

# Overcoming Student's Learning Difficulty through the Implementation of Google Classroom

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**Abstract:** The gadget uses by students in schools had led to pros and cons for a long time. One of the negative effects of this activity was that students often checked notifications in the gadget during the learning process. That activity made it difficult for students to stay focused on learning which this was identified as one of the sources of students' learning difficulties. The aim of this study was to describe the implementation of google classroom in overcoming students' learning difficulty. This research was descriptive qualitative. Observation, field note, and peer assessment were used to collect the data related to student attitudes during the learning process. The result of the analysis showed that students became more focused on learning because of their attention was only focused on the material and worksheets in google classroom. The use of time limitation feature in google classroom made the interactions among students were limited to discussions about the material and worksheets so students were no longer joking or making noise with their classmates.

**Keywords:** Google Classroom, Student Learning Difficulties, Learning Media

## I. INTRODUCTION

One of the negative effects of gadget uses is the disruption of student concentration when the learning and teaching process was going on. In a language class in Jakarta, it is observed that students often do not focus on listening to the material or doing the exercises provided by the teacher because students often focus more on their own gadget. The activities there are varied, ranging from just checking notifications from social media, exchanging messages with others, listening to songs while learning, or even secretly playing online games such as Mobile Legend and PUBG when the learning process is going on. With those kinds of activities, gadgets that are previously just communication tools become the cause of learning difficulties because they interfere with students' ability in receiving and absorbing lessons at school. This is in line with the opinion of Sabri (2009) which states that learning difficulties experienced by students are the difficulty of students in accepting and absorbing lessons in school.

## II. LITERATURE REVIEW

Dalyono (2009) states that if it is grouped, there are four types of learning difficulties face by students, namely: 1) Based on the type of learning difficulties, some learning difficulties are heavy and some others are moderate, 2) Based on the field of study that is being studied, learning difficulties come from some of field of study and the others come from the whole of field of study, 3) Based on the nature of the difficulty, some learning difficulties are permanent and some others are temporary, and 4) Based on the causal factors, learning difficulties come from intelligence factor and non-intelligence factor.

In this context, the activity of gadget uses while learning is a non-intelligence factor that causes students to experience learning difficulties. The activity of gadget uses while learning makes students more likely to steal the opportunity to talk about things they see on social media, and also to joke with each other when commenting on friends' social media feeds that they find funny or strange. As the consequence, this kind of thing makes the classroom atmosphere noisy. The learning and teaching process are interrupted because other students who do not use the gadget during the learning process are disturbed by the noise that came from their friends who use the gadget during the lesson. The tendency to use gadget excessively can lead to digital addiction.

Related to the problem, Cover (2004) states that digital addiction is a concept including game, social networking, smart phone, the Internet addictions, and etc. Noyan, et al (2015) state that when new devices compatible with digital technology are developed, and new types of addictions enter the literature. Smart phone addiction is an example of this. Irmak and Erdogan (2016) states that problematic game playing was found to be common among the teenagers between 10 and 19 years old in other studies. In fact, according to Widodo (2016) learning will take place effectively if students have a number of mental abilities to learn. With a number of mental abilities, students will be able to respond and interpret things they have learned based on their existing knowledge and experience. Mental readiness, knowledge, and experience are the things that will ultimately lead to the achievement of goals. In addition, there are other adverse effects arising from this related to the decline in student performance at school. Students,

who are more focused on activities with their gadgets when the learning process is underway, often do not listen at all.

In addition, the students also do not know what assignment is being done, and are even late to collect assignments because their time and attention are consumed by the gadget they use. As the result, the grades of these students are below the average value of other students. Related to this, Gentile, et al (2004) state that video games have the same psychological effects as physical effects. A US-based study indicated a strong relationship between adolescents who played a high number of video games, their aggressive behavior with teachers and peers, and their poor performance in school. While, according to Surya in Hallen (2002), there are several behavioral characteristics that are manifestations of symptoms of learning difficulties, including: a) Showing low learning outcomes (below the average score achieved by the class group), b) The results achieved are not balanced with the work done. Maybe students are always trying hard but their scores are always low, c) Slow in doing the tasks of learning activities, the student is always left behind from his friends in completing the task regarding to the available time, d) Showing attitudes that are less natural, such as indifferent, opposed, faking, and lying, e) Shows disparate behavior, such as truant, come late, don't do homework, disturb classmates inside and outside the classroom, don't want to take notes, isolate, be excluded, and do not want to cooperate, and f) Showing emotional symptoms that are not reasonable, such as moody, easily offended, angry, not or less happy in dealing with certain situations, for example in dealing with the lowest score, the student does not show sadness and regret.

