**Students’ Perceptions on Using Google Classroom in Learning English at Madrasah Aliyah Hasanah Pekanbaru**

Nur Hidayah Siregar1, Syofia Delfi2,M. Syarfi3

1,2,3English Education, Riau University, Pekanbaru

E-mail: Nurhidayahsiregar001@gmail.com

Received: 2024-09-30 Accepted:2025-02-12

DOI: 10.2456/ideas. v12i2.5604

**Abstract**

The aim of this research is to find out students’ perceptions on using Google Classroom in learning English at Madrasah Aliyah Hasanah Pekanbaru. By applying the descriptive-quantitative method, the subjects of this study were all grade students of Madrasah Aliyah Hasanah Pekanbaru with the total of 76 students. The research instrument was a questionnaire adapted from previous research by Hidayat et al (2009), Shaharanee et al (2016), Astuti, T., & Indriani, L. (2020), and Salam, U. (2020). The researcher used IBM SPSS Statistics 25 to analyze the data. Findings showed that several factors influence the students' online learning process, namely, ease of access, usefulness, communication and interaction, ease of use, and satisfaction. Most students are classified into the “high” classification of perception with a total mean score of 3.87. It indicates that most students gave positive responses toward using Google Classroom in learning English. The students agreed that Google Classroom is suitable to use continuously in learning English because it is helpful and useful application, easy to use, have many interesting features and satisfied to learning English. This research implies that Google Classroom can be considered as one of the alternative learning platforms that can be used by schools during pandemic situations and other emergency situations to learn English.

**Keywords**: *Students’**Perceptions, Google Classroom, Learning English*

**Introduction**

# It is a well-known fact that the internet is prominent in all walks of life. The Internet can used as an crucial tool by the teachers to increase their effectiveness of teaching. Incorporating online tools and internet can drastically improve the pedagogy of the teachers. According to Onyema (2020), what is happening at this time is that the world of education is being affected by the coronavirus outbreak or better known as COVID-19. Additionally, Hyseni, Zamira & Hoxha (2020) and Dhawan (2020) report that many schools, colleges, and universities must switch from face-to-face to online learning. In that case, teachers are expected to have the skills, abilities to think creatively, and innovative ways to collaborate with learners during the process of learning. With the increasingly technological era, developing then the learning process is directed to utilize technology well. Minister of Education and Culture Nadiem Anwar Makarim issued Circular Number 4 of 2020 regarding the Implementation of Education in Emergency Coronavirus (COVID-19), one of which centered on online learning (distance) to provide students with meaningful learning experiences without being overrun by the requirements of the curriculum for class and graduation.

# Google Classroom is recommended for online learning. Google Classroom was launched in 2014 by Google Inc. This platform encourages dynamic online learning by letting teachers post photos, videos, and links. Google, as a very attractive and multi-functional web platform tool, provides benefits for its users to get various kinds of the required information. Google Classroom helps teachers to organize classes, take advantage of their time and improve the quality of communication with students (Latif, 2016). Google Classroom is extremely beneficial and efficient, and it offers fresh challenges in ongoing learning in a variety of ways for instructors as well as learners. First, everyone can use Google Apps for Education. Gmail, Drive, and Docs are tools (Martínez-Monés, 2017). Second, Google Classroom is easy to use, organize, and save time (Iftakhar, 2016) and can be accessible from laptops, PCs, and mobiles. According to estimates, Google Classroom handled 30 million assignments from educators and students in its first six months. Academics greatly support Google Classroom. Finally, Northey et al. (2015) believe online learning solutions like Google Classroom allow scheduling flexibility, minimize travel expenses, and reach everyone with internet connection.

# In the course of the COVID-19 pandemic, the teaching and learning process has suffered. Online or distance learning focuses on coronavirus and COVID-19 education. Interests and home access/learning facilities may influence students' learning activities and projects. All activities including learning were done at home during the COVID-19 pandemic. To prevent this virus from spreading, limit direct touch. To stop this illness, the government advises social distance. Online learning allows students to learn with less movement (Basilaia & Kvavadze, 2020). During the COVID-19 pandemic, using an online learning system like Google Classroom is the greatest way to substitute face-to-face learning, especially in English classes. The education system changed drastically during the COVID-19 epidemic. Due to constraints, schools must virtualize teaching and learning. Before the COVID-19 epidemic, teachers utilized books and blackboards to teach. Modern classrooms use whiteboards, digital boards, projectors, and other audio-visual display equipment. Thus, Indonesia is adopting online education to develop and learn about different regions. The internet, video/audio/text communication, and software create learning environments.

