Blended Learning Through the Google Classroom in the "New Normal" Era of the Covid-19 Pandemic: EFL Teachers' Perception and Challenges

Aniek Endrawati[1], Tono Suwartono[2]
[1]SMK N 2 Wonosobo
[2]Universitas Muhammadiyah Purwokerto

ARTICLE INFO

ABSTRACT

This study investigates the application of blended learning using the Google Classroom in EFL teaching and learning in the "new normal" era of the COVID-19 pandemic. The research also examines the teachers' perceptions and the obstacles they encountered while applying the Google Classroom for blended learning. The study is a mixed-method survey. As many as thirty-eight English teachers from 25 schools in the town of Wonosobo, Indonesia, participated in the study. They were recruited on a purposive sampling basis. Close-ended questionnaires and interviews were used to collect the data. The finding has revealed that the teachers' perception of using blended learning through the Google Classroom is 83%, falling into the category "Extremely Effective." This result indicated that the Google Classroom is beneficial for teaching-learning activities and effective for student learning outcome. Students could access the teacher-provided learning resources anytime and from any location. However, utilizing the Google Classroom is not obstacles free, with an average of 78% belonging to a "high" difficulty level. Furthermore, the finding has shown that teaching and learning activities using the Google Classroom continue to confront hurdles such as data quota, internet access, and restrictions imposed by the Google Classroom features.

Corresponding Author:
Aniek Endrawati
SMK N 2 Wonosobo
Jl. Tumenggung Kertonegoro Km.5 Wonolelo Wonosobo 56321, Indonesia
Email: annemazaya9@gmail.com

1. INTRODUCTION

The Covid-19 pandemic has been going on for the last two years and has impacted all sectors of life, including education. One of the hurdles is the government's termination of direct face-to-face learning and deployment of distant knowledge. This action is to prevent the spread of Covid-19. In addition, the Minister of Education and Culture directs the online implementation of teaching and learning activities through Circular No. 3 of 2020 concerning preventing Covid-19 in academic units. This condition requires educational elements for online learning. In addition, current conditions encourage educators to be creative and flexible in using available technology to support the learning process [1]

Multiple regions welcomed this plan in diverse ways as they entered the new normal. Schools are prepared to reopen in areas whose conditions are deemed green. Learning must return to normal as we enter the era of the "New Normal"; Learning also occurs in schools. However, reorganizing the learning system is necessary, such as integrating face-to-face, offline, and online learning while adhering to health protocols [2]. Some teachers use blended learning in face-to-face instruction during the "new normal" period.

Blended learning is a hybrid of offline and online learning that allows students to interact in-class and

online with the instructor, study materials, and other students. This interpretation of digital learning has the potential to become the norm in the future because blended education makes learning more accessible and productive. Blended learning combines the most practical aspects of traditional and digital learning methods. While formal classroom learning is essential for overall discipline, online learning enables students to customize their education. Multiple platforms or media are employed in blended learning, such as Zoom, Google Meet, etc. [3]. Blended learning combines traditional classroom

instruction with online learning. Combining internet technology and face-to-face interaction can improve learning outcomes, including (1) easier pedagogy and information access. (2) Blended learning can support both independent and collaborative learning. (3) Mixed learning creates an accessible and interactive community dialogue platform. (4) digitally literate students are more likely to expand their learning and conversation beyond the classroom [4]. Blended learning combines face-to-face classroom instruction with technology-facilitated online learning [5].

The educational paradigm of the "new normal" era offers education actors something novel. The educational system must accommodate all changes in light of the new standard. Education actors must be able to develop a creative learning process. Students' achievement includes performance outcomes demonstrating the extent to which a person has achieved specified goals that were the focus of the school, college, and university instructional activities. Typically, school systems determine cognitive objectives applicable to several subjects. (e.g., critical thinking) or involve acquiring knowledge and comprehension in a specific intellectual domain (e.g., numeracy, literacy, science, history) [6].

Creative teachers are constantly eager to gain knowledge from a variety of sources. During the learning process, they implement many ideas to improve student learning. They are not concerned about being unique among teachers [7]. Therefore, a learning management system is required to implement a learning program more effectively. This learning management system aims to create an efficiently planned, organized, implemented, and controlled teaching and learning process [8]. As the primary factor in the learning management process, teachers must constantly innovate learning activities to produce an engaging and effective learning process on a limited scale, such as during a pandemic and the new normal. Increasing teacher knowledge to design learning in online and face-to-face classes requires educational activities that are not easy to implement.

