

**GOOGLE CLASSROOM AND E-LEARNING TOWARD SELF CONCEPT**

**Analysis of diversification in Individual preferences**

**THESIS**



**By**

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**FACULTY OF TARBIYAH AND TEACHER TRAINING**

**STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

**2021**

**GOOGLE CLASSROOM AND E-LEARNING TOWARD SELF CONCEPT**

**Analysis of diversification in Individual preferences**

**THESIS**

**Presented to**

**State Institute of Islamic Studies Ponorogo**

**in Partial Fulfillment of the Requirement**

**for the Degree of Sarjana in English Education**



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**STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

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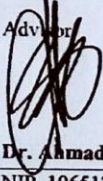
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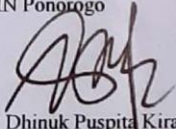
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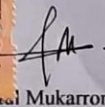
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## **DEDICATION**

### **My Parent and Family**

I dedicate this thesis special for my beloved Father and Mother, Mr. Khoirul Anam and Mrs. Binti Solekah also my brother, Ahmad Tohir and my sister, Wasiatun Ilma who always pray for me and give me understanding about all thing in this life and endless love.

### **Beloved Friends**

My big Family of TBLA, my close friends (Bekti Ferda Sari, Emma Meylani Aditama, Nur Cahyani Sukma, Kusuma Dewi Arsita, Rohadatul Aisy Zahrotun Nirwana and Abdur Rahim Wahid), and other friends that I cannot mention one by one, thanks for the spirit, love, joke, smile, and togetherness all the time.



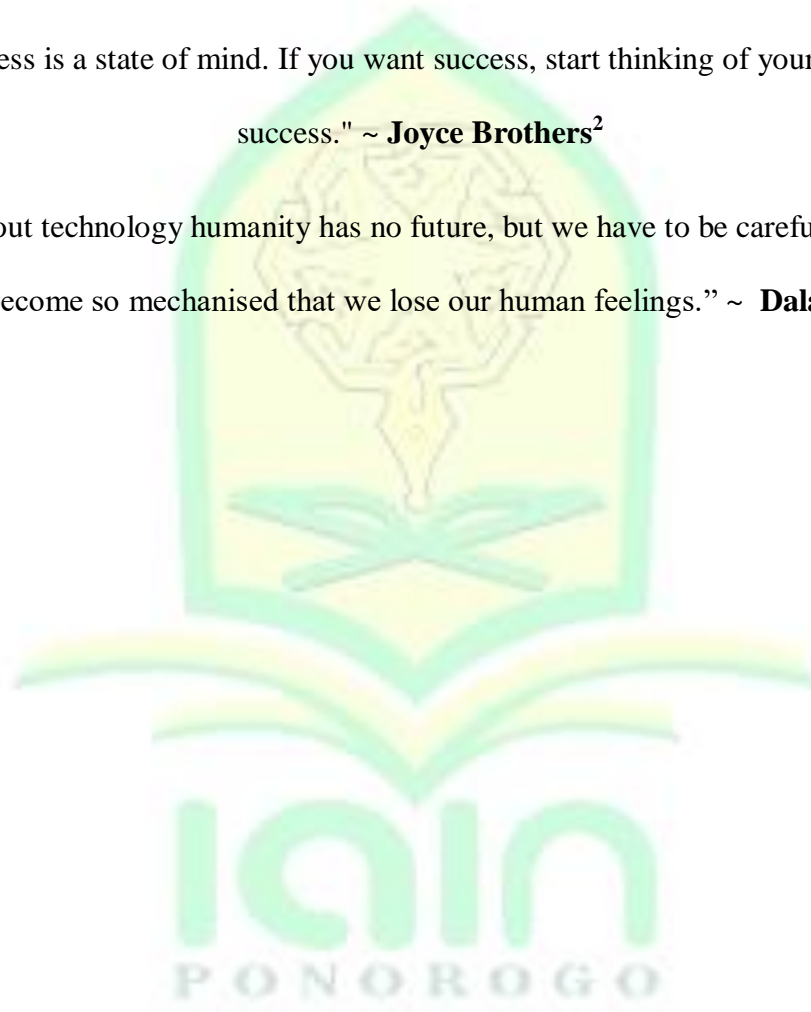


## MOTTO

"We have a mental block inside us that stops us from earning more than we think we are worth. If we want to earn more in reality, we have to upgrade our self-concept." ~ **Brian Tracy**<sup>1</sup>

"Success is a state of mind. If you want success, start thinking of yourself as a success." ~ **Joyce Brothers**<sup>2</sup>

"Without technology humanity has no future, but we have to be careful that we don't become so mechanised that we lose our human feelings." ~ **Dalai Lama**<sup>3</sup>



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<sup>1</sup> <https://www.azquotes.com/quote/1067685>

<sup>2</sup> <https://www.azquotes.com/quote/1067685>

<sup>3</sup> <https://www.azquotes.com/quote/1067685>

## ABSTRACT

**MUKARROMAH, LAILATUL.** 2021. *Google Classroom and E-Learning IAIN Ponorogo Toward Self Concept (Analysis of diversification in Individual preferences)*. Thesis, English Education Department, Tarbiyah and Teachers Training Faculty, State Institute of Islamic Studies Ponorogo. Advisor Dr. Ahmadi, M.Ag.

*Keywords: Google Classroom, E-learning IAIN Ponorogo and Students' Self Concept*

Google Classroom Application is one of the alternative solution that can be used by the teacher to teach online learning. Google Classroom Application tries to make the learning process within the class easily and effectively. E-learning IAIN Ponorogo is a system created by the campus itself as an effort to make online learning systems work well. The system has a profile that matches the characteristics of the IAIN Ponorogo campus and is designed in such a way that it is attractive and easily understood by students. Self-concept is all ideas, thoughts and beliefs that individuals know about themselves and influence individuals in dealing with others, including perceptions of their nature and abilities, interactions with others and the environment, and values relating to experience and objects well as related goals.

The purpose of this research was to determine how the significant influence of Google Classroom and E-learning on the self-concept based Individual preferences of the sixth semester English education students at IAIN Ponorogo.

This study uses quantitative research that applies an ex-post-facto design. The population is 139 taken from all sixth-semester students of the English Department of IAIN Ponorogo for the 2019/2020 academic year. Simple random sampling was used as the sampling technique. The number of samples is 58 students. The data collection technique is a questionnaire. The instrument used consisted of 39 statement items. Data were analyzed using the SPSS 22 program.

The findings show that there is a significant effect between Google Classroom and E-learning IAIN Ponorogo toward students' self-concept based Individual preferences of the sixth semester English education students at IAIN Ponorogo with  $F_{\text{count}}$  variables  $X_1$  and  $X_2$  were  $19.349 > F_{\text{table}}$ , and the value of student self-concept is  $0.000 < 0.05$ .  $H_0$  is rejected, and  $H_a$  is accepted.

Based on the explanation above, it can be concluded that the Google Classroom and E-learning IAIN Ponorogo significantly influences students' self-concept based Individual preferences of the sixth semester English education students at IAIN Ponorogo. It becomes important for campuses and lecturers to improve and develop the learning media used. Lecturers should pay more attention to appropriate learning media to make students more enthusiastic in online learning and have positive concepts in learning.

## ACKNOWLEDGMENT

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Finally, this research can be finished as the partial fulfillment of requirements for the English Education Department. The researcher realized that the research could not be finished without support from the people around her. Therefore, the researcher would like to give her gratitude to:

1. Dr. Hj. Evi Muafiah, M.Ag., the Rector of State Institute of Islamic Studies Ponorogo
2. Dr. H. Moh. Munir, Lc., M.Ag., the Dean of Faculty Tarbiyah and Teacher Training
3. Dr. Dhinuk Puspita Kirana, M.Pd., the Head of English Education Department
4. Dr. Ahmadi, M.Ag., the Advisor of the researcher
5. The sixth-semester students of English education at IAIN Ponorogo.
6. The people around the researcher, who always help and support me

The researcher realizes this thesis cannot be considered a perfect masterpiece. Therefore, it is precious for the researcher to get suggestions and criticism, hopefully making it better. The researcher also hopes that this thesis will be useful for the readers and the researcher.

Ponorogo, October 27<sup>th</sup>, 2021



Lailatul Mukarromah

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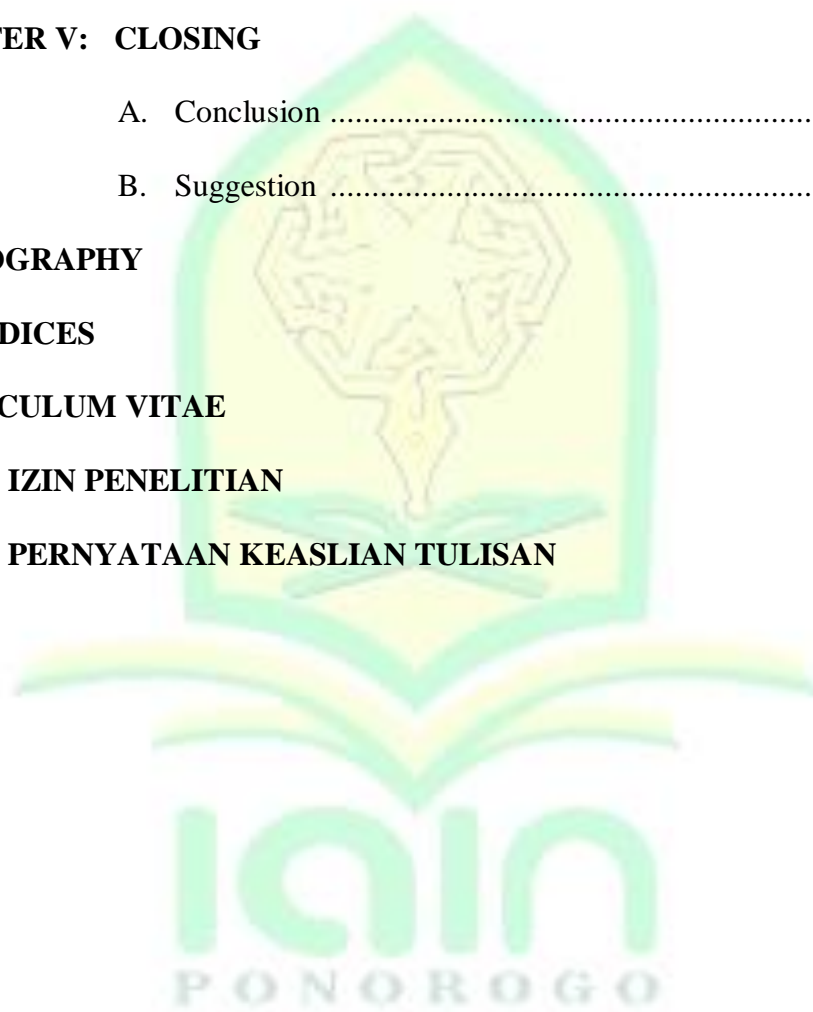
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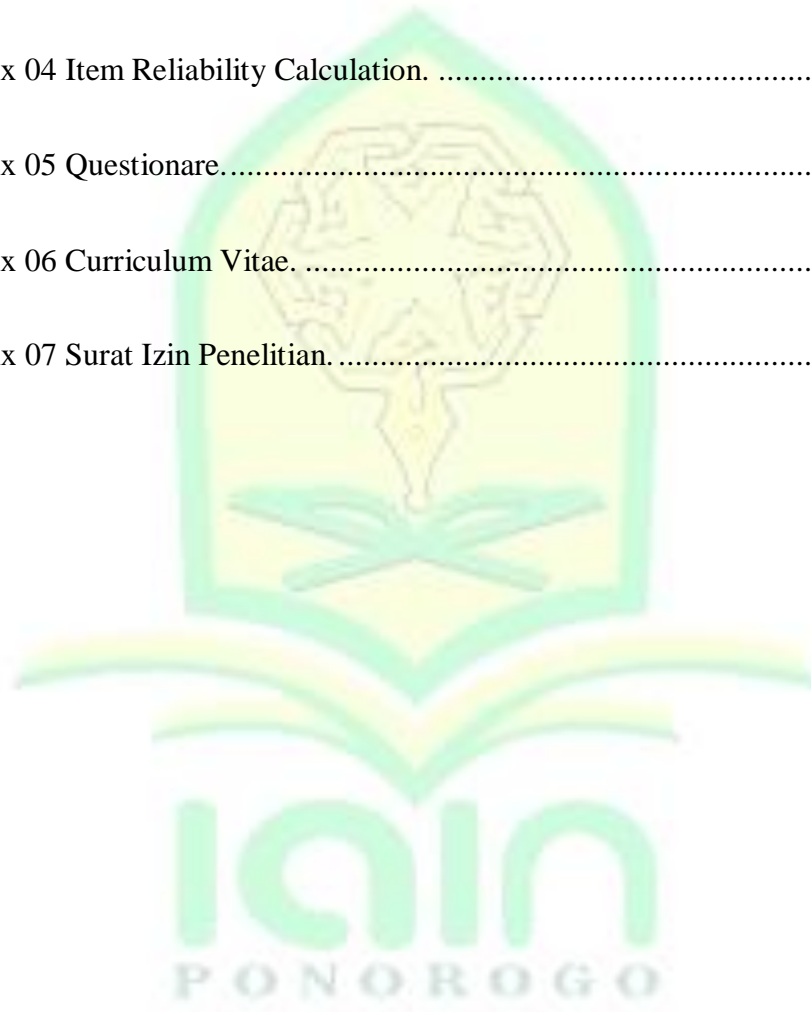
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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Educational technology is one of the studies that have received a lot of attention among academic experts. Educational technology is the effective use of technological tools in learning. As a concept, it concerns an array of devices, such as media, machines, and networking hardware, and considering theoretical perspectives for their practical application.<sup>4</sup> Therefore, perception of educational technology is the same as the media, even though the position of media serves as a means to facilitate the delivery of information or learning materials.

