

# Blended Learning through Google Classroom

Lee Bih Ni

**Abstract**—This paper discusses that good learning involves all academic groups in the school. Blended learning is learning outside the classroom. Google Classroom is a free service learning app for schools, non-profit organizations and anyone with a personal Google account. Facilities accessed through computers and mobile phones are very useful for school teachers and students. Blended learning classrooms using both traditional and technology-based methods for teaching have become the norm for many educators. Using Google Classroom gives students access to online learning. Even if the teacher is not in the classroom, the teacher can provide learning. This is the supervision of the form of the teacher when the student is outside the school.

**Keywords**—Blended learning, learning app, Google classroom, schools.

## I. INTRODUCTION

RESEARCH tools often use technical tools interchangeably, blended learning, blended mastery, improved Internet directories, and combined instructional terms. Although the standards of mixed rule were first proposed in the 1960s, the concept of defining mixed rule using formal terms has changed until the 1990s and until now. [36]. One of the earliest uses of the term appeared in a 1999 press release, and Atlanta-based Full Education, which has acquired the center's knowledge, announced a change of name to epic. "The company currently operates 220 online publications, but will begin using a hybrid enterprise learning approach to provide Internet software" [37]. Today's technology is very dizzy, very important, especially in the technical field that meets daily needs. According to a survey conducted by the Association of Internet Networking Organizations of Indonesia [43], there were as many as 132.7 million Internet users in Indonesia in 2016. The population of Indonesia is 256.2 million, of which 51.8% are Internet users in Indonesia. The use of the Internet is characterized by the use of computers and mobile phones. The ages of Internet users vary according to their respective uses, such as social media, entertainment, games, navigation, buying and selling transactions, and the like. No, one of them is in elementary school. According to Tapscott [11], primary school children are Z-generation (born in 1998-2009) and Generation A (born in 2009) using more Internet. The characteristics of the Z and A generations have the same technical eloquence, through the intense interaction of social media, and expressiveness [12].

## II. LITERATURE REVIEW

The term "blended learning" has evolved into a vague term

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and is being discussed in various teaching techniques (some of which do not use any techniques). In 2006, the term became more unique under the guidance of Bonk and Graham, who first included the Blended Learning Handbook. Graham challenged the breadth and ambiguity of the definition of the term and described "hybrid knowledge hardware" as a learning tool that combines face-to-face instructions with computer-mediated instructions [38]. In a document entitled "Defining a Learning Portfolio," researcher Norm Friesen warns that acquiring knowledge in a modern form highlights the possibility of integrating the Internet and digital media with classrooms that require teachers and students to be present [39].

Fusion mastery is an educational approach that combines online academic materials and online interaction opportunities with a universal classroom-based approach. It requires the real involvement of teachers and students, as well as student control over time, place, street or speed [40]. When students are in a sports school, a coach is present and face-to-face classroom exercises are combined with content and computer-based delivery activities. Blended learning is also used in professional development and mentoring environments [41]. The 2015 meta-analysis re-evaluated a comprehensive assessment of evidence-based research around knowledge gathering and found similarities in hybrid definitions (such as face-to-face and online model teaching). In order to take advantage of road engineering technology, all contributors to the learning process are separated for a specific period of time [42].

Estimated in Malaysia on July 1, 2016, Internet users are individuals who can access the Internet at home through any type of device. Internet users were 21,090,777, with a penetration rate of 68.6%. The population is 30,751,602. Non-users (no internet) are 9,660,825. The 1-year consumer change was 2.2% (453,560) and the demographic change was 1.39% [5].

The convenience of students to get right of entry to the Internet is part of the social culture that has shifted to the digital age. Everyone cannot cease or reject it due to the fact technological know-how coexists in human life. This cultural exchange must be discovered by way of the teacher. Teachers who are marketers of trade have an important place to alternate student surroundings.

Technology and schooling are indivisible, all of which should be coordinated. Blended mastering is a solution that instructors can enforce in their learning. According to Sjukur [9], hybrid learning is integrated innovation and presents technical possibilities via interplay with standard getting to know and participate in online learning. Mixed studying things to do are characterized by a mixture of regular and online learning. The aggregate of getting to know is tailored to the

studying objectives to be carried out.