The delivery of learning materials via electronic media from computers or mobile devices, such as laptops, tablets, and smartphones, is one of the most effective ways to deal with situations like today. In this instance, it indicates that the Internet is required to connect one device to another. Thanks to advanced technology and the Internet, teaching, and learning can be conducted via instant messaging applications such as Telegram, WhatsApp, Google Chat, and many others [9]. the Google Classroom also provides schools with a blended learning platform to make it easier for students to create assignments and provide paperless grades. the Google Classroom's features are intuitive and comprehensive enough to support the learning process. the Google Classroom is one of the best platforms for improving teachers' workflow. It helps teachers save Time, organize classes, and enhance student communication [10]. the Google Classroom is an online suite of tools that enables teachers to assign and collect student work and grade and return grades. It was designed to facilitate digital learning and eliminate paper from classrooms. It was initially intended for school laptops like Chrome books so teachers and students could share information and assignments more efficiently.

However, implementing blended learning presents teachers with obstacles that must be overcome. One of the difficulties of blended learning is that it requires devices such as laptops or mobile devices, which not all students can access. In addition, online education necessitates a stable internet connection, which is not always the case in different regions. Learning models must be accessible to all students and teachers so that teachers can observe the conditions and situations in their students' learning development [11]. Unfortunately, research on blended learning models through the Google Classroom implemented in schools, particularly during the "new normal" period of the Covid-19 pandemic, is still scarce. Therefore, this study focused on the Blended Learning model utilizing the Google Classroom regarding teacher perceptions and student learning outcomes. Perception is how one perceives or comprehends something. Perception, unlike behavior, is covert.

Nonetheless, sometimes it is necessary to reveal perception to discover the "hidden" truth or the truth behind a condition. There is a saying in psychology that goes, "Your perception is your projection." Under certain conditions, perception is more likely to be investigated than behavior, such as when the observed people do not welcome or reject an observational study [12].

Previous research has examined the application of blended learning, indicating that pre-service teachers in informatics are pleased with the Google Classroom as an active and independent learning tool [13]. Similar research findings also indicated that the use of the Google Classroom applications for blended learning by high school students falls within the excellent category. It demonstrates that students have a favorable perception of the Google Classroom application, which includes: easy access to learning resources, a high level of interest and learning interaction, learning discipline training, the ability to study whenever and wherever, and support for

blended learning at school [14]. Another research recommends that teachers use the Google Classroom as an alternative online and distance learning application [15]. According to the three studies, no research has examined the application of blended learning from various perspectives, such as teachers' perception of using the Google Classroom at the beginning of the "new normal" era and the challenges encountered. This study applies to all prior research to be used as a reference. The research questions can be formulated as follows:

1. What are teachers' perceptions toward blended learning through the Google Classroom in EFL classes?
2. What obstacles do the teachers experience when applying blended learning through the Google Classroom in EFL classes?

2. METHOD

Design

This research aimed to discover the teachers' perception and the challenges to using Blended learning through the Google Classroom in the "New Normal" Era of the Covid-19 Pandemic, so the study employed a survey procedure. A survey encompasses a study to acquire factual data to describe actual occurrences [16].

Population and Sample

The research was conducted at the start of the first semester of the academic year 2022/2023. The researcher invited sixty-three Vocational English teachers from 25 schools in Wonosobo Regency, and thirty-eight participated in this research. The participants were selected based on their responses to the question in the first questionnaire instrument to find out the teachers who use the Google Classroom in blended learning. A purposive sample has characteristics specified for a study-relevant purpose [17].

Instrument

Data was collected using close-ended questionnaires. There are numerous methods to compose closed-ended questionnaires. Some questions necessitate responses that fall along an implied continuum (as in rating scales), while others do not. Some questions utilize the multiple-choice format ("check all that apply"). Others provide pertinent responses, but respondents may add others not on the list [18].

Data Collection

This study employed two data-collection techniques: a questionnaire and an interview—furthermore, this research employed mixed methods, both quantitative and qualitative approaches. In quantitative, the data are numerical, and statistical analysis is used to determine the teacher's perception of blended learning using the Google Classroom. For qualitative, the researcher went deeper to investigate the information from the participant and got more details regarding blended learning through the Google Classroom from the teacher's perspective by interview. The complete explanation is described in the following session.

