

Investigating Advantages and Difficulties of Embracing Google Classroom in the Point of View of Higher Learning Institution's Students

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ABSTRACT

Google classroom is one of the education online stage that offer open doors for students to make significant associations with this present reality. This stage has quickly diffused into the educational system and become predominant in higher learning institutions across countries. Aside from its amazing educational and digital edge, it is offered for costing nothing and along these lines fits any higher learning institutions, explicitly those with restricted resources to set up their own Learning Management System (LMS). Regardless allured with excitement, abundant circumstances may be experienced by students in embracing the stage. Captivated with these issues, the objective of this research is to investigate the advantages and difficulties in the acceptance of Google classroom from the students' viewpoint. In quest of this, a phenomenology study was utilised, including 180 undergraduate students from a Malaysian public higher learning institution. Data were assembled from online open-ended survey and interpreted qualitatively by NVivo 14. The outcomes gleaned from rising subjects showed that Google classroom attempted four advantages to the students' specifically systematic class management, interactions within online community, facilitation of assignment and paperless communication. In the meantime, sub-subjects that developed under the difficulties were hard to grasp, late teacher's response, no in-person association, unreliable connections, and lack of management support. This disclosure gives supportive knowledge that apart from technology, management support and proficient teachers are also essential in building up an ideal digital learning network inside a course. Moreover, this online stage enables students to be equipped with the outside world and to be nimble with the online condition.

Keywords:

Advantages; difficulties; Google classroom; higher learning institutions; students

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1. Introduction

The headway of computerized innovation and the availability idea of the web have pervaded the interest for online education in higher learning institutions. Students are enthusiastic to grasp technology with the developing desire that technology gives them higher quality of learning experience and results. Teachers likewise have a growing confident that with the help of technology, they can disseminate higher quality of knowledge and information. These rising requests have triggered higher learning institutions to introduce online practices in their education system.

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Consequently, the remarkable transformation in the conveyance rehearses is the replacement of classroom setting from traditional to online study method.

In those days, learning and teaching were essentially established on face to face connections, whereby information was dispersed from teacher to students and occurred in a physical classroom. The classroom was led at a particular purpose of time with the conveyance and limited to the individuals who were available. The teacher firmly observed and genuinely guided the students through close to individual communication, association and socialization. Confounded and equivocal issues could likewise be effectively explained and clarified. This traditional method is appropriate for outfitting communication and social expertise that are basic to cause one to succeed, which is less inclined to be offered by technology.

Google classroom is one of the well-known online stages received by higher learning institutions over the globe to grasp technology in education. This online stage has been directed in two modes either fully online or blended learning. In a fully online study, the class is completely led on the web while in blended learning, the class is directed in the coordination of traditional mode and online classroom. Google classroom offers large number of educational and technology features and it is available to anybody with web access upon greeting from a teacher. This online stage gives technology based guidelines and it is helpful for the utilization of both teachers and students. Google classroom fills in as a stage for individuals to be specific the teachers, students and friends to communicate and be connected without time, area or circumstances bound; thus, assembling a particular online network inside a course.

Although offering inspiring features, numerous elements may distort and prevent the acceptance and achievement of Google classroom. To certain students, this online stage is getting pervasive, yet to other people, it bothers pressure and along these lines they oppose tolerating the new changes in lives. Much more dreadful, partly, it dispensed an inclination that these new changes may cause them a psychological over-burden, stress and burn out.

The issues have started the enthusiasm of numerous studies to investigate on the advantages and difficulties of Google classroom in the viewpoint of students [3,9,12]. It is additionally noticed that studies held in developed countries were bound to concentrate on fully online Google classroom [3, 6,7]. Interestingly, considers directed in developing countries were more likely to focus on Google classroom in mixed mode learning [1,8,12-14].

Until this point, to the best knowledge on the researcher, shortage of study has been conducted in the developing countries to investigate on the previously mentioned issues in fully online Google classroom. Fascinated by these issues, the objective of this research is to investigate the advantages and difficulties in embracing fully Google classroom from the viewpoint of Malaysian students in higher learning institution. Malaysia is one of the developing countries that is constant in grasping technology into its education system as the country tries to turn into a completely developed nation in due time.

At first, the paper begins with introduction while the remainder of this paper is composed as follows. The remaining section reviews literature of earlier researches followed by the description of methodology. Results, discussion and implications of the investigation are then clarified in the following sections and toward the finish of this report, the paper ends up with a conclusion.