Responding to this, along with the development of information technology, various technological innovations are also developed. Utilization of technology in education has given birth to the term e-learning which has developed over the past few years. According to Nadziroh (2017) e-learning is a learning method that utilizes web-based information technology (IT) that can be accessed remotely so that learning is not only fixed in the classroom and in certain hours but also it can still be done anytime and anywhere. Meanwhile according to Keban and Taufik (2015) e-learning innovation is a new learning model in education which provides a great role and function for the world of education. This is to answer the shortcomings and weaknesses of conventional education (education in general) including limited space and time in the conventional education process. Information technology (IT) which has a standard internet platform can be a solution to these problems because of the nature of the internet which allows everything to be connected, inexpensive, simple and open so that the internet can be used by anyone (everyone), anywhere (everywhere), anytime (everytime) and free to use (available to everyone).

In the context of e-learning services, there are currently available free e-learning services that can be used and customized according to the needs of the teacher. One of them is Google Classroom which is owned by Google company. One of the advantages of Google Classroom is that this application is integrated with other Google applications, namely: 1) Google Drive application, that offers free storage of 15 Gigabytes for the free version and up to 30 Terabytes for the paid version per month. So the teacher can save any attached file in it, and 2) Youtube application, which is a free video content sharing media from all over the world in accordance with the regulations in each country. The teacher can use video for audio visual learning methods. In addition, the teacher has the discretion to choose the right video content from a variety of videos that have been uploaded by content creators or create their own channels and upload videos that are also made by them.

Also, there are several features of Google Classroom that support interactive two-way communication between teacher and students, namely: 1) Forum Menu. In this menu, the teacher can create a topic to discuss with students who are the members of the class, 2) Class Assignment Menu. In this menu, the teacher can make assignments, quiz assignments, questions, and teaching materials. For the assignments, quiz assignments, and questions, the teacher can give access time limits so students do not delay work, 3) File Upload Feature on the quiz task menu. In this menu, students can upload various types of files that are the result of their work with a maximum size of 10 Gigabytes, and 4) The Feedback Feature on the results of student work. In each student assignment, the teacher can leave comments for students on their performance related to the assignment. In addition, Google Classroom is an application that can be accessed from various devices such as smartphones, tablets and desktops with a note that the operating system used on the device should supports the applications.

The use of Google Classroom as a learning medium has been widely used in various parts of the world. Bhat, et al (2018) found that Google Classroom makes it easier to collect assignments from students to teachers compared to manual assignments from students to teachers. Meanwhile, Ifatkhar (2016) found that Google Classroom provides a vital opportunity to promote blended learning and professional development at Daffodil International University. Heggart and Yoo (2018) found that the use of Google Classroom increases student participation and learning and improves classroom dynamics. Harjanto and Sumarni (2019) found that teachers use it as a facilitation tool for managing students' tasks, organizing classroom and accommodating students' interaction.

Those recent studies were focused on the function of Google Classroom as the learning media. The findings from those studies show that Google Classroom made teacher easier to organize and accommodate the learning activities, collect assignments, promote blended learning, increase student participation and learning, and improve classroom dynamics. However, the studies did not include the how to implement Google Classroom to overcome gadget addiction as one of the sources of students' learning difficulties. Therefore, this present research attempted to address the following research questions: How does Google Classroom implementation work to overcome gadget addiction in students' learning activity?

### III. RESEARCH METHOD

This research was a qualitative descriptive study carried out in a grade X language class in Jakarta. The purpose of this study was to describe the implementation of Google Classroom in overcoming students' learning difficulty, including the function of time limit feature in Google Classroom and live dashboard feature in Spreadsheet application to overcome students' behavior in learning activity.

