google Classroom were categorized as sufficiently acceptable. This was shown by the average scores of students, which were 76%. Related to the factors that influenced students' readiness for online learning, learning facilities and other infrastructures contributed to the readiness of students in learning English via Google Classroom during the Covid-19 Pandemic.

**Keywords:** *Covid-19; Google Classroom; Readiness*



## INTRODUCTION

English is an international language and has become the most important language to people in many parts of the world. It is most widely used in communicating around the world. Also, it is spoken as the first language in many countries, and most countries use English as their foreign language, especially in Indonesia. English is increasingly being used as a tool for interaction among non-native speakers. Millions of people around the world use English as their second (foreign) language (Brown, 2000).

Today, the need for mastering English has become crucial for people around the world. This is because English has become the primary language used in global communication, and most of the information today is written and delivered in English. Thus, the need to master English is critical.

English is a foreign language and a compulsory subject that must be taught in educational units to support students' ability in foreign languages (Permendiknas No.22. 2003). It is also considered as an optional subject or local content material to be taught in elementary schools and as a needed subject to pass the National Examination.

With the current situation, online learning must have physical/mental readiness. Readiness is the overall condition of a person ready to respond or answer in a certain way to a certain situation. "learning readiness consists of attention, motivation, and development readiness" (Nasution, 2010). Online learning can be an alternative way to conduct learning activities. Online learning is the delivery of lessons in a web browser or mobile device, which students can access anytime and anywhere. It was designed as an online environment for comfortable asynchronous learning. Its learning system teaches students through the Internet or in an online learning environment. Students access class goals, lecture notes, teaching materials, and examinations via the Internet. Students and instructors interact online through email, chat rooms, and thread discussions. Also known as web-based classrooms, e-learning, virtual education, and distance learning. Once considered a trend, online learning has evolved into a "timely" teaching hybrid anytime, anywhere (Crews, 2003).

Currently, the world is in the midst of the Coronavirus unrest (COVID-19), and the COVID-19 pandemic is imposing a policy of physical grouping to reduce the spread of COVID-19. This policy strives to inhibit the rate of spread of the Coronavirus in the community. The Ministry of education and culture (Kemdikbud) issues or provides learning policies from home through online learning.

Because of the COVID-19 phenomenon, regular teaching and learning activities in several regions or zones in Indonesia cannot be carried out face-to-face, so online learning alternatives are also used to impose the teaching and learning process. One alternative to online learning is to use Google products, namely Google Classroom. Google Classroom is a service in G Suite Education products that can be obtained via the web or downloaded via the mobile application. Because it is part of G Suite, Google Classroom will be provided with support for Google Drive, Calendar, Jamboard, Forms, Hangout Meet, Docs, Sheets, Slide, and



also Gmail. With that, all of these services will be connected to the learning process in the classroom (Evan, 2020). Datokarama State Islamic University (UIN) Palu has taken action regarding the handling of COVID-19 through the circular letter of the Rector of Datokarama State Islamic University (UIN) Palu Number 760/In.13/HK.00.7/03/2020 regarding the state institute for Islamic studies policy to prevent Coronavirus Disease (COVID-19) and Chancellor's circular Number 787/In.13/HK.00.7/03/2020 regarding adjustments to the course system and work system during the prevention period of the Corona Virus Disease 2019 (COVID-19) at State Institute for Islamic Studies.

The Researcher is interested in recognizing the readiness of students' online courses using Google Classroom. Students find it difficult because there are changes in the learning and teaching activities from those who usually conduct face-to-face meetings in the classroom to learning online either through WhatsApp groups, Google Classroom, the campus website, or applications that can be used in the learning system. Learning methods and teaching and learning activities like this will usually have their constraints both from the teaching staff and the students themselves.

This analysis only focuses on students in the hope that they can know more clearly the image of students' readiness in carrying out online courses using Google Classroom, and wants to find out how ready or not students are to deal with online learning using Google Classroom.

So, the researcher is interested in conducting a study entitled: "UIN Palu English Department Students' Readiness in using Google Classroom During COVID-19 Pandemic".

## LITERATURE REVIEW

### Readiness

In psychology, readiness consists of several levels of processes, namely, psychological and social (Uhryn, 2013). The first stage is a process that is considered a human mental process. The second stage is a process that is analyzed as a phenomenon of human reactions to external or internal influences, and the third stage is the concept of readiness related to an individual's emotional and intellectual potential for certain activities. According to Uhryn, readiness is the formation of a complex personality consisting of moral qualities, personality, social motives, skills, abilities, and psychological functions necessary for professional life. Readiness is the overall condition of a person who is ready to respond in a certain way to the situation and conditions at hand. The ability and maturity to respond and benefit if you do something to achieve your goals (Fatia, 2019). Readiness is the condition of someone ready to respond/answer in a certain way to a situation.

