

## **Reducing Online Learning Problem During Covid-19 Pandemic by Utilizing Google Meet**

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### **ABSTRACT**

The massive change of learning mode to online platform due to the outbreak of corona virus is the real effect for educational sector all over the world. The online learning is supposed to be promising solution for learning process during the pandemic. However, in developing country such as Indonesia, insufficient of the use of online learning system has also caused many problems encountered by both students and teachers. Choosing the right online learning platform hopping can reduce the barriers during online learning utilization. After eight (8) weeks of only electronic learning, an online survey was conducted to explore the students' perception on the use of Google Meet in overcoming lecturing problems during the covid-19 pandemic among the Law students. The survey was conducted distributing online questionnaire using Google Form to the second semester of Dharma Sastra's students. Data gathered from the survey were analyzed using descriptive quantitative method. Twenty-five students answered the online survey and taken as the sample of this study. According to respondents' answers, most respondents state that the use of Google Meet in online learning is very helpful in overcoming the limitations and obstacles faced during online learning such as the quota burden being lighter because Google Meet does not spend a lot of cost during online learning. Furthermore, respondents also stated that the ease of accessing Google Meet is one factor in the usefulness of this media. Google Meet can be accessed by students using both laptops and cellphones. Another benefit of this Platform is that it is easy to use. Respondents acknowledged that Google Meet is easier to use as a medium for interaction and presentation. So that the quality of online learning is felt to be of higher quality. The results also show that students are still in adjustment in online learning because their perception results are still in the medium category in the usefulness of this platform.

Keywords : Students' Perception, Online Learning, Google Meet , Covid-19

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### **I. Introduction**

The outbreak of corona virus has not only changed the human life but also education pattern. Due to social distancing, it is undeniable that it causes a decrease in the quality of student learning (Shahid et al., 2020). Then, online learning appears to be a potential solution for learning sustainability. All the

teaching learning process have to move on online learning method integrated with technology and internet access (Megawanti et al., 2020). It means that all the teaching and learning activities are delivered through online platform (Usak et al, 2020).

As a learning method, online learning brings its own advantages and disadvantages for both learners and teachers. Some literatures have mentioned several e-learning benefit such as such as flexibility of time, can be accessed any time anywhere, providing chance for students' interaction; doing independent learning; increasing students' motivation, satisfaction and interaction, increasing learners' convenience, unlimited resources access due to location and time, and also reduction of costs (Syauqi, Munadi, & Triyono, 2020; Dong et al., 2020; Mashhadi & Kargozari , 201; Hwang et al., 2020; Kkese, 2020; Lage-Cala et al., 2020;Belaya, 2018; Bączek et al, 2021). Nevertheless, its utilization also brings some barriers encountered by students and teachers namely insufficient digital skill of respondents, limitation of internet access, poor internet connection quality, and also higher internet cost (Owusu-Fordjour, Koomson, &Hanson; 2020), Adeoye, Adaniki & Adanikin, 2020), Subedi et al, 2020; Henaku, 2020; Nurazkiyah et al., 2021; Engko & Usmany, 2020;Al-Araibi et al., 2019; Almaiah and Alyoussef (2019), Almaiah and Almulhem (2018) Aung & Khaing, 2015).

There are some factors of successful online learning implementation namely accessibility, usage of appropriate methods/platform, courses content, and assessment criteria (Bączek et al, 2021). Thus, instructors must be creative and innovative in choosing platforms for online learning due to its optimal implementation (Aldiyah, 2021; Fadilla et al., 2021). Ghounane (2020) states that online teaching and learning can be explored effectively by using various social networks, application, or platforms namely Facebook, Twitter, and Google Meet. Diverse studies has revealed that the most popular online platform used by university students including Gmeet,Whatsapp, Edmodo, dan Zoom (Atsani, 2020; Ningsih, 2020; Khasanah et al., 2020). IAHN-TP Palangka Raya has also made the transformation to E-Learning approach. After eight (8) weeks of online learning using Google Meet, I decided to analyze Law learners' perception of this online teaching platform. The main issue is the usefulness of learning platform used

which can solve the challenges and barriers faced by learners. Even though many studies have explored the use of ICTs through teaching-learning process, only small number of them have investigate the learners' perception on the effectiveness of platform used in online classes during pandemic. The present study aims for highlighting the university students' perceptions about Google Meet as synchronous learning tool to solve the students' obstacles during online education.