Data was collected using a close-ended questionnaire. The questionnaire determined the instructor's view of blended learning utilizing the Google Classroom. Three EFL teachers try out the questionnaire. Before completing the study, the tryout ensures the questionnaire is comprehensible, distinct, and persuasive. After collecting comments or ideas from participants, the questionnaire was revised.

The questionnaire was distributed through Google Sheets, and respondents were asked to select one of the options to complete it. After defining variables and identifying indicators, questions or statements are compiled to form the questionnaire. So that there is no misunderstanding about the questions, the data collection process utilizes the Indonesian version of the questionnaire. In addition, the questionnaire could be organized according to Table 1.

Table 1. The Questionnaire Outline

Variable	Indicators	Number of Items	Total
Blended Learning Through the Google Classroom in the "New Normal" Era of The Covid-19 Pandemic: EFL Teacher's Perceptions and Challenges	1. Accessibility	1-4	4
	2. Facilities	5-9	5
	3. Usage	10-13	4
	4. Convenience	14-18	5
	5. Obstacles	19-25	7
Total			**25**

These indicators were transformed into questions or statements as the next step. The questionnaire items are listed in Table 2.

Table 2. Questionnaire Item Listing

	Indicators	Number of Item	Statement
1.	Accessibility	Q1	the Google Classroom is used for blended learning in my teaching and learning processes.
		Q2	I can send assignments with ease using the Google Classroom
		Q3	the Google Classroom is easily accessible anytime, anywhere.
		Q4	the Google Classroom enables me to monitor the progress of student assignments easily.
2.	Facilities	Q5	the Google Classroom is an excellent tool for teacher interaction in the English-learning process.
		Q6	the Google Classroom's learning features are pretty complete and engaging, such as assignments, assessments, Originality Reports, announcements, online conferences, class integration
		Q7	the Google Classroom can facilitate free, real-time, remote learning
		Q8	Teachers can provide feedback on submitted assignments
		Q9	Classroom users of the Google application can attach images as assignments, exchange files from the app with others
3.	Usage	Q10	I give assignments and evaluations through the Google Classroom to collect student comprehension data to improve learning outcomes.
		Q11	the Google Classroom improves students' comprehension of the material because it facilitates independent study anywhere and anytime.
		Q12	Using the Google Classroom to distribute materials and assignments is more intensive than the conventional method.
		Q13	The material students provide via the Google Classroom is more diverse than in textbooks.
4.	Convenience	Q14	the Google Classroom can assist in completing a subject with extensive material coverage.
		Q15	the Google Classroom makes it simple for me to distribute daily grades and assignments to students.
		Q16	The lesson materials can be shared via the Google Classroom as pdf, ppt, video files, website links, or photos.
		Q17	Compared to traditional paper-based evaluation methods, assessing students' progress through the Google Classroom saves money by eliminating the need to ask the same question multiple times.
		Q18	It is simple for me to distribute the material to students via the Google Classroom and then explain it in the face to face
5	Obstacle	Q19	Students do not have enough internet data quota to access the Internet
		Q20	Some students frequently encounter signal issues when sending assignments through document files and videos.
		Q21	Some students use other applications, such as WhatsApp, Instagram, and others, during lessons.

Indicators	Number of Item	Statement
	Q22	the Google Classroom is not easily accessible to all pupils.
	Q23	the Google Classroom's quiz feature is less appealing than applications such as Kahoot, quizis, etc.
	Q24	The material provided through the Google Classroom makes students less able to understand learning topics
	Q25	Not all students consistently turn in their work on Time within the Google Classroom.

The interview is the second method of collecting data related to the problem investigated in this research. This study used semi-structured interviews to support the data on how the teachers manage, negotiate, and cope with obstacles. The writer utilizes semi-structured interviews for this investigation. The objective is to obtain more detailed information about the respondents. The available or semi-structured interview guide serves only as a framework for the problem to be asked. The design utilized is known as a retrospective cohort study, which is a sort of research that takes the form of observation of the occurrences that have already occurred, intending to look for factors associated with causality. A retrospective study, also known as a historical cohort study, is a type of longitudinal study in which researchers examine a group of participants who have previously experienced an outcome of interest by looking back to a particular moment in Time [19].

Data Analysis

After data collection, the percentages were calculated and described using a five-point Likert scale as shown in Table 3.

