TEACHERS' PERCEPTION OF THE USE OF GOOGLE CLASSROOM TO ASSESS ENGLISH SKILLS

Rita Vidyasari, Ni Putu Era Marsakawati, Luh Putu Artini
Universitas Pendidikan Ganesha, Bali, Indonesia
E-mail: rita.vidyasari@undiksha.ac.id

Abstract

This study aimed to describe teachers' perception of the use of Google Classroom to assess students' English skills and how the teachers assessed the students during online learning nowadays by using qualitative research method. The participants were 18 teachers who were teaching senior high school level in Pasuruan, East Java. Their ages were around 23 to 58 years old while answering the questionnaire. The data were collected by using open questionnaire and interview, then analysed by using narrative analysis. The results of this study showed that most teachers used Google classroom to assess students' English skills because it was simpler and faster. This study suggests teachers use Google Classroom while assessing students' English skills by providing more online assessments activities. The teachers are expected to use various platforms to facilitate the students. However, the students and teachers must adapt to the condition during the COVID-19 pandemic with the online learning system.

Keywords: *Google Classroom; Learning Activity; Teachers' Perception*

1. Introduction

During the Covid-19, the learning activity was miserable. This pandemic gives a huge impact on the educational sector. The teachers and the students must be doing the learning process at home. However, the learning process must run well. Online learning activity should give a huge impact on the educational sector. The teachers are expected to use various platforms to facilitate the students. However, the students and teachers must adapt to the condition during the COVID-19 pandemic with the online learning system. Due to the COVID-19 pandemic, the teachers need to shift their teaching from offline to online teaching. The teachers are forced to adopt the other way of teaching that could cover the learning process itself (Setyowati et al, 2021). In this case, one of the solutions to deal with this situation is the use of digital technology. Maryuningsih et al (2020) and Setyowati et al (2021) state that during the COVID-19 pandemic, online learning is considered the best learning solution. Moreover, online learning as part of technology also contributes to the development of education in Indonesia (Zainuddin & Keumala, 2018). During the pandemic technology takes control of education by giving numerous media for helping the educational sector called E-Learning. It helps the teachers and the students a lot during the learning activity process. One of the E-Learnings commonly used recently is Google Classroom.

Google Classroom is a platform that is designed for educational purposes to support the learning environment. It is a virtual classroom that serves the teachers in creating and posting the materials, such as videos, pictures, and also link, then inviting students,

conducting quizzes, assigning students, and managing administration. According to Mafa (2018), Google Classroom has some benefits in supporting the learning process, such as Classroom management, flexibility, promoting collaboration, safety and security. From these benefits, it can help the teachers in learning activity which is online recently. Google Classroom has some specific functions, such as easy to distribute the assignment, simplifying the students' and teachers' communication, and easy to grade the students' assignments. During the learning activity, teachers usually assess the students in online learning. Assessment can be defined as the process to determine the knowledge and skill of the students through assessment of their study and performance (Taras, 2005). The assessment also has the meaning of collecting information from students' achievement and performance (Büyükkarci, 2014; Marshal, 2005). In addition, Büyükkarci (2014), states that assessment can be clarified into two based points on timing while implementing it, such as formative assessment and summative assessment. Formative assessment is usually implemented in the learning process which is informal. This kind of assessment is usually done to get information about the development of the students' understanding in the learning process (McKay, 2006). Through this assessment, the learning process will become more worth because the information will be used as a reference to improve the learning quality (Clark, 2012), whereas the summative assessment is done in the last semester or the program has the purpose to assess the students' ability in a certain period (McKay, 2006: Büyükkarci, 2014). Assessment takes an important role in the learning system. It aims to consider the students' learning results. Assessment is able to show the improvement of the students about the learning concept which becomes the reflection to understand the difficult part of doing the remedial to increase the students' understanding.