In a study conducted by Herwanto [2], the winners of "the influence of the combination of the concept and the student's physical discovery X" and the integrated thinking of combined physics under thought management concluded that abilities to combine together are what we call integrated thinking. The approach, titled "Encouraging a Mixed Approach in Elementary Schools", published by Suhartono [10], is a hybrid that can be found in basic universities that are already online or do not have a laptop. The results of both studies can be better, and mixed identities can be achieved anywhere. Mixed identities is an online network provoking debate, discussion, consultation, and conversation on a topic.

The learning system is questioned by the Learning Management System (LMS). According to Ellis [1], LMS is a software application for managing, recording, tracking, reporting and providing educational courses or training programs. LMS can be said to provide learning management for students and teachers through software. Available LMS software includes ACS, Blackboard, Certpoint, Moodle, Canvas, Google Classroom, etc. Early LMS research found that Google Classroom is a multi-platform application that users can use. Google Classroom is a hybrid learning platform developed by Google for schools to promote the creation, distribution, and distribution of tasks in a paperless manner [13].

The use of Google Classroom can be through more than one platform, i.e. thru computers and cellular phones. Teachers and college students can get entry to the app through the Playstore on Android or using the Google class keyword on the app save on iOS. The use of LMS is free, so it can be used if needed.

Indian authorities plan to make significant progress at all levels of education. There is no doubt that this will be the scale and change of the decade, but India will face severe challenges. All school-based tools are subject to high-quality issues, access to justice and justice, and some states alternate with others. Schools or universities currently do not have enough room to meet growing demand. In the time frame, conventional methods to meet these needs are not enough [14].

The three interrelated areas (equity, excellence, and development) are no longer new: it has been resolved in a variety of forms in the previous years since 1980. The most important difference in the 12 plans is a holistic, clear focus, or "excellence", as a key principle of enlargement and fairness. To overcome this necessary investment in ICT in infrastructure development and content is underway. This is the place Google Cloud and Google Apps can play a function in strengthening ICT's use in instructing [15]. Google Classroom can be a prospect for improving ICT learning. Anyone that has Google Apps can use Google Classroom for Education, a free productivity tool, including Gmail, Docs, and Drive.

Google Classroom is a school-oriented, hybrid studying platform designed to simplify creation, distribution, and dimension tasks in a paperless manner. Google Classroom

easily syncs with other Google services such as Drive, simplifying storage and organization. It is no longer only a feature of data storage units and Google Apps for Education in online surroundings for mastering and teaching. Computer networks and Internet resources are helping teachers cut down on paper use. The Learning Objectives Classroom is designed to assist teachers to create and retrieve homeless paperless papers, consisting of the potential to robotically create a copy of a Google Doc that saves time per student. The class folder in Google Drive is a regular folder in Google Drive. It is private. Students can tune what they need on the Assignments web page and start working with a single click. Teachers can quickly see who has achieved the work and supply direct remarks and real-time directly at Class [16].

Studies have confirmed that differences between online and typical test results are usually suggested to provide standard familiarity. Washull [17] found that the final score of ordinary students is higher than that of online students. Ashby et al. [14] identified the perfect assessment of standardized courses, then online courses, and then mixed courses. Terry [18] reported higher scores and mixed scores online, while Philian et al. [19] also mentioned that scores are mixed online. On the other hand, Lim et al. [20] reported higher levels of online and mixed exams than typical courses. By making a general decision on the research results, the images are very poor, proving every combination of feasible research results [21].

Research on the effects of on-line guides has centered on checks and closing grades, main to conflicting results. The online learners can improve their cognitive functions by playing online learning games. The combination of focus and the surges of neurotransmitters will strengthen the neural circuits that make the brain. Compared to typical courses (first-class, face-to-face), the online learners can able to make the quick decision. Online learning trains the brain to take quick decisions without losing the precision [22].