#### *Participants*

The data source in this study was 36 students in a grade X language class in Jakarta. The class was chosen because almost 70% of students in the class have the same problem, which is the activity of using gadgets continuously while the lesson is in progress.

#### *Instrument*

To collect data about students' attitudes during the learning process, the instruments used were observation, field notes, and peer assessments. As a procedure, data elicitation was carried out in the beginning to the end of the learning process. To obtain valid and reliable data, data elicitation was carried out five times in five consecutive meetings.

#### *Data Analysis*

For data analysis, this study used qualitative descriptive. According to Emzir (2012), for qualitative descriptive data analysis, the steps used were as followed: 1) Data reduction was the data from a large and complex field needed to be analyzed through data reduction. Data reductions were summarizing, choosing main things, and focusing on important things. Thus the reduced data could provide a clear visualisation for researchers to obtain further data, 2) Data display (data presentation) was data that had been reduced was presented in the form of a brief description of narrative text. Through the presentation of the data, the data would be easily understood so that it would facilitate further work plans, and 3) Conclusive (drawing conclusions) was the data that had been presented was critically analyzed based on the facts obtained in the field. The conclusion then was shown in narrative form as an answer to the formulation of the problem that was formulated from the beginning.

### IV. RESULT

From the data analysis, it was found that the application of Google Classroom as a learning medium accessed from the device during the learning process was able to make students more focused on learning.

**Table 1. Class conditions when learning is underway**

<b><i>Before Using Google Classroom</i></b>	<b><i>After Using Google Classroom</i></b>
1. Students repeatedly checked notifications in their gadgets.	1. Students ignored the notifications that appeared and preferred to focus on reading learning material and worksheets.
2. Students chatted with other people via WhatsApp, Line and Instagram.	2. Students ignored incoming messages and preferred to focus on reading learning material and worksheets.
3. Students joked with each other when they commented on the viral things they found in social media by showing the content.	3. Students discussed learning material and worksheets that they found difficult.
4. Students played the online game such as <i>Mobile Legend</i> and <i>PUBG</i> and didn't want to stop it until it finished because they were afraid of being considered as AFK (Away From Keyboard) or running away from the	4. Students did not play any online game during the learning process.

<p>game.</p> <p>5. Students did not pay attention to the subject matter; did not know what assignments were being done, and became too late in collecting the assignments given.</p> <p>6. Students protested when they are asked to pause their activities with a gadget and save it.</p> <p>7. Students secretly accessed their devices under the table.</p> <p>8. Classes became noisy because students chat, joke around, or mock each other's content on their classmates' social media.</p>	<p>5. Students became more active in asking questions about the learning material and worksheets to the teacher.</p> <p>6. Students stopped their activities with a gadget without being asked and immediately focused on the learning material and worksheets.</p> <p>7. Students no longer secretly accessed their own gadgets. However, if there was an urgency to communicate with other people through the gadget, the student would ask permission in advance to reply the incoming messages or receive the incoming calls.</p> <p>8. Classes become calm because students focused on understanding the subject matter and worked on the worksheets in their gadgets. The chat among students was more focused on learning material and worksheets.</p>
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The results of data analysis showed a change in student attitudes during the learning process, i.e. students became more focused in learning during the learning process.