Dubec (2019) explains clearly the concept of assessment of learning to assess the summative assessment. This is used to compare one student to another and report this as their learning report. Assessment for learning is the type of formative learning which is used by the teachers to get an understanding of students' knowledge and skills while leading the learning process. Meanwhile, assessment as learning is the type of formative assessment that focuses on the metacognitive learning process to the students. The purpose of this assessment is to evaluate their learning process and adapt with the assessment which students use as the reflection and do the self-assessment. Assessment for learning makes the teachers decide on the next step in enhancing the students' learning. The aspect which is assessed is the development of the students and the students' needs in relating with the result of curricular. The function of the assessment result is to give descriptive feedback accurately to the students for developing the learning process. Assessment as learning aims to guide and give the chance to every student in monitoring and critically do the reflection in their learning and also identify the next step taken. The aspect which is assessed is the students' critical thinking in doing the learning process, the strategy which the teachers can use for the learning process, and also the mechanism of students' adaptation in the learning process. The result of the assessment is used to give every student accurate and descriptive feedback that will help them to improve their independent learning habits. Assessment of learning aims to decide or inform to someone else about the students' ability related to the result of the learning curriculum. The assessment aspect is how the students are able to implement the key concept, knowledge, skills, and behaviour of the students in the result of the learning curriculum. The assessment result is used to decide the students' understanding as the basic learning in discussing about the placement or the promotion which gives the

information fairly, accurately, and in details which can be used to decide the next step in students' learning (Dubec, 2019).

All types of assessment are extremely important to be understood by the teachers. The teachers must be able to develop the instrument in every assessment which has not been done at school. Besides, the teachers can see the students' progress through their assessment. The teachers can also see it by using some platforms which support it well. According to Sukmawati and Nensia (2019), teachers could have a complete vision concerning the progress of each student through Google classroom, and students could return their work by getting the necessary feedback so that they could revise their assignments. The role of Google classroom gives an impact for teachers while assessing the students' learning activity specially to assess students' English skills during the COVID-19 pandemic. Assessing English skills need to be considered because teachers will need a platform to discover the teaching learning system. From those explanations, this paper describes how the teachers perceive the use of Google Classroom to assess students' learning activity during COVID-19 pandemic. This is based on the problem occurred from the teachers in assessing the students during the online learning while implementing blended learning system.

2. Literature Review

Google classroom is one of the blended learning platforms which appeared in 2014 (Luckerson, 2015). Google classroom could help to manage the paperless classroom used in education. Perez (2015) mentioned that Google classroom could provide classroom communication that made teachers easier to announce and ask to students about the assignment or others in classroom. Besides, the blended learning used in Google classroom has a purpose as a combination of face-to-face learning and online learning (Cheung and Hew, 2011). Ramadhan et al (2018) also mentioned blended learning combining synchronous and asynchronous aspects.

In this blended learning situation, teachers assess the students by using formative assessment rather than using summative assessment. Here are some types of assessment which teachers could understand to assess the students (Priyatni & Martutik, 2018):

a. Assessment of learning (AOL) is usually used as a form of institutional responsibility to students and parents based on students' achievement. This type of assessment usually is used in mid-term and final semester examinations. Assessment of learning is different from assessment for learning and assessment as learning because it is not to assess the learning process, but only focus on summative assessment.
b. Assessment for learning (AFL) is usually used in the learning process to provide some information for the students as their reference in modifying learning and teaching process that they are involved.
c. Assessment as learning (AAL) is also usually used in the learning process of supporting and developing the metacognitive of the students; it is a part of formative assessment that focuses on students' critical thinking.

3. Research Method

This study used the qualitative descriptive research method. This method was used because it could help us to interpret and report the data narratively (Gravetter & Forzano, 2016). The study was focused on investigating the teachers' perception of the use of Google Classroom to assess students' English skills during COVID-19 pandemic. This study was

conducted in Pasuruan, East Java. The teachers were from Senior and Vocational High School. There were 18 teachers who became the research subject. The teachers' age were around 23 to 58 years old.