Over the last decade, many changes have occurred that promote and support teachers in adopting technology in education.<sup>5</sup> One of the factors is the COVID-19 pandemic that we recently faced. The dangerous virus did identify in Wuhan, South China, in November 2019. The virus then spread rapidly throughout the world. Four days after WHO confirmed COVID-19 as a pandemic, on March 15, 2020, President Joko Widodo implemented several policies to realize social distancing in society. He appealed to the public to work, study, and practice worship from home.

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<sup>4</sup> Michael Brückner, *Educational Technology*. (Thailand: Naresuan University, 2015), 1.

<sup>5</sup> Shampa Iftakhar, *Google Classroom: What Works And How?*, Journal Of Education And Social Sciences, (2016) Vol. 3. 12.

This situation impacts various sectors of public life, including the education sector in Indonesia, which has undergone several fundamental changes. Schools or colleges did force to experience online learning through gadgets to break the rope of the spread of COVID-19. One of them is State Institute of Islamic Studies Ponorogo, located in Ponorogo District, Ponorogo Regency, East Java, effected COVID-19. After receiving an appeal from the government, the lecturers at IAIN Ponorogo took action by conducting online learning.

Online learning can help students in many ways, especially when they have social anxiety. It can be a relief because they can freely ask and comment without feeling shy with other students. Technology affects students in learning. It can support that are very fundamental changes. The implementation of technology is needed significantly to improve students' performance.<sup>6</sup> With the implementation of technology, students' performance does expect to be more efficient and effective. Thus, their performance will be maximum.

The State Institute of Islamic Studies Ponorogo is the only State Institute of Islamic Studies in the Madiun residency has implemented online learning in early 2020. This is evidenced by the rector's decree no: 555/1 n. 32. 1 /04/ 2020 about implementation and monitoring quality guidelines distance learning state institute of islamic studies ponorogo. Rector of state institute of islamic studies ponorogo, considering: a. that to ensure quality and smooth

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<sup>6</sup> Annita Muslimah, *A Survey On The Use Of Google Classroom In English Language Education Department Of Islamic University Of Indonesia.*, (Yogyakarta: Universitas Of Indonesia, 2018).

process distance learning for students' state institute of islamic studies ponorogo need to establish quality guidelines implementation of remote learning monitoring (distance learning); b. that based on the consideration of letter (a) above, it is necessary determined by the decree of the chancellor of the institute of islamic religion ponorogo state regarding the implementation quality guidelines and monitoring distance learning {distance learning}

Many platforms choose as online learning tools, such as WhatsApp, Telegram, Google Classroom, and E-learning IAIN Ponorogo. However, only two do use most often because they are considered the most effective in delivering material, namely Google Classroom and E-learning IAIN Ponorogo.

Google Classroom Application is one of the alternative solution that can be used by the teacher to teach online learning. Online learning which it become one of terrible part in English subject needed to be solved by the appropriate way. Google Classroom Application tries to make the learning process within the class easily and effectively. Through this Application, teacher can share the material in the form of tutorial videos, pictures, document, or the other data in order to make the learning process efficiently remember that students are familiar to use the mobile phone recently.

Google Classroom helps teachers manage the creation and collection of student assignments in a paperless environment, basically leveraging the framework of Google Docs, Drive, and other Apps. Google Classroom allows teachers to spend more time with their students and less time on the

paperwork, and it is now even better. Google's latest announcement brings new functionality to Google Classroom.<sup>7</sup> With the existing facilities, online learning activities have become more accessible.

In addition to Google Classroom, E-learning IAIN Ponorogo is also one of the most widely used websites during online learning. E-learning is a system created by the campus itself as an effort to make online learning systems work well. The system has a profile that matches the characteristics of the IAIN Ponorogo campus and is designed in such a way that it is attractive and easily understood by students. E-learning is also accessed via a link so it is light and does not take up much space on the student's phone.

E-learning is a computer-based educational tool or system that enables you to learn anywhere and at any time. These typically include a chat room; a discussion board; a calendar; an announcements feature; a tool for building online assessments; a function for setting work, for the students to submit it and for you to grade it; a way to upload, order, index and time-release learning materials.<sup>8</sup> How to use e-learning in learning activities is also easy for students to understand.

Interviews with several students stated that online learning affected their achievement. One of them is self-concept how a student views himself as a whole and provide direction to find and determine how to achieve learning achievement which is expected. Self-concept is all ideas, thoughts and beliefs

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<sup>7</sup> Ibid., No. 15.

<sup>8</sup> Heather Fry, Steve Ketteridge, And Stephanie Marshall. *A Handbook For Teaching And Learning In Higher Education*. New York And London: Taylor And Francis Group, (2009). 85.

that individuals know about themselves and influence individuals in dealing with others, including perceptions of their nature and abilities, interactions with others and the environment, and values relating to experience and objects well as related goals.<sup>9</sup>

In this case, it means that the experience gained during online learning affects students' self-concept, especially Google Classroom and E-learning IAIN Ponorogo. The menu display, workings, and features on the platform change students' views during the learning process to be more active or passive. Therefore, if they are comfortable with the learning platform, a positive self-concept will grow in online learning become enthusiastic about learning to achieve the desired achievement and otherwise.

Based on the explanation above, the researcher would like to examine Google Classroom and E-learning IAIN Ponorogo entitled, **“GOOGLE CLASSROOM AND E-LEARNING TOWARD SELF CONCEPT Analysis of diversification in Individual preferences.”**

---

<sup>9</sup> Shohibur Rida, *Relationship Between Self-Confidence And Self-Concept With Stress On Pupil*, Fakultas Psikologi Universitas, Surabaya, 2017.

## **B. Scope and Limitation of Study**

To avoid a deviation of discussion, this research is focused on some concern identified as follow:

1. The subject of this study is the English education Students at Sixth Semester of Institute Agama Islam Negeri Ponorogo in academic year 2019/2020.
2. The object of this study is to compare E-learning IAIN Ponorogo and Google Classroom Toward Students Self Concept based Individual preferences.

## **C. Research Question**

Based on the background and the limitation of the research, the problem of this research is as follow:

1. How significant is the influence of Google Classroom and E-learning IAIN Ponorogo on the self-concept based Individual preferences of the sixth semester English education students at IAIN Ponorogo?

## **D. Research Objectives**

Based on the problem statement above, the aim of the research are:

1. To determine how the significant influence of Google Classroom and E-learning IAIN Ponorogo on the self-concept based Individual preferences of the sixth semester English education students at IAIN Ponorogo.



## E. Significance of Study

The finding of this research is an expected contribution given both theoretical and practical, those are;

### 1. Theoretical Significance

The results of this study expected contributions from researchers regarding the comparison of the use of Google Classroom and E-learning to encourage students' self-concept in online learning. Moreover, students' comfort in using appropriate media can increase enthusiasm for learning and understanding the material.

### 2. Practical Significance

#### a. For lecturers

The results of this study can provide an alternative for lecturers to determine suitable media and encourage student self-concept in online learning.

#### b. For students

The students will know and better understand how to use online learning media to make it easier to understand the material they get.

#### c. For institution

Institutions can get input from students about the media used as online learning. The goal is to improve quality and provide better learning media to be comfortable and enthusiastic during learning activities.

d. For reader

Researchers hope to contribute to readers, especially students and lecturers of IAIN Ponorogo themselves, to pay more attention to online learning media because it dramatically affects student self-concept in online learning.

e. For researcher

Hopefully, researchers can also understand that good research on online learning media have been studied—knowing how important it is to choose appropriate media to succeed in online learning activities and provide results that can benefit all parties.

## **F. Organization of Thesis**

In order to write a good thesis, it is necessary to arrange it systematically. The organization of the thesis provides the organization of the main issues discussed. This thesis writes in five chapters.

Chapter I provides the introductions of the study. It consists of the background study, limitation of the problem, statement of the problems, objectives of the study, significance of the study, and the organization of the thesis.

Chapter II consists of theoretical background, definitions, components, advantages, disadvantages of google classroom, e-learning, self-concept, and conceptual frameworks, previous study and hypotheses.

Chapter III is research methodology. The research methodology consists of research design, population and sample, an instrument of data collection, the technique of data collection, the technique of data collection and the technique of data analysis.

Chapter IV discusses the research result. It consists of research location, data description, data analysis, and discussion.

Chapter V is closing. It contains the conclusion of the study and suggestions from the research



## CHAPTER II

### REVIEW RELATED LITERATURE

#### A. Previous Related Study

In this previous study, the researcher will confirm previous research conducted by other researchers before;

First, the previous research finding that can be a consideration theory has been taken from the thesis of the University of Indonesia by Annita Muslimah titled "A Survey On The Use of Google Classroom In English Language Education Department of the Islamic University of Indonesia." This research identified the students' responses to Google Classroom for students of the English Language Education Department, Islamic University of Indonesia. One hundred ninety students completed the questionnaire about Google Classroom. This research shows that in general, students in the English Language Education Department, Islamic University of Indonesia batch 2014, 2015, 2016, and 2017 feel accessing Google Classroom is easy ( $\bar{X} = 4.11$ ), Google Classroom perceives usefulness ( $\bar{X} = 3.85$ ), Google Classroom makes their communication and interaction easier and comfortable ( $\bar{X} = 3.56$ ). Students feel satisfied with Google Classroom ( $\bar{X} = 3.73$ ). This research shows that Google Classroom is practical and helpful for the students, and they felt satisfied with Google Classroom.<sup>10</sup>

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<sup>10</sup> Annita Muslimah, *A Survey On The Use Of Google Classroom In English Language Education Department Of Islamic University Of Indonesia* (Yogyakarta: Universitas Of Indonesia, 2018). No. 38.

The second previous study on thesis by Fauzan and Fatkhul Arifin titled "The Effectiveness of Google Classroom Media on the Students' Learning Outcomes of Madrasah Ibtidaiyah Teacher Education Department." This research determined the effectiveness of using google classroom media on students' learning outcomes at Madrasah Ibtidaiyah Teacher Education Department of UIN Syarif Hidayatullah Jakarta. The subjects of this research are students of the Department of Madrasah Ibtidaiyah Teacher Education (PGMI) semester 2, 4, and 6. Data were taken from the activities of students and lecturers in lectures, where learning uses google classroom. Based on the results of research and discussion, it can be concluded that using Google classroom media is effective. Conceptually, the use of google classroom media needs to be improved to maximize the implementation. Regarding the quality of learning, using google classroom media is more effective and undoubtedly fun; students' enthusiasm shows this in learning to use google classroom media.<sup>11</sup>

Third, the previous study came from a thesis written by Nattaphon Phanchanikul titled "Using E-Learning to Improve English Communication Skills Ofthai Undergraduate Students." This research investigated the using e-learning to enhance undergraduate students' English communicative skills through online English courses over the internet. Of 50 undergraduate students in Bangkok, 74% were female, and another 26% were male. Their

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<sup>11</sup> Fauzan And Fatkhul Arifin, *"The Effectiveness Of Google Classroom Media On The Students' Learning Outcomes Of Madrasah Ibtidaiyah Teacher Education Department"*. (Jakarta: Uin Syarif Hidayatullah, 2019).

cumulative GPA ranged from 2.00 to 4.00. Most of them achieved a cumulative GPA of about 3.51 – 4.00. The results from self-assessment showed that the English skills of female undergraduate students were perceived as better than those of male undergraduate students in all four areas, including listening, speaking, reading, and writing, given the highest means. Most respondents were most weak in English speaking skills (mean = 2.66), while they were most strong in writing skills (mean = 3.78). Most respondents wanted to improve their English skills; most were English speaking skills at 48%, followed by English listening skills at 26%, English reading skills at 16%, and English writing skills at another 10%.<sup>12</sup>

Fourth, the previous study came from The International Journal of the Humanities. This research aims to shed light on the general self-concept levels of Spanish university students learning English as part of their degree. It will explore three of the five dimensions that make up the theoretical model selected: the academic, the social, and the emotional dimensions. Concerning level, significant negative correlations were detected between level and academic self-concept ( $r = -.135$ ) and level and the global score of the scale ( $r = -.266$ ); and a significant positive correlation was found between level and the social subscale ( $r = .154$ ).

