

ANALYSIS OF TEACHERS' PERCEPTION ON THE USE OF E-LEARNING PLATFORM AT SMP NEGERI 37 MEDAN

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Pasaribu, Bryan Brahma.T. Registration Number: 2173321009. Analysis Of Teachers' Perception On The Use of E-learning Platform at SMP Negeri 37 Medan. A Thesis, English Educational Program, English Language and Literature State University of Medan, 2022.

The purpose of this study is to describe how teachers at SMP Negeri 37 Medan feel about using the E-learning platform by using Google Classroom Apps. The study was carried out with the use of descriptive qualitative analysis. It was conducted at SMP Negeri 37 Medan. The information was acquired through a Google form questionnaire and interviews. According to the findings of the study, the first and second teachers believe that Google Classroom teachers cannot fully assist teachers in the teaching-learning process in the virtual classroom. Teachers favor on-line instruction. Teaching online with Google Classroom necessitates additional effort, such as internet access and time extensions. It is also believed that teachers have difficulty disciplining students during the teaching learning process. The findings of the study show that two teachers' perceptions of teachers on the use E- learning platform by using Google Classroom Apps during the learning process in Covid 19 are positive, and that using Google Classroom has forced teachers to be more creative in their teaching learning process.

Key words: *perception, teachers' perception, e-learning, Google Classroom*

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I. INTRODUCTION

A. Background of the Study

The act of perceiving opinions, beliefs, attitudes, and judgments regarding anything in the environment is known as perception. Perception can be characterized in many different ways. According to some experts, perception is the act of receiving, organizing and interpreting sensory information. Consider the senses as passive experience channels, according to Gibson (1976, p.61); the reasons only transfer meaningless information from the 'outside' to the 'inside,' which are then processed to create perceptions. On the other hand, perception is a

conscious sensory experience, according to Goldstein and Gibson (2007). It refers to the process of perceiving or comprehending something.

The difficulty of delivering materials online especially English teachers requires teachers to have different and creative ways of delivering material to understand still the material being presented. According to Fortune, Spielman, and Pangelinan (2011), various issues with online learning include instructional materials, learning interactions, and the learning environment. This study showed that there are several common problems or difficulties faced by teachers, such as having different nuances, different material delivery, and different teaching techniques.

Thus, researchers believe is important to research this topic because each teacher may have different problems delivering material online. Referring to previous sources and studies, the author is interested in examining the teacher's difficulty in delivering material online and nothing what factors are responsible for the difficulty in delivering material online. From this phenomenon, the researcher is interested in conducting the study with the title, an analysis of teachers' perception of the e-learning platform at SMP Negeri 37 Medan.

II. REVIEW OF LITERATURE

A. Theoretical of Framework

1. Definition of Perception

The act of perceiving opinions, beliefs, attitudes, and judgments regarding anything in the environment is known as perception. Perception can be characterized in many different ways. Perception, according to some experts, is the act of receiving, organizing, and interpreting sensory information. Consider the senses as passive experience channels, according to Gibson (1976, p.61); the senses merely send meaningless information from the 'outside' to the 'inside,' which are then processed to give perceptions. On the other hand, perception is a conscious sensory experience, according to Goldstein and Gibson (2007). It refers to the process of perceiving or comprehending something. Perception is defined as a conscious awareness response to objects and events in the surroundings of the recipient (Norman, 2002, p.73). Perception, according to Healey, is linked to the human senses, which produce environmental signals through sight, hearing,

touching, smell, and taste. Shapes, colors, noises, and some qualities contained in an object could all be considered human perception information.

2. Kinds of Perception

Perception can be divided into two categories. External perception is based on stimuli received from outside the individual, whereas self-perception refers to perception based on stimulation received from within the individual. An individual can be aware of and grasp the situation of the environment around them and the state of their self-individual condition through perception (Walgito,2004: 24).

Walgito (2004:75) divides factors that affect one's perception in to two.

a. Internal Factors

Internal elements are psychological factors such as thoughts, feelings, willingness, needs, sex, motivation, and attention that come from an individual. Every person has unique qualities, and temperament is influenced by one's family and environment.

b. External Factors

External factors are those that come from people on the outside. Someone's viewpoint has an impact on external factors. The stimulus will continue to be transmitted by the sense organ or receptor, such as sight, sound, and hearing. It can be stated that a person's sense of organization unites or separates him or her from the world's objects.