To collect the data, some research instruments were administered. The research instruments were observation sheet, questionnaire, and interview guide. The observation was conducted for knowing the experience of the students to operate, use, and explore Google Classroom so that students would experience it well while using the Google Classroom. The questionnaire was given by giving it online to the teachers. The researchers shared the link of the questionnaire to the teachers. The questionnaire was created using the google form. The questionnaire taken by the Likert scale for measuring the scale. There were 17 statements that teachers need to answer it by choosing 5 options for answering it which had to be resonated with their point of view and their experience before. The 5 points were for measure it as their scale. The options consist of strongly agree, agree, neutral, disagree, and strongly disagree. The last collecting data was the interview. The interview was conducted online by using Zoom as the media for the virtual meeting with the teachers. The researchers recorded the virtual meeting as evidence of the data. The researcher gave them 7 questions to be asked to the students. The interview used purposive sampling to get the answer from the data of the students in the Zoom meeting. After getting all of the data, the researchers gained the data of the questionnaire and interview. Then, the researchers interpreted the findings from those instruments and made the conclusion based on the data collected.

4. Results and Discussion
4.1 Results
a. Data from Questionnaire

The questionnaire was chosen as the instrument to get the data. The questionnaire used in this study was the Likert scale questionnaire. There were five options to choose as an answer for them in each number, starting from strongly agree, agree, neutral, disagree, and strongly disagree. The questionnaire was constructed based on indicators that were related to the theories used. There were 17 statements connected to the teachers' perception on the use of Google Classroom to assess students' English skills during COVID-19 pandemic

No.	Statements	Answers				
		Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %
1.	S1	44.4	50	5.6	0	0
2.	S2	27.8	50	22.2	0	0
3.	S3	27.8	44.4	27.8	0	0
4.	S4	22.2	55.6	16.7	0	5.6
5.	S5	16.7	55.6	27.8	0	0
6.	S6	11.1	72.2	16.7	0	0
7.	S7	16.7	66.7	11.1	5.6	0
8.	S8	16.7	38.9	27.8	16.7	0
9.	S9	16.7	55.6	11.1	16.7	0
10.	S10	16.7	55.6	11.1	16.7	0
11.	S11	27.8	55.6	5.6	11.1	0

12.	S12	27.8	44.4	22.2	5.6	0
13.	S13	33.3	55.6	11.1	0	0
14.	S14	27.8	55.6	16.7	0	0
15.	S15	22.2	61.1	11.1	5.6	0
16.	S16	27.8	61.1	11.1	0	0
17.	S17	27.8	50	22.2	0	0
	Total	24	50	16	4	6

Tabel 1. Teachers' Perception towards Google Classroom

Questionnaire was given online by using google form sharing the link to the teachers using WhatsApp. There were 18 teachers who answered the questionnaire. The questionnaire was shared by giving 17 statements, most of teachers chose 'agree' for their answers by having 50% from the total percentage and the others chose 'strongly agree' by having 24% from the total numbers. Through the questionnaire we can conclude and knew that teachers who chose 'agree' and 'strongly agree' had perception that the use of Google Classroom while assessing students' English skills during COVID-19 pandemic was effective. It can be seen from the higher numbers in totalling the teachers' answer scale.

b. Data from Interview

The interview was chosen as the second instrument for this study. According to Bergman and Coxon (2005) interview was used to get realistic opinion and experience from students concerning the research interview based on the teachers' perception. In this study, the researchers interviewed 4 teachers through Zoom meeting to get the purposive sampling. The researchers prepared the interview guideline. There were 7 questions that the researchers asked the teachers. The interview was recorded in order to help the researchers to memorize and transcript the data. From the interview, the researchers found some points based on the teachers' answers. Based on teachers' answer from the interview, the use of Google Classroom was easy, efficient, and simple. It did not need big quota to use the application during the learning activity. It made the process in learning activity run well while assessing the students. The teachers usually used multiple choices and open-ended question like making an essay for assessing the students. They commonly use writing to assess the students, specifically in students' reading comprehension and grammar by making assignment through Google Form, and then sharing the link of it to Google Classroom. Besides, for assessing the students' speaking, only one teacher told the using of video for assessing students' speaking by uploading the video through Google Classroom, the other teachers chose Voice Note from WhatsApp for making it simpler and faster.

