

Research Article

Students Responses Towards Google Classroom As A Digital Learning Platform In Target-Based Learning: (A Qualitative Descriptive Study)

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Abstract

This research examines students' responses toward Google Classroom as a digital learning platform in target-based English learning at Kresna English Course, Kampung Inggris, Pare, Kediri. The study aimed to identify students' perceptions of Google Classroom's usability and accessibility, and analyze their experiences using the platform's features for English learning tasks. Employing a qualitative descriptive approach, data was collected through observations, interviews, and documentation

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from 15 respondents who participated in online English courses. The findings revealed that most students perceived Google Classroom positively for its flexibility, organization of materials, and accessibility. However, challenges were identified including technical obstacles (unstable internet connections, device limitations), lack of collaboration features, and initial difficulties in navigating the platform. The research concluded that while Google Classroom has significant potential to support target-based learning in English courses, its effectiveness depends heavily on technological infrastructure readiness, digital literacy of users, and implementation strategies. The study recommends developing better technological infrastructure, providing comprehensive training for users, creating more interactive content, implementing thorough feedback systems, and integrating collaborative features to maximize the platform's benefits in English language education.

Keywords: Google Classroom, Student Responses, Digital Learning Platform, Targetbased Learning.

INTRODUCTION

In the past, the classroom was the sole setting for formal learning. Students sat at their desks, teachers delivered lessons, and textbooks were the primary source of information. However, significant changes have occurred in this world. Technology has revolutionized education, driving profound transformations in teaching and learning methods. Today, integrating technology in education has become a necessity. With the rapid development of technology today, it is hoped that teachers can use technology as a learning medium to support student success in learning activities, in this context learning English (Ma'arif et al., 2021). In the era of Industry 4.0, teachers are required to possess skills that keep pace with technological advancements. Traditional face-to-face learning methods now need to be integrated with blended-learning models.

In this digital era, the presence of Artificial Intelligence (AI) is increasingly crucial in the education sector, and its integration with blendedlearning models is imperative. AI, as a branch of computer science, aims to develop systems and machines capable of performing tasks that were previously only possible for humans. Through the use of algorithms and mathematical models, AI enables computers to process data, identify complex patterns, and make intelligent decisions. The term artificial intelligence was first coined by John McCarthy in 1956 when he held the first academic conference on the subject (Ekmekci & Arda, 2020). Where figures like Alan Turing and John McCarthy first explored the idea of machines capable of thinking and learning like humans. Since then, AI has shown significant evolution, with applications ranging from speech and image recognition to data analysis and machine learning techniques.

Education plays a crucial role in a country's progress by shaping high-quality individuals. These well-equipped individuals, with the knowledge and skills they possess, form the cornerstone of building an advanced and highly competitive society. Alongside this, improving the quality of education is key to achieving sustainable and inclusive national development goals.

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One effective approach to enhancing the quality of education is by continuously updating the curriculum and adapting teaching methods to align with advancements in science and technology. This ensures not only that education remains relevant to the demands of the times but also prepares the younger generation to face complex global and local challenges in the future. Thus, investing in quality education is not just a form of support for individuals but also a long-term investment in the advancement of the nation and the overall welfare of society. With rapid technological developments, Artificial Intelligence (AI) plays a crucial role in advancing education in the era of distance learning. AI enables the creation of more interactive and adaptive courses, which can be tailored to the needs and comprehension levels of each student.

Google Classroom is an innovative learning platform developed by Google, designed to facilitate remote digital learning processes. This platform is a real example of the application of Artificial Intelligence (AI) in the context of modern education. Its primary goal is to simplify and enhance efficiency in creating, distributing, and assessing assignments in the classroom environment. Google Classroom is a part of Google Suite for Education and officially launched in 2014 (Syafi'i, 2020) as part of Google Apps for Education (GAFE), Google Classroom offers various features that allow teachers to create virtual classes, manage learning materials, assign tasks to students, and provide direct feedback. This platform is designed not only for teachers and students but also for school administrators who can manage settings and oversee activities in various classes.

One of the main advantages of Google Classroom is its ease of integration with various devices, including computers, laptops, and mobile devices with Android and iOS operating systems. This allows flexible and easy access for all users, facilitating collaborative and integrated learning anytime and anywhere. Google Classroom, with its ongoing development of features and functionalities, remains one of the most popular and trusted digital learning platforms in education today. Over time, this platform has evolved into a highly popular tool among educators and students because of its ability to support distance learning and online collaboration.