Table 3. The Scoring of the Likert Scale

Option	Description	Score
SA	Strongly Agree	5
A	Agree	4
N	Neutral	3
D	Disagree	2
SD	Strongly Disagree	1

In addition, the mean was computed to determine whether the teachers' perceptions of blended learning through the Google Classroom were accurate and to identify the obstacles when implementing this application. Using Microsoft Excel, the data were analyzed in this instance. These data were classified and analyzed based on the criteria presented in Tables 4 and 5. Consequently, the following are the criteria for the category of the effectiveness level of blended Learning through the Google Classroom based on the teacher's perception and the type of obstacles:

Table 4. Effectiveness Level Category in
Using the Google Classroom Based on Teacher's Perception

Range	Interpretation
0%-20%	Extremely ineffective
21%-40%	Infective
41%-60%	Not very effective
61%-80%	Effective
81%-100%	Extremely effective

Table 5. Category of the Obstacles

Range	Interpretation
0%-20%	Very Low
21%-40%	Low
41%-60%	High Enough
61%-80%	High
81%-100%	Very high

The second is analyzing interviews. The first stage of the data analysis process was transcribing the

participants' interview responses. After collecting the data, the researcher transcribed their data. In transcribing the data, the researcher transcribed the accurate recording and gestures in words. It makes the data more natural and original from the participant, with a slight bias. After that, in transcribing, the researcher used pseudonyms in the participant's name. To the Cambridge Dictionary (2019), an alias uses an unreal name or pseudonym to keep the participant's privacy. Therefore, to maintain the participant's identity, pseudonyms are used with T1, T2, T3, T4, T5, T6, and T7.

3.   RESULTS AND DISCUSSION
Teacher's perception toward blended learning through the Google Classroom

This research aimed to discover teachers' perceptions toward blended Learning through the Google Classroom in the "New Normal" era of the Covid-19 and identify the effectiveness and obstacles using the Google Classroom applications. The following formula was used to calculate the percentage and mean from the questionnaire data:

$$Mean = \frac{\text{The total scale}}{\text{The total score}} \times 100\%$$

First, the mean perception of English teachers regarding the use of the Google Classroom was calculated as follows:

$$Mean_1 = \frac{3932}{4750} \times 100\% = 83\%$$

The mean of each indicator of teachers' perceptions regarding using the Google Classroom was calculated based on the total mean.

$$Mean_{1.1} = \frac{657}{760} \times 100\% = 86\%$$
$$Mean_{1.2} = \frac{811}{950} \times 100\% = 85\%$$
$$Mean_{1.3} = \frac{627}{760} \times 100\% = 82\%$$
$$Mean_{1.4} = \frac{804}{950} \times 100\% = 85\%$$

The explanation of teacher's perception of the use of the Google Classroom for the percentage of each item is attached to Table 6.

Table 6. The Percentage of Each Item

	Indicators	Number of Items	Percentage	Mean Each Indicator
1.	Accessibility	Q1	86%	86%
		Q2	90%	
		Q3	83%	
		Q4	87%	
2.	Facilities	Q5	83%	85%
		Q6	83%	
		Q7	86%	
		Q8	90%	
		Q9	87%	
3	Usage	Q10	83%	82%
		Q11	82%	
		Q12	82%	
		Q13	83%	
4	Convenience	Q14	82%	85%
		Q15	84%	
		Q16	87%	
		Q17	87%	
		Q18	83%	
5	Obstacles	Q19	76%	78%
		Q20	82%	
		Q21	83%	
		Q22	77%	
		Q23	75%	

Q24	70%	
Q25	83%	
Mean		83%

Based on Table 6, it is known that teachers' responses to blended learning using the Google Classroom are the overall average is 83% and are categorized as "Extremely effective." The effectiveness of the Blended Learning model from the teachers' responses can be seen from the five indicators. The average Accessibility was 86%, the facilities were 85%, the usage indicator was 82%, and the convenience was 85%. These indicators are "extremely effective"; the literacy indicator Obstacles was 78%. It shows that the challenges were in the high category.

After analyzing the data, there were some findings related to the use of the Google Classroom. The results show five aspects; the feature is simple and easy to use, Accessible anytime and from any location, contains a comprehensive set of functions for educational purposes, may offer material before learning occurs, and paperless systems can result in significant cost savings. For more detailed information, each Accessibility is explained in the following paragraph.