Madrasah Aliyah Hasanah Pekanbaru is one of the schools that has utilized E-learning as a means of learning during the Covid-19 pandemic to replace face-to-face learning methods as is usually done in learning activities at this school. This school uses Google Classroom as a media for online learning. Before conducting the research, the researcher conducted informal interviews with the students of Madrasah Aliyah Hasanah Pekanbaru, an initial study. It is about the students’ learning experience in learning English through Google Classroom. It was conducted through the WhatsApp application to several students. The researcher noticed that the students of Madrasah Aliyah Hasanah Pekanbaru had various perceptions about teaching and learning process using Google Classroom, especially in learning English.

This condition makes the researcher want to identify students’ perception within an online learning environment, especially on the use of Google Classroom. This study examines Madrasah Aliyah Hasanah Pekanbaru students' Google Classroom experiences for English learning. The researcher delivered questionnaires to all grades (three classes, 76 students). After recapitulating the questionnaire results using a Likert Scale indicated by the proportion of questionnaires, the researcher presents the results in numerical data and descriptions. Based on the explanation above, this study will answer a research questions: “How are students' perceptions of using Google Classroom in Learning English at Madrasah Aliyah Hasanah Pekanbaru?”

**Method**

This research applied descriptive-quantitative methods with a survey design. Data were gathered using online questionnaire. The subject of this research was all grade of students at Madrasah Aliyah Hasanah Pekanbaru with the total of 76 students selected by using total sampling method. Sugiyono (2009) stated that total sampling is chosen when the number of samples is the same as the population. Data were analyzed using SPSS Ver. 25 and processed in descriptive analysis. The questionnaire used in this research was adapted and modified from Hidayat et al (2009), Shaharanee et al (2016), Astuti, T., & Indriani, L. (2020), and Salam, U. (2020).The questionnaire consisted of 30 statements as close-ended questionnaires.

The research data were collected by Google form. Respondents were asked to pick up an option from the Likert scale divided into a scale from one to five, namely Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The questions covering five indicators: students’ perceptions of the access of using Google Classroom in learning English, students’ perceptions of the usefulness of Google Classroom in learning English, students' perceptions about communication and interaction through Google Classroom in learning English, students’ perceptions of the instruction delivery through Google Classroom in learning English, and students’ perceptions of the satisfaction of using Google Classroom in learning English. Then, the researcher used quantitative description to analyze the data. There are five main categories to interpret the scores as follows; 4.5 – 5 shows ‘very high’ level, 3.5 – 4.44 shows ‘high’ level, 2.5 – 3.44 shows ‘adequate’ level, 1.4 – 2.44 shows ‘low’ level and 0.5 – 1.44 shows ‘very low’ level.

**Results**

This section discuses students’ perception of using Google Classroom in learning English. The data were analyzed using SPSS Ver. 25 then processed in descriptive analysis to look for the average of each topic (mean score) to know and understand the student’s concurrence with the questionnaire.

*Table 1 The result of the research indicator*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Indicators | Sample | Min | Max | Mean | Interpretation |
| The Access of Using Google Classroom in Learning English. (X1) | 76 | 1 | 5 | 3.88 | High |
| The Usefulness of Using Google Classroom in Learning English. (X2) | 76 | 1 | 5 | 3.83 | High |
| Communication and Interaction through Google Classroom in Learning English. (X3) | 76 | 1 | 5 | 3.85 | High |
| The Instruction Delivery through Google Classroom in Learning English. (X4) | 76 | 1 | 5 | 4.02 | High |
| The Satisfaction of Using Google Classroom in Learning English. (X5) | 76 | 1 | 5 | 3.86 | High |
| Total | 3.87 | High |

The result on table 1 shows the average score of students’ perceptions of using Google Classroom in learning English. It shows the *High* positive response with mean score was 3.87. The highest positive response from the fifth indicators is the instruction delivery through Google Classroom in learning English with mean score 4.02.

***A. The Access of Using Google Classroom in Learning English***

This section discusses the perceptions of the students towards access to using Google Classroom in learning English. The following table shows the results of data of student’s perceptions.