3. Definition of E-learning

The purposeful use of networked information and communication technology in teaching and learning is known as e-learning. However, a variety also knows this teaching and learning technique of names. A few examples are online, virtual, distributed, networked, web-based learning, online learning, and web-based learning.

E-Learning is a term that relates to teaching and learning resources or experiences that are delivered in some way electronically. More than merely instructional websites and applications are included in e-learning. E-Learning encompasses all aspects of electronic delivery, including watching an educational video, snapping pictures with a digital camera, using a computer to

modify images, text, or sounds for a presentation or project, and using an interactive whiteboard in a lesson. E-Learning is the rise of network technology for developing, delivering, choosing, administering, and expanding learning, according to Elliot (2009). E-Learning is defined by Robert and Piper (2009) as activities that use various Internet and online technologies to generate, allow, distribute, and/or assist lifelong learning.

4. Types of E-Learning

Online learning, distance learning, blended learning, and mobile learning are all examples of e-learning, according to Harriman (2010). In addition, graphics, animation, text, music, video, email, discussion boards, and evaluation are all examples of online learning offered via the Internet.

a. Online learning

Online learning, often referred to as internet education, is a type of distant learning that has long been a component of the American educational system and has recently risen to become the most extensive distance learning industry globally (Bartley & Golek, 2004; Evans & Haase, 2001). Because the majority of the literature compares these two formats to traditional face-to-face learning, hybrid or blended learning and simple online learning are considered online learning for this literature review.

b. Distance learning

Distance learning improves information and behaviours resulting from mediated experiences confined by time and distance. The learner is not in the same situation as what is being learned. Our notion of distance education is derived from this definition of distance learning. Distance education is a type of institutionalized instructional learning in which the time/geographic circumstance prevents in-person contact between the learner and the instructor. On the other hand, in-person education is formalized instructional learning in which synchronous person-to-person interaction is required due to time/geographic constraints.

c. Blended learning

In 2003, "The effective blending of different delivery modalities, instructional models, and learning styles," according to Procter. According to Chew, Jones, and Turner, blended learning integrates two areas of concern: education and educational technology.

d. M – learning

The learning method is a learning variable that has three types: (1) organizing strategy, (2) delivery strategy, and (3) management strategy. An organizing strategy is a way of organizing the materials of a field of study, and it includes actions such as content selection, content layout, diagram creation, formatting, and others.

A delivery strategy communicates information to students (learners) and/or responds to student feedback. This strategy's primary focus is on learning media. Finally, the interaction between students and other learning method factors is organized using a management technique (the variable of managing strategies and content delivery).

1. Google Classroom

Google Classroom, which is regarded as one of the best platforms for enhancing teachers' efficiency, adds, "It includes a combination of advanced features that make it an ideal tool to utilize with students." 'Classroom helps teachers save time, plan their classes, and improve student communication. It can be used by anyone who has Google Apps for Education, a free set of productivity tools that includes Gmail, Drive, and Docs.' (2015).

S. Iftikhar ((2016, p. 12-13) According to the company, Google Classroom now allows teachers to spend more time with their kids and less time on paperwork. Google Classroom has gained new features due to Google's latest announcement. The new capability includes the opportunity to add numerous professors and prepare for classes ahead of time.

5. Factors that impact the use of E-learning

With the rapid advancement of Internet technology, various learning management systems have emerged to support teaching and learning activities

via e-learning in educational and training institutions all over the world. For example, a course Management System (CMS) or Learning Management System (LMS) is a web-based learning technology commonly used to provide e-learning courses. (Daniel,2013).

- **Review**

According to Rodgers (2008), Singh et al. (2005), and Iahad, et al. (2005), gender and ethnic origin, academic ability, training and support, infrastructure and technological knowledge, and positive perceptions and attitudes toward e-learning are all factors that influence educators' ability to successfully adopt, adapt, and use e-learning programs in their learning institutions (2012). The factors that determine the utilization of e-learning systems are the topic of this research.