2. Literature Review

2.1 Online Teaching and Learning Stage

Information, Communication and Technology (ICT) has quickly defused and pervaded into education system throughout the world. In quest for this, bounties of online education stage have

been invented for teaching and learning to meet the education objectives. Among the accessible online stages are Udemy, Teacheable, Ruzuku, WizIQ, Educadium and Google classroom. As observed today, Google classroom has gotten one of common online teaching and learning stages in higher learning institutions.

2.2 Google Classroom

Google classroom was presented in 2014, as a stage for an online classroom. It is one of the technological and academic advancements created by Google Applications for Education (GAPE), aside from other Google applications in particular Google docs, Google Spreadsheet and Google calendars. Teacher will make a class for a course and welcome different individuals specially teachers and students to join. Being a part or resident, one can have prompt access and ready to learn in virtual setting. By just a single click, one can be associated even genuinely they are dissipated in scatter areas. This online stage is completely coordinated with other Google applications and in this manner empowers individuals to share and disseminate information promptly without jumping starting with one website then onto the next.

Google classroom benefits the clients from numerous points of view. Among the advantages are offering a stage for encouraging computerized generation, permitting the production of an advanced class, cultivating communication inside a network, arranging folders, sharing data and information, posting assignments and review every single posted work continuously [3].

In spite of getting a charge out of abundant advantages, students likewise experience different difficulties in receiving Google classroom. This has been inspired by a few explorations that investigated on the advantages and difficulties experienced by higher learning institutions' students [3,5,7-9].

2.3 Advantages and Difficulties in Embracing Google Classroom

Blackmon [5] led a phenomenology study to investigate on advantages and difficulties faced by students in adopting a fully online Google classroom in a higher institution in the US. The investigation posted an online open-ended survey on the Google stream with seven post graduate students responded. The outcomes showed that the students profited by this online stage as they could view and comment on friends' work. In addition, the interaction inside a class learning community to be specific teachers and students would be upgraded.

Gilbert [7] also investigated the advantages and difficulties of assignments submitted through Google classroom on students who joined up with online American History course at High School in the US. The investigation demonstrated that one of its advantages was that it permitted the students to work at their own pace. This online stage likewise made a situation that students can take on a steady speed as per their own education needs. They had the option to oversee and concentrate totally on assignments without interruptions, for example, social collaborations with friends or investing energy to go to physical classes. Aside from that, the students also learned on the most proficient method to deal with their work in fulfilling the time constraints.

Beaumont [3] also studied the advantages and difficulties of fully online Google classroom in the viewpoint of higher institution's students in the UK. The outcomes uncovered that Google classroom was a commendable educational stage that offered different advantages. It gave a road for discussion, engagement and connection. As indicated by the students, the idea of sharing materials on Google classroom would support a feeling of joint effort among the class community. This online stage could be easily accessed and explored. It did not charge any expense and offered synergistic

work openings with other Google includes to be specific documents, slides and calendar. Other captivating highlights were permitting ongoing inquiries and replies just as having the option to plan posts ahead of time.

This earlier research also showed that the students confronted basic difficulties, for example, problematic web connection at home and in that capacity, they needed to battle finishing the task inside the constraint of school hours. The students were also left without teacher's guidance on the most proficient method to verve a course. This made them hard to appreciate, explicitly in the start of the course. The most extreme test experienced by the students was either teacher was late or completely didn't respond to their requests or in this way left them in difficulty whether their work met the expectation.

This past analysis further showed that the students experienced different difficulties, for example, no in-person interaction between the class communities. The students confronted trouble in tackling confounded issues separated from feeling cumbersome and somewhat overwhelming to impart on Google stream instead of face book, twitter or other electronic social Medias. Likewise, comments posted by peers were excessively short and hard to understand.

In spite of the advantages, the analysis additionally revealed that students encountered a few difficulties. This online stage had its flaw, wherein it didn't permit text editing and image to be installed on videos. Every posted comments and messages were automatically arranged and they could not be hidden or re-scheduled once they had been posted. At the end, the students experienced troubles in familiarizing with Google classroom and were not aware of features offered by the online stage that would benefit them.