Online learning is an innovative learning mode which involves technology in teaching-learning process. This online learning is a new way in the teaching process that is used massively during the COVID-19 pandemic emergency throughout the world, including Indonesia. Online learning can also be interpreted as a learning method that utilizes technology as a learning medium (Alfina, 2020). Online learning is an integration of face-to-face learning into online learning by adjusting the needs and goals of education (Garrison, 2017). This opinion is also supported by Imania (2019) who stated that online learning is a form of conventional learning delivered in digital format. This learning is an integration between the internet network and web 2.0 which involves facilities in the form of technology and the internet as a system (Alessandro, 2018). This distance learning emphasizes more on pedagogy, technology and the integration of effective learning systems in delivering teaching materials to students both synchronously and asynchronously. asynchronous (Al-Arimi, 2014). Other literature reveals that online learning is a distance learning system with various teaching methods in which teaching and learning activities are carried out separately (Mustofa et al., 2019). Valverde-Berrocso, et al (2020) argues that e-learning is learning that has a student-centered, open, fun and interactive concept so that it can support and improve the learning process.

Many researchers have proven that the application of online learning provides a number of advantages including increasing interaction in the teaching and learning process with various formats and communication styles of students (Anderson, 2004), cost-effectiveness, flexibility, ease of delivering learning materials (Waryanto, 2004). , 2006), student-centered, making students more active and responsible, providing more learning experiences (Arnesti & Hamid,

2015; Nugroho, 2015).), and increasing learning motivation (Harandi, 2015). In addition, online learning by utilizing social media platforms is claimed to reduce the negative impact of using social media (Kuntarto, 2017). The use of online learning in the context of higher education has also been widely used and proven (Crews & Parker, 2017; Mather & Sarkans, 2018). This online learning provides several benefits such as helping to provide access to learning for everyone, thereby removing physical barriers as a factor for learning within the classroom scope (Riaz, 2018). Caliskan, Suzek & Ozcan (2017) in their research prove that online learning also provides benefits for students, namely students can obtain targeted information at the desired time and place very easily and flexibly even it is seen as something effective to apply, especially in college.

Etymologically, perception comes from two languages, namely English from the word Perception (English) and Latin, namely Percipare which means to receive or take (Sobur, 2003). Perception is a process of knowing objects and is an awareness of processes and beliefs about something (Laksana, 2021). It is also related to the transaction between the environment and perceptions about other people (Agarwal & Kaushik, 2020). Furthermore, Martono (2010) stated that student perception is the way students examine something or students' point of view in seeing the situation. Michotte (2017) and Septinawati et al. (2020) added literature related to perception, which is a complete action step in seeing a phenomenon. Slameto (2010) defines perception from a psychological perspective, which is a process related to the entry of messages or information that causes interactions or relationships with their environment.

The process of interpreting or interpreting information obtained through a system of human senses that shape one's perception (Suharman, 2005). The process of interpreting sensory information will provide an overview and understanding of the environment (Schacter, 2011). Perception is the process of interpreting the stimulus received by the five senses into an understanding (Raimanu, G. (2022). The word perception can also be interpreted how a person sees, perceives or interprets something so that perception is subjective (Aisyiyah, S., 2015; Sobur, 2015). 2003).

There are several factors that influence perceptions based on external Anonymous (2013), namely internal factors and external factors. The factors contained in the individual that affect a person's perception are categorized into internal factors consisting of physiological factors, attention, interests, needs, experiences and memories, and moods. Meanwhile, external factors that affect perception are the characteristics of the environment and the objects involved in it, such as the size and placement of objects, color, object movement, intensity and strength of the stimulus, and the uniqueness and contrast of the stimulus. A person's perception that has been formed from the beginning will affect his behavior in the future, including his perception of learning activities. This perception will then move students to be able to organize and manage themselves in online lecture activities.