Fifth, the previous study came from a thesis written by Grace S. Woods titled “A Study of Self-Concept as It Relates to Academic Achievement And Gender in Third Grade Students”, the purpose of this study was to

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<sup>12</sup> Nattaphon Phanchanikul, *Using E-Learning To Improve English Communication Skills Of Thai Undergraduate Students*, (Thammasat University, 2015).

determine if a positive relationship exists between self-concept, academic achievement, and gender. The subject sample consisted of fifty-two students from a suburban public school district in southern New Jersey. Twenty-seven females and twenty-five males participated in the study. The results of the study revealed that a significant correlation between self-concept and academic achievement exists. The level of a student's academic achievement seems to be the main factor relating to the student's level of self-concept. The higher the student's grades, the stronger their self-concept. The correlation coefficient results indicated that a significant relationship between self-concept and both reading (.291) and math (.307) achievement exists. Frequency polygons were used to display the distribution of each set of scores. Accordingly, a positive relationship exists between a student's self-perception and academic achievement.<sup>13</sup>

The difference between this study and mine is in variables, research subjects, participants, and methodology. This study aims to compare the use of google classroom and e-learning on students' self-concept. The participants are students Department of English Education class 2019/2020 because they have used Google Classroom and e-learning during online learning. This study uses quantitative methods. These studies are relevant to this research because they also examine Google Classroom, e-learning, and student self-concepts; thus, they can be used as a reference.

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<sup>13</sup> Grace S. Woods, *A Study Of Self-Concept As It Relates To Academic Achievement And Gender In Third Grade Students*, Rowan University, 2012.

## B. Literature Review

### 1. Google Classroom

#### a. Definition of Google Classroom

Google Classroom is a free educational platform that was released on August 12, 2014. It has been introduced as part of Google Apps for Education (GAFE). Google Classroom is an application that allows creating classrooms in cyberspace.<sup>14</sup> Google Classroom can be a means of distributing tasks, submitting tasks and even assessing the tasks that students collected. Besides, the Google Classroom app is very useful for online learning, available for free and can be used for any device.<sup>15</sup>

Google Classroom is a Learning Management System (LMS) issued by the company Google so that it integrates with other Google products such as Gmail, Drive, Hangout, Meet, YouTube, and Calendar. This LMS can be used to deliver teaching materials and provide a test integrated with the Product. Students can also access it via any browser on the desktop and mobile devices (Android and Apple).<sup>16</sup>

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<sup>14</sup> Dhia Ghina Ramadhani Putri S, *Communication Effectiveness Of Online Media Google Classroom In Supporting The Teaching And Learning Process At Civil Engineering University Of Riau*, Volume 4 No. 1, 2017, 1.

<sup>15</sup> Google Company, *Google In Education: Is More Ever Enough?; Clarity Innovation, Intel Education*, Published On December 2014, 41.

<sup>16</sup> Edunex Direktorat Pengembangan Pendidikan Itb, *Google Classroom: Panduan Mengelola Kelas Daring*, Itb, 2020.



Google Classroom enables teachers to create lessons, provide students with the ability to distribute the assignment, submit feedback quickly, immediately and paperless also able to see everything in a single area. In the form of active and interactive learning packed in collaborative learning, Google Classroom also provides students with space.<sup>17</sup>

In summary, Google Classroom make it easier for teachers and students to make, share collect their assignment without using paper, facilitate teachers to interaction with their students in cyberspace everytime and everywhere.

## **b. Menus of Google Classroom**

### **1. Forum**

Forum is the list of announcements and assignments. The teacher's view allows the teacher to create an assignment or announcement right from the forum. Students can post comments to the forum that are visible to the entire class.<sup>18</sup> They will find announcements from their teacher, deadlines, and where you can post and comment.

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<sup>17</sup> Ahmad Azhari And Yunus Ahmad Syafi'i, *Google Classroom As Learning Platform In Teaching Writing*, Stkip Al Hikmah Surabaya, 2020, Vol. 9. No 1.

<sup>18</sup> Alice Keeler And Libbi Miller, *50 Things You Can Do With Google Classroom*, San Diego, Ca, 2015.

## 2. Classwork

A *Classwork* is the main page that allows teachers to organize assignments into modules and units. This page is where teachers can create questions, quizzes, assignments, and post materials for students. The teacher can divide the section based on the topic; thus, it is easier to find the assignments.<sup>19</sup> Students will find their assignments and class materials in this page.

## 3. People

In this menu, teachers can see list of teachers and students who enrolled in the class. Teachers are also possible to invite other students to join the class.<sup>20</sup>

### c. Features of Google Classroom

There are many features of Google Classroom, but the general of Google Classroom as follows:

#### 1) Posting and Sharing

Teachers can post links to an essential class website, post files for students, post-teaching material, and other things. Thus is an efficient way to distribute class material to students and one of Google Classroom's most beneficial features.

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<sup>19</sup> Almio Susetyo Harjanto And Sri Sumarni, *Teachers' Experiences On The Use Of Google Classroom*, State University Of Jakarta, Vol. 3, 2019.

<sup>20</sup> Ibid. No. 174

## 2) Assignment

Teachers and students can be creating, distributing, collecting assignments in a quick and straightforward process.

## 3) Grading

Teachers can assign any point value to the assignment and add private feedback comments to student assignments.

## 4) Question

The question feature lets teachers quickly receive feedback from the students, and it is a great tool to check on students' understanding.

## 5) Calender

Google Classroom automatically creates an assignment calendar for students and teachers to remind about assignment deadlines.<sup>21</sup>

In addition, the features of Google Classroom make it easy students in learning and help teachers to manage their class in learning process. Google classroom also make it easy for students and teachers to connect inside and outside of school.

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<sup>21</sup> Nur Indah Pratiwi, *Students' Perception On The Use Of Google Classroom In Language Learning*, English Education Department Faculty Of Teacher Training And Education Muhammadiyah University Of Makassar, 2020, 29.

#### **d. How Google Classroom Works**

The steps to start using Google Classroom for the teacher or students are as follows:

1. Teacher downloads the application in Play store for Android and App store for iOS platform.
2. Teacher signs in by using email and password then create a class and enter the Class name field. Then enter a short description in Section field and grade of the class.
3. Teacher invites the students to sign in to Classroom by download it or sign in to [classroom.google.com](https://classroom.google.com)
4. Students are asked to join the class and enter the class name.
5. Teacher sends an email to students with the class code, post the class code as an announcement on the class stream or write on the board in your classroom.
6. Students enter a class code on the left of the stream and joined as student.
7. Teacher creates the assignments, post announcements, return reviewed assignments, send messages or shared video, document, tutorial from youtube, or the others related to the materials to be learned to the students.
8. Teacher divides the students into some groups then asked their cooperation within the group by using the application.

9. Teacher gives some material through the application and asked students to finish it based on their groups.
10. Students discuss the materials within the application together and guided by teacher.<sup>22</sup>

**e. The Advantages of Google Classroom**

There are some advantages of using Google Classroom Application. Those are:

1. Easy to use and accessible from all devices

Easily using Google Classroom from chrome browser, all computers, mobile phones, and tablets.

2. Effective communication and sharing

One of the greatest advantages of Google Classroom is Google Docs, these documents are saved online and share with a limitless number of people, we can create an announcement or assignment using Google docs, students can access it immediately through their Google drive, as long as teacher has shared it with students.

3. Speeds up the assignment process

Assignment process has never been quicker and more effective, as in Google Classroom you can easily check who has submitted

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<sup>22</sup> Anik Prasetiyowati, *The Effectiveness Of Google-Classroom Application On Teaching Grammar The Seventh Grade Students Of Smpn 1 Jenangan Ponorogo*, Iain Ponorogo, 2018.

their assignment and who is still working on it, as well as students feedback immediately

4. Effective feedback

Google Classroom gives you the opportunity to offer your online support to your learners right away, means that feedback becomes more effective as fresh comments and remarks have bigger impact on learners minds.

5. No need for paper

By centralizing e-learning materials in one cloud-based location, students and teachers have the ability to go paperless and stop worrying about printing, handing out, or even losing their work.

6. Clean and user friendly interface

Staying loyal to clean Google layout standards, Google Classroom invites teacher and student to an environment where every single design detail is simple, intuitive, and user friendly.

7. Great commenting system

Students can comment on specific locations within pictures for a variety of online courses. Futhermore, teacher and student can create URLs for interesting comments and using them for online discussion forums.

8. Is for everyone

Teachers can also join Google Classroom as students, which means that teachers can create a Google Classroom for themselves and their colleagues and use it for faculty meetings, information sharing or professional development.<sup>23</sup>

**f. The Disadvantages of Google Classroom**

There are some advantages of using Google Classroom Application. Those are:

1. Difficult account management

Google Classroom does not allow access from multiple domains.

2. No automated updates

Activity feed does not update automatically, so students will need to refresh regularly in order not to miss important announcements.

3. Difficult students sharing

Students can not share their work with their peers, unless they become “owners” of a document and even they will need to approve sharing options, which will create a chaos if they want to share a document with their classmates.

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<sup>23</sup> Nur Indah Pratiwi, *Students' Perception On The Use Of Google Classroom In Language Learning*, English Education Department Faculty Of Teacher Training And Education Muhammadiyah University Of Makassar, 2020, 35.

#### 4. Editing problems

Teacher create an assignment and distribute it to student, teacher become “owners” of the document and they are allow to edit it. That means that they can delet any part of the assignment they want, which could cause problem, even if it happens accidentally.

#### 5. No automated quizzes and test

One of the main reason that Google Classroom can not yet fully replace learning management system is that it does not provide automated quizzes and tests for students..<sup>24</sup>

## 2. E-Learning IAIN Ponorogo

### a. Definition of E-Learning

Among technology facilitation, e-learning is one tool that is widely used to transfer language teaching and learning. E-learning has received great attention in the field of ESL and EFL. Based on its capacity, students can participate in the educational process anywhere and anytime. In terms of instruction, e-learning can be used to create online courseware which provides opportunities for interaction. Teachers are provided various tools to support students to learn and communicate..<sup>25</sup>

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<sup>24</sup> Ibid., 37.

<sup>25</sup> Suksan Suppatsereee And Nootprapa Dennis, *The Use Of Moodle For Teaching And Learning English At Tertiary Level In Thailand*, International Journal Of The Humanities, January 2010.



E-learning is a system created by the campus itself as an effort to make online learning systems work well. So, e-learning contains various design aspects that allow instructors and students to interact, collaborate, and experience online learning in exciting multiple ways. E-learning can be used to supplement onground courses or can be used to host completely online courses.<sup>26</sup>

In addition, e-learning has many capabilities including forums, quizzes, resources, and a section for displaying assignments. Teachers have access to full user logging and tracking, and assignments are date-stamped when uploaded to the server, making class management in cyberspace more user-friendly. Teacher feedback can be appended to assignment pages. Discussions can be viewed nested, flat or threaded, oldest or newest first.<sup>27</sup>

In summary, E-learning is a medium created by the campus as an online learning tool designed according to the needs of students and lecturers. E-learning also has many features that support the learning process, such as forums, quizzes, assignments, assessments, and feedback.

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<sup>26</sup> Ngangbam Mohnish Singh, *Moodle And Its' Features*, Department Of Electronics And Communication Engineering National Institute Of Technology Rourkela 2010, 7.

<sup>27</sup> Nedeva, *The Possibilities Of E-Learning Based On Moodle Software Platform*, Trakia Journal Of Sciences, Vol. 3, No.7, Pp 12-19, 2005.

## **b. Components of E-learning**

According to Gottschalk in Mutia & Leonard, the main components in E-learning consist of:

### **1) Students**

Meeting the needs of students is the basis of any E-learning effective. New challenges arise when instructions are delivered remotely because students are separated from each other with different backgrounds.

### **2) Faculty**

The success of E-learning depends on the faculty. The role of the instructor in E-learning are:

- a) Understanding the characteristics and needs of students without direct contact;
- b) Apply teaching methods by learning expectations;
- c) Developing delivery technologies while remaining focused on their role as a teacher;
- d) Function effectively as a skilled facilitator.

### **3) Facilitator**

A facilitator must understand the needs of the learner and the expectations of the instructor. Most importantly, the facilitator must be willing to follow the teacher's directions. Facilitator providing equipment, collecting assignments, supervising exams, and acting as the instructor's senses.

#### 4) Support staff

Support staff confirms that details necessary for the success of the program are used effectively. Most Successful E-learning programs use support staff to manage study registration, duplication of material distribution, textbook ordering, scheduling facilities, value processing, and more.

#### 5) Administrators

The administrator is a function of dealmaker, decision-maker, and intermediary. They are a resource technology used effectively to further the institution's academic mission and maintain academic focus to stay on the right track.<sup>28</sup>

### c. Features of E-learning

According to Ngangbam Mohnish Singh reveals that, in general, the features that must be contained in an E-learning include:

#### 1) Course

Course categories help in creating a group of courses below title organization. Classes can be grouped in general terms, for example, by creating categories like “English” or more detailed categories to organize related courses. After categorizing courses, these courses can then be managed using courses

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<sup>28</sup> Intan Mutia And Leonard, *Kajian Penerapan E-Learning Dalam Proses Pembelajaran Di Perguruan Tinggi*, Universitas Indraprasta PGRI, 278-289, 2013, 281.

Settings. The teacher can set course format, course duration, courses start/end date, and other settings here.

## 2) Discussion

A chat window or discussion section can be introduced to discuss topics or courses, where both teachers and students can interact freely between students themselves to create a discussion environment.

## 3) Forum

Like the discussion section, the forum contains questions that can minimize the time consumption of teachers and students. In this forum, discussions related to course material or outside the course can be posted here for discussion by teachers and other students in an effortless way.