Iftakhar [8] completed a qualitative study to investigate the advantages and difficulties of embracing Google classroom in mixed learning. The respondents included 35 students from a higher institution in Bangladesh. The outcomes demonstrated that the students benefited by Google classroom because of its effectiveness, easy to use and unlimited storage. The most challenge was faced by students from less wealthy family in which they could not buy mobile data and in this way needed to depend on less reliable open access internet. Another challenge was that they were left to explore alone with no guidance. In any case, with normal utilization, they could improve their understanding and familiarization and thus motivate them to engage with the technology. The last challenged faced by the students was that their enquiries were not answered promptly by a teacher. Far more terrible, there were examples that the teacher completely overlooked the enquiries.

Heggart and You [9] also organized a qualitative study investigating the advantages and difficulties of embracing Google classroom as a stage at tertiary level for students in an Australian higher institution. The outcomes showed that the students delighted in a few advantages which were instrumental to the accomplishment of Google classroom. Among others were easy access, usable at any time and the students could express thoughts such that they felt comfortable with. For instance, they had the option to express thoughts electronically as opposed to verbally and could do as such whenever appropriate to them. In the end, these would lead to quality of learning, as the students would be confident that their thoughts were seen inside an online community.

In the interim, the difficulties experienced faced by the students were accessibility issue according to the messages posted on the 'stream' (a feature on the Google classroom). This was on the grounds that the latest announcements, messages, comments and discussion consistently showed up on the top. Older messages would then move further down the stream as new messages were posted. The students would be irritated as they needed to do a lot of scrolling if more posts the stream were made. Other than that, Google classroom had no-built-in features to examine an individual student contribution, or a rudimentary analysis of contribution made by every one of them.

2. Methodology

A phenomenology study was managed to examine the advantages and difficulties experienced by 180 undergraduate students who enrolled in a fundamentals of marketing class constructed on Google classroom. The phenomenology study is deciphered as the subtlety of life, which is inside the interpretivist view. It is intended to investigate on how people experience and think about the world around in a qualitative way [10]. In line to the phenomenology idea, this investigation means to investigate the experience of each and every student either separately or collectively as to recognize any similarities and varieties in his, her or their experiences in embracing Google classroom.

According to Akerlind [2] and Yang and Tsai [15] revealed that the phenomenology research was frequently used to depict and decipher the fruitfulness and in-depth of the phenomenon, and the information were normally gathered through in-depth interviews. While, DeCoito [6] explained that the online open-ended survey was likewise reasonable for phenomenology study because the students could unreservedly share their points of view with no limitation and terrifying. The online survey could be effectively access for all. Consequently, this could suit the individuals who had tight class plans that make them hard to participate if it was piloted in traditional interviews.

2.1 Data Collection

Data were accumulated by means of open-ended polls. The surveys were e-mailed to each of the 180 students who joined a fundamental of marketing course on Google classroom. They were educated that the participation was voluntarily in which they could disregard if they would not like to take part. Luckily, every one of them answered which represented hundred percent rate of reaction. The participants were approached to relate their intellectual on the advantages and difficulties experienced by them in embracing Google classroom. They were additionally guaranteed that their reactions would be dealt with secretly and privately.

The instruments comprised of the associated questions:

1. Based on your experience, what are the advantages of connecting with online Google Classroom? This question purposely to investigate student's understanding on the advantages in connecting with online Google classroom.
2. Based on your experience, what are the difficulties of connecting with online Google Classroom? This question is to investigate on the difficulties experienced by the student in connecting with online Google classroom.

2.2 Data Analysis

The examination utilized Nvivo (Version 14) for data analysis. This software can be allocated to recognize patterns, connections and emergent themes of the narrative description of the participant's experiences. The codes created by the software were additionally sorted out with the reason to search for similarities and differences among the gathered data. Functions, actions clarifications and contexts were then labelled under suitable categories. According to Neuman [11], it is basic to read and re-read the data before comparing among rationale and judgment. The procedure of investigation was later moved from coding to interpretation before reaching for conclusions.

The outcomes created by Nvivo (Version 14) were later triangulated with other principle sources of evidence, for example, informal communications, documentations and direct observation

preceding report in narrative statements. Different sources of evidence were utilized to find out the precision, credibility and validity of data. The assembly of numerous sources of evidence would additionally improve the understanding of the advantages and difficulties that would prompt to a more persuading and exact clarifications about the advantages and difficulties of embracing Google classroom experienced by the students.