Google Meet is a video calling application that can be made with 15 people or more that can be accessed for free via Android and iOS (Sawitri, 2020). Google Meet is the second favorite application used in online learning based on the results of the kumpara.com survey in 2020. This is because Google Meet has several advantages, one of which is easy to use or user friendly, free, and can be used by anyone without time limits and without limit on the number of participants (Nalrita, S., 2020). Google Meet can also be integrated directly into Google Classroom (Hermanto, [Republika.co.id](http://Republika.co.id), 2020).

By using this platform, online learning tends to run more effectively and smoothly than other applications assisted (Nasution & Nandiyanto, 2021). Other research also proves that Gmeet can improve student learning outcomes, as well as create good interactions between teachers and students (Adawiyah et al., 2021). The use of this platform is also claimed to be effective in improving student learning outcomes (Aisyah & Sari, 2021).

The use of the Google Meet application also received a positive response from students because they felt this platform was easy to use so that it helped the learning process (Purwanto, & Tannady, 2020). Learning to use the Google meet application greatly affects students' interest in learning because they feel this application is easy to use, more flexible, and can be used anytime anywhere

(Septantiningtyas et al., 2021). This is also supported by the results of research conducted by Juniartini and Rasna (2020) stating that the advantages of google meet include making students more active, providing more learning experiences related to the use of online applications, being more flexible in terms of time and place.

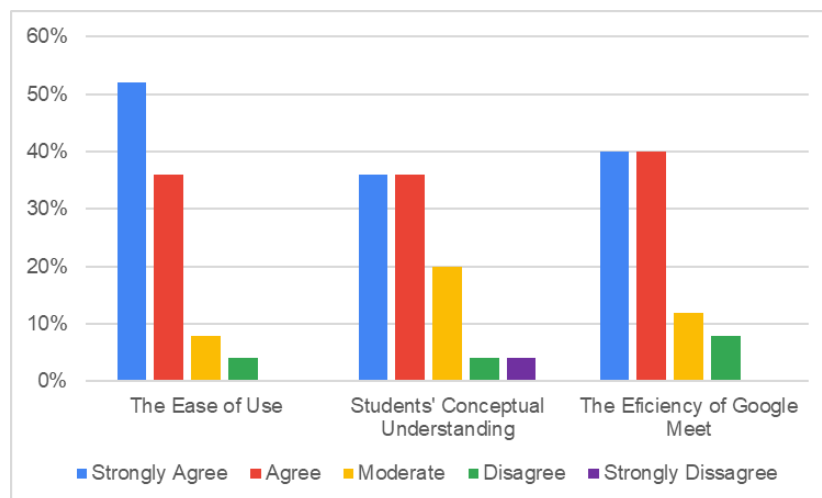
This research was conducted at the Faculty of Dharma Sastra IAHN-TP Palangka Raya. The population in this study were all students of the Faculty of Dharma Sastra IAHN-TP Palangka Raya in the second semester of the 2021-2022 academic year. Determination of the sample was carried out using a purposive sampling method by taking into account the purpose of this study to get feedback on student perceptions in the implementation of online learning assisted by Google Meet. The criteria for the sample involved in this study were students who were active in the even semester of 2021/2022 and actively participated in online lectures and who had filled out a questionnaire, totaling 23 people. The researcher used a quantitative descriptive survey approach. The purpose of this study is to describe the circumstances or phenomena that occur specifically (Arikunto, 2010; Sugiyono, 2008). In the context of this research, the researcher examines student perceptions in the application of online lectures assisted by Google Meet. This study uses primary data in the form of respondents' answers, namely a survey containing a number of questions that have been weighted. Data collection is carried out in several steps, namely 1) searching for literature that supports research, 2) observing the implementation of online learning at the Dharma Sastra Faculty of IAHN-TP Palangka Raya, 3) conducted an online survey to students using a closed questionnaire method via Google Form. The survey provided consisted of 15 statements using the Linkert scale, namely strongly disagree, disagree, disagree, agree and strongly agree. The indicators from the survey consist of student perceptions of the ease and difficulty of using the Google Meet application and the effectiveness of using the application in online lectures. Furthermore, the data that has been collected is then analyzed using quantitative descriptive analysis methods obtained

from direct percentages from Google Forms. The questionnaire was tested for validity and reliability using the Pearson correlation validity test. Reliability is

calculated by Cronbach's alpha value, which is 0.94. Descriptive statistical analysis of the data was performed to determine the mean, standard deviation, and percentage.