Furthermore, the teachers got some obstacles while assessing the students during the learning activity. Based on the teachers' explanation, some students who stayed in a place with fewer signals, were hard to join into the online learning activity so that some of the teachers need to wait the students while submitting the assignment. The other reason was no supporting device and less understanding in technology because some of the students were from low to middle economic level. The students did not have modern device which supports for downloading the Google Classroom application. No supporting device made the students floating in technology while operating it so that making the teachers work hard in assessing students' learning activity.

From those teachers' perception through interview, there were three teachers who recommended this application to other teachers for using it because it was simpler and

faster, then easy to assess students' works by sharing link of Google Form to Google Classroom and having the big storage by keeping it to Google Classroom, then directly connecting to Google Drive so that the students' assignments could be saved online.

In this interview, the researchers found the positivity and negativity during this interview to get the teachers' perception on the use of Google Classroom while assessing students' learning activity for students' English skills during COVID-19 pandemic.

4.2 Discussion

The first statement, the teachers knew Google Classroom, most of the answers were 'agree' by having 50% from the total percentage. This application is the most popular because it was developed for academic purposive and to support mixed learning academics (Hasbi and Sari, 2020). The second statement, the teachers knew how to operate Google Classroom, most of the answers were 'agree' by having 50% from the total percentage. The third statement, the teachers could organize the class on Google, most of the answers were 'agree' by having 44,4% from the total percentage. The fourth statement, Google Classroom was one of the online learning systems that teachers used to assess students' learning activity, most of the answers were 'agree' by having 55,6% from the total percentage. The fifth statement, assessing students' learning activity was easier while using Google Classroom, most of the answers from the teachers were 'agree' by having 55,6% from the total percentage. Google Classroom is easy to be used to do learning process by the teachers and students (Iftakhar, 2016). Because of the use on Google Classroom was easy for the teacher and the students, they can use and assess it without any struggles. They operate and manage the class while using it. The sixth statement, Google Classroom was effective in assessing students' learning activity, most of the answers were 72,2% from the total percentage. The seventh statement, the teachers had experience in using Google Classroom while assessing students' learning activity, most of the answers were 'agree' by having 66,7% from the total percentage. The eight statement, the teachers assessed students in the beginning of learning activity through Google Classroom, most of the answers were 'agree' by having 38,9% from the total percentage. The ninth, the teachers assessed students during the learning activity through Google Classroom, most of the answers were 'agree' by having 55,6% from the total percentage. The tenth statement, the teachers assessed students in the end of learning activity through Google Classroom, most of the answers were 'agree' by having 55,6% from the total percentage. The eleventh statement, the teachers shared the material for learning activity through Google Classroom, most of the answers were 'agree 'by having 55,6% from the total percentage. The twelfth statement, the teachers shared the assignment for learning activity through Google Classroom, most of the answers were 'agree' by having 44,4% from the total percentage. The thirteenth statement, Google Classroom could help the teachers in learning activity, most of the answers were 'agree' by having 55,6% from the total percentage. The fourteenth statement, Google Classroom was effective for doing the learning activity, most of the answers were 'agree' by having 55,6% from the total percentage. Alim et. al (2019) stated Google Classroom was the effective instructional media. Besides, that effectiveness of communication could be used by the teachers while teaching the students in blended learning context by using Google Classroom. The fifteenth statement, the use of Google Classroom gave him benefit in assessing students; learning activity, most of the answers were 'agree' by having 61,1% from the total percentage. The sixteenth statement, Google Classroom helped the teachers in assessing students' learning activity, most of the students

were 'agree' by having 61,1% from the total percentage. The seventeenth statement, the teachers recommend the use of Google Classroom for the other teachers while assessing students' learning activity, most of the teachers chose 'agree' as the answer by having 50% from the total percentage. From some statements explained above, Google Classroom gave some benefits which can cover the explanation of the statements above. Sudarsana et al (2019) mentioned the benefits of Google Classroom as an LMS (Learning Management System) in Indonesia, such as time saving, improving teachers' quality, eco-friendly, student's internet wisely used, improving cooperation and communication without time limit, facing the distance of the residence, and document storage.