*Table 2 The Access of Using Google Classroom in Learning English*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Item | Statements | SA | A | N | DA | SDA | Mean |
| X1.1 | I find easy to sign in to Google Classroom in online English classes. | 1722.4% | 3039.5% | 2634.2% | 11.3% | 22.6% | 3.77 |
| X1.2 | I find easy to access the materials via Google Classroom. | 3039.5% | 2634.2% | 1317.1% | 67.9% | 11.3% | 4.02 |
| X1.3 | I find easy to send and receive English assignment. | 2938.2% | 1418.4% | 1519.7% | 1418.4% | 45.3% | 3.65 |
| X1.4 | I find easy to submitting English assignments via Google Classroom. | 2228.9% | 3140.8% | 1722.4% | 67.9% | 00% | 3.90 |
| X1.5 | I find easy to understand the navigation system of Google Classroom. | 2735.5% | 2431.6% | 1722.4% | 56.6% | 33.9% | 3.88 |
| X1.6 | I find easy to operate the system of Google Classroom. | 3140.8% | 2228.9% | 2026.3% | 34% | 00% | 4.06 |
| Total | 3.88 |

Table 2 shows that all of the questions from the first indicator point out a high positive response. With the total mean score was 3.88, it means students showed *High* positive response toward the first indicator. The highest mean score from the first indicator is X1.6 towards easy to operate the system of Google Classroom with the mean score of 4.06. Besides, the lowest statement is X1.3 with the mean score of 3.65, indicates a high positive response towards utilizing how easy the Google Classroom is for students to send and receive English assignments.

***B. The Usefulness of Using Google Classroom in Learning English.***

The second indicator is about students' perceptions of the usefulness of using Google Classroom in learning English. The following table shows the results of data of student’s perceptions.

*Table 3 The Usefulness of Using Google Classroom in learning English*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Item | Statements | SA | A | N | DA | SDA | Mean |
| X2.1 | The quality of online English learning through Google Classroom was excellent. | 2533% | 2127.6% | 2036.3% | 911.8% | 11.3% | 3.60 |
| X2.2 | Google Classroom is an excellent medium for social interaction (teacher vs students and student’s vs student). | 1722.4% | 3039.5% | 2634.2% | 11.3% | 22.6% | 3.78 |
| X2.3 | Google Classroom help me to be discipline and submit assignment on time. | 2735.5% | 2127.6% | 2036.3% | 79.2% | 11.3% | 3.77 |
| X2.4 | The feedback provided by the teacher through Google Classroom is useful. | 3140.8% | 1925% | 1114.5% | 1418.4% | 11.3% | 3.86 |
| X2.5 | Google Classroom helps to productive the online English classes and to apply what I have learned. | 3242.1% | 2634.2% | 1013.2% | 79.2% | 11.3% | 3.85 |
| X2.6 | Consistency of assessments, goals, and learning directions in Google Classroom are clear. | 2836.8% | 2026.3% | 1215.8% | 1114.5% | 56.6% | 4.06 |
| Total | 3.83 |

Similar to Table 3, all of the statements from table 4.4 show high positive response from the students with the total mean 3.83, it means students showed *High* positive response toward the second indicator. In the case of order from highest score to lowest, X2.6 is placed first with 4.06 mean score, meaning that students responded highly positively towards how Google Classroom helps towards the consistency of assessments, goals, and learning directions in Google Classroom are clear. Lastly, the lowest score is X2.1 with the mean score of 3.72, indicating a high positive response towards the quality of online English learning through Google Classroom was excellent.

***C. Communication and Interaction through Google Classroom in Learning English***

The third indicator is about students' perceptions of communication and interaction through Google Classroom in learning English. The following table shows the results of data on student perceptions.

*Table 4 Communication and Interaction through Google Classroom in Learning English*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Item | Statements | SA | A | N | DA | SDA | Mean |
| X3.1 | I felt comfortable interacting with other participants through Google Classroom. | 2938.2% | 1418.4% | 1519.7% | 1418.4% | 45.3% | 4 |
| X3.2 | Teachers are enthusiastic in teaching and explaining via the Google Classroom. | 3546.1% | 2431.6% | 911.8% | 67.9% | 22.6% | 3.72 |
| X3.3 | I felt comfortable conversing through Google Classroom in online English Classes. | 3242.1% | 1925% | 1114.5% | 810.5% | 67.9% | 3.66 |
| X3.4 | Teacher helped to keep engaging students and productive discussion. | 3039.5% | 1722.4% | 1114.5% | 1722.4% | 11.3% | 4.10 |
| X3.5 | My point of view was acknowledged by other participants during online English classes. | 3140.8% | 2330.3% | 911.8% | 1013.2% | 33.9% | 3.83 |
| X3.6 | Teachers are friendly, approachable and could be easily contacted. | 3444.7% | 1722.4% | 1418.4% | 810.5% | 33.9% | 3.76 |
| Total | 3.85 |

