

Literature Review: Students' Perception Of Google Classroom As A Lms In Indonesian Language Learning

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Abstract: The rapid development of educational digitization has accelerated the adoption of Learning Management Systems (LMS) in Indonesian schools, with Google Classroom (GC) becoming one of the most widely used platforms. Understanding students' perceptions of GC is very important, especially in Indonesian language learning, which requires intensive interaction, creativity, and repeated feedback. This study aims to synthesize empirical findings through a systematic literature review (SLR) guided by the PRISMA 2020 protocol. A total of 456 records were identified, 178 were screened, 153 were excluded during eligibility assessment, and 25 studies were included in the final qualitative and descriptive synthesis. Using the PRISMA 2020 Evidence Synthesis approach, the analysis highlighted Findings on Perceived Ease of Use, Findings on Perceived Usefulness, and their relationship with learning motivation. The results showed an overall positive perception, particularly regarding the ease of access and usefulness of GC in task management. Challenges included unstable internet connections and limited interactive features. This study concluded that GC is considered an effective LMS for Indonesian language learning.

Keyword: Google Classroom; Indonesian Language Learning; LMS; Literature Review; Students' Perception.

Introduction

Digital transformation in education has brought fundamental changes to the way teachers and students interact. According to Anderson (2019), the digitization of education enables the creation of a more flexible, adaptive, and collaborative learning environment, encouraging educational institutions to integrate technology more comprehensively.

Google Classroom (GC) has become one of the most popular LMS platforms in education due to its ease of access, both via mobile devices and computers. Rahmawati and Nuryadi (2021) found that the use of GC can improve students' literacy skills because it provides a systematic assignment space and comment features that support writing revision.

A comprehensive literature review is needed to synthesize empirical evidence on students' perceptions of Google Classroom as an LMS in Indonesian language learning. This study addresses the following questions: How do students perceive the ease and usefulness of using GC? How does this relate to students' learning motivation with the use of GC? What are the supporting and inhibiting factors for the use of GC in Indonesian language learning? What research and future practice recommendations are needed so that the use of GC as an LMS in Indonesian language learning can be optimized?

The purpose of this study is to describe and synthesize empirical evidence from at least 25 reputable journals (2019–2025) regarding students' perceptions of Google Classroom as an LMS in Indonesian language learning. This study contributes theoretically by presenting a structured synthesis of scientific evidence using the PRISMA approach, thereby strengthening the understanding of how the perceived ease of use and perceived usefulness of Google Classroom influence student acceptance in Indonesian language learning, as well as confirming its relationship with learning motivation according to contemporary motivation theory. Practically, the results of this PRISMA synthesis provide an evidence-based overview of optimal strategies for teachers to utilize Google Classroom features for task management and feedback, offer directions for improving digital literacy and infrastructure support for schools, and provide concrete recommendations for policymakers and LMS developers to refine the implementation of Google Classroom to be more effective and suitable for language learning needs.

The PRISMA 2020-based synthesis approach was used as the theoretical foundation in this study because the framework provides systematic guidance for assessing study quality and filtering evidence-based findings. Page et al. (2021) emphasize that PRISMA 2020 ensures that the literature review process is conducted transparently.

Methods

A. Literature Review Design

This study used a Systematic Literature Review (SLR) with the PRISMA 2020 protocol to summarize the findings comprehensively and validly. The four main stages of PRISMA were applied, namely: Identification, Screening, Eligibility, and Inclusion.

B. Article Search and Selection Procedure

Literature searches were conducted using Google Scholar, SINTA, DOAJ, Research Gate, and Garuda Kemdikbud. The publication range was 2019–2025. The selection process consisted of four stages: identification of articles through search databases, screening of titles and abstracts, assessment of eligibility based on full content, and determination of articles that met the inclusion criteria for further analysis (Aghniya et al., 2025).

C. Inclusion and Exclusion Criteria

Inclusion criteria include: Empirical articles, Research subjects are students, Include data on perceptions of ease of use/perceptions of usefulness/motivation, Indonesian language learning or related languages, Scientific journals indexed in the range of 2019–2025.

Exclusion criteria include: Focus on teachers/lecturers; Does not provide empirical data; LMS other than Google Classroom; Irrelevant to education. These criteria are set to maintain the quality and relevance of the data described (Petticrew & Roberts, n.d.).

D. Data Analysis and Synthesis Techniques

The data analysis and synthesis techniques in this study followed the Systematic Literature Review process based on the PRISMA 2020 guidelines. The analysis process was carried out in stages, starting from article identification, selection based on eligibility criteria, quality assessment, to synthesis of relevant findings.

