

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter covers the related theory of the study as the base and correlation of the study.

#### **2.1 Previous Study**

As a reference in doing this research, the writer looks some studies which are having relation about students' acceptance of Google Classroom through Technology Acceptance Model (TAM). Shaharane et al. (2016) found out that students are satisfied with of Google Classroom's Thus showing that it is effective as an active learning tool. Research work shows that we continually determine through observation, surveys, and analysis of student demography and course design to what leads to a greater student's satisfaction on the method of learning. This approach, in turn, will aid in the design of online teacher training methods and educational support programs that allow students to succeed in an online environment. Not only because it is a helpful utility tool, but it is also timely that Google Classroom's tools be integrated into the teaching and learning of data mining software. It's also a teaching tool that will improve data mining and associated applications teaching and learning.

Meanwhile, according to Albashtawi (2020) This study was attempted to investigate the effect of using Google Classroom on the reading and writing performance of diploma students with English as a Foreign Language (EFL) in Jordan. It aimed to investigate the attitudes of students toward using Google Classroom as an innovative online platform. A total of 26 EFL Syria Diploma students participated in the study; participants sat in a full group. We used a quasi-experimental design and a single-group pretest posttest design based on quantitative data. The data were collected through a reading and writing test and a questionnaire. According to the results of the study, Google Classroom improved the reading and writing performance of Syrian students. Students showed positive

attitudes toward using Google Classroom in terms of its ease of use, usefulness, and accessibility. Future studies should analyze the effectiveness of Google Classroom with respect to other contexts. This research affirms the responsibility of using Google Classroom in a wider context.

Another study by Salam (2020) This study investigates the students' use of Google Classroom in English language learning. Data were obtained from Likert scale questionnaires, including open-ended questions distributed to 119 English education students. There were five aspects covered in the questionnaire: access to Google Classroom, perceived usefulness, communication and interaction, instructional delivery and students' satisfaction. Meanwhile, open-ended inquired students' experiences. The result showed the mean score with the following distribution: 4,49 for easy access to GC, 3,93 for perceived usefulness, 3,63 for communication and interaction, 4,10 for instructional delivery, and 3,82 for students' satisfaction. Some students shared their experiences using Google Classroom. Some of them said that Google Classroom brought their classes to them so they could participate and continue taking classes outside of business hours. Even many of them still work and upload their assignments until midnight. In spite of these positive findings, the study revealed that some students fell into serious addiction to social media technologies. The current study provides important findings on how the course management system Google Classroom (GC) enables students to experience learning activities in English courses. It reported such aspects of GC as access, usefulness, communication, instructional delivery, and overall students' satisfaction as well as their engagement using GC for their learning. Research has shown that students can use any of the facilities Google Classroom has to offer without issue. As a result, they get help with submitting assignments on time, getting feedback from lecturers, and Course descriptions and communication with their instructors. Overall, students are satisfied with using Google Classroom in their courses.

## **2.2 Review of Related Literature**

### **2.2.1 E-Learning in an Educational Perspective**

E-Learning is a method of learning that involves the use of electronic media or technology and focuses on the application of technology in the realm of education and learning. It refers to the application of advanced information communication technology in the learning process, with advanced technology referring to electronic media. In line with (Tamimi, 2017), “Technology is a concept referring to a system of advancing technologies which are currently being used by millions of people around the globe for interaction, collaboration, networking, and entertaining purposes.” Hartley (2001) as cited in (Rossyawati, 2018), “E-learning is the type of learning and teaching that allows the delivery of teaching materials to students by using the internet media or computer network.” It is inferred that the system or idea of education utilizing information systems of technology in the evolution of teaching and learning can be referred to as e-learning, which allows for the sharing of learning materials. The concepts learned in e-learning are quite imminent, especially since the elements supplied in e-learning are extensive. The possibility that occurred in e-learning between students and teachers or lecturers is that students can directly ask and answer questions, students can receive quick feedback, and there is a live online class engaged.

There are two types or method of delivering e-learning such as synchronous e-learning and asynchronous e-learning Wahono, 2008 in (Rossyawati, 2018). Synchronous is defined as a one-time or simultaneous method of contact to students and teachers via the web, such as a real classroom online or more commonly known as a virtual classroom. Students can communicate with one another, both students and teachers, in the actual or virtual classroom, using tools such as instant messaging, chat, audio, video, and others. Asynchronous, on the other hand, is the polar opposite of

synchronous, implying that the teacher and pupils can connect at different times. It empowers students to complete the web-based training at their own place, without live instruction from the teacher. This type of interaction allows students to communicate with one another through message boards, bulletin boards, and discussion forums, with benefits such as being available just in time for immediate learning and reference, the flexibility of accessing information from anywhere at any time, the ability to reach an unlimited number of employees instantly, and content standardization.

### **2.2.2 Google Classroom**

Google Classroom is a newly recognized, innovative, and one of the best online platforms for learning and teaching. It was launched in 2014 by Google (Al-Marroof & Al-Emran, 2018). The educational community has embraced the Google Classroom application to encourage e-learning. Google Classroom is a Google Inc. program that serves as an online educational platform. Google Classroom is simple to set up and allows teachers to establish courses, give homework, post announcements, send feedback, and upload course materials for students to view. It's free and versatile, which means teachers may communicate with children and their parents as well as use other Google resources like Google Forms, Docs, Slides, and Sheets. When a student turns in his or her assignments, the teachers can highlight the contents of each work and provide immediate constructive criticism as well as evaluate his or her performance. Teachers can also invite other colleagues or visitors to view the application's posts. Google Classroom is acceptable and manageable for use in any course in any educational institution. Google Classroom is an application that can be used as a means of interacting in learning activities between students and teachers (Hussaini et al., 2020).