2.3 Reliability of Data

The narrative answers offered by a participant were reconfirmed with responses furnished by other participant before triangulating with other evidences. This is to guarantee the reliability and consistency of data apart from researching further understanding and interpretation.

4. Results

4.1 Participants of the Study

Participants of the research comprised of 60 females and 43 males, totalling up to 103 students of business studies students in a Malaysian higher learning institution. Every one of the participants were students who joined a fundamental of marketing course on Google classroom. The outcomes showed that 65 of the students had been utilizing the application for 2 semesters while the remaining 38 had utilized it for only 1 semester.

4.2 Data, Sub-subject and Subject

The objective of this research is to investigate on the advantages and difficulties of embracing Google classroom in the student's viewpoint. The outcomes showed that the advantages had four sub-subjects with 21 data, while the difficulties had five sub-subjects with 20 data. The sub-subjects of advantages were systematic class management, enhancing interaction within online community, facilitation of assignment and paperless communication. In the interim, the sub-subjects developed under the difficulties were hard to grasp, late teacher's response, no in-person associations, unreliable connection and lack of support. The outcomes are portrayed in Table 1.

Table 1
 Data, Sub-subject and Subject

Data	Sub-subject	Subject
Can upload videos Can share learning materials Easy for pop quiz Learning management system No issue of losing work Easy access No physical class attendance	Systematic class management	Advantages of embracing Google Classroom
Replacing WhatsApp group Facilitate information sharing Can post announcement on the stream Real-time communication No time bound	Interaction within online community	
Assignments can be uploaded Can track the progress of assignments Assignment is marked immediately	Facilitation of assignment	

Immediate feedback on assignment There is a folder for assignment		
No paper required Save paper Communicate virtually Free	Paperless communication	
No physical friends No personal/individual folder Not user-friendly for students Difficult for student to comprehend Unable to make it interactive Cannot edit the text Insufficient teaching materials	Hard to grasp	Difficulties in embracing Google Classroom
No response from teacher Late response from teacher	late or no teacher's response	
No face-to-face interaction Feeling isolated Unable to develop social skill Unable to harness communication skill	no in-person associations	
Unreliable or no internet connection Line coverage Band width Unaffordable Cannot use off-line	Unreliable Connection	
Lack of management support Lack of friend support	Lack of support	

The emergent subjects inferred for the advantages and difficulties experienced by students in embracing Google classroom are clarified further below.

4.3 Advantages of Embracing Google Classroom

Subject 1: Advantages of embracing Google Classroom

Sub-subject 1: Systematic class management. The first sub-subject identified was systematic class management.
"I can easily upload videos and share more learning materials". (L54). "I can answer pop quiz immediately and get quick result". (L78) "There is no issue of losing notes and test papers" "I do not have to attend physical class and waste time socializing with friends". (L45)

Sub-subject 2: Enhancing interaction within online community. Enhancing interactions between online communities namely teachers, students and friends was the second sub-subject emerged under the subject of advantages.
"Google classroom can replace WhatsApp group, where I can interact with teachers and friends" (L8). "I can share work, materials, at any time, any place with unlimited storage". (L103).

“Although Google classroom has no user inter-phase, I can interact with teachers and friends” (L33).

Sub-subject 3: Facilitation of assignment

The third advantage that emerged from the narrative answers was related to assignments. Google classroom provided a path for students to upload, place and track the assignments’ progress and feedback.

“I can submit assignment online and put it in the folder so the teacher can easily locate it without messing with other materials.” (L13).

“I used to track the assignment to see whether or not it had been marked.” (L40).

“I use it as for sharing assignments with the class, although I do not use it for checking and grading assignments.” (L6)

“I do not have to print hardcopies of the assignments which is beneficial for teachers and students.” (L65).

“I can minimize cost (L5).

Sub-subject 4: Paperless communication

The fourth sub-subject was paperless communication. Students were indeed satisfied that there was no paper used.

“I do not have to send notes on paper, as I can communicate with teachers and friends on stream at any time.” (L33)

“Sending e-mail, texts and messages do not involve any paper”. (L27)

“Communication can be done online at real-time, virtually, free, without any paper.” (L15).

4.4 Difficulties of embracing Google Classroom

Subject 1: Difficulties of embracing Google Classroom

Sub-subject 1: Hard to grasp

Participants emphasized that they learned without teacher’s guidance.

“I have to learn by myself, without teacher’s guidance, luckily the course is user friendly.