The rise of English course institutions in Kampung Inggris, Pare, Kediri, has become a unique phenomenon in the Indonesian education landscape. These institutions offer intensive English language courses with specific learning targets and timeframes, often requiring students to achieve certain proficiency levels within a month. In this context, the integration of digital learning platforms like Google Classroom presents both opportunities and challenges for these target-based learning environments.

As students at Kresna English Course in Kampung Inggris engage with Google Classroom, understanding their responses, perceptions, and experiences becomes crucial for optimizing the learning process. This study aims to explore students' responses towards Google Classroom as a digital learning platform in the context of target-based learning at Kresna English Course, providing insights into the effectiveness of this platform from the students' perspective.

In an increasingly digital era, the use of technology in education has become an unavoidable reality. One of the platforms widely used in the learning process is

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Google Classroom, which offers various features to support interaction between teachers and students. At Kresna English Course, Kampung Inggris, Pare, Kediri, Google Classroom is implemented as a target-based learning tool in English language instruction.

However, despite the platform's promise of convenience and efficiency, students' responses to its use still need to be explored further. Therefore, it is important to identify how students perceive the usefulness and accessibility of Google Classroom, as well as their experiences in using the available features. Additionally, the effectiveness of this platform in facilitating interaction between students and teachers, as well as among peers, is also an aspect that needs to be examined.

Thus the purpose of this research is to identify students' perceptions of Google Classroom's usability and accessibility in target-based English learning. And to analyze students' experiences in using Google Classroom features for completing English learning tasks and assignments.

RESEARCH METHODS

This research employs a qualitative approach with a descriptive qualitative research design. Qualitative research requires data obtained both orally and in writing, based on experiences gained from the research process conducted by the researcher using data collection techniques such as interviews, observations, and documentation. Qualitative research needs data in the form of written or spoken sentences, events, or knowledge about the object of study, focusing on understanding obtained by the researcher during the research activities. In descriptive qualitative research, data collection takes the form of words, images, and not numbers. This is due to the application of qualitative methods. Additionally, all collected data may potentially become key to what has been studied. Therefore, the research report will contain data quotations to provide an illustration of the report's presentation. This data is generated from interview transcripts, field notes, photographs, personal documents, notes, and other official documents.

Every research activity requires data sources used to obtain the information to be known and answers to be obtained. The data sources used are as follows: 1) Primary Data. In this case, primary data will be obtained directly from educators/teachers who are responsible for courses related to the use of the Google Classroom application in the learning process, as well as from students who experience using Google Classroom in their target-based learning at Kresna English Course. 2) Secondary Data. What is meant by secondary data in this research is in the form of books, writings, and other documents used to strengthen information from research results. In this research, the results of interview documentation with Kresna Institution educators and representatives from student members of online classes are attached.

In research, researcher certainly need techniques in collecting research data. Research techniques are ways researcher use to obtain and collect materials or data from sources who are the objects of research. The techniques used are: observation, interview and documentation. In fulfilling the validity of this research data,

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triangulations are carried out to obtain information as follows Source triangulation means here comparing data obtained from one source with another source from educators/teachers teaching in online classes and students. The purpose of source triangulation is to confirm and compare data from various parties who have experienced the same phenomenon that the researcher is researching. Qualitative data analysis is inductive in nature, a method that researchers do by describing data that is concrete in nature and then drawing conclusions that are general in nature. The data analysis used in this study consists of: data reduction, data display and conclusion.

RESULT AND DISCUSSION

Result

This research was conducted to determine how Google Classroom was used in the Paket Kresna Online English Course program in Kampung Inggris Pare, Kediri. Data was obtained from 15 respondents who had participated in the program. Interview results show that the respondents had various experiences in using Google Classroom as a learning medium.

Most respondents felt that using Google Classroom helped the learning process because it provided flexibility and ease in accessing materials. However, there were also several technical obstacles such as unstable internet networks, applications that were heavy on devices, and limited understanding of Google Classroom features at the beginning of use. There were also respondents who found it difficult to upload assignments and felt less interaction or collaboration with friends or teachers.

Below are the complete results from respondent responses:

Q1: What is your general opinion about using Google Classroom?

Table 4.1 The Result of interview

Respondent	General Opinion
R1	Helpful & flexible
R2	Quite effective
R3	Good & facilitating
R4	Initially confused, now OK
R5	Very helpful
R6	Neutral
R7	Effective
R8	Helpful but somewhat heavy on phone
R9	Average
R10	Less effective
R11	OK, but prefers offline
R12	Helpful if used seriously
R13	Good, more organized

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R14	Useful, but needs guidance
R15	Quite practical

General Opinion about Google Classroom the majority of respondents expressed a positive opinion toward Google Classroom, describing it as helpful, effective, and flexible. However, a few respondents reported neutral or less favorable experiences.