**A. The benefits of using Google Classroom for teaching and learning:**

- a. Teachers can use Google Classroom to post class materials and invite students to respond or share their ideas;
- b. To offer notifications and save data in folders, Google Classroom links with Google Drive and emails;
- c. Google Classroom can be accessed from any computer or mobile device with an internet connection at any time;
- d. Even if students and teachers are in different time zones, Google Classroom can be used for hands-on learning;
- e. Google Classroom allows participants to present their classwork and submit assignments both individually and in groups, allowing them to create private courses and groups.

**B. Features of Google Classroom**

It is really easy to set up and use Google Classroom. All of the features that are available are incorporated here. The instructor will notice three tabs whenever a new course area is created. About, students, and stream are the three headings. He or she can see a plus sign on the same page, at the bottom of the right side. When the instructor selects it, four tabs will appear: reuse post, create question, create assignment, and create announcement. All documents can be saved on Google Drive by a teacher. He or she can grade, add a video or a link for educational purposes. A teacher can send email to all of his or her students at once using Google Classroom. (Iftakhar,2016).

**2.2.3 The Technology Acceptance Model (TAM)**

TAM is one of the most widely applied models to analyze technology acceptance in users (Renny, Guritno and Siringoringo, 2013). It is used to accept the usage of technology that is adaptable and can keep up with changes. Davis (1989) was the first to establish the Technology Acceptance

Model (TAM) to study information technology acceptance. It was founded on the Theory of Reasoned Action (TRA), which describes how people react and perceive things when they take action (Fishbein and Ajzen, 1975). TAM is a flexible technology acceptance model and is determined by two main constructs, namely Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) (Al-Marroof and Al-Emran, 2018).

#### **A. Perceived Ease of Use (PEOU)**

Perceived Ease of Use (PEOU) is "the degree to which a person believes that using a particular system would be free of effort within an organizational context" (Davis, 1989). This concept demonstrates how a system can help people finish their work faster, be more productive, and work more efficiently without putting in a lot of effort (Munoz-Leiva, Climent-Climent and Liebana-Cabanillas, 2017).

#### **B. Perceived Usefulness (PU)**

Perceived Usefulness (PU) is "the degree to which a person believes that using a specific system will increase his or her job performance" (Davis, 1989). PEOU has an impact on this construct, which ultimately affects how useful the information technology employed will be.

#### **C. Behavioral Intention to Use (BIU)**

Attitude is defined as "a multidimensional construct, consisting of cognitive, affective, and conative or behavioral dimensions. The cognitive aspect comprises experiences, beliefs, and opinions, the affective or emotional entails feelings, emotions, and subjective evaluations, while the behavioral dimension involves the intention and respect to purchase, alongside the response to rejection" (Fishbein and Ajzen, 1975). In the TAM model, it correlates with Attitude Towards Using (ATU), which is impacted by two primary constructs in conventional TAM, namely PEOU and PU (Davis, 1989).

#### D. Actual System Use / Intention to Use (ITU)

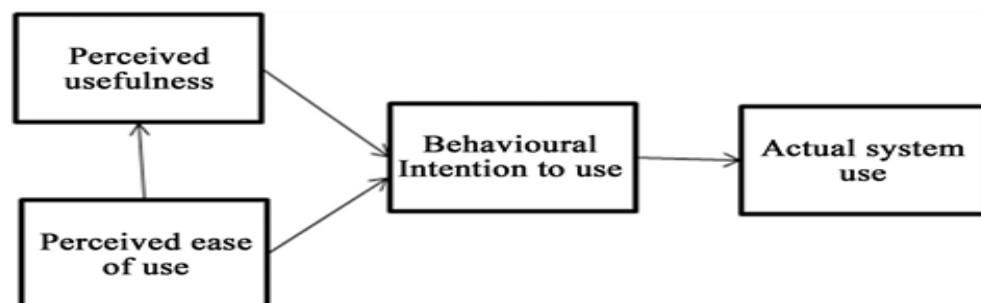
Intention to Use (ITU) is closely related to the user's attitude towards the technology (Davis, 1989) and is affected by exogenous constructs in TAM. The extent of a person's desire to use technology has an impact on their motivation to use this system to complete tasks. A strong desire to use the platform will enhance the number of actions carried out through it, and vice versa.

### 2.3 Theoretical Framework

The framework for this research study was adapted from the Technology Acceptance Model (TAM) by Davis (1989). For over 25 years, numerous studies have utilized TAM to research how users accept technology (Alharbi & Drew, 2014; Teo & Noyes, 2011). The intention of TAM was to identify and explain predictors of acceptance across numerous technology systems among various users with five variables used to examine user attitudes: a) perceived usefulness (PU); b) perceived ease of use (PEOU); c) attitudes toward use (ATU); d) behavioral intention (BI), and; e) actual use (AU). Of the five variables, the first three, PU, PEOU, and ATU are considered predictors for BI and AU and that the predictors PU and PEOU are the most influential elements of the model (Toland, White, Mills, & Bolliger, 2014).

Figure 1

Technology Acceptance Model



Reference: Davis et al., (1989)

The success or failure of the use of information systems in organizations or agencies can be caused by several things, including the internal factors of information system users. The attitude of accepting or rejecting the user will affect the interest in using the information system. If someone can accept the existing information system, then someone already has an interest in using the information system. If someone already has a strong interest in using the system, then this interest will be realized with usage behavior. If someone has realized his behavior in the form of using an information system, then the information system has become an integral part of his/her work. Google Classroom which is implemented in senior high schools in Majalengka is the object of this research is a form of realization of the use of an E-Learning learning media that is used to facilitate online and face-to-face learning activities, so it is hoped that the existence of Google Classroom can provide convenience and comfort for students and teachers as users.