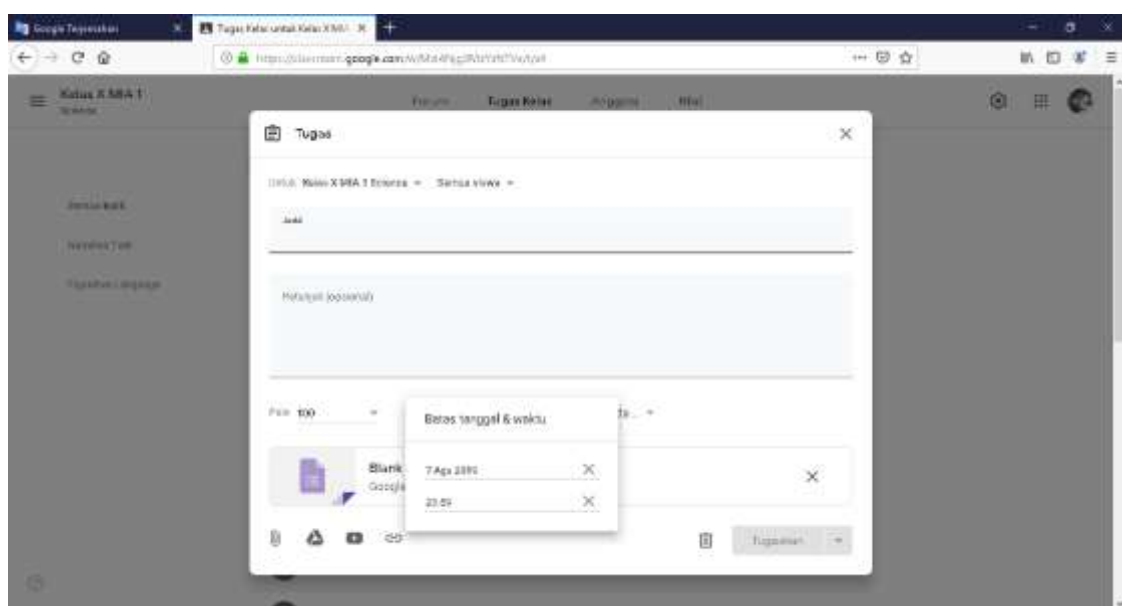
## V. DISCUSSION

Based on these findings, there were three reasons that made students more focus on learning after the implementation of Google Classroom, namely: 1) Switching the function of the gadget from the device to access entertainment became the device to access learning, 2) Google Classroom as an interesting learning media, and 3) There was the time limit feature in doing worksheets and live dashboard from the Spreadsheet application.

According to Yoo, et al (2014) adolescents who spent increasing amounts of time using the computer or mobile phones were labeled as being “addicted to the Internet.” This is found to interfere with the daily routine of one’s life and is often associated with depression and stress. Meanwhile, according to Mun, et al (2011) among the major setbacks of adolescents using mobile phones is they easily lose self-control with their phones and have become overly dependent on these devices as a safeguard. This excessive time spent on phones sometimes leads to arguments between adults and adolescents, and family time is affected. Therefore, switching the function of the device from the device to access entertainment became the device to access learning, made the device no longer became a nuisance but a supporter in the learning process. Before Google Classroom was implemented as a learning medium, students used their gadgets to access social media, play online games, and chat while learning was taking place. This made student attention divided their attention for activities in the gadget and the learning process. But, after the gadget was used to access the subject matter and worksheets, the students' attention was no longer divided. Students only focused on what they were currently accessing, namely learning material and worksheets provided in Google Classroom.

Next, Google Classroom as an e-learning tool was an interesting learning media because students were able to access links used by teachers to deliver a topic of discussion. With Google Classroom, students could access presentation slides, softcopy of learning material, illustrated images, and even videos related to learning material. Besides, according to Ifakhar (2016), Google Classroom integrates and automates the use of other Google apps, including docs, slides, and spreadsheets, the process of administering document distribution, grading, formative assessment, and feedback is simplified and streamlined. While Mafa (2018) states the benefits of using Google Classroom to support the learning process: 1) Classroom management. Google Classroom empowers teachers’ authority to simply create and post content materials for students. The material itself can be in a form of documents, pictures, audios, file attachments and even videos. It also provides discussion board where students may discuss or interact with each others easily. It also empowers other features such as announcements, upcoming task, datelines, and feedback, so students are able to manage their own independent learning, 2) Flexibility. Students and teachers may access all the features of Google Classroom in any forms of gadgets, such as personal computer or