Edmonds [23] found that, after the SAT test, the average viewing position of college students is usually higher, and PCBs are over-controlled, multilearner online education games will enhance the teamwork among the learners. In individual studies, some researchers have recorded large differences in samples [17], but these may also be related to smaller sample sizes. More research is needed on the relationship between demographic data. Second, it pays great attention to educators and universities and the possibility of online fraud. Hollister and Berenson [19] conducted a comprehensive assessment to determine whether a student's check score was related to fraud, but no evidence of fraud was found online. In addition, Colleen [21] learned that taking exams in this study does not mean that online students perform better than average college students at certain levels; on the contrary, most studies find e-learning market growing at a good rate. It is not a surprise that most people are either publishing/selling courses online or taking the online courses to learn about a particular subject matter. These results indicate that educators do not need to participate in online fraud now. However, this is the focus of particular online

learning critics. Third, online course codecs often require students to be disciplined and self-motivated. Coding courses range from those at the beginner level, such as web design for everybody, basics of web development and coding by university. They can go to more advanced fare such as IBM's course in applied AI with deep learning and there will be delays that could eventually lead to bad results. Cubs et al. [24] found that delays in online courses (rather than traditional courses) lead to lower ratings.

Another important result to consider is the level of student interest in the course. Some elements of online learning can be very helpful for students. For example, students who are afraid of raising their fingers in front of a room full of friends may be more willing to express their opinions on a web-based discussion board. On the other hand, webinars usually no longer train students with the same interests as students, and some college students are in the private interactive stage proposed by the general course. The importance of student enjoyment should not be underestimated. Facing fierce market competition, schools should focus on the duration of advertisements and courses, rather than placing students and schools [21].

As with the tutorial program results, satisfaction results can lead to somewhat conflicting results. Although some studies report increased satisfaction in hybrid and online courses [22], [20], others are in the opposite mode [18], [25]. Gecer and Dag [26], Kirtman [27], and Yudko et al. [28] found that there are online courses and mixes that get positive ratings from a holistic view. Beqiri et al. [29] concluded that other factors such as gender and age impact satisfaction. It was concluded that online course instruction is most appropriate at the graduate level. Terry [18] investigated assessment of enrollment, attrition, grade distribution, faculty evaluation, course evaluation, and explicit achievement of learning objectives across the various instruction modes. Results show student performance on class assignments to be equivalent across the three instruction modes. Holding ability, effort, and demographic considerations constant, students enrolled in online courses scored over 4% lower on the final exam than campus or hybrid students. However, Waschull [17] found no difference between traditional courses and online courses. The discovery of their uncertain pride can also be attributed to external factors. For example, Arbaugh [30] reports that teacher attendance and response time can increase student happiness through online coaching.

Research on less voluntary college students is typically less frequent. Jagers [31] said that students are less willing to do homework on the Internet for some reasons: 1) online content to be paid, 2) social distance associated technical issues, 3) lack of online platform structure; however, Kim and Lee [32] argue that the nature of the online surroundings may also be recommended to the identical pupil.

The overview raised the professionals to agree and disagree with online learning, however, the classification in Google's capability to pay, efficiency and troubles encountered did no longer work. Therefore, the [34] determined to explore the opportunity of the usage of Google guides in teaching. In

addition, the researchers determined to measure the degree of fulfillment through a combination of lecture room teaching and learning lifestyle to create synergistic coexistence. Synergy is the interaction of discrete mechanisms or conditions, making the whole effect greater than the sum of the personal effects. In this study, during collaborative learning, the exchange of ideas makes the negotiation of meanings possible. In order to do so meaningfully and to ensure successful learning, it is necessary to reflect upon blended approach.

### III. METHODOLOGY

This research method used a literature review, which included new insights into the quality of action and scientific papers.

The literature review activity began with four steps: 1) developing questions; 2) searching the literature; 3) data evaluation; 4) analysis and interpretation. All steps are performed in stages. Analytical techniques are performed in the following ways: 1) Compare (find the equation); 2) Contrast (discovering inequality); 3) Criticism (giving opinions); 4) Synthesis (comparative); 5) Summary.

### IV. RESULTS AND DISCUSSION

Blended learning is a combination of two English terms: blending and learning. Blending means mixing and learning is meaningful learning. Its basic purpose includes blended learning, so it can be said that learning uses multiple methods. Experts agree that blended learning is a combination of traditional and online learning. Husamah [3] combines learning with the best online learning, structured face-to-face activities, and hands-on.