- **Learning styles**

Visual, verbal, tactile, logical, social, and solitary learning methods are common learning types (Learning-styles-online, 2014). For example, Those who prefer the visual learning approach to learning through texts or words use sound, music, and voice tactics. Others, who prefer a more physical approach to learning, use body parts like their hands and senses to learn. Logic learners learn best by applying logic and reasoning learning methodologies, whereas social learners learn best by engaging with individuals or groups.

- **Personal characteristics**

The different experiences, personalities, and traits of learners have an impact on how they learn. According to Rodgers, 'Gender, ethnic origin, home or foreign student, and whether or not the individual was a mature student at the time of entrance. (2008, p. 145) put it, "these qualities will influence the learning method they choose to adopt for learning."

- **Academic ability**

Literary talents impact how students use e-learning technology to support their learning. Students come from various academic backgrounds to universities and other higher education institutions (Rodgers, 2008, p. 145).

- **Infrastructure and technological knowledge**

E-learning software can successfully support teaching and learning if the proper infrastructure is in place. Therefore, higher education institutions that employ e-learning to help with course delivery must invest in appropriate infrastructure to support e-learning programs. If critical infrastructures are insufficient, the benefits of e-learning systems to assist teaching and learning may be limited.

- **Training and support**

Training is also an essential component in using any technological gadget. Appropriate training equips individuals with the skills and knowledge required to teach specialized technology courses. Any learning or teaching package will be ineffective unless users are trained to use it for the intended purpose.

- **Commitment**

When it comes to integrating technology that enhances teaching and learning, commitment is essential. Collaboration between staff and students and team support will aid in the successful implementation of e-learning technology. Institutions that aim to employ e-learning to help with teaching and learning must include e-learning technologies, as well as staff and student training, in their organizational plan to achieve this goal (Singh et al., 2005, p. 16)

- **Perceptions and attitudes**

Users' attitudes and perspectives about the usage of technology in the classroom impact how they accept its use and implementation. Users' perceptions of this form of teaching and learning had a significant effect on students' involvement with the e-learning package, According to a study conducted by Iahad and his colleagues on e-learning technologies in teaching and learning (Iahad et al., 2012).

III. RESEARCH METHODOLOGY

The researcher employs the descriptive qualitative research approach in this study. This research was investigated teachers' perceptions by using Google Classroom. Observations, interviews, and questionnaires are techniques to collect the data. The subjects of this research are two teachers at SMP Negeri 37 Medan in the seventh and ninth academic years of 2021/2022. The researcher observed female and male teachers in different classes who used Google Classroom during the teaching and learning process.

This research used questionnaires as the instrument to collect the data and transcript of the interview. A questionnaire refers to the position or role of the teacher in the learning process using an e-learning platform. The instrument is the questionnaire in Google Form. On the other hand, the instrument that the researcher used to collect the data was a list interview. The researcher interviewed the teacher about using the E-learning platform in Google Classroom.

This research was qualitative. The interview transcripts, observation, and field notes were analyzed qualitatively. Miles and Huberman (1994;10) state that the researcher analyzed the qualitative data through three steps; reducing, displaying, and verifying the data.

IV. DATA ANALYSIS AND DISCUSSION

A. Data Analysis

The teacher's problem was the less efficient internet connection. The lousy connection makes the material that has been sent become late, and it also makes time less efficient. Students also cause the less time-efficient because some students share their mobile phones with their brothers. After all, the economy of students is also different, so it makes students late in collecting the assignment. On the other side, using features in Google Classroom sometimes makes teachers confused.

B. Discussion

Some factors that influence E-learning adoption include review, learning styles, personality traits, academic aptitude, infrastructure, technological expertise, training and assistance, dedication, perceptions, and attitudes (Daniel: 2013). Students and teachers can also utilize Google Classroom to perform online teaching

and learning activities in the event of a pandemic. The researcher also used technology to acquire the data.

The first teachers have difficulty explaining the material to the students because a number of students don't know use Google Classroom. The limited ability of students in IT science also makes teachers need time to explain to students how to view the material that has been sent so that time becomes less efficient and disciplined. The second teachers have problems with the internet connection. The bad connection makes the material that has been sent become late, and it also makes timeless efficient. Students also cause the less time-efficient because some students share their mobile phones with their brothers. After all, the economy of students is also different, so it makes students late in collecting the assignment. On the other side, using features in Google Classroom sometimes makes teachers confused.