## 4) Quiz

Student evaluations through tests and quizzes can also be included on the site through e-learning. Many kinds of test types include essay questions, short answer questions, and multiple choice questions can be introduced on the site.

## 5) Distribution, collection and evaluation

One of the activities that the teacher can organize is an assignment to students. Then, teachers can inform students about assignments via email. After that, students can access assignments via the site and then submit their assignments to the

course. A student can submit his assignment as a file by uploading the file to the assignment submission and these can be assessed by the teacher through the site.

6) Recording of grades

Teachers can collect and track the grades assigned to each student through tests, quizzes, and tasks using the site database because the site saves each student's grades.

7) Attendance

Since e-learning provides active online participation of the course by the teacher, class attendance can be saved to track each student's attendance precisely because students must log in to the site and attend classes through their respective accounts.<sup>29</sup>

**d. E-learning IAIN Ponorogo**

E-learning is a system created by the campus itself as an effort to make online learning systems work well. This e-learning is set only for lecturers and IAIN Ponorogo students to avoid unwanted things and use effectiveness. In this e-learning, the facility is not allowed self-registration for anyone who wants to use it. Lecturers and students IAIN Ponorogo who will use this e-learning do not need to register independently to the e-learning page but immediately get a username and password from the administrator. Each lecturer and

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<sup>29</sup> Ngangbam Mohnish Singh, *Moodle And Its' Features*, Department Of Electronics And Communication Engineering, National Institute Of Technology Rourkela 2010, 9-11.

student get one username and password and valid as long as a student of IAIN Ponorogo.<sup>30</sup>

## **e. How to Operate E-learning IAIN Ponorogo**

### **1. Guide for Lecturers**

Access to E-learning IAIN Ponorogo, (1) to log in to IAIN Ponorogo e-learning, the lecturer can enter the address website <https://e-learning.iainponorogo.ac.id> to the browser; the e-learning front page will appear then click login in the upper right corner of the page front. Enter username and password, then click login. (2) The first account setting is to complete and edit a personal profile if something is still missing or wrong. (3) Next, change the password for the lecturer's private security account.

Access to Course Pages, (1) the lecturer asked the administrator to make a slot course. After getting a course slot in e-learning, the lecturer logs into the e-learning and enters the dashboard page. Admission to courses, click the course name and setting (2) Fill and describe course identity. The identity of this course is essential to provide an overview of courses as a whole. It will make it easier for students to plan learning activities that will be followed to achieve the standard-defined competencies

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<sup>30</sup> Arif Rahman Hakim, *Panduan Penggunaan E-learning IAIN Ponorogo untuk Dosen*, Institut Agama Islam Negeri Ponorogo, 2020, 1.

Setting the Format and Display of Courses, (1) Setting the course name and course duration, the course name listed on the e-learning page may be wrong, or it does not even exist, and the duration of the lecture has not been regulated yet, so it is necessary to be rearranged to fit the course program that we have planned. (2) Lecture Format Settings, The available lecture formats consist of: Four types, namely topics, weekly, single activity, and social media formats. For activities, formal lectures, which are used are weekly or topic formats.(3) Setting the Student Registration Method for Lectures, How to register, There are two ways for students to go to the course page: the manual method carried out by the lecturer, and the manual method the second is an independent way, carried out by the student concerned.

Development of Lecture Activities, (1) creates themes and descriptions as well as assigns competencies to students at every meeting. Starting from the first meeting to the Final Exam. (2) Make material at each meeting to make it easy to access and study by students, the types of material in the form of files, videos, images, and others (3) Make various lecturing activities that students will implement and do, such as discussions, assignments, evaluations, etc. (4) Import of lecture materials or activities. The trick is that we organize, compile and create

content and activities that we will do for one semester in one class only, then for the next class. (5) Next is no less important is backing up courses. This course backup is essential if the system error or damage is either caused by a virus or something else.

Making Exam Questions, (1) the first step to creating a test question is to create a menu or place for exams on the course pages that we teach at specific meetings or topics according to what we want. This is the place or menu for the exam or test later we will use as a home to make the exam questions we want. Questions can be in the form of multiple-choice or essays. (2) the next step is to determine the maximum value of the whole question and the weight of the value of each question.

Assessment of Lecture Activities, No less essential things that must be done in lecture activities are conduct an assessment, in this case, is an online lecture assessment. Values can be taken from discussions, assignments, multiple-choice exams, or essays.<sup>31</sup>

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<sup>31</sup> Ibid., 1-72.



## 2. Guide for Students

Accessing E-learning IAIN Ponorogo; e-learning IAIN Ponorogo can be accessed using a computer (PC) or laptop and an android phone. To access using PC or laptop by entering the URL address: <https://e-learning.iainponorogo.ac.id/> on the browser engine. Moreover, to access using Android, Students must download the Moodle app on the PlayStore. Next, please log in using NIM (Student Identification Number), respectively, as password and username. After successful login, students are required to complete personal profile data and change data passwords.

Accessing E-learning (1) type <https://e-learning.iainponorogo.ac.id> on your browser machine (2) the next step is to change your email address and some other personal data (3) install a profile photo (4) For e-learning account security, change the password immediately (5) search for courses according to the schedule you have, starting from the front page of your dashboard (6) joining a video conference (7) sending assignments, be it a resume, papers, research reports, etc. (8) Participate in discussions (9) take exams or tests given

by lecturers, be it tests or exams daily, mid-semester or end-of-semester exams.<sup>32</sup>

### 3. The Advantages of E-learning

E-learning has many advantages of implementing in the world of education are as follows:

1. E-Learning can reduce the costs of training. Corporate or educational organizations can save costs because there is no need to spend money on class equipment like whiteboards, projectors, and stationery.
2. E-Learning allows students to adjust their study time, because they can access lessons on the Internet at any time according to their needs desired time.
3. The existence of E-Learning allows students to access the material lessons anywhere, as long as the computer is connected to the network Internet.
4. E-Learning can adapt to each individual's learning speed.
5. E-Learning is a new technology; therefore, students can be interested in trying it to increase the number of participants. E-Learning designed with state-of-the-art instructional design makes students better understand the content of the lesson.

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<sup>32</sup>Arif Rahman Hakim, *Panduan Penggunaan E-learning IAIN Ponorogo Bagi Mahasiswa*, Institute Agama Islam Negeri Ponorogo, 2020. 3-21

6. E-Learning can access at any time from various places accessible to the Internet; it can be considered as a "pocketbook" that helps complete a task or job at any time.<sup>33</sup>

#### **4. The Disadvantages of E-learning**

Like other systems, e-learning also has some disadvantages include:

1. Lack of interaction between teacher and students even between students alone. This lack of interaction can slow down the formation values in the teaching and learning process.
2. Tendency to ignore academic or social aspects and on the contrary, it encourages the growth of the business aspect.
3. The process of learning and teaching tends towards training rather than education. Changing the role of the teacher and those who originally mastered the technique of conventional learning is now also required to know the techniques of learning that use ICT (information and communication technology).
4. Students who do not have high learning motivation tend to fail.
5. Not all places have internet facilities (perhaps this related to the problem of the availability of electricity, telephone, or computer).<sup>34</sup>

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<sup>33</sup> La Hadisi Dan Wa Muna, *Pengelolaan Teknologi Informasi Dalam Menciptakan Model Inovasi Pembelajaran E-Learning*, Jurnal Al-Ta'dib, Vol. 8 No. 1, 2015, 130.

<sup>34</sup> Ibid., 131.

### 3. Self-Concept

#### a. Definition Self-Concept

There are many definitions of self-concept; every expert has their ideas about it. There is some of them:

1. Self-concept is all ideas, thoughts and beliefs that individuals know about themselves and influence individuals in dealing with others, including perceptions of their nature and abilities, interactions with others and the environment, and values relating to experience and objects well as related goals.<sup>35</sup>
2. Self-concept is an overarching idea about who we are—physically, emotionally, socially, spiritually, and in terms of any other aspects that make up who we are.<sup>36</sup>

Based on the above understanding, it can be concluded that self-concept is the result of a learning process, and things that affect self-concept can come from environmental factors or experiences during the process.

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<sup>35</sup> Shohibur Rida, *Relationship Between Self-Confidence And Self-Concept With Stress On Pupil*, Fakultas Psikologi Universitas, Surabaya, 2017.

<sup>36</sup> Courtney E. Ackerman, *What is Self-Concept Theory? A Psychologist Explains*, <https://positivepsychology.com/self-concept/>, diakses 06-09-2021, 09:12.

## b. The Kinds of Self-Concept

The Kinds of Self-Concept are divided into three as follows:

### 1. Academic Self-Concept

Academic self-concept refers to the personal beliefs about their academic abilities or skills.<sup>37</sup> One's academic self-concept relates to how well the individual does in school or how well one demonstrates an ability to learn academic content.<sup>38</sup> In this study, self-academic is defined as the ability to take action is required using Google Classroom and e-learning.

### 2. Social Self-Concept

Social self-concept is how the students believe in their standing among peers. It reflects the students' ability to socialize among themselves and how they relate to other people.<sup>39</sup> Furthermore, social self-concept comes to be a dimension of self-concept. It reflects how an individual feels to have the competence to interact with others, participate in social and is accepted in a social environment.<sup>40</sup> In this study, social self-concept is addressed to the use of Google Classroom and E-Learning.

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<sup>37</sup> Chothibul Umam And Azam Mirfaka, *To What Extent Do The Students' Self-Concepts Contribute To Their English Achievement?*, (Iain Kediri: 2014), 3.

<sup>38</sup> Ibid., 3.

<sup>39</sup> Z. Ishak, S. Jamaluddin, And F.P Chew, *Factors Influencing Students' Self-Concept Among Malaysian Students*, World Academy Of Science, Engineering And Technology 66 2010, 180.

<sup>40</sup> Ayu Artesia Febrian And Irwan Nuryana Kurniawan, *Social Self-Concept And Life Satisfaction: A Preliminary Study On Indonesian College Students*, Doi: 10.7763/Ipedr. 2012. V53. 22, 102.

### 3. Personal Self-Concept

Personal self-concept describes the individual's feelings about personal circumstances that are not affected by physical conditions and relationships with other people. Individual perception of this aspect is influenced by individual satisfaction with self and the extent to which he feels like an appropriate person.<sup>41</sup> In this study, personal self-concept refers to self-satisfaction in the use of Google Classroom and E-Learning.

#### c. The Characteristic of Self-Concept

The characteristics of Self-Concept can be divided into two categories, positive self-concept and negative self-concept.

##### 1. Positive Self-Concept

A positive self-concept can master new experiences and previous experiences. Past experience can influence the development of one's self concept. New experiences are obtained when individuals interact with their new environment.<sup>42</sup>

Individuals with a positive self-concept will be confident, optimistic, and always think positively about everything, including failure. Failure is not the end of all, but a lesson taken

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<sup>41</sup> Andi Abdul Aziz, *Hubungan Antara Self Esteem Dengan Perilaku Prokrastinasi Akademik Pada Siswa Kelas Ix Unggulan Mtsn 2 Kediri*, Stain Kediri, 2016

<sup>42</sup>Permatahati, Dewi, Karyani and Baiturohmah, *The Self-Concept Of Children Who Are Facing To The Law*, International Seminar on Psychology, 2019, 154.

to the next stage. Individuals who have a positive self-concept will respect themselves and believe that they can succeed in the future.

## 2. Negative Self-Concept

A person is said to have a negative self-concept if he does not have a thorough knowledge of himself, does not understand who he is, and what strengths and weaknesses he has. Have a view of himself that is too rigid or too high/excessive. Refuses new information, so that the person is difficult to change the self-concept that is considered 'correct.' He saw more aspects of his weaknesses than his strengths.<sup>43</sup>

Someone has a wrong self-concept, they will find it challenging to carry out the life process to achieve success. This is because the problems that arise often come from within ourselves without us realizing it; the longer the problems that come from within us are not realized, it will create a series of problems that may have a fatal impact on ourselves.

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<sup>43</sup> Setriani, M.Psi., *Pengenalan Diri*, Psikolog Pengenalan Program Studi Mahasiswa Baru (Ppsm) Poltekkes Tanjung Karang 25 Juli 2018.

#### d. The Self-Concept Development

Self-concept develops essentially within a social context. The inter-personal environment that caregivers provide has important influences on the development of self-concept. The quality, consistency, and timing of adults' responses to infants may carry messages about trust, caring, and the value of the infant. Caregiver responsiveness may also convey information about the developing child's capacity to become competent and to control her or his environment.

During childhood and adolescence, self-concept and self-esteem begin to develop. As such, it is important for adolescents to develop a positive self-concept and high self-esteem in order to better their chances for a happy and satisfying adulthood.<sup>44</sup> Adolescence is a period of life in which the sense of 'self' changes profoundly.<sup>45</sup> Adolescence is when children begin to enter the world of education. Therefore, the school or university environment is very influential in the process of forming students' self-concepts.

There are several things that will encourage students to build positive self-concepts, such as positive suggestions from students, teachers who are attentive and careful in addressing each student's activities, students with positive images, and increased courage of

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<sup>44</sup> Jamie C. Sternke, *Self-Concept And Self-Esteem In Adolescents With Learning Disabilities*, University Of Wisconsin-Stout, 2010.