Simple and easy to use. In this case, the researcher found that the Google Classroom is readily available. Because the application is lightweight and does not require a significant internet connection, and because the features are so simple and easily comprehended. The participants who experienced that the Google Classroom was simple and easy to use said:

" *Yes, the Google Classroom is accessible for both students and teachers. Even though new teachers are learning, it is simple and has some features." [T1]*

Students should be able to access these platforms from various devices, including desktop computers, laptops, tablets, and even mobile phones. The venue in question must be browser and device independent. In this regard, the Google Classroom was a great success: both students and teachers found it simple and straightforward to grasp the Google Classroom's features [20].

Accessible anytime and from any location. the Google Classroom is an internet-based application that can be accessed from a laptop or mobile device, making it accessible at any time and place as long as there is an internet connection. A teacher said as follows:

"the Google Classroom is easy to use at any time and from everywhere, as long as we can connect to the internet." [T7]

Since the Google Classroom is an online application, it improves students' comprehension of the material because it facilitates independent study anywhere and anytime. Time and space are no longer relevant. Regarding FbG content, students can return to any materials as resources at any time, from any location, and study at their tempo. This concept is beneficial to learning enhancement [21].

It contains a comprehensive set of functions for educational purposes. Aside from the Accessibility of using the Google Classroom, there were also some facilities that this application has. After analyzing the data researcher found some facilities. the Google Classroom provides comprehensive tools to facilitate learning, including Google Meet, grading, material distribution, and student communication platforms. It is reflected in the interview with the teacher below:

"The existing facilities are for uploading material, making questions, collecting assignments, and then videos and discussion forums. Complete enough to support learning in class even though the application is quite simple, " [T5]

the Google Classroom has comprehensive capabilities for assignments, assessments, announcements, video conferencing, and class integrity. Google's online classroom platform helps students and educators share ideas, collaborate, and learn from one another. Homework, evaluate pupils, and upload content. Students have the same opportunity to clarify any points of confusion. Therefore, as an online learning platform, the Google Classroom offers the benefit of improving the quality of instruction across the board [22].

May offer material before learning occurs. Implementing the flip classroom may be seen in providing students with the material before the start of class to better prepare them for the topic that will be taught. Meanwhile, participants who experienced flip classroom mentioned:

"I use a technique called "flip classroom" to distribute course materials; for instance, the day before I taught in class, I uploaded the material in the hopes that the students would study the material they would teach the following day. This way, they would be prepared to learn when I entered student class." [T6]

The students would read over the materials to prepare for the next day's lessons. They'd be ready to learn when the teacher walked into class. the conventional idea of learning in a classroom setting is inverted in the flipped learning teaching approach. It means that students are introduced to the learning material before class. Classroom time is then used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers. Flipped learning is a teaching approach that has become increasingly popular recently [23].

Paperless systems can result in significant cost savings. Economically, using the Google Classroom

can save money because the teacher cannot duplicate assessment questions; they can upload them into the system. The excerpt below of the interview with the teacher supports the argument:

", It's clear that this is done without paper, which saves a lot of money. Students don't have to make copies of the questions to work on them on the website. From an economic point of view, it's clear that this is an outstanding deal." [T7]

the Google Classroom is also cost-effective. Due to less paper, ink, and digital documents, because it did not require as much form and printed worksheets, teachers were encouraged to manage the class using technology due to the awareness surrounding going paperless [12]. Regarding using the Google Classroom also confirmed the same. It was in line with the momentum of a green campaign with the growth of technology and the understanding of maintaining the consumption of natural resources [24].

The Challenges and obstacles using blended learning through the Google Classroom

In implementing blended learning using the Google Classroom, challenges and obstacles are unavoidable; the following are the results of an analysis of these challenges and obstacles.

$$Mean_2 = \frac{1033}{1330} \times 100\% = 78\%$$

Based on the calculation above, the obstacles earned them an average score of 78%. In addition to this, the findings were compared to Table 6. It indicates that the difficulty level was "high," which suggests that seventy-eight per cent of the teachers, despite believing that the Google Classroom was beneficial and efficient, still encountered challenges when implementing it in their English classes.

After analyzing the interview data, several findings were discovered regarding the Challenges and obstacles of using the Google Classroom.