Most respondents stated that Google Classroom was helpful and quite effective for online learning. Respondents R1, R3, R5, and R13, for example, said that this platform made it easier for them to access materials and complete assignments flexibly. They felt helped by the neat structure of materials and ease of uploading assignments. In fact, some of them felt that using Google Classroom increased their learning motivation.

Q2: What obstacles did you face while using Google Classroom?

Table 4.2 The Result of interview

Respondent	Obstacles
R1	Signal sometimes lost
R2	Unstable internet
R3	None
R4	Heavy application
R5	None
R6	Data quota quickly depleted
R7	Often ran out of data
R8	Phone often lags
R9	Forgot to open GC
R10	Often forgot to open
R11	No obstacles
R12	Slow internet
R13	Signal often lost
R14	Initially confused
R15	Network sometimes lost

Obstacles Faced While Using Google Classroom. The main challenges faced by students included unstable internet connections, limited data quotas, and device performance issues. Some respondents also mentioned forgetting to access the platform regularly.

However, not all respondents gave entirely positive responses. Respondents R9 and R10, for instance, stated that using Google Classroom was less effective because they often forgot to open the platform or felt less helped by the materials. This shows that the effectiveness of using Google Classroom greatly depends on each participant's discipline and independent learning ability.

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Q3: What is your opinion about the initial materials provided through Google Classroom?

Table 4.3 The Result of interview

Respondent	Initial Materials
R1	Very helpful
R2	Useful
R3	Very helpful
R4	Helpful
R5	Very helpful
R6	Sometimes helpful
R7	Somewhat helpful
R8	Helpful
R9	Not really
R10	Less useful
R11	Less effective
R12	Helpful
R13	Useful
R14	Somewhat helpful
R15	Very helpful

Opinion on Initial Learning Materials. Most participants found the initial materials provided through Google Classroom to be helpful and beneficial, although a small number noted the materials were less effective or only somewhat helpful.

Regarding technical obstacles, some respondents complained about network issues, signals, and devices used. R2, R6, and R7 mentioned that internet quota was quickly depleted and unstable connections became the main obstacles in the online learning process. Additionally, some respondents felt that this application was quite heavy to use on certain phones, as expressed by R4 and R8.

Q4: How has your motivation changed after using Google Classroom?

Table 4.4 The Result of interview

Respondent	Motivation
R1	Increased
R2	Neutral
R3	Increased
R4	Quite motivated
R5	Significantly increased
R6	Not much change
R7	Somewhat motivated
R8	Slightly increased

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R9	Remained the same
R10	Not increased
R11	Not really
R12	Quite helpful
R13	Motivated
R14	Starting to be motivated
R15	Motivated

Changes in Motivation The use of Google Classroom led to increased motivation for many respondents, though some stated that their motivation remained unchanged or only slightly increased.

Regarding motivation, most respondents experienced increased motivation in learning, especially due to the ease of accessing materials and assignments anytime. R1, R3, and R5 mentioned that their motivation increased along with the ease offered by Google Classroom. However, R6 and R10 felt that using this platform did not much affect their motivation, due to minimal interaction and a less supportive online learning atmosphere.

Q5: How was your access to Google Classroom during usage?

Table 4.5 The Result of interview

Respondent	Access
R1	Phone works well
R2	Laptop works well
R3	Phone easy
R4	Phone, sometimes error
R5	Phone works well
R6	Phone average
R7	Phone works well
R8	Phone slow
R9	Phone OK
R10	Phone works well
R11	Laptop works well
R12	Phone OK
R13	Prefers laptop
R14	Phone works, but initially confused
R15	Phone average, sometimes slow

Access to Google Classroom Most students accessed Google Classroom via their mobile phones, and while many found it convenient, a few encountered minor technical issues such as slow performance or application errors.

In terms of access, respondents generally used phones or laptops. Some

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mentioned that their phones worked quite smoothly, but there were also those who experienced difficulties due to slow phones or frequently lost signals. This shows the technology facility gap among participants that can affect the effectiveness of online learning.

Q6: How was your experience in submitting assignments through Google Classroom?

Table 4.6 The Result of interview

Respondent	Assignment Experience	Submission
R1	Sometimes failed to upload	
R2	Failed to upload 1-2 times	
R3	Never had problems	
R4	Upload sometimes slow	
R5	Easy upload	
R6	Upload somewhat complicated	
R7	Initially confused	
R8	Ever uploaded incorrectly	
R9	Upload works well	
R10	Upload works well	
R11	Upload works well	
R12	Upload works well	
R13	Works well	
R14	Ever didn't know how to upload	
R15	Initially needed help	

Experience in Submitting Assignments Respondents generally reported a positive experience in submitting assignments, with a few facing initial difficulties or technical problems, such as failed uploads or confusion about the process.

