

Voice of Academia

Academic Series of Universiti Teknologi MARA Kedah

VoA 2024
Volume 20 Issue 1

ISSN: : 1985-5079

ADVISORY BOARD MEMBER
PROFESSOR DR. ROSHIMA HAJI. SAID
ASSOCIATE PROFESSOR TS. DR. AZHARI MD HASHIM

CHIEF EDITOR
DR. JUNAIDA ISMAIL

MANAGING EDITOR
MOHD NAZIR RABUN

COPY EDITOR
SYAHRINI SHAWALLUDIN

EDITORIAL TEAM
AISHAH MUSA
ETTY HARNIZA HARUN
INTAN SYAHRIZA AZIZAN

EDITORIAL TECHNICAL TEAM (MYCITE ADMINISTRATOR)
KHAIRUL WANIS AHMAD
NOOR AZLIN ABDULLAH
MAZURIAH AHMAD

EDITORIAL BOARD

PROFESSOR DR. DIANA KOPEVA
UNIVERSITY OF NATIONAL AND WORLD ECONOMY, SOFIA, BULGARIA

PROFESSOR DR. KIYMET TUNCA CALIYURT
FACULTY OF ACCOUNTANCY, TRAKYA UNIVERSITY, EDIRNE, TURKEY

PROFESSOR DR. M. NAUMAN FAROOQI
*FACULTY OF BUSINESS & SOCIAL SCIENCES, MOUNT ALLISON UNIVERSITY,
NEW BRUNSWICK, CANADA*

PROFESSOR DR. SIVAMURUGAN PANDIAN
SCHOOL OF SOCIAL SCIENCE, UNIVERSITI SAINS MALAYSIA, PULAU PINANG

DR. IRA PATRIANI
FISIP, UNIVERSITAS TANJUNGPURA UNTAN, INDONESIA

DR. RIZAL ZAMANI IDRIS
*FACULTY OF SOCIAL SCIENCE & HUMANITIES,
UNIVERSITI MALAYSIA SABAH (UMS), SABAH*

DR. SIMON JACKSON
FACULTY OF HEALTH, ARTS AND DESIGN,
SWINBURNE UNIVERSITY OF TECHNOLOGY MELBOURNE, AUST

DR. AZYYATI ANUAR
FACULTY OF BUSINESS MANAGEMENT,
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

DR. FARYNA MOHD KHALIS
COLLEGE OF CREATIVE ARTS,
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

DR IDA NORMAYA MOHD NASIR
FACULTY COMPUTER SCIENCE AND MATHEMATICS,
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

DR MOHD FAIZAL JAMALUDIN
FACULTY OF ACCOUNTANCY,
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

DR. MUHAMAD KHAIROL ANUAR ZULKEPLI
ACADEMY OF LANGUAGE STUDIES,
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

DR NOR ARDIYANTI AHMAD
FACULTY OF ADMINISTRATIVE SCIENCES & POLICY STUDIES,
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

DR NURLELI, S.E.
FACULTY OF ACCOUNTING, UNISBA, INDONESIA

CONTENT REVIEWER

PROF MADYA DR NOOR ZAHIRAH MOHD SIDEK,
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

PROF MADYA DR NUR HISHAM IBRAHIM,
UNIVERSITI TEKNOLOGI MARA (UiTM)PERAK BRANCH, MALAYSIA

PROF MADYA TS DR AZHARI BIN MD HASHIM,
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

DR IDA NORMAYA MOHD NASIR,
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

DR LAW KUAN KHENG,
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

DR. MUHAMAD KHAIRUL ANUAR ZULKEPLI
ACADEMY OF LANGUAGE STUDIES,
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

DR. NEESA AMEERA MOHAMMED SALIM
COLLEGE OF CREATIVE ARTS,
UNIVERSITI TEKNOLOGI MARA SHAH ALAM, MALAYSIA

DR NOR ARDYANTI BINTI AHMAD,
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

DR NOR ASHIKIN AB MANAN
UNIVERSITI TEKNOLOGI MARA (UiTM) PERAK BRANCH, MALAYSIA

DR NUR AIDA BINTI KIPLI,
UNIVERSITI TEKNOLOGI MARA (UiTM)SARAWAK BRANCH, MALAYSIA

DR NUR SYAZWANIE BINTI MANSOR,
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