Table 4 shows the result of students’ perception on the students' perceived usefulness of Google Classroom in learning English with the average 3.85, it means students showed *High* response toward the third indicator. Same as the first and second indicator, all of the statements from table 4.5 show a high positive response. In the order of highest score to lowest, X3.4 has the highest score with 4.10 mean score, indicating that students responded highly positively towards teachers who helped to keep engaging students and productive discussion during online English classes. Next is the lowest score with the mean score of 3.66 is X3.3, indicating a high positive response towards how students felt comfortable conversing through Google Classroom in blended learning activities during online English classes.

***D. The Instruction Delivery through Google Classroom in Learning English.***

The fourth indicator is about students' perceptions of the instruction delivery through Google Classroom in learning English. The following table shows the results of data on student perceptions.

*Table 5 The Instruction Delivery through Google Classroom in Learning English*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Item | Statements | SA | A | N | DA | SDA | Mean |
| X4.1 | Google Classroom provided clear instructions on how to participate in online English classes. | 3546.1% | 2330.3% | 1215.8% | 56.6% | 11.3% | 3.90 |
| X4.2 | Teacher clearly communicated important English materials through Google Classroom. | 3039.5% | 2836.8% | 1215.8% | 45.3% | 22.6% | 3.93 |
| X4.3 | Google Classroom provided important due dates/time frames for online English classes. | 3343.4% | 2228.9% | 1722.4% | 33.9% | 11.3% | 4.13 |
| X4.4 | Teacher helped keep the students on the English materials through Google Classroom. | 3140.8% | 2127.6% | 1925% | 33.9% | 22.6% | 4.05 |
| X4.5 | Google Classroom allows me to get immediate feedback from my teacher to better understand the content of the English materials. | 3647.4% | 2127.6% | 1215.8% | 67.9% | 11.3% | 4.09 |
| X4.6 | When absent, I can easilyaccess class materials andassignments throughGoogle Classroom. | 3546.1% | 2431.6% | 1519.7% | 22.6% | 00% | 4 |
| Total | 4.02 |

All of the statements from table 5 show a high positive response. With the total mean score of 4.02, it means students showed *High* response toward the fourth indicator.In the order of highest score to lowest, X4.3 has the highest score with 4.13 mean score, indicating that students responded highly positively towards Google Classroom provided important due dates/time frames for online English classes. Next, the lowest score is X4.1 with the mean score of 3.90, indicating a high positive response towards how Google Classroom allows me to get immediate feedback from my teacher to better understand the content of the English materials.

***E. The Satisfaction of Using Google Classroom in Learning English***

The fifth indicator is about students' perceptions of the satisfaction of using Google Classroom in learning English. The following table shows the results of data on student perceptions.

*Table 6 The Satisfaction of Using Google Classroom in Learning English*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Item | Statements | SA | A | N | DA | SDA |  Mean |
| X5.1 | The use of Google Classroom in accordance with the purpose of English subject. | 2026.3% | 2836.8% | 1925% | 67.9% | 33.9% | 4.12 |
| X5.2 | I would recommendation related to the use of Google Classroom to be applied to another appropriate subject. | 3140.8% | 1722.4% | 1418.4% | 1114.5% | 33.9% | 4.21 |
| X5.3 | Google classroom is my first choice in active learning compare to other method. | 2836.8% | 1418.4% | 1317.1% | 1722.4% | 45.3% | 3.74 |
| X5.4 | Using Google Classroom in all materials that have assignments is better than paper-based assignment. | 2938.2% | 2026.3% | 911.8% | 1114.5% | 79.2% | 3.81 |
| X5.5 | Google Classroom can improve my morale, motivation, and self-study. | 1722.4% | 2735.5% | 1925% | 1114.5% | 22.6% | 3.59 |
| X5.6 | The scoring system in Google Classroom help in monitoring my performance and understanding the English topic discussed. | 3342.4% | 2228.9% | 1013.2% | 1013.2% | 11.3% | 3.70 |
| Total | 3.86 |

Same as the previous indicator, all of the statements from table 6 show high positive response. With the total mean score of 3.86, it means students showed *High* response toward the fifth indicator. In the order of highest score to lowest, X5.2 has the highest score with 4.21 mean score, indicating that students responded high positively towards their recommendation related to the use of Google Classroom to be applied to other appropriate subjects. Next is X5.5 with the mean score of 3.59, indicating a high positive response towards Google Classroom can improve my morale, motivation, and self-study.