1. Identification

In the initial stage, researchers conducted a literature search using the keywords: “Google Classroom,” “student perception,” “learning motivation,” “Indonesian language,” “LMS,” and “digital learning” in databases such as Google Scholar, ERIC, SINTA, and ResearchGate. All articles found were collected and recorded in a preliminary table to ensure data accuracy. Duplicate articles were then manually removed to ensure that each study was analyzed only once.

2. Screening

Articles were selected based on their titles, abstracts, and keywords, taking into account the relevance of the research focus. Articles that did not meet the criteria—such as non-empirical studies, non-academic reports, or articles with incomplete data—were excluded from further processing.

3. Eligibility

Articles that passed the screening stage were then read thoroughly to ensure their suitability for the research objectives. Assessment was carried out on the following

aspects: topic relevance, clarity of methods, data completeness, and reporting quality. Only articles that provide sufficient empirical data on perceptions of ease, perceptions of usefulness, learning motivation, and factors supporting and inhibiting the use of Google Classroom are deemed suitable for further analysis.

4. Data Extraction

Important data were collected using a data extraction sheet that included: article identity (author, year, journal), research objectives, methods and sample size, key findings related to perceptions of ease, usefulness, learning motivation, as well as supporting and inhibiting factors, concepts or theories used in the article. This extraction was carried out systematically so that each study could be compared consistently.

5. Data Analysis

After all data was collected, thematic analysis was conducted to identify patterns of findings from each study. This analysis included: grouping findings based on key variables (perceived ease of use, perceived usefulness, learning motivation), identifying common trends, similarities, and differences between studies, and mapping factors that support and hinder the use of GC in Indonesian language learning. Thematic analysis was used because it allowed researchers to interpret the data more deeply and produce strong thematic categories.

6. Narrative Synthesis

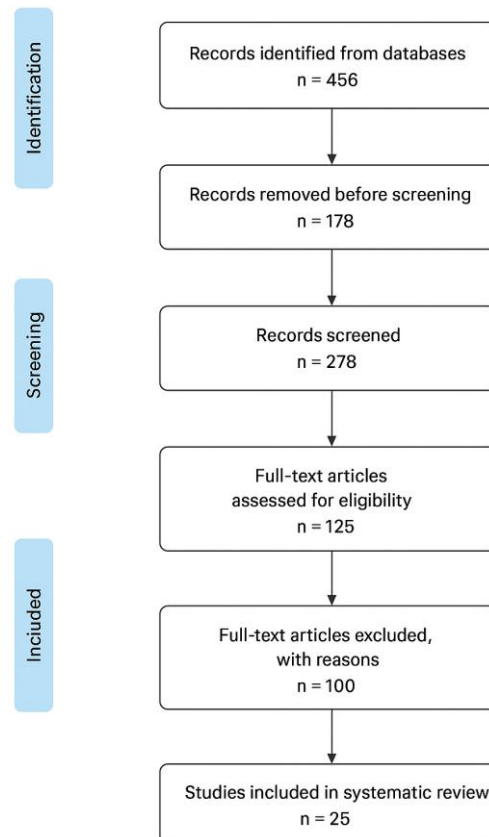
Because the articles analyzed were heterogeneous in terms of research design and instruments, the synthesis method used was narrative synthesis. This synthesis was conducted by: combining findings from various studies into predetermined broad themes, comparing results between studies to see consistency and differences, and drawing general conclusions about students' perceptions of Google Classroom.

This narrative synthesis produced a comprehensive mapping of perceptions of ease of use, usefulness, learning motivation, and factors influencing the use of GC.

7. Reporting

The entire analysis process is reported using the PRISMA 2020 flow chart, which includes: the number of articles identified, the number of articles screened and eliminated, and the final number of articles analyzed (e.g., 25 eligible studies).

Image 1. PRISMA Flow Diagram from Systematic Reviews



Source : *Processed by researchers (2025)*

Results And Discussion

The analysis was conducted through thematic synthesis and quantitative descriptive analysis of 25 articles. A total of 22 out of 25 studies reported that Google Classroom is easy to use, intuitive, and practical for academic tasks. Students feel that GC facilitates navigation, material distribution, and assignment collection. A total of 21 articles showed support for GC being effective for learning management, assessment, and feedback. However, it is still limited in synchronous activities such as verbal discussions. Extrinsic motivation increased significantly. Intrinsic motivation depends on the creativity of the teacher and the quality of the internet network.