In assignment submission, most respondents did not experience significant obstacles. R3, R5, and R11 stated that they could upload assignments smoothly. However, there were also those who experienced difficulties such as failed uploads, incorrect uploads, or not knowing how to upload assignments, as expressed by R2, R8, and R14.

Q7: How was your experience collaborating or discussing in Google Classroom?

Table 4.7 The Result of interview

Respondent	Collaboration Experience
R1	Barely felt
R2	Not felt
R3	Depends on assignments

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R4	Can discuss
R5	Very supportive
R6	Not collaborative
R7	Lacks interaction
R8	Collaboration not felt
R9	Collaboration not felt
R10	Not collaborative
R11	Occasional discussions
R12	Rarely discussions
R13	Can interact through comments
R14	Didn't know discussion features
R15	Limited discussions

Collaboration and Discussion Experience Collaboration features were perceived as lacking or underutilized by most respondents. Some managed to interact through comments, while others were unaware of discussion functionalities.

In terms of collaboration, the majority of respondents felt that interaction and cooperation among participants was less felt when using Google Classroom. Some, like R6, R9, and R10, even mentioned that they did not feel any collaboration at all. Only a small portion like R4, R5, and R13 felt there was room for discussion, although still limited.

Q8: What advantages did you feel from using Google Classroom?

Table 4.8 The Result of interview

Respondent	Advantages
R1	Can access materials again
R2	Saves paper
R3	Practical & efficient
R4	Organized materials
R5	Not complicated
R6	Can open anytime
R7	Everything organized
R8	Everything documented
R9	Access to digital materials
R10	Can see grades
R11	Everything organized
R12	Free access anytime
R13	Organized assignments
R14	Organized
R15	Easy to find materials

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Advantages of Using Google Classroom Students acknowledged several advantages of Google Classroom, including organized materials, ease of access, efficiency, and clear documentation of learning activities.

The advantages of using Google Classroom felt by the respondents include ease of accessing materials, no need to use paper, all materials well documented, and flexibility in reviewing materials whenever needed. R₁, R₃, R₈, and R₁₂ conveyed that they could reopen materials anytime, which was very helpful in understanding lesson content.

Q₉: What suggestions do you have for the future development of Google Classroom?

Table 4.9 The Result of interview

Respondent	Suggestions
R ₁	Create reminder feature
R ₂	Add training
R ₃	Clearer notifications
R ₄	Add discussion feature
R ₅	Give rewards for frequent access
R ₆	Technical guidance
R ₇	Create video tutorials
R ₈	Add Q&A space
R ₉	Integration with WhatsApp
R ₁₀	Provide brief training
R ₁₁	Strengthen notification features
R ₁₂	Beginner tutorial needed
R ₁₃	Include additional exercises
R ₁₄	Add beginner training
R ₁₅	Need usage guide

Suggestions for Future Development Respondents recommended improvements such as reminder features, user training, technical guidance, enhanced discussion tools, and integration with external platforms like WhatsApp. Some suggestions provided by respondents include adding reminder or notification features, training on using Google Classroom for beginners, creating video tutorials, providing question-answer spaces, integration with WhatsApp, and giving rewards or recognition for active participants. These suggestions reflect participants' needs for more interactive and structured support

Discussion

The results of this research show that the use of Google Classroom in the Kresna Online English Course Program in Kampung Inggris Pare, Kediri provides various significant impacts on participants' learning experiences. This platform provides many conveniences in accessing materials and carrying out learning tasks,

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so flexibility and comfort become main advantages that are highly appreciated by most participants. They can access materials anytime and anywhere, without being bound by specific times or places. This certainly provides great convenience, considering that many participants have busy schedules or live in locations that do not always support physical presence in class. With this convenience, the learning process becomes more practical and allows participants to learn according to their own pace, without the time pressure felt in traditional learning methods.

However, although most respondents feel that Google Classroom provides convenience and flexibility, the results of this research also reveal several significant obstacles. Some participants reported technical problems that disrupted the smoothness of their learning process. One of the main problems is the instability of internet networks that often hampers their access to materials and assignments. This network problem, as expressed by some respondents, often causes participants to be unable to follow learning materials smoothly. In addition, internet quota that quickly depletes is also a complaint for participants who live in areas with limited internet connections or with limited resources. This shows that although online learning platforms can provide many advantages, their success greatly depends on the technological infrastructure available to participants.