<sup>45</sup> Catherine Sebastian, Stephanie Burnett And Sarah-Jayne Blakemore, *Development Of The Self-Concept During Adolescence*, Article In *Trends In Cognitive Sciences*, 2008.



students so that the implementation of learning will lead to the individual's position towards him to be positive. From this positive, self-development begins due to learning and high trust in him to achieve the things he aims to.<sup>46</sup>

### C. Conceptual Framework

Technology is a distance learning medium that has many media to use. Google classroom and e-learning are very familiar to us today. In using these two platforms, there are advantages and disadvantages to students that affect student self concept. There is a serious problem considering that students directly play a role in using the platform. The ease with which students understand existing features and accessing them affects their enthusiasm for learning.

Self-concept is very important in life. Self-concept determines a person is in assessing himself when facing a situation or something new. A positive self-concept can determine the direction of a better life. When a person can control the concept, they can handle the conditions and things they will face. Especially in education, students' self-concept is also very influential on the spirit of learning and achievement.

Based on interviews conducted by researchers with IAIN Ponorogo students, especially in the sixth-semester English students, there are opinions regarding using Google Classroom and e-learning. Some students prefer e-

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<sup>46</sup> Ucu Cahyana, Yuanita Marwa H. A, Erdawati, Maria Paristiwati, And Yuli Rahmawati, *Mobile Learning To Development Of Students' Self-Concept Of Chemistry*, Universal Journal Of Educational Research 7(12a): 93-100, 2019.

learning, and others prefer Google classroom. Researchers think to know the significant differences between the two platforms, then conduct a study to compare the use of Google Classroom and e-Learning toward students' self-concept in the Department of English Education at IAIN Ponorogo.

#### **D. Hypothesis**

Based on the research question, there are three hypotheses in this study: the working hypothesis and the null hypothesis.

1. H1: there is a significant effect between Google Classroom and E-learning IAIN Ponorogo toward Self-concept based Individual preferences of the sixth semester English education students at IAIN Ponorogo.
2. H0: there is no significant effect between Google Classroom and E-learning IAIN Ponorogo toward Self-concept based Individual preferences of the sixth semester English education students at IAIN Ponorogo.



## CHAPTER III

### RESEARCH METHODS

#### A. Research Design

Research design is a plan of collecting and processing data appropriately to achieve the research objectives. The research design is essential in conducting research. The research method used in this research is quantitative research. Aliaga, and Gunderson in Oberiri Destiny Apuke, describes quantitative research methods as the explaining of an issue or phenomenon through gathering data in numerical form and analyzing with the aid of mathematical methods; in particular statistics.<sup>47</sup>

In particular, this study employed ex-post facto research. According to Latif ex-post facto research measures the cause and effect relationship without manipulating the independent variables.<sup>48</sup> In the ex-post-facto study, the researcher did not start the process from the beginning but immediately saw the result. From the research obtained, the researcher tried to find the cause of the event.<sup>49</sup>

In addition, there is research variables can distinguish and bring variation to a specific value. There are two types of variables tested in this study: the dependent and independent variables.

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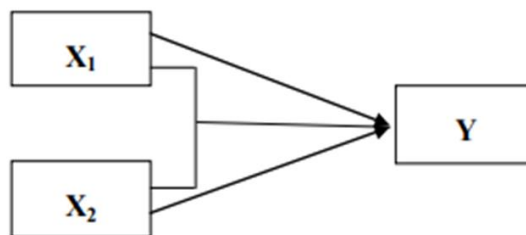
<sup>47</sup> Oberiri Destiny Apuke, Department Of Mass Communication, Taraba State University, P.M.B 1167, Jalingo, Nigeria, 2017.

<sup>48</sup> Mohammad Adnan Latief, *Research Methods On Language Learning: An Introduction* (Malang: Um Press, 2004), 103.

<sup>49</sup> M. Subana & Sudrajat, *Dasar-Dasar Penelitian Ilmiah* (Bandung: Pustaka Setia, 2005), 43.

1. The independent variable is the variable that is the cause of the occurrence or effect of the dependent variable.<sup>50</sup> The Independent variables used in this study are google classroom (X1) and e-learning IAIN Ponorogo (X2).
2. The dependent variable is the variable bound to be affected because of an independent variable.<sup>51</sup> The dependent variable (Y) is the student's self-concept

**Picture 3.1**  
**Ex post facto research design**



Information:

Variabel (X1) : Google Classroom

Variabel (X2) : E-learning IAIN Ponorogo

Variabel (Y) : Student' Self Concept

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<sup>50</sup> Umar Husein, *Metode Riset Bisnis*, Penerbit Gramedia, Jakarta, 2003.

<sup>51</sup> Ibid., 50.

## B. Population and Sample

### 1) Population

Population or universe means the entire mass of observations, which is the parent group from which a sample is to be formed.<sup>52</sup> This means that the population is all subjects with the same characteristics and will be examined in the study. The population was English students in the sixth semester of IAIN Ponorogo in 2019/2020. The population of this study is consists of 139 students.

**Tabel 3.1 Population**

No	Class	Population
1	TBI A	29
2	TBI B	25
3	TBI C	27
4	TBI D	26
5	TBI E	31
<b>Total</b>		<b>139</b>

The researcher chose the the sixth semester English education students at IAIN Ponorogo as the research sample based on the results of interviews before. Results of the interviews showed a tendency that the sixth semester English education students were more enthusiastic in discussing the learning media than the others considering that they did use both platforms during online learning. They also convey their

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<sup>52</sup> Prabhat Pandey & Meenu Mishra Pandey, *Research Methodology: Tools And Techniques*. (Romania: Bridge Center, 2015), 40.

opinions and assessments during the adult use of the two platforms based on their respective experiences.

## 2) Sample

The research sample is part or can represent the population that will be taken as a data source. There is also in involvement with Sugiyono, who argues that the sample is part of the number and characteristics possessed by the population.<sup>53</sup>

Therefore it can be interpreted that the sample is part of the population taken with specific techniques that are considered to represent the population. The sampling technique in this study is probability sampling using simple random sampling. Because the population knew, in taking the number of samples, the author uses formula from Slovin:

$$n = \frac{N}{1 + N \cdot e^2}$$

Information :

n = samples

N = total population

e<sup>2</sup> = significant error ( 5% and 10%)

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<sup>53</sup> Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D)*, (Bandung: Alfabeta, 2015), 117.

Based on above formula researcher use significant error 10% and the sample can be decide as follows:

$$n = \frac{139}{1 + 139 \cdot 0,1^2}$$

$$n = \frac{139}{2,39}$$

$$n = 58,15$$

The result of the calculation using the formula is 58.15. So the number of sample members who used in this study were 58 students.

### C. Research Instrument

The research instrument is an essential factor for research success. These are related to collecting data, who the source is, and what tools are used. According to Widoyoko an instrument is a tool used by the researcher to gather the data by making measurement.<sup>54</sup>

In addition, based on Sugiyono an instrument is a tool used to measure the natural and social phenomena are observed.<sup>55</sup> Therefore, instrument is the generic term that researchers use for a measurement device (survey, test, questionnaire, etc.) In this research, the researcher is using questionnaires to get the data.

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<sup>54</sup> Widoyoko, Eko Putro, *Teknik Penyusunan Instrumen Penelitian*. Semarang: Pustaka Belajar, 2012.

<sup>55</sup> Ibid., Sugiyono, 118.

**Table 3.2 Skala Likert**

Choices	Score
Strongly Disagree	1
Disagree	2
Netral	3
Agree	4
Strongly Agree	5

**Table 3.3 Matrix Questionare**

Tittle	Variable	Sub Variable	Indicators	Item
Comparative Analysis on The Use of Google Classroom and E-Learning IAIN Ponorogo toward Students' Self Concept	(Variable X1) Google Classroom	Menu of Google Classroom	<ul style="list-style-type: none"> <li>- Find announcement about assignment and deadline task</li> <li>- Post coment</li> <li>- Obtain materials</li> <li>- See list of members</li> </ul>	1, 2, 3, 4.
		Features of Google Classroom	<ul style="list-style-type: none"> <li>- Distibute class materials</li> <li>- Collecting assignments</li> <li>- Get point value</li> <li>- Receive feedback</li> <li>- Remind about deadline</li> </ul>	5, 6, 7, 8, 9, 10.
		How Google Classroom Work	<ul style="list-style-type: none"> <li>- Create a class</li> <li>- Install application</li> <li>- Enter the class code</li> </ul>	11, 12, 13.
	( Variable X2) E-learning IAIN Ponorogo	Component of E-learning	<ul style="list-style-type: none"> <li>- Understand student needs</li> <li>- Meet student needs</li> <li>- Make e-learning more structured</li> </ul>	1, 2, 3.



		Features of E-learning	<ul style="list-style-type: none"> <li>- Categorizing course</li> <li>- Discuss topics or courses</li> <li>- Talk about outside the course</li> <li>- Evaluate through test</li> <li>- Submit assignments</li> <li>- Uploading the file</li> <li>- Collect and track the grades</li> <li>- Save attendance</li> </ul>	4, 5, 6, 7, 8, 9 10, 11.
		How E-Learning Work	<ul style="list-style-type: none"> <li>- Entering the URL</li> <li>- Log in using NIM</li> </ul>	12, 13
(Variable Y) Students' Self Concept		Academic Self-Concept	<ul style="list-style-type: none"> <li>- Trust to academic setting</li> <li>- Feel academic progress</li> <li>- Learning academic content</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8
		Sosial Self-Concept	<ul style="list-style-type: none"> <li>- Interact with the other</li> <li>- Participate in discussion forums</li> </ul>	9, 10, 11.
		Personal Self-Concept	<ul style="list-style-type: none"> <li>- Feel satisfaction</li> </ul>	12, 13.

## **D. Technique of Data Collection**

Data collection techniques are considered critical to successful research. This concerns how data is collected, who is the source, and what instrument to use. The data of this research took by Questionnaire as described below:

### **1. Questionnaires**

A questionnaire is defined as a document containing questions and other types of items designed to solicit information appropriate to analysis.<sup>56</sup> The use of the questionnaire or a set of statement is a similar process in the research. The research questions are firmly constructed to receive answers related to the chosen variables for analysis. Thus, questionnaire construction is the most important part of the research and other information collection activities.

This study used a closed questionnaire with a statement whose answer is determined by the researcher. This questionnaire was used to obtain data regarding Google Classroom and E-learning toward students' self-concepts and distributed to English students in the sixth semester of 2019/2020.. The researcher gave a closed questionnaire to provide convenience the respondents in answering because it has been provided the answer.

The questionnaire used is in the form of a Likert scale direct and closed. Likert scale is the scale used to measure the opinion of a person

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<sup>56</sup> Babbie, Earl,. *Survey Research Methods*, California: Wadsworth Publishing Company. 1990.

or group of phenomena social.<sup>57</sup> In addition, the Likert scale, the variables to be measured are described through variable indicators. Then the indicator is used as a starting point to develop instruments that can be in the form of questions or statements.

## **E. Data Analysis Technique**

In quantitative research, the data analysis techniques used have been clear, which is directed to answer the formulation of the problem or test the hypothesis formulated. Since the data is quantitative, then data analysis techniques using statistical methods that are already available. Data analysis in this study using the SPSS program.

### **1. Try Out of the Instruments**

#### **a. The Validity of the Instruments**

An instrument can be valid if it can reflect what is being measured.<sup>58</sup> Validity refers to the extent to which a test measures what we actually wish to measure. To analyze the validity of try out result of comparative analysis on the use of google classroom and e-learning toward students' self concept, the writer uses continuum score. The researcher uses Pearson Product Moment. The validity was measured with SPSS. SPSS is a commercially distributed software suite for data management and statistical analysis.<sup>59</sup>

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<sup>57</sup> Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D)* (Bandung: Alfabeta, 2015), 119.

<sup>58</sup> Suharsimi Arikunto, *Metodologi Penelitian*, (Jakarta: Pt. Rineka Cipta, 2002), 145

<sup>59</sup> Felix Frey, *Spss (Software)*, Universitas Bremen, 2017.

In this study, researchers used the SPSS 22 for windows program to measure validity. In the table, the value of r product moment for N=58 at a 5% significance level recorded 0.266. This means that the index r is 0.266. If the value of  $r_{\text{count}}$  is greater than  $r_{\text{table}}$  value indicates that the item is valid. If the value of  $r_{\text{count}}$  is lower than the  $r_{\text{table}}$  value, this indicates that the item is not valid.

The results of the instrument validity test state that all statements are valid because the value of  $r_{\text{count}}$  (Corrected item-total Correlation)  $> r_{\text{table}}$  is 0.266. The validity table can be seen in (Appendix 03)

#### **b. The Reliability of the Instruments**

Reliability related to consistency of scores or responses which is achieved on different occasions. A instrument is called reliable if the score gained by examiners is constant whenever and by whomever the instrument is conducted. A instrument would be a good parameter if the test is suitable or constant.<sup>60</sup> It is score from instrument are stable and consistent, so it is extending to which the result can be considered consistent and stable.

In this research, the reliability of the test is measured by comparing the obtained score with the r-score product moment. The calculation of the reliability test used SPSS 22 program for windows.