### Google Classroom

Google Classroom is an online learning method intended to improve the quality of education and overcome the learning process that is limited by the availability of classrooms. With this method, creating and assigning assignments can be done through the Gmail application and then forwarded to Google Classroom. Students can be invited to a classroom in several ways, namely through the institution's database and through a personal



code, which can then be added between students and educators. Through Google Classroom, educators can discuss with students during the online learning process (Slameto, 2003).

The online learning program is carried out because of an obstacle such as (COVID-19; this is very appropriate and quite helpful. Because if there is an obstacle, it does not have to be a reason for students to continue to attend course activities. This course can be carried out directly or indirectly; the important thing is to have a firm intention for students to gain knowledge.

## **METHOD**

The researcher uses a qualitative approach. According to Sugiyono, qualitative research is a research method uses to examine to condition of natural objects, where the researcher is the key instrument, data collection techniques are triangulation (combined), data analysis is inductive, and qualitative research result emphasize meaning rather than generalization (Sugiyono, 2016). The researcher use qualitative approach because seeing the phenomena that occur at UIN Datokarama Palu is very fundamental, which became the researcher's study to be researched.

The data collection techniques were a questionnaire and an interview. (1) The questionnaire contains questions about a problem or area that would researched. The questionnaire in this research uses Google Form and would be distributed online to 57 TBI students of Datokarama UIN Palu who actively learn and use Google Classroom. This questionnaire contains 20 questions based on the ELR Aydin & Tasci model for four factors: skills/ease of using Google Classroom, understanding of Google Classroom, readiness to receive learning materials through Google Classroom, and attitudes towards Google Classroom. Adopted and modified by researchers Bayu Setiaaji and Pri Ariadi Cahya Dinata's "Analysis of e-Learning Readiness on Physics education Students During the COVID-19 pandemic", this questionnaire uses closed questions. The assessment of this questionnaire uses a Likert scale (1-5) and research This method uses a checklist by giving a checkmark (✓) on the answer options that match the page rating. The score used is 5, 4, 3, 2,1 (Strongly Agree, Agree, Uncertain, Disagree, Strongly Agree) for each assessment of the answer to each question. (2)The Researcher interviewed representatives of twelve TBI students actively studying for the 2020/2021 academic year at Datokarama UIN Palu to get answers and descriptions of students' readiness to use Google Classroom during the COVID-19 Pandemic. Interviews were conducted via Whatsapp and Recorded, considering the uncertain field conditions due to the pandemic.

The analysis process was carried out during and after data collection using descriptive analysis techniques namely disclosing field data based on accurate, reliable data through observation, interview, and questionnaire presented in narrative sentences.

The data analysis technique used in this research is a qualitative data analysis technique. After data collection did carried out, the researcher then conducted data analysis as follows:



### 1. Data reduction

Which the author summarizes, selecting important data and providing a clear picture of students' readiness using Google Classroom during Covid-19 pandemic.

### 2. Data presentation

After a number of data is found, then it is presented to the core of the discussion which will be

### 3. Verification data

Verification data is the researcher analyzes the data and information by evaluating the data for validity and rehabilitation. Thus this form data analysis can prove the truth of the data.

## FINDINGS AND DISCUSSION

### Students readiness in using Google Classroom During Covid-19 Pandemic.

The researcher found that the readiness of students in online learning using Google Classroom during the pandemic was in the ready category, with an average of 76% for each indicator and a percentage interval of 85%-70%. The first indicator consists of 4 items about skills/ease of using Google Classroom, which is in the ready category with an average of 77%. Students' answers to the questionnaire on readiness to use Google Classroom show that they are generally skilled at operating Google Classroom, making it easier to collect materials, information, and assignments and very flexible during the COVID-19 pandemic. This can be seen from all respondents who agreed to answer in interviews that using Google Classroom made it easy for students during this COVID-19 pandemic. It can be seen from the respondent's answer that is.