“I can cope with the lesson plan.....” (L55).

“I have lack of experience in the features of Google classroom, but as time passed, I slowly adapted” (L39).

Also, some participants were not impressed by the depth of the conversations.

“In some situation, I find WhatsApp is easier to use....” (L42).

“The explanations or comments are not in-depth...” (L89).

“Friends always post short comments.....” (L64).

Sub-subject 2: Late or no teacher’s response

“Teacher does not immediately respond to inquiries.....Making it tough to understand” (L25).

“Teacher does not respond to inquiries posted to themWe have to settle on our own...but we are able to solve....” (L76).

Sub-subject 3: No in-person association

The participants revealed the difficulty of speaking to unknown friends and teachers. They struggled when attempting to elicit participation from the learning community.

“Because you don’t see the teacher and friends, it is very difficult to get them to explain, to participate and be present online at the same time” (L23).

“I cannot view other students and therefore interactions are fairly straight forward” (L65).

“We don’t really communicate with our classmates and we never get to meet or talk with our teacher.” (L56).

“Feeling isolated, learning without people.....” (L43).

“I cannot communicate verbally, communicate only by texts.....” (L99).

Sub-subject 4: Unreliable connection

The most common challenge noted was the lack of reliable internet at home. Three of the respondents did not have access to the internet at home; therefore, they have to complete everything within the constraints of the higher learning institution working hour or by attending the public library.

“I have to complete all work within the library hours, as the internet connection at home was unreliable” (L32).

“I have to struggle completing work in the classroom at the college, as there is no internet connection at my residential area....” (L59).

Several participants were from lower income family and could not afford to purchase the broad band internet; therefore, they had to rely on open access internet. The problem with the open access internet was poor connection. This was due to many users sharing the data.

“I cannot afford to purchase broad band, so I have to rely on open access internet...the connection is unreliable....” (L73).

“Google classroom cannot be accessed off-line, relying on open-access really tests my patience.... but purchasing data is a bit costly....” (L53).

Sub-subject 5: Lack of support

The participants stated that management of the higher institution does not provide them online study training.

“The management should provide us at least a brief training on Google classroom on the registration day.....” (L77).

“The higher learning institution should invest more on improving the network capacity and coverage so that data can be easily accessed, and more area will be covered.....” (L31).

“Sometimes, I barely access Google classroom, even within the area of the university the management should upgrade the network capacity as the number of users is rapidly increasing....” (L22).

“Friends sometimes do not support; they prefer face-to-face discussion rather than communicate on-line....” (L78).

“I can barely see my colleagues commenting on the post unless they are asked to do so...” (L41).

5. Discussion

The goal of this research is to investigate on the advantages and difficulties in acceptance Google classroom in students' point of view. The results demonstrated that emergent sub-subjects developing from the advantages of Google classroom comprised of four factors in specific system class management, interaction within online community, facilitation of assignment, and paperless communication.

The main sub-subject was systematic class management. This online stage empowers students to upload videos, share learning materials and effectively take quizzes and tests. They can likewise concentrate on the course and have no issues of social interruption or going to physical classes. Self-learning develops students' self-esteem and makes them eager to grasp technology in education [1].

The outcomes demonstrated that upgrading interaction within learning community inside a course was the second emergent sub-subject. The learning community comprised of teachers, students and friends. Dynamic connections between the individuals will enlarge the cohesiveness of the community despite the fact that they hail from various locations and are in immense scales. The results reverberate well with the work other studies [1,3,5].

For the third sub-subject was facilitation of assignment. Students communicated that they could upload, retrieve, track the progress and create folder for the assignments. Undoubtedly, the students were satisfied that their assignments were securely stored. The results concur with the work of studies that analysed on similar issues in relation to Pakistan students, Abid Azhar [1] and Bangladesh students Iftakhar [8].

Finally, paperless communication was the fourth sub-subject deriving from the advantage of Google classroom which are connect with the results of earlier studies [8,14]. The communication is shown on screen by text with no presence of paper. With no payment incur, it makes the online stage very economical.

The research likewise distinguished five sub-subjects under the difficulties to be specific hard to grasp, late or no teacher's response, no in-person associations, unreliable connection and lack of management support. The first emergent sub-subject was hard to grasp. This is because the students experience difficulty in understanding this online stage, explicitly at the initial stage. They knew about the online stage; however, they were not permitted to edit text message and insert videos [9]. The worse scenario, students would have no direction, specifically if the class was inactive and lack of learning material was posted by teachers or friends. In that capacity, they had lacking materials to allude to and depend on.