**Discussion**

The researcher gives further interpretation and discussion as follows:

1. The Access of Using Google Classroom in learning English

The results from the data show that students gave positive responses about the access of using Google Classroom. Mostly students said that easy to access the Google Classroom in learning English.

Based on the questionnaire results, in this indicator there were six sub-indicators. The result show high positive response with total mean score was 3.88. The students agree that easy to sign in to Google Classroom (3.77), easy to access the material via Google Classroom (4.02), easy to send and receive English assignment (3.65), easy to submitting English assignment via Google Classroom (3.90), easy to understand the navigation system of Google Classroom (3.88) and easy to operate the system of Google Classroom (4.06).

1. The Usefulness of Using Google Classroom in learning English

The results from the data show that students gave positive responses about the usefulness of Google Classroom. Mostly students said that the used of Google Classroom is efficient for learning English.

Based on the questionnaire results, in this indicator there were sic sub-indicators. The result show high positive response with total mean score was 3.83. The students agree that quality of online English learning through Google Classroom was excellent (3.60), Google Classroom is an excellent medium for social interaction (teacher vs students and student’s vs students) (3.78), Google Classroom help me to be discipline and submit assignment on time. (3.77), the feedback provided by the teacher through Google Classroom is useful (3.86), Google Classroom helps to productive the online English classes and to apply what I have learned (3.85) and consistency of assessments, goals, and learning directions in Google Classroom are clear (4.06).

3. Communication and Interaction through Google Classroom in learning English

The results from the data show that students gave positive responses communication and interaction through Google Classroom in learning English. Mostly students said that they are felt comfortable interacting with other through Google Classroom in learning English.

Based on the questionnaire results, in this indicator there were six sub-indicators. The result show high positive response with total mean score was 3.85. Students agree that felt comfortable interacting with other participants through Google Classroom (4.0), teachers are enthusiastic in teaching and explaining via the Google Classroom (3.72), felt comfortable conversing through Google Classroom in online English Classes (3.66), teacher helped to keep engaging students and productive discussion (4.10), the students’ point of view was acknowledged by other participants during online English classes (3.83) and teachers are friendly, approachable and could be easily contacted (3.76).

4. The Instruction Delivery through Google Classroom in Learning English

The results from the data show that students gave positive responses about the instruction delivery through Google Classroom in learning English. Mostly students said that Google Classroom provided clear instructions in online English classes.

Based on the questionnaire results, in this indicator there were six sub-indicators. The result show high positive response with total mean score was 4.02. Students agree that Google Classroom provided clear instructions on how to participate in online English classes (3.90), teacher clearly communicated important English materials through Google Classroom (3.93), Google Classroom provided important due dates/time frames for online English classes (4.13), teacher helped keep the students on the English materials through Google Classroom (4.05), Google Classroom allows me to get immediate feedback from my teacher to better understand the content of the English materials (4.09) and easily access class materials and assignments through Google Classroom.

5. The Satisfaction of Using Google Classroom in Learning English

The results from the data show that students gave positive responses about the Satisfaction of Using Google Classroom in Learning English. Mostly students said that they are satisfied with Google Classroom in learning English.

Based on the questionnaire results, in this indicator there were six sub-indicators. The result show high positive response with total mean score was 3.86. Students agree that the use of Google Classroom in accordance with the purpose of English subject (4.12), recommendation related to the use of Google Classroom to be applied to other appropriate subject (4.21), Google classroom is my first choice in active learning compare to other method (3.74), using Google Classroom in all materials that have assignments is better than paper based assignment (3.81), Google Classroom can improve my morale, motivation, and self-study (3.59) and the scoring system in Google Classroom help in monitoring my performance and understanding the English topic discussed (3.70).

**Conclusion**

Based on the result, the students gave a positive response about using Google Classroom in learning English. This can be drawn from the result of the questionnaire showing that most students are classified into the *High* classification of perception with a total mean score of 3.87. The questionnaire consisted of fifth indicators, where the first indicator about students’ perceptions of the access of Google Classroom in learning English with a total mean score was 3.88 in high positive response. The second indicator is students’ perceptions of the usefulness of Google Classroom in learning English with a total mean score of 3.83 in high positive response.