The next collecting data was interview. The researcher chose 4 teachers from Pasuruan, East Java to become the interviewee. They were all taught English in high school, 3 of them taught in Vocational High School, then, 1 of them taught in Senior High School. The researcherd gave them 7 questions which must be answered by them. This study was using purposing sampling. The questions are related to how they implemented Google Classroom while assessing students' English skills in learning activity during COVID-19 pandemic. From the interview, the researcher found some points based on the teachers' answers. Based on teachers' answer from the interview, the use of Google Classroom was easy, efficient, and simple. According to Sukmawati and Nensia (2019), Google Classroom facilitated the teachers for creating and organizing the assignments quickly, providing feedback efficiently, and communicating with people online or having blending learning style of teaching gave many advantages in the teaching style. Because it runs using internet, Google Classroom does not need big quota to use the application during the learning activity. It was explained by Fronseca and Peralta (2019) in their research that Google Classroom played the main role in motivating students to practice their writing skills, an innovative tool could affect students writing skill in a positive manner. Besides, for assessing the students' speaking, only one teacher told that using video for assessing students' speaking by uploading the video through Google Classroom, then the other teachers chose Voice Note from WhatsApp for making it simpler and faster. Google Classroom could help the students save time while finding teachers' comments toward students' speaking performance and it could improve students speaking skills when teacher gave them feedback (Quyen & Ha, 2021).

From those teachers' perception through interview, there were three teachers who recommended this application to other teachers for using it because it was simpler and faster, then easy to assess students' works by sharing link of Google Form to Google Classroom and having the big storage by keeping it to Google Classroom. Based on Law no. 20 of 2003 article 31 paragraph it is explained that teachers and also students must not worry about missing documents, materials, assignments, grades, attendance etc because all of the data were already saved in storage called LMS (Learning Management System) for free (Sudarsasna et al, 2019). The data saved were directly connected to Google Drive so that the students' assignment could be saved online. The teachers just needs an internet to connect while collecting and saving the data.

Through questionnaire and interview, the researchers found the strengths and weaknesses from the data collection to get the teachers' perception on the use of Google Classroom while assessing students' English skills in learning activity for their English skills during COVID-19 pandemic.

5. Conclusion

Google Classroom is one of the online learning platforms which help teachers to assess students learning activity for their English skills, especially in COVID-19 pandemic. It can be proved from questionnaire that most of the answers state 'agree' on using Google Classroom while assessing students. Then, based on interview, teachers prefer using Google classroom because it is simpler and faster. The teachers are also recommended to the use of Google Classroom while assessing students' learning activity for their English skills.

The limitation of this study was concerned on teachers' perception on the use of Google Classroom while assessing students' English skills during COVID-19 pandemic. As a suggestion, hopefully, this study can give contribution to the teachers in using Google Classroom while assessing students' English skills in learning activity for making it simpler and faster, then for the other researchers, hopefully this research can be used as references for their future researches.

References

Alim, N. et al. (2019). The effectiveness of Google classroom as an instructional media: A case of state Islamic institute of Kendari, Indonesia. *Humanities & Social Sciences Reviews*, *7*(2), 240-246.

Bergman, M. M. & Coxon, A. P. (2005). The quality in qualitative methods. In *Forum: qualitative social research= Forum qualitative Sozialforschung: FQS, 6*(2), pp. Art-34. Freie Univ. Berlin.

Büyükkarci, K. (2014). Assessment Beliefs and Practices of Language Teachers in Primary Education . *International Journal of Instruction, 7* (1), 107-120.

Cheung, W. S. & Hew, K. F. (2011). Design and evaluation of two blended learning approaches: Lessons learned. *Australasian Journal of Educational Technology*, *27*(8), 1319–1337.

Clark, I. (2012). Formative Assessment: Assessment is for Self-regulated Learning. *Educational Psychology Review.*

Dubec, R. (2019) *Assessment For, As, and Of learning*. Retrieved from https://teachingcommons.lakeheadu.ca/assessment-and-learning.