The results showed that another developing sub-subject getting from the difficulties was late or no teacher's response. Students would feel miserable if the teacher deferred in responding to their enquiries and much more dreadful, if the enquiries were completely overlooked. Notwithstanding, some of them managed to solve it independently. The results resonated with the work of Gilbert [7] and Iftakhar [8] that late or no response by teacher is a challenge to them.

The third emergent sub-subject was no in-person association. Students collaborated with teachers and friends by sending messages and announcement or posting comments on the web page through Google stream. With no physical communication and interaction, students are isolated in their own world [5,7,14]. They do not see human in the classroom but only text messages on the screen of their cell phones.

The fourth developing sub-subject emerging from the difficulties was unreliable connection. Google classroom cannot be accessed off-line since it needs internet network. A few students featured their quandary in accessing to this online stage because of poor connection or no internet coverage at their local resident areas. Unavoidably, they needed to go to the open access Wi-Fi places

and battle to finish their assignment under the constraint of the availability of data. Similar results were found from different studies on the difficulties faced by students [7,8].

Lack of support was the fifth and last sub-subject deriving from the difficulties. A couple of students saw that they ought to be given sufficient training. This was to teach and acclimate them with features of Google classroom web. After grasping and familiarizing with the operating systems, they had the option to understand and successfully upgrade the utilization of this online platform.

6. Implication to Academic

This research contributes to the group of knowledge on academic literatures on advantages and difficulties of Google Classroom in student's point of view. To guarantee the achievement of this online stage, purposeful endeavours ought to be played by the academic fraternities specifically teachers and students.

For students, they have to explore and embrace the technology offered by Google Classroom as it can facilitate their work. Teachers, then again, ought to be competent in managing Information, Communication and Technology (ICT) as they are the operators who might encourage the students to be autonomous and self-learning. Subsequently, both parties must support and embrace technology in teaching and learning which will in the end change the educational quality to higher level.

To ensure Google classroom platform of study is successful, it is significant for both teachers and students to have uplifting demeanours towards technology. For sure, students in the 21st century are technology driven and excited to be a part or member of a digital community.

7. Implication to Management

The results give suggestions to the management of higher learning institutions to broadly embrace Google classroom as their Learning Management System (LMS) explicitly for the individuals who do not have enough resources to form on its own.

The outcomes likewise provide implications to the management of higher learning institutions to prepare training to students and teachers pertaining to Google classroom. Aside from that, the management should be enhancing the network capacity and internet coverage. This is to accelerate the internet accessibility and to avoid the issue of poor or no network connection.

8. Limitation and Future Research

The research was directed analysed using qualitative methodology; hence, the results cannot be generalised to present the perspective of whole population or in the context of students from a higher learning institutions. To reinforce the validity and reliability of the outcomes, future researches are proposed to recreate and analyse the issues in a quantitative methodology. The outcomes will provide an exhaustive picture on the issue and can be utilized to improve its usability and effectiveness.

The research just focussed on the issue faced by students in embracing one educational online stage to be specific Google classroom. In that capacity, the experienced were only restricted to the features offered by Google classroom. It is better if comparative researches are done to investigate on the advantages and difficulties of Google classroom instead of other educational online stage. The outcomes will provide significant information to the students to consider on the proper education online stage that may meet and tailor their requirements.

9. Conclusion

The outcomes from the developing sub-subject showed that Google classroom offered students four advantages specifically systematic class management, interaction within online community, facilitation of assignment and paperless communication. Then again, the outcomes additionally demonstrated that this online stage likewise had its limitations. The emergent sub-subjects of advantages indicated that the students experienced a few difficulties. The difficulties were hard to grasp, late or no teachers' response, no in-person association, unreliable connection and lack of management support. In any case, the difficulties did not drastically influence its usability since this will be overcome if the students familiar with online stage and ready to work around the limitation. In particular, Google classroom is an educational instrument that will transform technology into learning experience, provide effective learning management system and construct an online learning community. This revelation also provides valuable insight to academic fraternities that apart from technology and management support, knowledgeable teachers who can successfully manage the know-how education technology are essential in building up an advanced digital community inside a course.

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