## II. Discussion

Based on the results of a survey conducted to determine student perceptions of the use of Google Meet in lectures, information was obtained that most students stated that using the Google Meet application in lectures was very helpful. Researchers try to explore the usefulness of this platform in three (3) aspects, namely ease of use, understanding of the material, and efficiency of Google Meet in lectures which can be described as below:



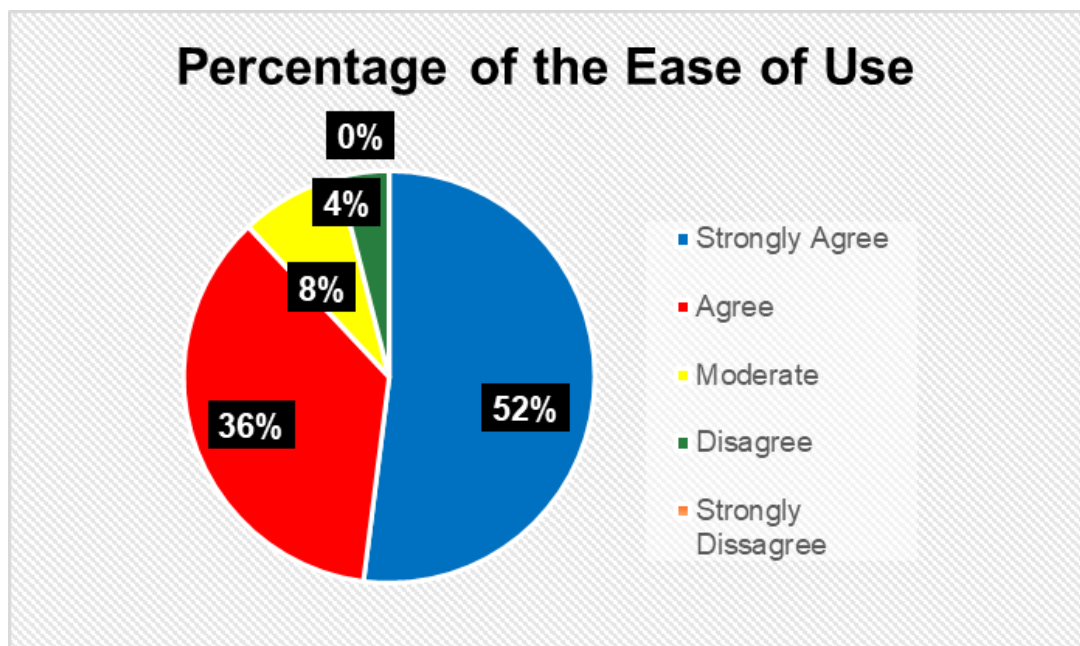
No.	Aspect	Mean	Standard Deviation	Level
1.	The Ease of Use	4,142857143	0,100285307	High
2.	Students' Conceptual Understanding	3,893333333	0,09385239	High
3.	The Efficiency of Google Meet	4,104	0,098280321	High

### a. The Ease of Google Meet Use

Based on the description above, there are many conveniences provided by Google Meet in supporting distance learning so of course this application is

used by many people. However, based on the results of a survey on an online learning scale for students of the English Clas in the even semester of the 2020/2021 academic year regarding the ease of accessing Google Meet, it showed that 52% of students strongly agreed and 36% agreed, 8% moderate, and disagreed 4%. A total of two students gave answers that they disagreed with the ease of using Google Meet, this was constrained by the internet network in their area. Overall, it can be interpreted that most of the new students use the Google Meet application for the first time in online learning that is currently implemented but have no difficulty accessing Google Meet. The data can be seen in Figure 2 which is presented below:

Figure 2. Percentage of the Ease of GMeet Use



#### b. Students' Conceptual Understanding

The second indicator in this study is a statement of student abilities in understanding the lecture material delivered through the Google Meet application. As many as 36 percent of students answered strongly agree with Google Meet students can still understand the material given during lectures. As many as 36 percent of students answered agree that they can still do it



understand lecture material with Google Meet, and the remaining 4 percent disagree, and 4 percent strongly disagree if the delivery of lecture materials using Google Meet can help their understanding The data is presented in Figure 3 below:

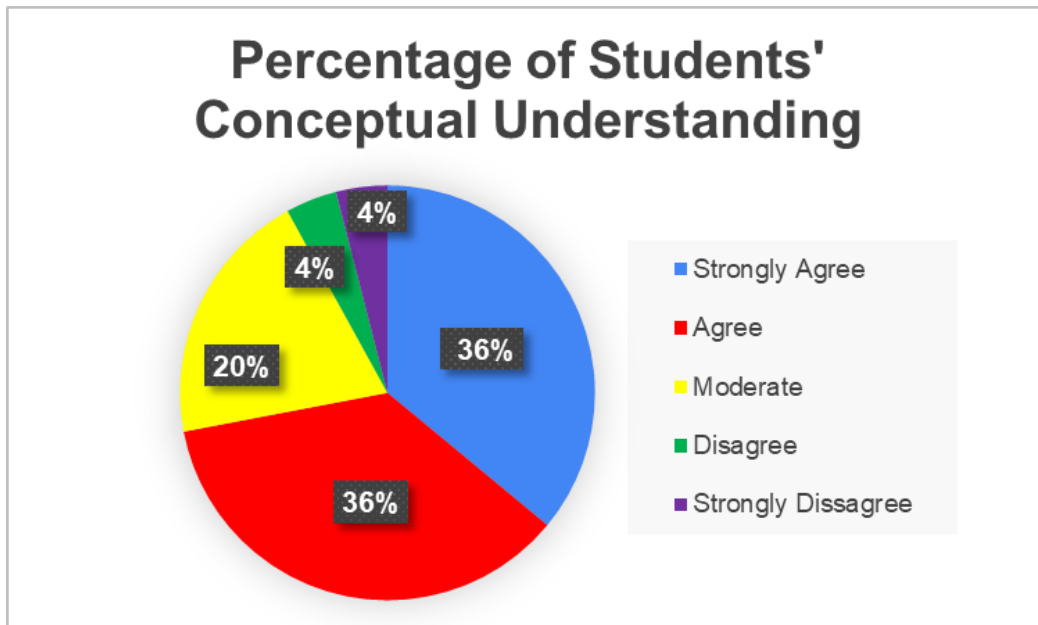


Figure 3. Percentage of Students' Conceptual Understanding

c. Effectivities of Google Meet utilization

The last indicator in this study is to see the effectiveness of using the Google Meet application in online learning, especially in the 2020/2021 even semester English courses. There are four statements in the indicator, namely the statement that Google Meet can save quota, Google Meet can save time and can be accessed anywhere, Online lectures using Gmeet provide space to interact and discuss during the lecture process, Lecturers actively provide feedback, responses, discussions, or assignments in the Google Meet application, and online lectures using Google Meet make me enthusiastic in attending lectures and actively asking questions in discussion activities. On average, 40 percent of students answered strongly agree, 40 percent answered agree and the remaining 8 percent did not agree. This proves that in general student's state that by using google meet, the learning process becomes more effective during online learning. This can be explained in Figure 4.