Fronseca, K. A. B. & Peralta, F. S. (2019). Google Classroom: An affective virtual platform to teach writing in an EFL composition course. *International Journal of English Language Teaching, 6*(1), 27-35.

Gravetter, F. J. and Forzano, L. A. B. (2016). *Research Methods for the Behavioral Sciences*. 5th Edition, Cengage, Stanford.

Hasbi, M. & Sari, P. A. (2020). Difficulties in teaching English distantly using Google Classroom. *The 2nd Bogor English Student and Teacher (BEST), Conference 2020*, 141-149.

Iftakhar, S. (2016). Google Classroom: What Works and How?. *Journal of Education and Social Sciences*.

Luckerson, V. (Jan 14th, 2015) (TIME). Google is bringing the paperless classroom to teachers' phones. Retrieved on November 25, 2021 from time.com/3667677/google-classroom-apps/

Mafa, K. R. (2018). Capabilities of Google Classroom as a teaching and learning tool in higher education. *International Journal of Science Technology & Engineering, 5*(5), 30-34.

Marshal, J. M. (2005). Formative assessment: mapping the road to success. Online Document. Retrieved on January 24th, 2022 from

http://www.dcsclients.com/~tprk12/Research_Formative%20Assessment_White_Paper.pdf

Maryuningsih, Y. et al. (2020). Developing performance assessment instruments to measure 4C skills in online discussion activities of science learning. *Scientiae Educatia: Jurnal Pendidikan Sains, 9(1)*.

McKay, P. (2006). *Assessing Young Language Learners*. Cambridge University Press. Cambridge.

Perez, P. (2015, September 28). Secured networks. Retrieved on November 26 2021 from securedgenetworks: https://www.securedgenetworks.com/blog/how-google-classroom-ismakinginteractive-learning-more-productive

Priyatni, E. T. & Martutik. (2018). Developing Assessment as Learning Based on Problem-Solving To Promote University Students' Skills in Critical-Creative Thinking. *ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture*, 2(2), 56–69.

Quyen, V. T. & Ha, N. D. (2021). Impacts of feedback posted on Google Classroom on students' speaking skill. *TNU Journal of Science and Technology, 226*(03), 58-63.

Ramadhan, R. Chaeruman, U. A., & Kustandi, C. (2018). Pengembangan Pembelajaran Bauran (Blended Learning) di Universitas Negeri Jakarta. *Jurnal Pembelajaran Inovatif, 1*(1), 37–48.

Setyowati, L., Sukmawan, S., & El-Sulukkiyah, A. A. (2021). Learning from home during pandemic: A blended learning for reading to write activity in EFL setting. *Journal of English Educators Society, 6(1)*.

Sudarsana, I. K. et al. (2019). The use of Google Cassroom in the learnig process. *1st International Confrence on Advance and Scientific Innovation (ICASI),* 1-5.

Sukmawati, S. & Nensia, N. (2019). The Role of Google Classroom in ELT. *International Journal for Educational and Vocational Studies*, 1(2), 142-145.

Taras, M. (2005). *Assessment - Summative and Formative - Some Theoretical Reflections.* Blackkwell Publishing Ltd. and SES 2005, 466-478.

Zainuddin, Z., Keumala, C. M. (2018). Blended learning method within Indonesian higher education institutions. *Jurnal Pendidikan Humaniora, 6(2)*.