Additionally, some participants also complained about the Google Classroom application that sometimes feels heavy and difficult to use, especially on certain mobile phones. Some felt that this application does not run well on phones with low specifications, which ultimately causes delays in accessing materials or uploading assignments. This shows that there is a gap in technological facilities among participants, where not all participants have adequate devices to use this platform optimally. As a result, participants who experience these obstacles may feel burdened or frustrated, which of course can affect the effectiveness of their learning.

Participants' learning motivation also seems to be influenced by the use of Google Classroom. The majority of respondents reported an increase in motivation to learn thanks to the convenience provided by this platform. They feel more motivated because they can access materials more flexibly, which gives them greater control over their learning process. Respondents like R₁, R₃, and R₅, for example, stated that they feel more motivated because they can complete assignments and review materials according to their needs. However, there are also participants who feel their motivation remains stagnant or even decreases, such as R₆ and R₁₀, who expressed that although they can access materials, they do not feel encouraged to actively interact or discuss with other participants or teachers. This shows that although material access is easier, participants' learning motivation is also greatly influenced by social interaction in learning. The existence of discussion forums or collaborative activities on the platform can be an important factor in maintaining motivation and increasing participant involvement in online learning.

Furthermore, although most participants did not experience significant obstacles in assignment submission, there were also those who faced some difficulties related to the technical aspects of uploading assignments. Some respondents reported problems such as failed uploads, incorrect uploads, or not knowing the correct procedure in uploading assignments. This shows that although

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Google Classroom is designed to simplify the assignment submission process, ignorance or lack of initial training on how to use this platform correctly can be an obstacle for some participants. Therefore, adequate guidance and training on using Google Classroom features are very necessary, especially for participants who are not familiar with online learning technology.

The aspect of collaboration and interaction among participants is also one of the important findings in this research. Most participants felt that they lack opportunities to collaborate with classmates or with teachers during the learning process using Google Classroom. Some participants even expressed that they feel there is no interaction or cooperation that occurs in the online class. This becomes one of the quite significant weaknesses in using Google Classroom, because interaction among participants and between participants and teachers can enrich the learning experience and help participants to understand materials more deeply. Collaboration and group discussion are very important in the learning process, especially in the context of English, where communication and interaction are an integral part of learning. Google Classroom provides several features for discussion, but apparently, these features are not utilized optimally, and more participants feel there is no room to discuss or work together. Therefore, there needs to be an improvement in utilizing collaborative features on this platform, for example by creating more discussion spaces, group assignments, or more interactive question-answer forums.

Nevertheless, there are several significant advantages felt by participants in using Google Classroom. One of the biggest advantages is the time efficiency offered by this platform. Participants can access materials more easily without having to depend on specific times or places. All materials and assignments are neatly documented, which allows participants to review materials anytime according to their needs. This is very helpful in deepening their understanding of lessons, especially for those who need more time to understand materials. Additionally, the use of Google Classroom also reduces paper usage, which is not only environmentally friendly but also more practical and efficient.

Various suggestions given by participants also reflect the need for further development in using Google Classroom. Some participants suggest adding reminder or notification features to help them stay organized and remind them about assignments or materials that need to be completed. Further training on how to use Google Classroom, especially for participants who are not familiar with technology, is also important. Additionally, participants also proposed creating video tutorials or beginner guides that can help them understand how to use this platform more effectively. All these suggestions show that although Google Classroom already has many useful features, there is room for improvement that can make the learning experience more comprehensive and enjoyable for participants.

Overall, Google Classroom has great potential to become an effective learning tool in the Kresna Online English Course program. However, the success of its implementation greatly depends on the readiness of technological infrastructure, user training, and enhancement of social interaction and collaboration among participants. With further improvement and development, this platform could

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become a more effective means in supporting interactive and comprehensive online learning processes.

CONCLUSIONS

Google Classroom as a digital learning platform has significant potential to support target-based learning at Kresna English Course, but its effectiveness greatly depends on various factors such as the readiness of technological infrastructure, digital literacy of students and teachers, and implementation strategies designed carefully to maximize interactive and collaborative features. Although Google Classroom provides various conveniences and flexibility, the challenge in creating a truly interactive and communicative learning experience in the context of language learning remains an issue that needs attention.

In terms of future research, several suggestions are proposed. Expanding the scale and scope of future studies by involving more course institutions in Kampung Inggris or comparing different English learning contexts will yield a more comprehensive understanding of Google Classroom's effectiveness. Further exploration of pedagogical aspects in digital learning is also suggested, including investigating effective teaching strategies, designing optimal learning activities, and applying appropriate evaluation methods. Such exploration will contribute valuable insights into the application of pedagogical principles in digital environments.

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