The second indicator consists of 5 items regarding understanding Google Classroom technology. They are in the ready category with an average of 78%. Students' answers to the questionnaire on readiness to use Google Classroom show that they understand the concept of using Google Classroom and are accustomed to socializing. They are familiar with LMS, such as Google Classroom, and can use its features to support learning. However, it requires further understanding. Some students are new to this for the first time and have yet to be used to full lectures using the e-learning system using Google Classroom in the COVID-19 pandemic. Therefore, it takes students' adaptability to be ready to undergo e-learning. Using Google Classroom aligns with the statement that good adaptability greatly determines the potential of e-learning using Google Classroom.

There are six statements in the last indicator, "attitude towards Google Classroom," all in the ready category with an average of 70%. This can be interpreted as the readiness of students to use Google Classroom during the COVID-19 pandemic, which can increase the effectiveness of learning English for students at UIN Datokarama Palu. The use of Google Classroom can make students faster in communicating with lecturers and giving and receiving information without meeting face-to-face in class. In addition, by using Google Classroom, students feel motivated to complete assignments through Google Classroom because the lecturer provides a grace period. Therefore, by using Google Classroom, the learning process becomes more effective. This study is in line with research results, which



state that the use of Google Classroom is quite good and effective. It's just that it will be better if it is combined with other online platforms.

### **The Factors that Influence Students' Readiness in Using Google Classroom.**

One of the supporting factors for the implementation of online learning using Google Classroom was the facilities and infrastructure. Which can be in the form of laptops, cellphones, internet packages/quotas, and various other online learning support platforms so that online learning using Google Classroom runs smoothly. As some students said during interviews, the most important infrastructure facilities are cell phones and internet quotas, which can make students feel more enjoy learning using e-learning such as Google Classroom. Moreover, getting internet data from campus was the best way to improve student readiness and achievements, and students can search for material from many sources, such as Google and YouTube, in order to help them understand the material and do assignments. Besides, free quotas make students more efficient, so they feel unburdened when learning online using Google Classroom. So that the information or knowledge conveyed can be well received, adequate infrastructure facilities such as internet quotas, laptop, and platforms such as Google Classroom are the most critical infrastructure facilities in online learning.

The next factor that was no less important in implementing online learning is the ability to use online learning platforms. The type of online learning platform that can be used to facilitate these learning activities is Google Classroom, which can be used anytime and anywhere; this platform is also a learning process that can support students to understand learning rather than face-to-face in one place between teachers and students. A learning platform that supports students' understanding of learning rather than face-to-face video content, Google Classroom was part of the supporting factor in implementing e-learning using Google Classroom. Far during this pandemic and, there were also those who say that Google Classroom helps them understand complex material through video lectures so that it is easy, straightforward, and can help students learn because students can learn the material over and over again.

Another obstacle faced by students who were located in urban areas was the importance of accessing the Google Classroom, which was electricity. The electricity was necessary because a power outage would make the internet network worse; electricity was necessary to access the internet network. This causes students to experience delays in learning and can result in the occurrence of non-optimal learning processes that they follow. As a result, while studying from home, many students prefer to do other activities rather than taking online lectures.

### **Conclusion**

Most English students were ready to face online learning using Google Classroom during the COVID-19 pandemic. The students' attitudes towards Google Classroom were categorized as sufficiently acceptable. This was shown by the average score of students, which was 76%. Related to the factors that influenced students' readiness for online learning, learning facilities, and other infrastructures together contributed to the whole readiness of students in learning English via Google Classroom during the Covid-19 pandemic.