APPENDICES

No.	Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		%	Total	%	Total	%	Total	%	Total	%	Total
1.	S1	44.4	8	50	9	5.6	1	0	0	0	0
2.	S2	27.8	5	50	9	22.2	4	0	0	0	0
3.	S3	27.8	5	44.4	8	27.8	5	0	0	0	0
4.	S4	22.2	4	55.6	10	16.7	3	0	0	5.6	1
5.	S5	16.7	3	55.6	10	27.8	5	0	0	0	0
6.	S6	11.1	2	72.2	13	16.7	3	0	0	0	0
7.	S7	16.7	3	66.7	12	11.1	2	5.6	1	0	0
8.	S8	16.7	3	38.9	7	27.8	5	16.7	3	0	0
9.	S9	16.7	3	55.6	10	11.1	2	16.7	3	0	0
10.	S10	16.7	3	55.6	10	11.1	2	16.7	3	0	0
11.	S11	27.8	5	55.6	10	5.6	1	11.1	2	0	0
12.	S12	27.8	5	44.4	8	22.2	4	5.6	1	0	0
13.	S13	33.3	6	55.6	10	11.1	2	0	0	0	0
14.	S14	27.8	5	55.6	10	16.7	3	0	0	0	0
15.	S15	22.2	4	61.1	11	11.1	2	5.6	1	0	0
16.	S16	27.8	5	61.1	11	11.1	2	0	0	0	0
17.	S17	27.8	5	50	9	22.2	4	0	0	0	0
	Total	0	74	150	167	0	50	0	14	0	1

QUESTIONNAIRE
Statement for Questionnaire

1. I know Google Classroom.
2. I know how to operate Google Classroom well.
3. I can organize the class on Google Classroom.
4. Google Classroom is one of the online learning systems that I use to assess students' learning activity.
5. Assessing students' learning activity is easier while using Google Classroom.
6. Google Classroom is effective in assessing students' learning activity.
7. I have experience in using Google Classroom while assessing students' learning activity.
8. I assess students in the beginning of learning activity through Google Classroom.
9. I assess students during the learning activity through Google Classroom.
10. I assess students in the end of learning activity through Google Classroom.
11. I share the material for learning activity through Google Classroom.
12. I share the assignment for learning activity through Google Classroom.
13. Google Classroom can help me in learning activity.
14. Google Classroom is effective for doing the learning activity.
15. The use of Google Classroom gives me benefit in assessing students' learning activity.
16. Google Classroom helps me in assessing students' learning activity.

17. I recommend the use of Google Classroom for the other teachers while assessing students' learning activity.

Table of Questionnaire's Result

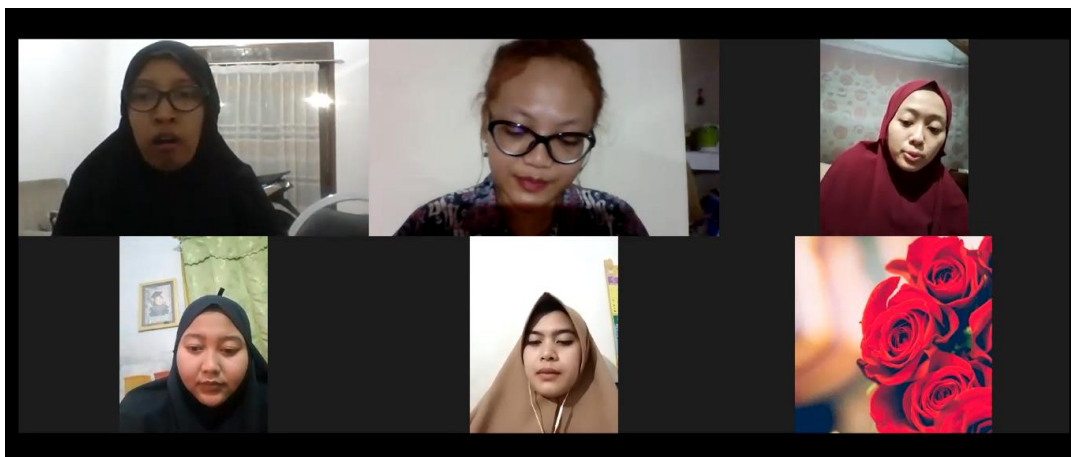| No.	Statements	Answers									
		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		%	Total	%	Total	%	Total	%	Total	%	Total
1.	Statement 1	44.4	8	50	9	5.6	1	0	0	0	0
2.	Statement 2	27.8	5	50	9	22.2	4	0	0	0	0
3.	Statement 3	27.8	5	44.4	8	27.8	5	0	0	0	0
4.	Statement 4	22.2	4	55.6	10	16.7	3	0	0	5.6	1
5.	Statement 5	16.7	3	55.6	10	27.8	5	0	0	0	0
6.	Statement 6	11.1	2	72.2	13	16.7	3	0	0	0	0
7.	Statement 7	16.7	3	66.7	12	11.1	2	5.6	1	0	0
8.	Statement 8	16.7	3	38.9	7	27.8	5	16.7	3	0	0
9.	Statement 9	16.7	3	55.6	10	11.1	2	16.7	3	0	0
10.	Statement 10	16.7	3	55.6	10	11.1	2	16.7	3	0	0
11.	Statement 11	27.8	5	55.6	10	5.6	1	11.1	2	0	0
12.	Statement 12	27.8	5	44.4	8	22.2	4	5.6	1	0	0
13.	Statement 13	33.3	6	55.6	10	11.1	2	0	0	0	0
14.	Statement 14	27.8	5	55.6	10	16.7	3	0	0	0	0
15.	Statement 15	22.2	4	61.1	11	11.1	2	5.6	1	0	0
16.	Statement 16	27.8	5	61.1	11	11.1	2	0	0	0	0
17.	Statement 17	27.8	5	50	9	22.2	4	0	0	0	0
	Total	-	74	-	167	-	50	-	14	-	1