The mixed-use of hybrid getting to know is imperative because it reduces and/or prevents college students from using computers and cell telephones negatively. Things like playing games, social media and watching videos are online activities. Adaptive mastering with the traits of instructors and people's supervision is doable.

According to Husamah [3], integrating knowledge has the advantage of acquiring new knowledge. 1) Learning is free and traditional, both have complementary advantages; 2) Learning is more effective; 3) Learning can improve knowledge accessibility; 4) Students can use the online Fabric to check things for free; 5) Students can work with other teachers outside the classroom or do discussion; 6) Students know that the things that make up the homepage time can be well managed by the teachers; 7) Teachers can use the textbooks to add the Internet to the facility; 8) Teachers can ask students to study learning materials before entering class; 9) teachers can manage tests, provide feedback and effectively use test results; 10) students can share files or data with other students; 11) Students can expand learning networks; 12) Students can use online facilities; 13) Students can have cost-effective learning; 14) Students can get good results; 15) Teachers can adjust some students' mastery requirements; 16) Blended learning increase self-confidence of the students.

Teachers, college students, and caregivers can all realize these benefits.

Steps to overcome learning constraint still to be implemented, including: 1) the media wanted are very diverse, so it is challenging to gain if there are no helping amenities and infrastructure; 2) college students have unparalleled services such as computers and net access. In fact, mixed studying requires sufficient Internet access. If the community is no longer enough, it will make it hard for college students to analyze online via the Internet; 3) lack of exposure to the use of technology in the teaching and learning process makes the teacher and the student to learn things ineffectively [36]. Learning can reduce these weaknesses. Identifying the media as an essential restriction via the Google category must be used with the aid of students or guardians to promote steadiness.

In the early stages of creating the 2014-2016 Google classrooms, we did not diagram to go to college to shape a partner Google, but in March 2017, Google school rooms have been reachable to all and sundry the use of Google. This can be used by way of teachers, college students and guardians in learning, so Google does not want to collaborate. Technology can change the classroom into a network where teachers post assignments progressively, and students can ask questions more easily.

Effective implementation of classical guidance through the Google Classroom app can serve as a counseling medium to enhance student self-learning [4], which can help showcase student learning. Teachers can research all student activities in Google Classroom. The interaction between coaches and academics is well documented. Google Classroom features are [13]:

1. Assignment (task): Tasks are stored and rated in a series of Google productivity apps, enabling collaboration between teachers and students. The documentation in the Google Student Guide includes teachers, host files on student drives, and then submit grades. Teachers may choose an existing template then be treated as a template file so that each student can edit their own copy and then return to the master file instead of having all students view, copy, or edit the same document. Students also have the option to attach additional documents that come with the driver to their work.
2. Rating (measurement): Google Classroom supports many different scoring schemes. Teachers can choose to attach files to tasks where students can view, edit, or get a single copy. Students can create a file and then insert it into the task if the teacher does not create a copy of the file. Teachers can choose to monitor the progress of each student in tasks that can be reviewed and edited. Assigned tasks can be evaluated by the teacher and returned to the comments so that the student can view the assignment and re-enter. After the assessment is completed, the teacher can only edit the assignment unless the teacher returns to the next assignment.
3. Communication: Teachers can put up bulletins in the path stream, and college students can put up comments that

allow two-way verbal exchange between the teacher and the student. Students can additionally post to the direction stream; however, it will not be prioritized as a teacher's announcement, which can be simplified. Certain kinds of media in Google products, such as YouTube video archives and Google Drive, can be connected to bulletins and proclaims for content sharing. Gmail also affords teachers an electronic mail alternative to shipping an e-mail to one or extra students in the Google Classroom interface. The classroom can be accessed by way of the web or Android cellular app and iOS class.