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<sup>60</sup> Louis Cohen, Et All, *Research Method In Education*. (New York: Routledge Falmer, 2005), 117

The result of reliability said if the obtained score is higher than the table r-score, it could be said that the test is reliable. Then, if the obtained score is lower than the table r-score, it could be said that the test is not reliable.

The results of the reliability calculation can be seen that the reliability of the Google Classroom, E-learning, and Self Concept variables instrument has a value of  $r_{count} > r_{table}$  at a significance level of 5% is 0.266. Because  $r_{count} > r_{table}$ , the instrument is reliable and can be used for research. The reliability table can be seen in (Appendix 04)

## **2. Data Quality Test**

### **a. Normality Test**

The normality tests are supplementary to the graphical assessment of normality.<sup>61</sup> The main tests for the assessment of normality are Kolmogorov-Smirnov (K-S) test.<sup>62</sup> The test compares the scores in the sample to a normally distributed set of scores with the same mean and standard deviation; the null hypothesis is that sample distribution is normal. If the test is significant, the distribution is non-normal.

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<sup>61</sup> Elliott Ac, Woodward Wa. *Statistical Analysis Quick Reference Guidebook With Spss Examples*. London: Sage Publications, 2007.

<sup>62</sup> Oztuna D, Elhan Ah, Tuccar E. *Investigation Of Four Different Normality Tests In Terms Of Type 1 Error Rate And Power Under Different Distributions*. Turkish Journal Of Medical Sciences. 2006;36(3):171-6.

To avoid errors in deployment data that is not 100% normal, then in the analysis of the results of this study using SPSS 22 as a tool to calculate normality test. This study using the Kolmogorov-Smirnov test.

#### **b. Data Homogeneity Test**

The homogeneity test is intended to show that two or more groups of sample data come from the same population have the same variant.<sup>63</sup> The method used the test the homogeneity of the data in this study is the Levene Test, namely the test of homogeneity of variance.

### **3. Classic Assumption Test**

#### **a. Multicollinearity Test**

Multicollinearity test aims to find out whether there are correlation between one independent variable and another independent variable in the regression model used. The smaller the correlation between the independent variable, the better the regression model will be obtained. The method used to detect the presence of multicollinearity by using Tolerance and Variance the Inflation Factor (VIF) is not more than 10 and the Tolerance value is

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<sup>63</sup> Getut Pramesti, *Kupas Tuntas Data Penelitian Dengan Spss 22*, (Jakarta: Pt Elex Media Komputindo, 2014), H. 24

not less than 0.1 then the regression model can be said to be free of problems multicollinearity.<sup>64</sup>

#### **b. Heteroscedasticity Test**

The heteroscedasticity test aims to determine the regression model there is a similarity of variance of the confounding factors from one observational data to another. To detect the presence of heteroscedasticity, the method of testing the glacier is by regressing the absolute value of the residual independent variable. The data is said to be free of heteroscedasticity if the value of significance of residual and independent variables  $> (0.05)$ .<sup>65</sup>

### **4. Hypothesis Test**

#### **a. Multiple Linear Regression**

Statistical analysis test used to test the hypothesis, in this study is the technique of multiple linear regression analysis. Regression multiple linear analysis is an analysis simultaneously to determine the effect of one or more independent variables (independent) on the dependent variable (dependent). It means value variable Y can be determined based on the values of the variable X which consists of two or more variables.<sup>66</sup>

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<sup>64</sup> Muhammad Firdaus, *Ekonometrika Suatu Pendekatan Aplikasi*, (Jakarta: Pt Bumi Aksara, 2004), H. 101.

<sup>65</sup> Ibid., 114.

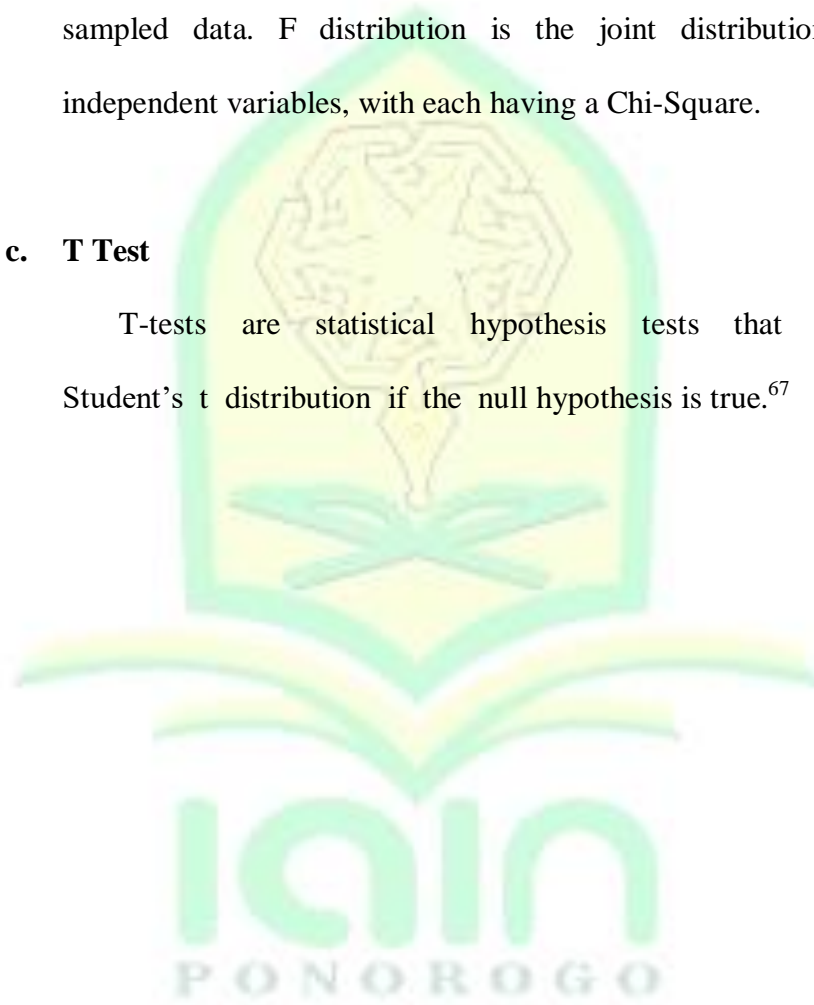
<sup>66</sup> Sofar Silaena Dan Yayak Heriyanto, *Pengantar Statistik Sosial*, (Jakarta: In Media, 2013),

**b. F Test**

The F-test is a statistical test using the F distribution under the null hypothesis through the ratio of the two variances. It is used when comparing a statistical model that has been matched to the data set to determine the model that best fits the population of the sampled data. F distribution is the joint distribution of two independent variables, with each having a Chi-Square.

**c. T Test**

T-tests are statistical hypothesis tests that follow a Student's t distribution if the null hypothesis is true.<sup>67</sup>



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<sup>67</sup> Mcdonald, J. *Handbook Of Biological Statistics Baltimore*, Sparky House Publishing. . (2008)



## **CHAPTER IV**

### **RESEARCH RESULT**

#### **A. General Findings**

##### **1. The Location of IAIN Ponorogo**

State Institute of Islamic Studies Ponorogo is one of the largest campuses in Ponorogo. IAIN Ponorogo is located in Ponorogo Regency, East Java. IAIN Ponorogo has two campuses located slightly apart. Campus I is located on Jl. Pramuka no. 156 Ronowijayan Village, Siman District, Ponorogo Regency, East Java. Campus II is located on Jl. Puspita Jaya Pintu Village, Jenangan District, Ponorogo Regency, East Java.

##### **2. The History of IAIN Ponorogo**

State Institute of Islamic Studies Ponorogo started as a Syari'ah Academy Abdul Wahhab (ASA) which was founded on February 1, 1968. This academy turned into a State Faculty of Syari'ah Ponorogo on May 12, 1970. Started from academic year 1985/1986, shari'ah faculty of IAIN Sunan Ampel of Ponorogo grew and amended. It operated the doctoral program (S-1) by opening Qadha and Muamalah Jinayah Department.

In addition, Presidential Decree No. 11 concerning the Establishment of an Islamic State (STAIN) was issued and ratified by the Ministry of Religion on 25 Syafar 1418 H/ June 30, 1997. This decision made all

faculties within IAIN outside the parent institution, have the status of STAIN. Based on this decision, in the 1997/1998 academic year the Faculty of Syari'ah Ponorogo changed its status from a Regional Faculty to STAIN and organized academic education by opening three departments, namely Syari'ah, Tarbiyah, and Ushuluddin.

In 2016, based on Presidential Regulation 75 of 2016, STAIN Ponorogo officially became IAIN Ponorogo. The goal of this status change is that colleges not only provide professional and academic education within the scope of a particular discipline of science, technology or art, but more broadly are able to organize professional and academic education in a group of disciplines of science, technology or similar art.

### **3. Vision, Mission and Goal of IAIN Ponorogo**

#### **a. Vision**

As a center for the study and development of excellent islamic sciences to realize civil society.

#### **b. Mission**

- 1) Produce scholars in the field of Islamic sciences who excel in material studies and research.
- 2) Produce scholars who can create civil society.
- 3) Produce graduates with character and tolerance.

c. Goals

- 1) Providing access to Islamic Higher Education for the community with good governance.
- 2) Prepare educated human resources.
- 3) Produce quality research and community service.

**4. Organizational structure of IAIN Ponorogo**

a. Leader element

- 1) Rector IAIN Ponorogo
- 2) Vice rector of academic and institutional fields
- 3) Vice rector of general administration, planning and finance
- 4) Vice rector for student affairs and cooperation

b. Internal control unit

c. Member senate institute of islam religion ponorogo country

d. Faculty

- 1) Faculty of tarbiyah and teacher science
  - a) Department of Islamic education (PAI)
  - b) Department of Arabic education (PBA)
  - c) Department of teacher education of madrasah ibtidaiyah
  - d) Department of Islamic education management
  - e) Department of English education.
  - f) Department of teacher education of kindergarten (PGRA)
  - g) Department of science (IPA)
  - h) Department of social science (IPS)

- 2) Faculty of Syari'ah
  - a) Department of ahwalsyakhsiyah
  - b) Department of mua'amalah
- 3) Faculty of ushuludin, adab and da'wah
  - c) Department of science of al-quran and tafsir
  - d) Department of communication and broadcasting of Islam
  - e) Department of guidance and counseling Islam
- 4) Faculty of economics and business of Islam
  - f) Syari'ah banking department
  - g) Department of Islamic Economics
  - h) Management of zakat and wakaf
- e. Research institutes and community service
- f. Quality assurance institution
- g. Administrative, academic and financial bureau
- h. General Administration Section
- i. Planning and finance sections
- j. Academic, student and alumni sections
- k. Technical implementation unit
  - a) Library
  - b) The technical implementation unit of information technology and database
  - c) The technical development unit of language development
- l. Postgraduate

## **5. English Education Department**

The English Tadris Study Program was established in 2007 based on the Decree of the Director General of Islamic Education No. DJ. I/178/2007. In accordance with PMA 38 of 2017, Graduates of the English Language Study Program get an academic degree in Bachelor of Education (S.Pd.). English Language Study Program has been accredited by BAN-PT with a B Grade rating based on SK Number: 18/SK/BAN-PT/Ak-PNB/S/I/2018, which is valid from 2018 to 19 September 2020.

Graduates of the English Tadris Study Program are projected as English teachers in junior and senior high schools, who have good personalities, are creative, innovative, and are responsible for their knowledge. In addition, they can also become translators who are able to apply the basic principles of translation theories whose accuracy, redibility, and acceptability can be accounted for.

### **a. The vision of English Education Department**

As a center for education and teaching for English teacher candidates who are competitive and have an Islamic personality.

### **b. The mission of English Education Department**

- 1) Organizing education and teaching to produce professional educators and education personnel in the field of English language education that are competitive and responsible;
- 2) Implement education and teaching that balances the dimensions of knowledge, skills, and personality based on Islamic values;

- 3) Carry out research and community service in the field of English language education and teaching that can be utilized by stakeholders based on high dedication and commitment in the dissemination and implementation of English language education;
- 4) Establish cooperation on a national, regional and international scale in the development of English language education and teaching.

## **B. Data Descriptions**

The sample in this study was 58 students of the sixth semester of English majoring in IAIN Ponorogo. The variables of this study consisted of two variables, namely the use of Google Classroom ( $X_1$ ), E-learning ( $X_2$ ), and Students' Self Concept ( $Y$ ). The data obtained for each variable that has been scored is described as follows:

### **1. Data Descriptions about Google Classroom Usage**

This data determines how students think about using Google Classroom for students majoring in English education in the sixth semester of IAIN Ponorogo. The researcher used a statement questionnaire about Google Classroom to get the data, which was distributed to 58 respondents. From the questionnaire results, it can be seen that students' scores on the use of Google Classroom are clearly in the following table.