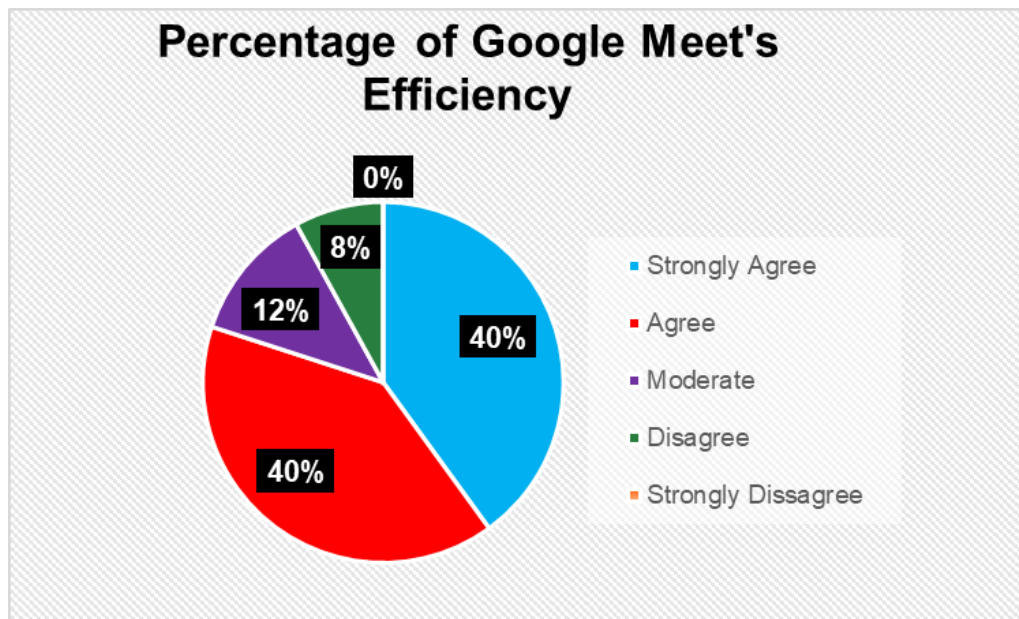


Figure 4. Percentage of Google Meet Efficiency

This present study is in line with the findings of Sukmawati and Nensia (2019) which states that the use of learning management system technology can improve students' understanding of teaching materials, ease of accessing materials and create interaction in the learning process. The use of LMS such as Google Classroom is also claimed to improve students' communication and collaboration skills, as well as increase students' creativity and innovation in using online learning platforms (Alim, et al., 2019). Sepyana (2018) adds that using LMS can also increase students' learning motivation. This finding is also consistent with research by Awalia, Rohimajaya, and Sudirman from the year 2021, which discovered that using Google Meet as an online learning tool can assist students replace in-person classes. Additionally, if devices and internet connections are supported, using Google Meet media can improve online teaching and learning activities. However, according to Souhila (2021), the majority of students have restricted device and internet access. Participants' opinions and attitudes toward using Google Meet amid the continuing epidemic with its many difficulties are generally positive. According to Nalurita (2020), 79 percent of students could still understand online learning with Google Meet, and 92 percent of students said it

was simple to access Google Meet during an online lesson. The majority of students—95.83 percent—agree that using Google Meet for online classes is effective. This demonstrates that the use of Google Meet in online classes is not a restriction for the majority of students. Kaushik and Agarwal (2020) found that participants in these online lessons broke up their usual routine, made good use of their time, and were simple to access. Google classroom as an application can help the process of teaching and learning well (Harefa & Sumiyati, 2020). The authors are Ramadhani, Astuti, and Setiawati (2019) report that the training's findings, 58.80% firmly support using Google Classroom worksheets to prepare for Industrial Revolution 4.0. the other literatures revealed that the analysis of how media and learning technology were used to address issues during the pandemic yielded knowledge regarding the application of digital learning, blended learning models, online learning strategies, the accuracy of choosing LMS applications in digital learning, and providing a contribution and prospect to online learning that is thought to be quite good and significantly improved in current learning (Arikarani & Amirudin, 2021).

### **III. Closing**

Based on the analysis of the ease of accessing Google Meet, it is known that 58 percent of students agree with the ease of access, 33 percent of students strongly agree and the remaining eight percent of students do not agree with the ease of accessing Google Meet, in other words that 92 percent of students stated that it is easy to access Google Meet during learning. online. From the results of the analysis of understanding online learning materials with Google Meet, it is known that as many as 46 percent or 11 students answered agree that they can still understand lecture material with Google Meet, 33 percent answered strongly agree and the remaining 21 percent or five people disagreed if the submission course materials using Google Meet. In other words, as many as 79 percent of students can still understand online learning through Google Meet. Based on the analysis of the effectiveness of using Google Meet, it is known that as many as 40.27 percent of students answered strongly agree, 55.56 percent of students answered agree and

the remaining 0.42 percent of students answered less agree. Thus, 95.83 percent of students agree on the effectiveness of using Google Meet in online learning.

Based on the results of the research that has been done, the researchers provide several suggestions including: 1. To researchers who want to do similar research, it is better to add the use of applications supporting the use of Google Meet such as What'sapp. 2. Using more research samples so that the expected results are more representative of the research situation. 3. Conducting further research on application-based online lectures.

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