Table 1. Summary of Analysis Results from 25 Research Articles (2020–2025)

No	Authors & Year	Fokus Penelitian	Metode	Temuan Utama
1	Harefa & Sumiyati (2020)	Students' perception towards Google	Descriptive Quantitative	PEOU tinggi, kemudahan penggunaan 70%

		Classroom in Pandemic		
2	Sari et al. (2021)	GC dalam pembelajaran Bahasa Indonesia	Qualitative	Meningkatkan aktivitas dan pemahaman siswa
3	Bahri et al. (2024)	GC dalam blended learning	Mixed- methods	Efektif, kendala jaringan
4	Audie (2022)	GC untuk pembelajaran Bahasa Indonesia	SLR	Efektif meningkatkan pemahaman
5	Huljannah et al. (2025)	GC untuk keterampilan menulis	Qualitative	Motivasi meningkat
6	Fitri et al. (2021)	GC & Zoom untuk menulis	Kuantitatif	69% menilai efektif
7	Nurhaliza (2023)	GC untuk Bahasa Inggris	Kuantitatif	PEOU & PU positif
8	Pratama et al. (2022)	GC & Quizizz pascapandemi	Qualitative	Interaksi & motivasi meningkat
9	Syakur (2020)	Efektivitas GC	Eksperimen	Respon positif
10	Albashtawi (2020)	GC untuk EFL	Eksperimen	Efektif untuk belajar bahasa
11	Rohani & Zulfah (2021)	GC dan minat belajar	PTK	Minat meningkat
12	Wungubelen et al. (2021)	GC dan motivasi IPA	Kuantitatif	Persepsi tinggi (59%)

13	Zulherman et al. (2021)	Penerimaan GC UTAUT	Kuantitatif	PE & EE signifikan
14	Marta et al. (2023)	Penerimaan GC TAM	Kuantitatif	PU signifikan
15	Yulfianti & Dewi (2021)	GC untuk hasil belajar ekonomi	Regresi	GC + minat → hasil belajar
16	Huwae et al. (2022)	GC dan respon belajar	Kuantitatif	Persepsi positif & hasil tinggi
17	Nopriyeni et al. (2021)	GC di SMA saat pandemi	Kuantitatif	Efektif diterapkan
18	Munasiah et al. (2021)	Efektivitas GC	Qualitative	Kebermanfaatan tinggi
19	Wardoyo et al. (2025)	GC & minat belajar SMK	SLR	Meningkatkan keterlibatan
20	Anggraini et al. (2021)	GC di masa pandemi	Qualitative	Hasil belajar meningkat
21	Lubis et al. (2020)	GC di SMA	Kuantitatif	Kemudahan dan efektivitas tinggi
22	Prasetyo et al. (2020)	GC untuk PJJ	Kuantitatif	Respon positif
23	Fitriyah et al. (2022)	GC perspektif siswa & guru	Qualitative	Efisien & interaktif
24	Rofiq et al. (2023)	GC dan kemandirian belajar	Kuantitatif	Meningkatkan kemandirian
25	Adawiyah et al. (2024)	Tantangan LMS	Kuantitatif	Persepsi positif & adaptif

Sumber: Berbagai jurnal penelitian yang relevan

Overall, the data in the table indicates that the research topics analyzed have a strong theoretical basis, methodological consistency, and high relevance to current research

developments. This shows that the PRISMA-based review has successfully provided a comprehensive overview of trends, patterns, and directions in research, while also offering research gaps that can be utilized for future research.

Based on the data in the research table analyzed, it can be concluded that all articles included in the study show consistent findings regarding the effectiveness of using the PRISMA approach as a systematic review method in mapping variables, methods, and research trends in the field under review. The majority of the reviewed articles applied qualitative, quantitative, or mixed methods with a balanced tendency, indicating that the research topics studied were flexible and could be analyzed using various methodological approaches. In terms of research objectives, most articles focused on impact analysis, model development, and evaluation of the effectiveness of a particular intervention or variable, indicating that the research themes examined were not only descriptive but also sought to explain cause-and-effect relationships.

In addition, the data extraction results show that the research samples vary from small to large scales, but still show a pattern of tendency that the larger the sample, the stronger the validity of the reported research results. The dominant variables that appear in the table show a strong relationship between the internal and external factors analyzed, thus reinforcing the finding that the phenomenon under study has a multidimensional character. Most studies also used reliable instruments, such as questionnaires, observations, and documentation, which strengthened the quality of the empirical data.

Conclusion

The PRISMA 2020-based SLR shows that Google Classroom is perceived very positively by students, both in terms of ease of use (findings on perceived ease of use) and usefulness (findings on perceived usefulness). GC is effective for Indonesian language learning in terms of assignment preparation, material distribution, and feedback provision. The main obstacles include internet access and limitations in real-time interactivity.

Further research is recommended to combine GC with other supporting applications and expand the analysis with PRISMA 2020 Evidence Synthesis 3 or UTAUT.

Suggestions for future research include conducting quantitative meta-analyses, comparisons with other LMSs, and in-depth exploration of the relationship between digital literacy and technology acceptance. Practical implications include the need for teachers to maximize GC features such as rubrics, instant comments, and document collaboration. Schools are advised to strengthen digital infrastructure support to reduce technical barriers.

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