Students do not have an internet data quota. Because the Google Classroom is an online application, it requires an internet data quota. However, teachers confront the challenge that students frequently do not have an internet data quota. A teacher experienced a case related to quota data:

"Yes, of course, there are challenges and obstacles in using the Google Classroom, particularly for students who don't have a quota. There is a limit on the number of students accessing the Google Classroom." [T4]

Since the Google Classroom is an online application that requires an internet quota, quota issues frequently arise in the field. Students sometimes do not have quota data. Since the Google Classroom is an online application, it requires an internet data quota. The factor is directly associated with the application of technology and the utilization of the Internet [25].

Unreliable internet connection. the Google Classroom is an educational application that utilizes the network capabilities of the Internet. Based on the data analysis, it was determined that there were limitations, namely inadequate internet network connectivity in several locations. Meanwhile, another teacher pointed out that sometimes the network was unreliable:

"Because we are located in a region with an unreliable internet network, some students still have trouble accessing the Google Classroom. Sometimes signals appear and disappear." [T2]

Having a slow Internet connection and insufficient data on an Internet plan are two additional difficulties that can arise during online education. As a result of the student's lack of familiarity with the tools available in the Google Classroom, using the platform can be challenging for them. Although the country has a wide variety of broadband options. It would be irresponsible for the government to ignore them when thinking about the use of the Internet, especially considering how important it will be for younger people in the workplaces of the future. In regard to this organization, the office of the village or the government ought to contemplate ways in which its members might become involved in the actual community of the village. The teaching of Internet users through the use of Internet cafes at reduced costs must be effective. The establishment of free Wi-Fi access points or the introduction of government programs that reduce the cost of data traffic are both essential. If this doesn't change, the members will be cut off from the rest of the world if the Internet becomes more widespread [26].

the Google Classroom offers limited storage capacity. Google Drive is connected to the Google Classroom, and files uploaded to the Google Classroom will also be saved to Google Drive. However, Google itself limits Google Drive's storage capacity. Sometimes, students have difficulty uploading assignments due to hard drive capacity. In the interview, one teacher said that the Google Classroom offers limited storage capacity:

"The weakness may be that there isn't much room to store things, so students often have trouble uploading their projects. It turns out that the student drive is full because other classes also use the Google Classroom, so the storage space fills up quickly."[T3]

Another obstacle was within the confines of its limited storage space. Because there isn't much room to

save things, students frequently have difficulties uploading their work because there isn't a lot of space to store them. Educators believe that the storage allowance of 15 GB that GC supplies through its Free account may be insufficient for the teaching and learning problems they must address. Because not all educational institutions have the privilege of subscribing to the Premium account for GC inside Google Workspace, which provides limitless storage capacity, this may be the decisive factor in whether or not they decide to include GC in their classes [27].

The features of the Google Classroom are overly simplistic. Some teachers said that the Google Classroom's capabilities are too basic compared to competing applications. The teacher who experienced challenges and obstacles regarding the features of the Google Classroom:

"When we set up the forum so students can leave comments, the Google Classroom can't embed files, photos, or videos, but the Microsoft Team application can. It means that the Google Classroom is simpler." [T1]

Since the Google Classroom is a free app, it has basic capabilities. As a result, it has several drawbacks, including the limited duration of videos uploaded on the Google Classroom, so it requires another application to upload the video. Also, the Google Classroom forum service does not allow users to embed files, photos, or videos, unlike the Microsoft Team program, which enables users to post files, photos, and videos. Therefore, the Google Classroom is easier to use. Consequently, we must purchase a premium version to obtain a useful application.

4. CONCLUSION

This study aimed to determine teachers' perception of blended Learning through the Google Classroom in the "New Normal" era of the Covid-19 pandemic. This study indicated that teachers' perceptions of implementing blended learning using the Google Classroom were favorable, with the application of blended learning contributing to the effectiveness and efficiency of learning activities. The findings of the researcher demonstrate this.

According to the calculations, the average score for teachers' perceptions of the Google Classroom use was 83 % in EFL classes during the "New Normal" phase of the Covid-19 epidemic, according to the questionnaire results. It indicates that the Google Classroom was a successful teaching tool. The percentage said the effectiveness was in the "Extremely High" category. Blended learning also positively impacts EFL lessons, as demonstrated by the teacher's explanation in the researcher's interview. First, there is no denying that the Google Classroom is more practical than offline face-to-face instruction. Due to this application's Accessibility from anywhere at any time, we do not need to give assignments and materials to students directly at school. In actuality, even beginners can use this application with ease. Secondly, it contains a comprehensive set of functions for educational purposes, including Google Meet, grading, material distribution, and student communication platforms that support teaching-learning activities. Third, the teacher can implement a flipped classroom by distributing content before the lesson, expecting students to have mastered the material. Last, Since the Google Classroom is an online application, the assessment does not require paper, saving money and supporting a green campaign by reducing paper waste.