4. Time price (saving time): Teachers can add students by way of providing type code for students. Teachers who manipulate multiple training can reuse announcements, assignments, or questions from different classes. Teachers can additionally share posts in numerous class and category files in the following lessons. Students' work, assignments, questions, grades, and all comments can be prepared by using one or all of the courses or arranged with content that wants to be reviewed.
5. Archive path (program archive): Classrooms enable teachers to file publications. Archiving removes classrooms from dashboard so teachers and students cannot see them. Archived classrooms are still available for teachers to refer to. When you archive a course, the web site is removed from the domestic page and placed in the Archive Class vicinity to assist the teacher to hold the modern-day course. Teachers and students can see it when the direction is archived, however, no changes can be made till it is restored.
6. Mobile app: Launched in January 2015, the Google Classroom mobile app is available for iOS and Android devices. The app allows users to take photos and paste them into tasks, share files from other apps, and support offline access.
7. Privacy: Unlike Google's user services, Google Classroom, as part of G Suite for Education, does not display ads on the student, teacher, and teacher interfaces, nor does it scan user data or for advertising purposes.

All of these features are available to teachers during their studies. Teachers can learn to use them individually by looking at Google Support in the Google class. The fact is that both Android and iOS platforms have their fair share of pros and cons and being aware of these makes it easier to decide which one is better suited to your requirements. In addition, through Google Support, you can use YouTube about Google Classroom channels. A G Suite for education account is a Google account created and managed by a school for use by students and educators.

The advantage of using the Google class in [4] is easy to use, time-saving, cloud-based, flexible and free. Google courses are suitable for use at school. Online feedback can be slower than that of face-to-face feedback found in the traditional classroom. All students stand on equal footing in an online learning environment [7] as opposed to those that are in a traditional learning environment.

Google Classroom Blend uses a hybrid learning model for

learning, in which the online model continues to connect to the Internet [10]. Organized learning is done online and can be accessed through an agreement between the teacher and the student. The development of the textbook is determined by the learning implementation plan that the teacher will complete. Teachers may create a plan for video project. Storyboard creator is free, and easy to use. It is perfect for collaborating and sharing with learners in Google Classroom. Storyboards are lesson plans that will be addressed through the media. Storyboard content should be the subject of learning, activity type, activity planning, and description. Learning themes are obtained by analyzing core competencies, basic competencies, educators, and learning goals. The analysis shows that it can achieve learning outcomes by theme. The event plan contains actions to take in a Google course, such as providing videos, questions, discussions, or materials. Everything depends on the teacher as a user and should be tailored to the features of the learning topic. If required during the organization phase, the information mentioned in the storyboard is a comment. Storyboards are an early stage of online learning mistakes. The results of this research are the foundation for learning in Google Classroom.

The school's Google Classroom learning is aimed at students who are already in advanced stages. Senior students have the importance of everyday life. According to [6], senior students are at the level of research, experimentation, and experimentation. The students of that era were high-tech and were willing to accept time through technology.

Teachers said that if the content is more consistent and prepares for the exam, they are willing to increase the use of the online learning platform. According to a study conducted by the Innovation Institute of Christensen in the United States, to date, Malaysia is one of their cases, and teachers need to meet what will be tested in the national exam [44]. The study, entitled "Blended Beyond Borders: Scanning Barriers and Mixed Opportunities in Brazil, Malaysia, and South Africa" [44], focuses on how to use small samples of online bricks and mortars to provide content in these countries in more flexible new ways. The Innovation Institute of Christensen said that during the school's visit to the discussion, research shows that teachers are still looking for better content to significantly use integrated learning, especially for core subjects. There are company offers many opportunities to access content for the teacher upload and test platform frog virtual learning environment (VLE) [8].

Blended learning is no longer the choice of today's education. This is required. The refinery model that established the educational process in the industrial age has long since disappeared from the workplace, so it is wise to educate the refinery's style to disappear from the school. Modern technology has changed the way we think about work and how we work. The same technology has changed education.

Blended learning has become a factory-style educational venue. This new educational model combines traditional face-to-face education with online learning opportunities in the form of e-learning and collaborative projects with colleagues

and subject matter experts. Hybrid learning consultants say that it is not so strict, more realistic, and offers more flexibility. The question is how educators use blended learning in the district with this limited educational budget. The answer is Google Classroom. In this article, we will discuss how Google Classroom supports mixed learning for free in the class [33].