**Table 4.1 Google Classroom Questionnaire Score**

No.	Name	Score
1.	Nur Aeni	65
2.	Mumthazza Nur Aini Rahma Ramadhana	59
3.	Khoirun Nisa'i Sholihah	61
4.	Luthfiah Khairatun Nisaatul Wahidah	56
5.	Liza Nur Alfina Farhani	53
6.	Anisa Nikmatu Rodiyah	50
7.	Ahsan Taqwin	49
8.	Desy Novita	59
9.	Mukhayin	53
10.	Devita Sri Rahayu	53
11.	Iis Rulianawati	48
12.	Dewi Rohayatul Khasanah	55
13.	Tina Puji Rahayu	57
14.	Anisah Septiana	59
15.	Siska Bintang Permata	61
16.	Anna	59
17.	Sandrina Maulani	63
18.	Agustina	45
19.	Feby Vigara	54
20.	Armeli Kusuma Wardani	65
21.	Ni'ma Nurin Namiroh	60
22.	Aufa Amalia Khusna	52
23.	Nanda Erlina	52
24.	Ruli Rojiatul	60
25.	Wahyu Safitri	65
26.	Riska Dwi Prasetyowati	65

27.	Salma Dyah Nirmala	65
28.	Siti Risalatul Mu'awanah	51
29.	Yuda Adi Prasetyo	37
30.	Purwitasari	52
31.	Norwenia Eka Maulida	56
32.	Putri Wulandari	41
33.	Hanna Haika Humaira	56
34.	Anggun Fitriya Saputri	48
35.	Anis Marshela Listyani	49
36.	Faridha Sigmayana	52
37.	Andan Meindra	49
38.	Liza Akromatul Mufidah	60
39.	Feri Nofitasari	62
40.	Reza Febiola	53
41.	Khuriyatul Mala	54
42.	Yogo Bekti	31
43.	Shania Sayyidati	41
44.	Shela Mesyana Saputri	53
45.	Nafidatul Vindi Riswanto	58
46.	Siska Anggaraini	46
47.	Sunarti	53
48.	Suci Md	51
49.	Faridatun Nida	65
50.	Badiah	48
51.	Siti Annisaurrohmah	60
52.	Riza Fadhilah Ratna Dilla	58
53.	Umi Solikah	57
54.	Regika Nur Wardani	52



55.	Restiana Alfiah	53
56.	Safna Imama Tun Najwa	53
57.	Nuriana Wanti	61
58.	Nadiya	39

Data on students' Google Classroom usage was obtained from a questionnaire consisting of 13 items, with a score of 5, 4, 3, 2, and 1. Based on the data above, the highest score is obtained 65, the lowest value is 31, the mean value is 54.17, and the standard deviation of 7,367.

**Table 4.2 The Descriptive Statistic of Google Classroom Usage**

**Statistics**

Google Classroom

N	Valid	58
	Missing	1
Mean		54.1724
Std. Deviation		7.36787
Minimum		31.00
Maximum		65.00

Based on the table 4.2, it can be categorized into 3 classes as follows:

Low =  $X < M - SD$

Medium/ Average =  $M - SD \leq X < M + SD$

High =  $X \geq M + SD$

Based on these calculations, a trend distribution table can be made as follows:

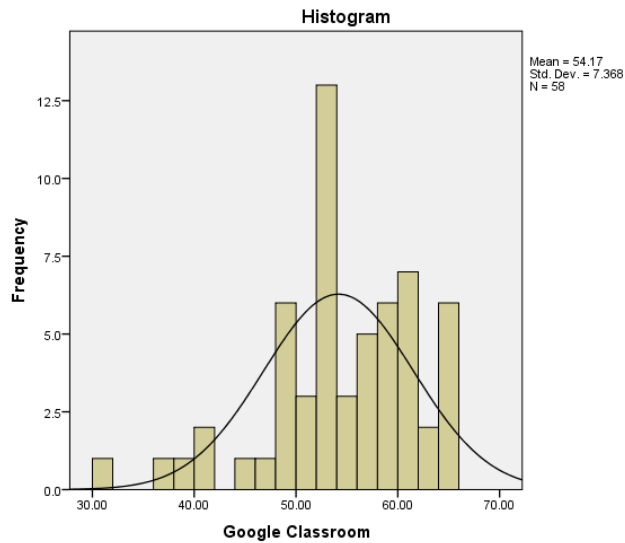
**Table 4.3 Category Distribution of Google Classroom Usage**

No	Score	Frequency	%	Category
1	< 46,81	7	12,07%	Less
2	46,81-61,53	43	74,13%	Good
3	> 61,53	8	13,80%	Excellent
	Total	58	100%	

From these categories, it can be seen that those who state use of goggle classroom in categories good with a frequency of 8 respondents, enough with a frequency of 43 respondents, and less category with a frequency of 7 respondents. Thus, in general, it can it is said that the use of Google Classroom is sufficient because it is stated in the categorization shows the percentage is 74.13%.



**Picture 4.1 Histogram of Google Classroom Usage**



**2. Data Descriptions about E-learning IAIN Ponorogo Usage**

In this description, to obtain data, the researcher provided a questionnaire about the use of E-learning in the sixth semester of English education students at IAIN Ponorogo. The results of the questionnaire are as follows:

**Table 4.4 E-learning IAIN Ponorogo Questionnaire Score**

No.	Name	Score
1.	Nur Aeni	28
2.	Mumthazza Nur Aini Rahma Ramadhana	44
3.	Khoirun Nisa'i Sholihah	39
4.	Luthfiah Khairatun Nisaatul Wahidah	41
5.	Liza Nur Alfina Farhani	40
6.	Anisa Nikmatu Rodiyah	37

7.	Ahsan Taqwin	28
8.	Desy Novita	40
9.	Mukhayin	44
10.	Devita Sri Rahayu	37
11.	Iis Rulianawati	34
12.	Dewi Rohayatul Khasanah	42
13.	Tina Puji Rahayu	47
14.	Anisah Septiana	48
15.	Siska Bintang Permata	39
16.	Anna	39
17.	Sandrina Maulani	40
18.	Agustina	54
19.	Feby Vigara	33
20.	Armeli Kusuma Wardani	28
21.	Ni'ma Nurin Namiroh	44
22.	Aufa Amalia Khusna	42
23.	Nanda Erlina	44
24.	Ruli Rojiatul	26
25.	Wahyu Safitri	65
26.	Riska Dwi Prasetyowati	47
27.	Salma Dyah Nirmala	38
28.	Siti Risalatul Mu'awanah	27
29.	Yuda Adi Prasetyo	32
30.	Purwitasari	42
31.	Norwenia Eka Maulida	26
32.	Putri Wulandari	56
33.	Hanna Haika Humaira	36
34.	Anggun Fitriya Saputri	42

35.	Anis Marshela Listyani	35
36.	Faridha Sigmayana	42
37.	Andan Meindra	38
38.	Liza Akromatul Muf'idah	35
39.	Feri Nofitasari	53
40.	Reza Febiola	41
41.	Khuriyatul Mala	33
42.	Yogo Bekti	39
43.	Shania Sayyidati	39
44.	Shela Mesyana Saputri	47
45.	Nafidatul Vindi Riswanto	21
46.	Siska Anggaraini	50
47.	Sunarti	41
48.	Suci Md	31
49.	Faridatun Nida	41
50.	Badiyah	28
51.	Siti Annisaurrohmah	32
52.	Riza Fadhilah Ratna Dilla	51
53.	Umi Solikah	27
54.	Regika Nur Wardani	41
55.	Restiana Alfiah	40
56.	Safna Imama Tun Najwa	37
57.	Nuriana Wanti	39
58.	Nadiya	39

Based on the data above, the highest score is obtained 65, the lowest value is 21, the mean value is 39.12, and the standard deviation of 8,207.

**Table 4.5 The Descriptive Statistic of E-learning Usage**

Statistics		
E-learning		
N	Valid	58
	Missing	1
Mean		39.1207
Std. Deviation		8.20799
Minimum		21.00
Maximum		65.00

Based on the table above it can be categorized into 3 classes as follows:

$$\text{Low} = X < M - SD$$

$$\text{Medium/ Average} = M - SD \leq X < M + SD$$

$$\text{High} = X \geq M + SD$$

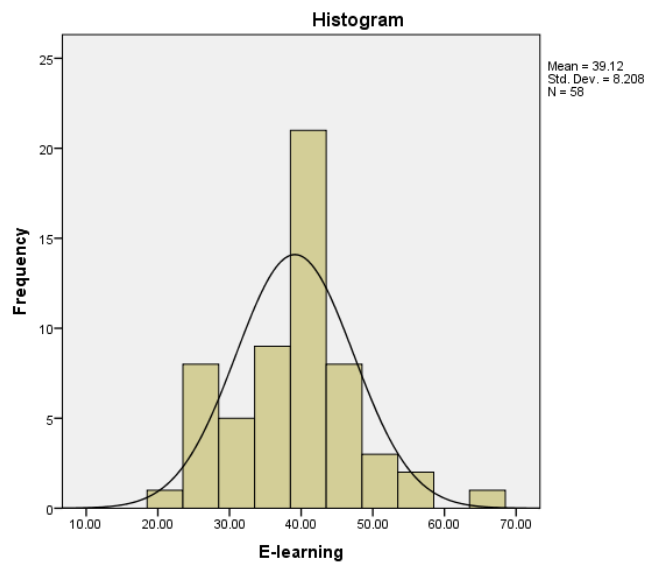
Based on these calculations, a trend distribution table can be made as follows:

**Table 4.6 Category Distribution of E-learning Usage**

No	Score	Frequency	%	Category
1	< 30,92	9	15,52%	Low
2	30,92-47,32	39	67,24%	Medium/Average
3	> 47,32	10	17,24%	High
	Total	58	100%	

From these categories, it can be seen that those who state use of e-learning in categories good with a frequency of 10 respondents, enough with a frequency of 39 respondents, and less category with a frequency of 9 respondents. Thus, in general, it can it is said that the use of e-learning is sufficient because it is stated in the categorization shows the percentage is 67.24%.

**Picture 4.2 Histogram of E-learning Usage**



### 3. Data Descriptions about Students' Self Concept

In this description, to obtain data, the researcher provided a questionnaire about the use of E-learning in the sixth semester of English education students at IAIN Ponorogo. The results of the questionnaire are as follows:

**Table 4.7 Students' Self Concept Questionnaire Score**

No.	Name	Score
1.	Nur Aeni	56
2.	Mumthazza Nur Aini Rahma Ramadhana	56
3.	Khoirun Nisa'i Sholihah	57
4.	Luthfiah Khairatun Nisaatul Wahidah	56
5.	Liza Nur Alfina Farhani	51
6.	Anisa Nikmatu Rodiyah	47
7.	Ahsan Taqwin	43
8.	Desy Novita	36
9.	Mukhayin	56
10.	Devita Sri Rahayu	57
11.	Iis Rulianawati	50
12.	Dewi Rohayatul Khasanah	59
13.	Tina Puji Rahayu	59
14.	Anisah Septiana	50
15.	Siska Bintang Permata	55
16.	Anna	51
17.	Sandrina Maulani	43
18.	Agustina	42
19.	Feby Vigara	54
20.	Armeli Kusuma Wardani	56
21.	Ni'ma Nurin Namiroh	52
22.	Aufa Amalia Khusna	53
23.	Nanda Erlina	47
24.	Ruli Rojiatul	44
25.	Wahyu Safitri	59



26.	Riska Dwi Prasetyowati	59
27.	Salma Dyah Nirmala	56
28.	Siti Risalatul Mu'awanah	48
29.	Yuda Adi Prasetyo	39
30.	Purwitasari	55
31.	Norwenia Eka Maulida	47
32.	Putri Wulandari	41
33.	Hanna Haika Humaira	47
34.	Anggun Fitriya Saputri	46
35.	Anis Marshela Listyani	42
36.	Faridha Sigmayana	52
37.	Andan Meindra	52
38.	Liza Akromatul Muf'idah	58
39.	Feri Nofitasari	58
40.	Reza Febiola	54
41.	Khuriyatul Mala	45
42.	Yogo Bekti	39
43.	Shania Sayyidati	34
44.	Shela Mesyana Saputri	51
45.	Nafidatul Vindi Riswanto	56
46.	Siska Anggaraini	45
47.	Sunarti	53
48.	Suci Md	50
49.	Faridatun Nida	47
50.	Badiah	47
51.	Siti Annisaurohmah	52
52.	Riza Fadhilah Ratna Dilla	53

53.	Umi Solikah	53
54.	Regika Nur Wardani	48
55.	Restiana Alfiah	51
56.	Safna Imama Tun Najwa	57
57.	Nuriana Wanti	55
58.	Nadiya	39

Based on the data above, the highest score is obtained 59, the lowest value is 34, the mean value is 50.31, and the standard deviation of 6,344.