DR NURAMIRA ANUAR
UNIVERSITI TEKNOLOGI MARA (UiTM)PERAK BRANCH, MALAYSIA

DR PUTERI ROHANI MEGAT ABDUL RAHIM
UNIVERSITI TEKNOLOGI MARA (UiTM)PERAK BRANCH, MALAYSIA

DR ZURAIDA MOHAMMED ISA,
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

F. PETER A/L G. FRNCIS
UNIVERSITI TEKNOLOGI MARA (UiTM)PERAK BRANCH, MALAYSIA

MOHD SYAFIQ YA SHAK
UNIVERSITI TEKNOLOGI MARA (UiTM)PERAK BRANCH, MALAYSIA

LANGUAGE REVIEWER

PROF DR ONG ENG TEK
EDUCATION DEPARTMENT, USCI, KUALA LUMPUR
ANNUR INITATIVE RESOURCES SDN BHD

AISHAH BT MUSA,
ACADEMY OF LANGUAGE STUDIES,
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

DR ZARLINA MOHD ZAMARI
ACADEMY OF LANGUAGE STUDIES,
UNIVERSITI TEKNOLOGI MARA (UiTM)PERAK BRANCH, MALAYSIA

DR NUR SYAZWANIE BINTI MANSOR,
ACADEMY OF LANGUAGE STUDIES,
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

JUWAIRIAH OSMAN,
UNIVERSITI MALAYA , MALAYSIA

MOHD ZAKI RAMLI,
PROOFREADER UNITED, MALAYSIA

MUHAMMAD AIMAN ABDUL HALIM,
ACADEMY OF LANGUAGE STUDIES,
UNIVERSITI TEKNOLOGI MARA (UiTM)PENANG BRANCH, MALAYSIA

NORLIZAWATI MD TAHIR,
ACADEMY OF LANGUAGE STUDIES,
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

SAMSIAH BINTI BIDIN,
ACADEMY OF LANGUAGE STUDIES,
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

YANG SALEHA ABD GHANI,
ACADEMY OF LANGUAGE STUDIES,
UNIVERSITI TEKNOLOGI MARA (UiTM)PERLIS BRANCH, MALAYSIA

e-ISSN: 2682-7840



Copyright © 2024 by the Universiti Teknologi MARA Press

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission, in writing, from the publisher.

© Voice of Academia is jointly published by the Universiti Teknologi MARA Caawangan Kedah, Malaysia and Penerbit UiTM (UiTM Press), Universiti Teknologi MARA Malaysia, Shah Alam, Selangor.

The views, opinions and technical recommendations expressed by the contributors and authors are entirely their own and do not necessarily reflect the views of the editors, the Faculty or the University.

TABLE of CONTENTS

| | |
|--|------------------|
| KECEMERLANGAN DALAM AL-QURAN SEBAGAI STRATEGI PEMERKASAAN GENERASI MUDA MELAYU BUMIPUTERA ¹Noor Syahidah Mohamad Akhir | 1 -11 |
| EXPLORATORY APPROACH UTILISING VIRTUAL REALITY TECHNOLOGY TOOLS FOR DONGBA SCRIPT CULTURAL HERITAGE PROMOTION Liang Xin¹, Azhari Md Hashim² & Li Wen Feng³ | 12 -24 |
| ASSESSMENT OF OCCUPATIONAL SAFETY AND HEALTH AWARENESS OF PUBLIC SERVANTS IN THE WORKPLACE Rosley Jaafar¹, Norazah Umar², Anas Ibrahim³ & Muhammad Aiman Abdul Halim⁴ | 25 - 41 |
| MUSLIM YOUNG CONSUMER INTENTION TO PURCHASE HALAL COSMETIC AND PERSONAL CARE PRODUCTS Zulaiha Ahmad¹, Farah Lina Azizan², Shamshul Anaz Kassim³, Ima Ilyani Dato' Hj. Ibrahim⁴, Muhammad Amirul Afiq Zailani⁵ | 42 - 54 |
| THE APPLICATION OF GOOGLE CLASSROOM FROM MALAYSIAN TEACHERS' PERSPECTIVE Peter Ong¹ & Md Jais Ismail² | 55 - 68 |
| DETERMINATION OF FACTORS CONTRIBUTING TO DRUG ABUSE USING FUZZY ANALYTICAL HIERARCHY PROCESS (FAHP) Norpah Mahat¹, Nur Khairunnisa², Jasmani Bidin³, Sharifah Fhahriyah⁴, Mohamad Najib Mohamad Fadzil⁵, Izleen Ibrahim⁶ | 69 - 82 |
| MEDICAL STUDENTS' ATTITUDES TOWARDS MUSIC EDUCATION: AN EXPLORATORY RESEARCH IN NINGXIA Zhikai Wang¹, Boo Ho Voon ², Yusman Yacob³ & Ying Lang⁴ | 83 - 94 |
| A COMPARISON OF MOTIF DESIGNS BETWEEN TENUN PAHANG DIRAJA AND TERENGGANU SONGKET Mas Ayu Zainal @ Ismail¹, Siti Rohaya Yahaya² & Nani Hartina Ahmad³ | 95 - 104 |
| EXPLORING THE LEGAL FRAMEWORK AND POLICIES OF CLIMATE CHANGE ACROSS BORDERS: LOCAL GOVERNMENT RESPONSE TO CLIMATE CHANGE IN SELECTED ASEAN COUNTRIES Nor Zaini Zainal Abidin¹, Nur Irinah Mohamad Sirat² & Nurul Mazrah Manshor³ | 105 - 119 |
| FACTORS IMPACTING THE COMPANY'S PROFITABILITY IN FARMING AND AGRICULTURE SECTORS Nur Hafizah Ahmad¹, Nurul Labanihuda Abdull Rahman² & Abdul Hafiz Yusof³ | 120 - 133 |
| DEVELOPING TRANSFORMATION MODULES FOR YOUNG INMATES IN MALAYSIAN PRISON SCHOOLS Storey, J. M¹ & Jawing, E² | 134 - 144 |
| LEARNERS' LANGUAGE ANXIETY AND ENGLISH LANGUAGE LEARNING MOTIVATION: AN EXPLORATORY ANALYSIS Nurshahirah Azman¹, Mirza Madihah Zainal², Noor Fazzrienee JZ Nun Ramlan¹ & Amirah Athirah Amir Yazid¹ | 145 - 158 |
| THE IMPLEMENTATION OF TASK BASED LANGUAGE TEACHING (TBLT) TO IMPROVE ESL STUDENTS' FLUENCY Daljeet Singh Sedhu¹, Jufiza A. Wahab², Mohd Nasurudin Hasbullah³, Thuraiya Mohd⁴ & Azrul Bahaluddin⁵ | 159 - 173 |