1. Mixed Courses - Create mixed classes where students can access digital resources and traditional classroom learning.
2. Buddy Editor - Provide partners to edit friends in papers, research papers, and abstracts. Files can be shared with friends.
3. Capstone Project - Use the classroom to streamline gemstone projects that serve as a peak learning activity for high school, middle school, undergraduate study, postgraduate study, etc.
4. Course Assessment - Use Google Classroom to submit course assessments to students at the end of the year
5. Create and promote online discussions - Create and facilitate online discussions by creating questions in the Work Categories tab.
6. Distribute notes - Distribute class notes in class instead of spending time copying student notes.
7. Distribute work/homework - Use the course to distribute student work or homework assignments to all students, student groups, or individual students.
8. Email Student - Send an email to the student directly from the In Classroom tab by clicking the menu three times next to the student's name. Students can also email to the student work summary and choose an envelope.
9. Flip the classroom - Use the classroom to create a classroom for your students.
10. One location for all files - Store all classroom files in one location in Google Drive. Whenever you create a Classroom, Google automatically creates a Courses folder.
11. Provide feedback - Provide feedback to students through scoring tools, bank comments or private comments.
12. Quiz - Create a quiz using Google Docs, Forms, or a third-party app.
13. Return to work/homework - Return student or homework assignments to students with a single click.
14. Video Library - Create a video library for students using YouTube and Classroom.

There are some issues in the notification in this system. When the teacher issues any notice, it should be sent to the student by post or, when the student sends a notice, the answer should be sent to the teacher. Studies have shown that 86% of respondents believe that notification is needed. In this system, there are some problems with the notification system that is not pleasant. It would be nice to send a notification via SMS. The item notification also features in Google Classroom [34].

Since Google Classroom is available for accounts other than Google Apps for Education, Google Classroom is only available for education. 85% of people want it to be available or accessible in other email accounts.

90% of respondents believe that the tutorial menu in the Google Classroom login page is required. This will be an early online guide to continuing. 75% of respondents believe that Google courses are more user-friendly and can be accepted by the entire student community. Concept maps are excellent tools for representing any concept in an organized way. At least 65% of respondents believe that there are some terms that can be used to create a concept map. 64% believe that there should be better security features. Currently, the given code is passed to the entire class. A security issue can arise if the code is left to anyone without authorization. As a result, security features have become more powerful. When someone posts content on a wall that everyone can see, some security features may be inserted or more privacy may be entered.

More points to experience after using Google Classroom are: need to promote co-teaching or create a course with multiple teachers; user feedback requirements, i.e. statistics on the use of uploaded materials; choose to invite students or groups to complete different tasks; the ability to assign different assignments to different student groups; the convenience of generating report cards showing student achievement reports in all given assignments; it is not possible to share/allocate tasks by various teachers. This may be necessary when various teachers use the same subject; teachers need to select markers that judge or invisible walls of the student; facilitate selective course materials and assignment activation; add teacher functions such as sending messages or submitting to each other notice or data; there are provisions for when the material to be evaluated is given, for example, how many times the star is viewed, how much it is useful, and so on. Someone can create some statistics and show them to the instructor to find out the usefulness of the material [34].

The role of technology is to provide different teaching, learning and assessment tools that offer the possibility of tailor-made courses based on a constructivist basis [35]. Combining Google lessons with traditional face-to-face learning provides a positive signal of acceptance and effectiveness and undergoes synergy. Google Classroom can be used as a flipped classroom, starting with content, videos, events, links, and then discussing content in class. In addition, the dispensing can be done without paper. Class notes can be continued in a paperless manner, saving a lot of paper and ultimately saving trees.

#### V.CONCLUSION

Implementing Google Classroom in educational institutions without traditional learning is an advantage. The benefits of blended learning combine two traditional and online learning methods to make students feel comfortable and active in building knowledge. Teachers can take advantage of the many features available in Google Classroom such as assignments, ratings, communications, time costs, archival courses, mobile applications, and privacy. Teachers should let their parents know what to keep in mind when using Google Classroom to avoid misunderstandings. These students are trained to use Google Classroom as an introduction to software features and

benefits. Implementing integrated learning through Google Classroom can enhance students' ability to build social networks in the pursuit of knowledge.

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