INTERVIEW
Interview Guideline

1. Apakah anda menggunakan Google Classroom sebagai media untuk kegiatan pembelajaran di kelas online? (Do you use Google Classroom as a medium for learning activities in online classes?)
2. Mengapa anda menggunakan Google Classroom untuk menilai kegiatan belajar siswa di masa pandemi COVID-19? (Why do you use Google Classroom to assess student learning activities during the COVID-19 pandemic?)
3. Bagaimana cara anda menilai kegiatan belajar siswa dengan menggunakan Google Classroom? (How do you assess student learning activities using Google Classroom?)
4. Bentuk tugas seperti apa yang biasanya atau sering anda gunakan untuk menilai siswa dalam kegiatan belajar melalui Google Classroom? (What kind of assignments do you usually or often use to assess students in learning activities through Google Classroom?)
5. Bentuk penilaian seperti apa yang biasanya atau sering anda gunakan untuk menilai siswa dalam kegiatan belajar melalui Google Classroom? (What kind of assessment do you usually use or often use to assess students in learning activities through Google Classroom?)

6. Apakah anda memiliki kendala dalam menilai kegiatan belajar siswa melalui Google Classroom? Bila ya, apa saja? (Do you have problems in assessing student learning activities through Google Classroom? If you do, what kinds of problems are they?)
7. Apakah anda merekomendasikan penggunaan Google Classroom dalam menilai kegiatan belajar siswa? (Do you recommend using Google Classroom in assessing student learning activities?)

DOCUMENTATION
Interview Video

No.	Statements	Answers				
		Strongly Agree %	**Agree %**	**Neutral %**	**Disagree %**	**Strongly Disagree %**
		%	%	%	%	%
1.	S1	44.4	50	5.6	0	0
2.	S2	27.8	50	22.2	0	0
3.	S3	27.8	44.4	27.8	0	0
4.	S4	22.2	55.6	16.7	0	5.6
5.	S5	16.7	55.6	27.8	0	0
6.	S6	11.1	72.2	16.7	0	0
7.	S7	16.7	66.7	11.1	5.6	0
8.	S8	16.7	38.9	27.8	16.7	0
9.	S9	16.7	55.6	11.1	16.7	0
10.	S10	16.7	55.6	11.1	16.7	0
11.	S11	27.8	55.6	5.6	11.1	0
12.	S12	27.8	44.4	22.2	5.6	0
13.	S13	33.3	55.6	11.1	0	0
14.	S14	27.8	55.6	16.7	0	0
15.	S15	22.2	61.1	11.1	5.6	0
16.	S16	27.8	61.1	11.1	0	0
17.	S17	27.8	50	22.2	0	0
	Total	**24**	**50**	**16**	**4**	**6**