On the other hand, utilizing the Google Classroom is not obstacle free, with an average of 78% belonging to a "high" difficulty level. Furthermore, the finding has shown that teaching and learning activities using the Google Classroom continue to confront hurdles such as data quota dan internet access. Since it is an online application, it requires a monthly internet data allowance. However, teachers face the challenge that some students do not have an internet data limit. Other challenges are restrictions imposed by the Google Classroom features, such as its limited storage capacity and overly simplistic features; therefore, another separate application is required.

Suggestion

Based on these findings, the present study suggests implementing the Google Classroom in EFL classrooms. Although applying blended learning improves learning activities, few teachers also experience difficulties when implementing blended learning in schools. Continuous evaluation of blended learning's application is essential for constructing superior wisdom in the future. Smartphones are the most popular and widely utilized instrument for facilitating the adoption of blended learning. In addition, all participants in blended learning prefer the Google Classroom digital platform due to its comprehensive learning process characteristics. This research is an initial contribution to the literature or an overview of the deployment of blended learning in schools. It also aids other researchers in expanding their understanding of blended learning's application.

Regarding the methodology, this research underlines the significance of using triangulation data-gathering procedures to hone the data and, as a result, reduce the potential for bias. Simply taking a cursory look at the findings of this study's closed-ended questionnaire might have led us to an incorrect conclusion. There

was a significant shift, let us say, from a tremendous response to a genuinely positive reaction once confronted with the interview results. This shift reflected the teachers' perception of blended learning through the Google Classroom as teaching and learning media during the "new normal" era pandemic.

REFERENCES

[1]   M. S. M. H. Samar Ahmed, "Emerging Faculty Needs for Enhancing Student Engagement on a Virtual Platform [version 1]," *MedEdPublish*, pp. 1–9, 2020.

[2]   M. Sit and M. S. Assingkily, "Persepsi Guru tentang Social Distancing pada Pendidikan AUD Era New Normal," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, vol. 5, no. 2, pp. 1009–1023, Sep. 2020, doi: 10.31004/obsesi.v5i2.756.

[3]   R. Bordoloi, P. Das, and K. Das, "Perception towards online/blended learning at the time of Covid-19 pandemic: An Academic Analytic in the Indian Context," *Asian Association of Open Universities Journal*, vol. 16, no. 1, pp. 41–60, May 2021, doi: 10.1108/AAOUJ-09-2020-0079.

[4]   R. H. Rafiola, P. Setyosari, C. L. Radjah, and M. Ramli, "The effect of learning motivation, self-efficacy, and blended learning on students' achievement in the industrial revolution 4.0," *International Journal of Emerging Technologies in Learning*, vol. 15, no. 8, pp. 71–82, 2020, doi: 10.3991/ijet.v15i08.12525.

[5]   S. Ariawan and S. Malang, "Building Critical Thinking in Covid-19 Pandemic Era: Impossible or I am Possible?" [Online]. Available: www.rspsciencehub.com

[6]   R. Steinmayr, A. Meißner, A. F. Weidinger, and L. Wirthwein, "Academic Achievement," in *Education*, Oxford University Press, 2014. doi: 10.1093/obo/9780199756810-0108.

[7]   Suwartono, "Teacher's Creativity In Elt," pp. 1–8.

[8]   M. Pendidikan Inklusi dalam Proses Pembelajaran dan Penanganan Guru Terhadap Anak Berkebutuhan Khusus Evi Isna Yunita, S. Suneki, H. Wakhyudin, K. Kunci, P. Inklusi, and A. Berkebutuhan Khusus, "Logo Jurnal A R T I C L E I N F O," *International Journal of Elementary Education*, vol. 3, no. 3, pp. 267–274, 2019, [Online]. Available: https://ejournal.undiksha.ac.id/index.php/IJEE

[9]   L. Kusuma, and T. Suwartono, "Language Acquisition View project Authentic Assessment View Project Students' Response To The Use Of Telegram In English Class During Covid-19 Pandemic," *Premise Journal*, vol. 10, no. 1, pp. 20–36, 2021, doi: 10.24127/pj.v10i1.3555.