## REFERENCES

- Arikunto Suharsimi, "Prosedur Penelitian Ilmiah Suatu Pendekatan Praktek" Tinjauan Terhadap Buku, Jakarta: Rineka Cipta, (1993).
- Anni Tri Catharina, Psikologi Belajar, Tinjauan Terhadap Buku, Semarang: IKIP Semarang Press, (2004).
- Asran, The Influence of Using Everyone is a Teacher Here Strategy Toward the Students Learning Outcomes on Learning English at the Second Year of Mts Ympi Rapang, (State Islamic Institute Pare Pare, Journal of Education: 2018).
- Ayu Dewa Monalisha, "A Corelation Between the Eight Grade Students Participation in English Extracurricular Activities in Their Speaking Ability at Smpn 6 Pekanbaru, (Riau University, journal Education: 2016).
- B. Suryosubroto, Proses Belajar Mengajar di Sekolah, Tinjauan Terhadap Buku, Jakarta: Rineka Cipta, 2009).
- Craft Wesley Steven, the Impact of Extracurricular Activity on Students Achievement at the High School Level, (Journal Education: 2012)
- Cahyandaru Handoko, Pengaruh Keaktifan Siswa Dalam Eksrakurikuler Terhadap Prestasi Belajar Siswa Kelas XI MAN Yogyakarta II, Tesis Tidak Diterbitkan, Universitas Negeri Yogyakarta, (2013).
- Depdikbud, "Petunjuk Pelaksanaan Proses Belajar Mengajar" (Jakarta: SMTA Dimenkum, 1984-1985).
- Doughlas H. Brown, Teaching by Principle an Interactive Approach to Languanges Pedagogy, (White Plains: Journal, Addition Weslet Longman, 2004).
- Echlos M. John and Shadily Hassan, an English Indonesian Dictionary, Tinjauan Terhadap Buku, Jakarta, PT. Gramedia, (1999).
- E. Mulyasa, Kurikulum Berbasis Kompetensi Konsep Karakteristik dan Implementasi, Tinjauan Terhadap Buku, Bandung, PT. Remaja Rosdakarya, (2003).
- Handayani Sri, Pentingnya Kemampuan Berbahasa Inggris dalam Menyongsong ASEAN Community 2015, (Jawa Tengah: Jurnal Profesi Pendidik, 2016).
- Jeremy Harmer, "The Practice of English Languange Teaching" (New York: Longman, 1990).
- \_\_\_\_\_. The Practice of English Languange Teaching, Tesis Tidak Diterbitkan, New York: Longman, 2007).
- Lyne Cameron, Teaching Languanges to Young Learners Cambridge University Press, (Cambridge: 2001).



- Mahoney L. Joseph, Promoting Interpersonal Competence and Educational Success Through Extracurricular Activity Participation, (Journal Of Educational Psychology: 2003)
- Marfuah Siti, *English Club as an Extracurricular a case Study at SMK 1 Teluk Kuantan*, Skripsi Tidak Diterbitkan, (2019).
- Menteri Pendidikan dan Kebudayaan Republik Indonesia 81A, Penerapan Kurikulum Pedoman Kegiatan Ekstrakurikuler, (2013).
- \_\_\_\_\_. Kegiatan Eksrakurikuler, (2014).
- Malu F. Kahleen and Smedley Bryce, *The English Club Handbook a Guidefor English Club Leaders*, (Khinasa: Republik Democratique du Congo, 2015).
- Melviza Zulfi, Students Perception Toward English Club Activities, (Jurnal Research in English and Education, 2017).
- Milles B. Mattew dan Huberman A. Michael, Analisis Data Kualitatif Buku Tentang Metode Metode Baru, (Jakarta: UL-Press, 1992).
- Mustika Abidin A. Penerapan Pendidikan Karakter pada Kegiatan Ekstrakurikuler Melalui Metode Pembiasaan, (Bone: Didakta Jurnal Pendidikan, 2018).
- Nada Roshna Qothrun, *Peningkatan Kemahiran Berbahasa Inggris Melalui Kegiatan Ekstrakurikuler English Club di Madrasah Ibtidaiyah Istiqomah Samba*, Skripsi Tidak Diterbitkan, Purbalingga (2018).
- Simson, Implementasi Kurikulum Tingkat Satuan Pendidikan KTSP Dalam Pembelajaran Bahasa Inggris di SD Negeri Tukanagan Yogyakarta, (2010).
- Saputra M. Yudha, Pengembangan Kegiatan Ko dan Ekstrakurikuler, (Jakarta: Depdikbud, 1992).
- Subagiyo, Perencanaan Pendidikan Jasmani dan Kesehatan, Tinjauan Terhadap Buku, Jakarta, (2003).
- Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, R&D, Tinjauan Terhadap Buku, Bandung, CV. Alfabeta, (2017).
- \_\_\_\_\_. Metode Penelitian Kualitatif, (Bandung: Alfabeta, 2018).
- Thomas Armstrong, "Setiap Anak Cerdas, Panduan Membantu Anak Belajar dengan Memanfaatkan Multiple Inteligencenya" Tinjauan Terhadap Buku, Jakarta, Gramedia, (2005).
- Ulin Ni'mah, *Extracurricular Activity to Improve Students English Skill at SMP 1 Al-Azhar Tulungagung*, Skripsi Tidak Diterbitkan, (2019).





Yuliandasari Aida, *Students Perception English Club Extracurricular in Speaking Practice at Madrasah*, (ELT Perspective, Academic Journal Education, Language, and Literature: 2015).