smartphone. Accessing Google Classroom is very simple. It is integrated with gmail account which connects everything to it, 3) Safety and security. Students can enroll the class by entering the class code or based on teacher's invitation through e-mail. It means, it is restricted to certain people only and that no interlopers or unapproved groups or classes may have the access, and 4) Promote collaboration. Students can interact with others on the discussion board which encourages them to have better collaboration. They can discuss the task or project through online. Besides, teacher may invite students parents or guardian to get involved in the class. It means, they can track the progress of their children at anytime. They can easily get informed of any announcements and/or otherwise questions in the class stream. Furthermore, Google Classroom provided a time and date limitation feature for worksheets created. This made students tried to manage the time as best as possible in order to complete the task on time. Here, the teacher could adjust the time available for the assignment based on the lesson schedule. In addition, student assignments were linked to the Spreadsheet application which was directly capable of displaying student names, scores, and answers of the assignments. This made teacher easier to supervise the extent to which students work on the given assignment. The teacher could check whether students' answers had submitted or not in real-time in the Spreadsheet application table, so students could not lie to the teacher by pretending to focus on learning or lazing around.



Picture 1. Date and time limitation feature

Timestamp	Score	Name/Class	List of figures of speech 1	List of figures of speech 1	List of figures of speech 1	List of figures of speech 1	List of figures of speech 1
02/05/2019 6:40:58	100 / 100	Indira / X MIA 1	✓	✓	✓	✓	✓
02/05/2019 6:41:15	100 / 100	Puri	✓	✓	✓	✓	✓
02/05/2019 6:41:15	100 / 100	Dia Muthalillah X MIA 1	✓	✓	✓	✓	✓
02/05/2019 6:41:32	90 / 100	Ghisa Lyda S.	✓	✓	✓	✓	✓
02/05/2019 6:41:55	100 / 100	Sera Aji Nugraha Damia X MIA 1	✓	✓	✓	✓	✓
02/05/2019 6:42:18	100 / 100	Miyoko Kaito	✓	✓	✓	✓	✓
02/05/2019 6:42:29	100 / 100	Dekar Adhin / X MIA 1	✓	✓	✓	✓	✓
02/05/2019 6:42:39	100 / 100	Gracia Theophina X MIA 1	✓	✓	✓	✓	✓
02/05/2019 6:42:41	100 / 100	M. Aulia Al Fath Adhau X MIA 1	✓	✓	✓	✓	✓
02/05/2019 6:42:42	100 / 100	Muhammad Fandi Madana X MIA 1	✓	✓	✓	✓	✓
02/05/2019 6:42:47	100 / 100	Jessica Riswanda Sharna x mia 1	✓	✓	✓	✓	✓
02/05/2019 6:42:50	100 / 100	Alho Fajar Ramadhan X MIA 1	✓	✓	✓	✓	✓
02/05/2019 6:42:51	100 / 100	chara x mia 1	✓	✓	✓	✓	✓
02/05/2019 6:42:58	100 / 100	Jessica Riswanda Sharna x mia 1	✓	✓	✓	✓	✓
02/05/2019 6:42:59	90 / 100	Jessica Permata / X MIA 1	✓	✓	✓	✓	✓
02/05/2019 6:43:00	100 / 100	falyria mia 1	✓	✓	✓	✓	✓
02/05/2019 6:43:01	100 / 100	Afza yasa / x mia 1	✓	✓	✓	✓	✓
02/05/2019 6:43:29	90 / 100	Rahma khrisna ghlal	✓	✓	✓	✓	✓
02/05/2019 6:43:41	100 / 100	shabira nurhalimah gita	✓	✓	✓	✓	✓
02/05/2019 6:43:58	100 / 100	Raqa azzahrah mia 1	✓	✓	✓	✓	✓

Picture 2. Live dashboard from Spreadsheet application

## VI. CONCLUSION

In line with the data analysis and discussion, the researcher draws the following conclusions:

- 1) The implementation of Google Classroom as a learning medium that is accessed from student gadgets during the learning process can make students more focused on learning activity.
- 2) The state of students' digital addiction to a gadget can be used as a support for learning activities if the content accessed and the activity carried out are appropriate and related to the learning that is being carried out.
- 3) As an implication, the use of Google Classroom has a positive impact on classroom conditions because students are more focused on learning material and worksheets.

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