The third indicator is students’ perceptions of the communication and interaction through Google Classroom in learning English with a total mean score of 3.85 in high positive response. Fourth, students’ perceptions of the instruction delivery through Google Classroom with a total mean score was 4.02 in high positive response. And the last indicator is students’ perceptions of the satisfaction of using Google Classroom in learning English with a total mean score of 3.86 in high positive response. In conclusion, the result of this research shows that Google Classroom is suitable to use continuously in learning English because Google classroom is helpful and useful application to save the previous material, easy to use, and many interesting features. It can conclude that the students are satisfied using Google Classroom to learn English.

It is suggested for the teacher to use Google Classroom as a main media in during the online teaching and learning, due to this application that can support the student’s flexibility in learning, and they can learn through self-directed learning outside of the classroom. Besides that, Students are recommended to use Google Classroom in learning English in the class because it helps them to engage in the online assignment in a convenient way in the English class. Google Classroom can also help them to stay motivated due to its interactive features and exciting interface. In addition, this research might need further improvement. It is suggested for the other researchers to continue this research by conducting more field text / experimental research about Google Classroom.

**References**

Astuti, T., & Indriani, L. (2020). The EFL Students Perceptions in Using Google Classroom for English Learning during Pandemic*. Jurnal Review Pendidikan dan Pengajaran (JRPP),* 3(2), 328-335.

Basilaia, G., & Kvavadze, D. (2020). Transition to online education in schools during a SARS-CoV-2 coronavirus (COVID-19) pandemic in Georgia. Pedagogical Research, 5(4), 10. <https://doi.org/10.29333/pr/7937>Onyema, E.M., et al. (2020). Impact of Coronavirus Pandemic on Education: *Journal of Education and Practice.* Vol.11, No.13.

Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. Journal of educational technology systems, 49(1), 5-22.

Hidayat, M. L., Prasetiyo, W. H., & Wantoro, J. (2019). Pre-Service Student Teachers’perception of Using Google Classroom in a Blended Course. Humanities & Social Sciences Reviews, 7(2), 363-368.

Hyseni, D., Zamira., & Hoxha, L. (2020). The impact of COVID-19 on higher education: A study of interaction among students' mental health, attitudes toward online learning, study skills, and changes in students' life.Onyema, E.M., et al. (2020). Impact of Coronavirus Pandemic on Education: *Journal of Education and Practice.* Vol.11, No.13.

Ismayanti, D., Said, Y. R., Usman, N., & Nur, M. I. (2024). The Students Ability in Translating Newspaper Headlines into English A Case Study. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 12(1), 108-131.

Iksan, M., Husnaini, H., & Masruddin, M. (2022). Implementation of weekly English Program with fun learning method for Pesantren students. Ethical Lingua: Journal of Language Teaching and Literature, 9(2), 872-879.

Iftakhar, Shampa.(2016). Google classroom: what works and how? *Journal of Education and Social Sciences.*;3(1):12-18

Latif, S. (2016). Learning engagement in virtual environment. International Journal of Computer Applications, 148(11).

Masruddin, M. DEVELOPING APPROPRIATE ENGLISH LEARNING MATERIALS FOR SYARIAH ECONOMIC LAW STUDY PROGRAM STUDENTS AT IAIN PALOPO. The Asian ESP Journal.

Masruddin, Hartina, S., Arifin, M. A., & Langaji, A. (2024). Flipped learning: facilitating student engagement through repeated instruction and direct feedback. Cogent Education, 11(1), 2412500.

Martínez-Monés et al.,(2017). Learning Analytics with Google Classroom: Exploring the possibilities. Universidad de Valladolid, University Bourgogne Franche-Comté.

Mohd Shaharanee, I. N., Jamil, J., & Mohamad Rodzi, S. S. (2016). The application of Google Classroom as a tool for teaching and learning. *Journal of Telecommunication, Electronic and Computer Engineering*, 8(10), 5-8.

Masruddin, M. M., & Pratiwi, H. H. (2016). Students' Perception and Their Attitude Towards English Teachers' Personality. Langkawi, 2(2), 202-218.

Northey, G., Bucic, T., Chylinski, M., & Govind, R. (2015). Increasing student engagement using asynchronous learning. Journal of Marketing Education, 37(3), 171-180.

Sugiyono. (2009). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.

Salam, U. (2020). The students’ use of Google Classroom in learning English. *JPI (Jurnal Pendidikan Indonesia)*, 9(4), 628-638.