**Table 4.8 The Descriptive Statistic of Students' Self Concept**

Statistics		
Students' Self Concept		
N	Valid	58
	Missing	1
Mean		50.3103
Std. Deviation		6.34452
Minimum		34.00
Maximum		59.00

Based on the table above it can be categorized into 3 classes as follows:

$$\text{Low} = X < M - SD$$

$$\text{Medium/ Average} = M - SD \leq X < M + SD$$

$$\text{High} = X \geq M + SD$$

Based on these calculations, a trend distribution table can be made as follows:

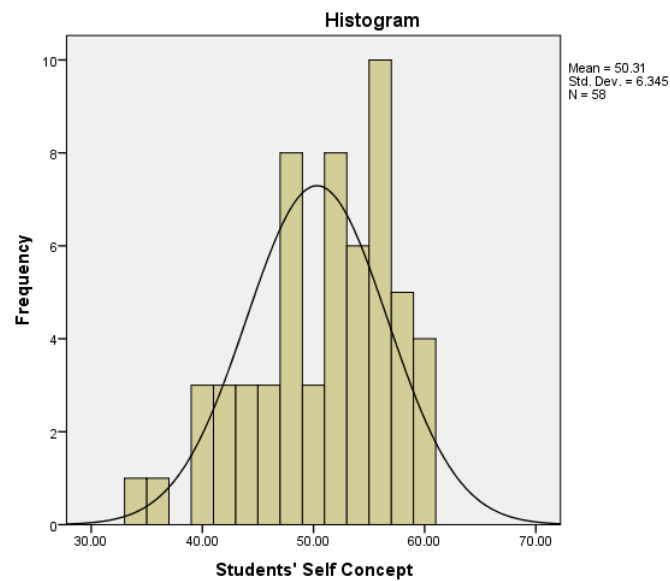
**Table 4.9 Category Distribution of Students' Self Concept**

No	Score	Frequency	%	Category
1	< 43,97	8	13,80%	Low
2	43,97-56,65	34	58,62%	Medium/Average
3	> 56,65	16	27,58%	High
	Total	58	100%	

From these categories, it can be seen that those who state use of e-learning in categories good with a frequency of 16 respondents, enough with a frequency of 34 respondents, and less category with a frequency of 8 respondents. Thus, in general, it can be said that the use of e-learning IAIN Ponorogo is sufficient because it is stated in the categorization shows the percentage is 58.62%.



**Picture 4.3 Histogram of Students' Self Concept**



## C. Data Analysis

### 1. Data Quality Test

#### a. Normality Test

Before doing the calculations to determine the effect of the use of Google Classroom and E-learning IAIN Ponorogo on Students' Self Concept, the normality test is carried out first on the data distributed to respondents to find out whether the data of each variable is normally distributed or not. There are several methods used to test for normality. Popular used are Kolmogorov Smirnov test and Lilifors test. In this study, researchers used Kolmogorov Smirnov.

The test criteria and the test results normality can be seen in the following table are:

- 1) Test significance ( $\alpha$ ) = 0.05.
- 2) If Sig. >  $\alpha$ , then the sample comes from a population that normal distribution.
- 3) If Sig. <  $\alpha$ , then the sample does not come from a population that is a normal distribution.

**Table 4.10 Normality Test**

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		13
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	28.89573060
	Most Extreme Differences	
	Absolute	.130
	Positive	.107
	Negative	-.130
Test Statistic		.130
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

The table above shows that the significance value of the variables  $X_1$ ,  $X_2$ , and  $Y$  are more significant than the significance level of Kolmogorov Smirnov, namely  $0.200 > 0.05$ . Then it can be concluded that each variable is normally distributed.

## b. Data Homogeneity Test

A homogeneity test was carried out to determine whether the sample had the same variance or not. Data homogeneity test results using the Levene Test technique. To determine homogeneity used the following criteria:

- 1) Test significance ( $\alpha$ ) = 0.05
- 2) If Sig. >  $\alpha$ , then the variance of each sample is the same (homogeneous)
- 3) If Sig. <  $\alpha$ , then the variance of each sample is not the same (not homogeneous).

**Table 4.11 Homogeneity Test**

### Test of Homogeneity of Variances

nilai

Levene Statistic	df1	df2	Sig.
.118	1	56	.732

Based on the homogeneity test results above, it shows that the values of X1, X2, and Y are  $0,732 > 0,05$ , then the data in this study is homogeneous and means the sample data studied have the same variance.

## 2. Classic Assumption Test

### a. Multicollinearity Test

A multicollinearity test was carried out to determine whether there is a linear/strong relationship between the independent variables in a regression model. A good regression test model does not occur multicollinearity. Test exists whether or not multicollinearity is done by looking at the value of VIF (Variance Inflation Factor) and Tolerance. If the VIF value is less than 10.00 and the Tolerance value is more than 0.100, it can be concluded that the regression model does not occur multicollinearity. The results of the multicollinearity test with SPSS.22 can be seen in the table following:

**Table 4.12 Multicollinearity Test**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	265.242	304.397		.871	.404		
Google Classroom	.094	.574	.062	.163	.873	.693	1.444
E-learning	-.158	1.033	-.058	-.153	.881	.693	1.444

a. Dependent Variable: Self Concept

From the table above, it can be concluded that the second VIF value a variable is 1.444 smaller than 10.00, and the second Tolerance value a variable is 0.693 more than 0.100 so that between variables does not multicollinearity occurs.

**b. Heteroscedasticity Test**

The heteroscedasticity test is used to test whether there are inequalities of variance from one observation to another. A great regression model is a model that does not exist heteroscedasticity. The test method used is the Spearman test which is done by correlating the Unstandardized residual value with each variable (X1 and X2).

**Table 4.13 Heteroscedasticity Test**

**Correlations**

			Google Classroom	E-learning	Unstandardized Residual
Spearman's rho	Google Classroom	Correlation Coefficient	1.000	-.488	.044
		Sig. (2-tailed)	.	.090	.886
		N	13	13	13
	E-learning	Correlation Coefficient	-.488	1.000	-.107
		Sig. (2-tailed)	.090	.	.727
		N	13	13	13
	Unstandardized Residual	Correlation Coefficient	.044	-.107	1.000
		Sig. (2-tailed)	.886	.727	.
		N	13	13	13



From the statistics above, it can be seen that the correlation between X1 with Sig. is 0.886 and between X2 and Sig. is 0.727, with a significance value of 0.05, it can be concluded that no heteroscedasticity occurs because all correlation values are greater than 0.05.

### 3. Hypothesis Test

#### a. Multiple Linear Regression

Hypothesis testing in this study using a regression model multiple linear. Multiple linear regression analyzes associative variables used simultaneously to examine the effect of two independent variables or more to one variable, depending on the scale metric measurements for both independent and dependent variables.

**Table 4.14 Multiple Linear Regression**

#### Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	17.561	5.767		3.045	.004
Google Classroom	.545	.089	.633	6.130	.000
E-Learning	.082	.080	.106	1.026	.309

A. Dependent Variable: Self Concept

The results of the calculations that have been carried out produce a the equation shows the magnitude of the value of X is a regression that is estimated as follows:

1. The constant value ( $\beta_0$ ) of 17.561 means that if the total use of google classroom (X1) and E-learning IAIN Ponorogo (X2) is in a constant state or 0, then the student's self-concept (Y) is 17.561.
2.  $\beta_1$  (regression coefficient X1) is 0.545, meaning that if the value of using google classroom is (X1) has an increase of 1%, the student's self-concept (Y) will also increase by 0.545, assuming that the other independent variables of the regression model are constant.
3. ( $\beta_2$ ) regression coefficient X2) is 0.082, meaning that if the value of using e-learning IAIN Ponorogo (X2) increases by 1%, then growth firm (Y) will decrease by 0.082, assuming that the other independent variables of the regression model are fixed.

**b. T test**

The t-test was conducted to determine the effect of the independent variable partially on the dependent variable; does it have a significant impact or not.

**Table 4.15 T Test**

		Coefficients <sup>a</sup>				Sig.
		Unstandardized Coefficients		Standardized Coefficients	T	
Model		B	Std. Error	Beta		
1	(Constant)	17.561	5.767		3.045	.004
	Google Classroom	.545	.089	.633	6.130	.000
	E-Learning	.082	.080	.106	1.026	.309

A. Dependent Variable: Self Concept

Based on table 4.12 above, the results of the t-test are described as following:

**H<sub>1</sub>** : The t-count value for the use of google classroom is 6,130 > 2,004 and the significant probability value (sig) is 0.000 < 0.05. Then get concluded that the use of Google Classroom has a significant effect or is acceptable to the student's self-concept.

**H<sub>0</sub>** : The t-count value for the use of E-learning IAIN Ponorogo is 1.026 < 2.004 and the value of significant probability (sig) is 0.309 > 0.05. It can be concluded that the use of E-learning IAIN Ponorogo has no significant effect or is rejected on students' self-concept.

**c. F Test**

The F test or coefficient test is simultaneously carried out to test is the use of Google Classroom and E-learning IAIN Ponorogo simultaneously influence students' self-concept significant or not.

**Table 4.16 F Test**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	947.606	2	473.803	19.349	.000 <sup>b</sup>
	Residual	1346.808	55	24.487		
	Total	2294.414	57			

A. Dependent Variable: Self Concept

B. Predictors: (Constant), E-Learning , Google Classroom

Based on the results of the F test above, it can be seen that the value of the F count variables X1 and X2 is  $19.349 > 3.15$ , and the student's self-concept value is  $0.000 < 0.05$ , so it can be concluded that the variables X1 and X2 together or simultaneously have an effect significant to Variable Y.  $H_0$  is rejected and  $H_a$  is accepted.

#### **D. Discussion and Interpretation**

In this study, the researcher observed four main things: discussion, namely the use of Google Classroom, E-learning IAIN Ponorogo, student self-concept, and the effect of using Google Classroom and E-learning IAIN Ponorogo on the self-concept of English education students at IAIN Ponorogo. To obtain data about the variables of this study, researchers distributed questionnaires that have been tested for validity and reliability to 58 respondents.

From data analysis about the use of Google Classroom obtained information that the level of use of Google Classroom is in the excellent category with a frequency of 8 respondents (13.80%), in the good category with a frequency of 43 respondents (74,13%), and the less category with a frequency of 7 respondents (12.07%). Thus, in general, it can be said that enough use of Google Classroom, because it is stated in the categorization, shows the percentage is 74,13%.

From data analysis about the use of E-learning IAIN Ponorogo obtained information, the level of use of E-learning IAIN Ponorogo is in the excellent category with a frequency of 10 respondents (17.24%), in the good category with a frequency of 39 respondents (67,24%), and the less category with a frequency of 9 respondents (15.52%). Thus, in general, it can be said that enough use of E-learning IAIN Ponorogo, because it is stated in the categorization, shows the percentage is 67,24%.

Data analysis about student self-concept information obtained that the level of student self-concept is in the excellent category with a frequency of 16 respondents (27.58%), in the good category with a frequency of 34 respondents (58,62%), and the less category with a frequency of 8 respondents (13.80%). Thus, in general, it can be said that student self-concept, because it is stated in the categorization, shows the percentage is 58,62%.

Based on the analysis results using the t-test through the SPSS 22 program, it is stated that the t-count value for the use of google classroom is

6.130 > 2.004 and the significant probability value (sig) is 0.000 < 0.05. Then get concluded that the use of Google Classroom has a significant effect or is acceptable to the student's self-concept. while the t-count value for the use of E-learning IAIN Ponorogo is 1.026 < 2.004 and the value of significant probability (sig) is 0.309 > 0.05. It can be concluded that the use of E-learning IAIN Ponorogo has no significant effect or is rejected on students' self-concept.

In addition, an F test was also carried out, which stated that the calculated F value of the X1 and X2 variables was 19.349 > 3.15. Then student's self-concept value was 0.000 < 0.05, so it can be concluded that the use of Google Classroom and E-learning IAIN Ponorogo together or simultaneously have a significant effect on students' self-concept.

The above calculations can lead to the conclusion that Google Classroom and E-learning IAIN Ponorogo are online learning tools that are both used in teaching and learning activities, with a note that the two learning tools must continue to make improvements to facilities that are less suitable and less comfortable for students.



## CHAPTER V

### CLOSING

#### A. Conclusion

From the description of the discussion that has been described above, the author can conclude three things related to the formulation of the problem, namely:

1. The t-count value for the use of google classroom is  $6,130 > 2,004$  and the significant probability value (sig) is  $0.000 < 0.05$  then  $H_0$  is rejected. Then get concluded that the use of Google Classroom has a significant effect or is acceptable to the student's self-concept.
2. The t-count value for the use of E-learning IAIN Ponorogo is  $1.026 < 2.004$  and the value of significant probability (sig) is  $0.309 > 0.05$   $H_0$  is accepted. It can be concluded that the use of E-learning IAIN Ponorogo has no significant effect or is rejected on students' self-concept.
3. F count the use of google classroom and e-learning is  $19.349 > 3.15$ , and the value of students' self-concept is  $0.000 < 0.05$  then  $H_0$  is rejected. So it can be concluded that the use of google classroom and e-learning IAIN Ponorogo together or simultaneously has a significant effect on student self-concept. The coefficient of determination ( $R^2$ ) is 0.392. This means the use of google classroom and e-learning IAIN Ponorogo has an effect of 39.2% on students' self-concept, while 60.8% are influenced by other factors not studied

## **B. Suggestion**

Based on the conclusion above, the writer would offer some suggestions to:

### 1. Lecturers

- a. Lecturers are expected to be more selective in choosing appropriate and appropriate tools during the online learning process because it can affect students' self-concept.
- b. Lecturers must consider what students need so that students feel comfortable and enjoy during online lessons.

### 2. Students

- a. Students are expected to be more aware that online learning tools are essential because it dramatically influences their understanding.
- b. Students should make good use of learning tools to improve students their understanding of the material.

### 3. For other researchers

Because this research still has many shortcomings and is far from perfect, and other factors affect students' self-concept, the researcher hopes that other researchers will investigate other factors related to student self-concept. Researchers also hope this research is practical and can be used as a reference for other parties conducting and developing similar research.



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