There are teachers who understand how to use Google Classroom, where Google Classroom provides good features in providing materials and assignments to students and there are also teachers who do not understand how to use the features in Google Classroom. In addition, there are also teachers who think that many students are not punctual in sending assignments through Google Classroom and there are also teachers who think that sending assignments through Google Classroom is neater.

In addition to giving teacher assignments, there are also those who argue that interaction through Google Classroom decreases because many students are not present in participating in learning and student learning outcomes also decrease during online learning because many students do not submit assignments if they are not reminded. The teacher's perception in assessing student attitudes through Google Classroom is considered less effective because the attitude is implied and seen directly so to assess and see student attitudes it must be directed to be more effective.

The teacher's perception of providing the material is considered easy because the teacher can send assignments anywhere and does not take a long time. Teachers can also provide material in various forms such as videos, images and YouTube links. The material can also be scheduled so students will not be late to receive the material. The teacher's perception of giving assignments is considered easy and not time-consuming. In addition, teachers can also choose what kind of assignments will be sent. Teachers' perception of the Google Classroom application with others,

Google Classroom is quite good with features that are quite clear and organized, and by using Google Classroom makes students more creative in collecting assignments and can improve their technical knowledge.

V. CONCLUSION AND SUGGESTION

A. Conclusion

The researcher conclude that teachers have both good and negative opinions of using Google Classroom based on the findings and discussion that explain teachers' perceptions about using Google Classroom and learning material. They believe that Google Classroom is challenging to use as an online learning platform and that it confuses them when it comes to accessing devices and capabilities in Google Classroom. Teachers taught that Google Classroom teachers make them do not optimally, freely, and directly in teaching.

On the other hand, learning by using Google Classroom takes up a lot of time to explain again how to open the materials that teachers gave because many students have limited ability in Information and Technology. The limited capacity of students in Information and Technology makes students undisciplined in submitting their assignments if they are not reminded. Learning by Google Classroom also makes the student get bored quickly. Another problem is that the interaction between teachers and students is decreasing. The teacher has tried to persuade students to ask questions actively or convey their difficulties through personal chat in dealing with this problem.

Besides that in assessing student attitudes through Google Classroom is considered less effective because the attitude is implied and seen directly so to assess and see student attitudes it must be directed to be more effective. But, the teacher also considered that the use of Google classroom has a positive impact on students, such as making students independent and can work together and individually on doing the assignments in Google Classroom because the teachers carefully monitor each student's progress. The positive impact on teachers makes teachers more creative in creating practical and exciting activities.

On the other hand, sending material by Google Classroom is easier because the teacher can send assignments anywhere and does not take a long time. Teachers can also provide material in various forms such as videos, images, and YouTube links. The material can also be scheduled so students will not be late to receive the material. Google Classroom is also quite good with features that are quite clear and organized, and by using Google Classroom makes students more creative in collecting assignments and can improve their technical knowledge.

B. Suggestions

Following the completion of this investigation, the researcher attempts to make some recommendations based on the research findings. The following are some suggestions.

1. For English Teachers

Many teachers' perceptions about e-learning platforms focus on Google Classroom. Some perception of teachers about using e-learning platforms is a teacher can not convey the material optimally, really, and directly. Using Google Classroom is challenging for the teacher to explain the material to the student because some of the students don't know how to use the Google Classroom, so it needs more time and makes time become less efficient. Therefore, the teacher should also be creative to use technology in learning, to prepare and to choose teaching materials. English teachers need to enrich themselves by creating practical and exciting activities. The teachers could make the student enjoy the teaching and learning process better.

2. For Students

Learning Online by Google Classroom or the other technology makes students independent in working on the assignment. Students can work together

and individually on doing the task in Google Classroom because the teachers carefully monitor each student's progress.

3. For Other Researchers

Future researchers will be able to discuss internet media usage with a large population and various forms of research. The future researcher will be able to connect perception to learning objectives and decide whether or not learning media are used effectively in online learning. The prospective researcher can also ask questions about the application, direct or delayed understanding, and English skills.