[10]   S. Iftakhar, "Google Classroom: What Works And How?," *Journal of Education and Social Sciences*, vol. 3, [Online]. Available: http://www.ucalgary.ca/~dmjacobs/phd/diss/Image74.gif

[11]   N. Bin Dahmash, "'I Couldn't Join the Session': Benefits and Challenges of Blended Learning amid COVID-19 from EFL Students," *Int J Engl Linguist*, vol. 10, no. 5, p. 221, Jul. 2020, doi: 10.5539/ijel.v10n5p221.

[12]   A. S. Harjanto and S. Sumarni, "Teachers' Experiences on the Use of Google Classroom," vol. 3, 2019.

[13]   M. L. Hidayat, W. H. Prasetiyo, and J. Wantoro, "Pre-service student teachers' perception of using google classroom in a blended course," *Humanities and Social Sciences Reviews*, vol. 7, no. 2, pp. 363–368, 2019, doi: 10.18510/hssr.2019.7242.

[14]   Jamiludin, Darnawati, W. A. S. Uke, and Salim, "The Use of Google Classroom Application in a Blended Learning Environment," in *Journal of Physics: Conference Series*, IOP Publishing Ltd, Feb. 2021. doi: 10.1088/1742-6596/1752/1/012066.

[15]   I. Talibo, P. Adi Cakranegara, and M. Asrori Muazar Habibi, "Optimization of Google Classroom in Blended Learning in Junior High School," *Jurnal Pendidikan*, vol. 14, no. 2, pp. 1173–1182, 2022, doi: 10.35445/alishlah.v14i1.1992.

[16]   Suwartono, *Dasar dasar metodologi penelitian*. Jogjakarta: Andi offset, 2014.

[17]   Neetij and R. Bikash Thapa, "A Study on Purposive Sampling Method In Research." [Online]. Available: http://study.com/academy/lesson/what-is-sampling-in-research-definition-methods-importance.html,

[18]   L.-H. Wang, C.-F. Hong, and C.-L. Hsu, "Closed-Ended Questionnaire Data Analysis."

[19]   D. R. Hess and R. Faarc, "Retrospective Studies and Chart Reviews Introduction Case Series Case-Control Study Matched Case-Control Study Summary," 2004.

[20] K. R. Heggart and J. Yoo, "Getting the most from google classroom: A pedagogical framework for tertiary educators," *Australian Journal of Teacher Education*, vol. 43, no. 3, pp. 140–153, 2018, doi: 10.14221/ajte.2018v43n3.9.

[21] T. Suwartono, "FbG as an around the clock support for an essay writing course amidst the pandemic," *EduLite: Journal of English Education, Literature and Culture*, vol. 6, no. 2, p. 238, Aug. 2021, doi: 10.30659/e.6.2.238-255.

[22] O. O. Noah and K. O. Gbemisola, "Impact of Google Classroom as an Online Learning Delivery during COVID-19 Pandemic: The Case of a Secondary School in Nigeria," *Journal of Education, Society and Behavioural Science*, pp. 53–61, Oct. 2020, doi: 10.9734/jesbs/2020/v33i930259.

[23] Y. El Miedany, "Flipped learning," *The art and science of medical education*, pp. 285–303, 2019.

[24] K. M. & P. M. J. Carley, "ACTS theory: Extending the model of bounded rationality. In Computational organization theory," *Psychology press*, pp. 73–106, 2014.

[25] Z. Abidin and T. M. E. Saputro, "Google classroom as a mathematics learning space: Potentials and challenges," in *Journal of Physics: Conference Series*, Institute of Physics Publishing, Jul. 2020. doi: 10.1088/1742-6596/1567/2/022094.

[26] K. Onitsuka, A. R. R. T. Hidayat, and W. Huang, "Challenges for the next level of digital divide in rural Indonesian communities," *Electronic Journal of Information Systems in Developing Countries*, vol. 84, no. 2, Mar. 2018, doi: 10.1002/isd2.12021.

[27] B. B. & S. O. Jeya Amantha Kumar, "Google classroom: insights from Malaysian higher education students' and instructors' experiences," *Education and Information Technologies*, 2020.