| | |
|--|------------------|
| ENHANCING GRAMMAR LEARNING MOTIVATION: A PRELIMINARY STUDY ON A MOBILE-ASSISTED INSTRUCTION TOOL Aisyah Nazamud-din ^{1*} & Nur Aziela Aidit ² | 174 - 185 |
| IN-SERVICE ENGLISH TEACHERS' BELIEFS OF GRAMMAR TEACHING AT PRIMARY SCHOOLS IN SELANGOR, MALAYSIA Azrina binti Abu Bakar ^{1*} | 186 - 194 |
| COMPETITION-BASED LEARNING AND PROJECT-BASED LEARNING TO PROMOTE UNDERGRADUATE STUDENTS' MOTIVATION AND PERFORMANCE IN MATHEMATICS Tammie Christy Saibin ^{1*} , Ung Ling Ling ² , Janvin Janteng ³ & Norfazillah Matmali ⁴ | 195 - 212 |
| ENHANCING LITERACY ENGAGEMENT WITH CULTURALLY RELEVANT READING MATERIALS FOR FOREIGN LANGUAGE LEARNERS Auni Batrisyia Suharto ^{1*} , Puteri Rohani Megat Abdul Rahim ² , Nuramira Anuar ³ & Nor Najihah Norafand ⁴ | 213 - 220 |
| LEARNING STYLES OF DIPLOMA STUDENTS AT A PUBLIC UNIVERSITY IN MALAYSIA POST COVID-19 PANDEMIC Noraziah Azizan ^{1*} , Nor Ashikin Ab Manan ² , Johana Yusof ³ & Iza Faradiba Mohammad Patel ⁴ | 221 - 231 |
| VOCABULARY ENHANCEMENT THROUGH POETRY WRITING IN ESL CLASSROOM Nur Baiti binti Ismail Shauki ^{1*} & Juliazilah binti Junit ² | 232 - 244 |
| FACTORS THAT INFLUENCE PURCHASE INTENTION OF SECOND-HAND PRODUCTS Nor Ashikin Ab Manan ^{1*} & Nor Nadia Raslee ² | 245 - 254 |

THE APPLICATION OF GOOGLE CLASSROOM FROM MALAYSIAN TEACHERS' PERSPECTIVE

Peter Ong¹ & Md Jais Ismail^{2*}

*¹Cluster of Education and Social Sciences, Kuala Lumpur Teaching
Centre, Open University Malaysia, MALAYSIA*

*²College of Creative Arts, Universiti Teknologi MARA(UiTM),
Shah Alam, MALAYSIA*

ARTICLE INFO

Article history:

Received Jun 2023
Accepted Oct 2023
Published Jan 2024

Keywords:

*Google Classroom (GC),
learning process, perception,
questionnaire, survey*

Corresponding Author:
mdjais@uitm.edu.my

ABSTRACT

The aim of this study is to examine the perception of teachers on the use of Google Classroom in the teaching process in public secondary schools in Kuala Lumpur. This study aims to examine teachers' perceptions of using the Google Classroom in the teaching process in public secondary schools in Kuala Lumpur. A total of 75 teachers from Kuala Lumpur's public secondary schools were randomly selected as respondents and 10 were interviewed. The questionnaire consists of 15 questions prepared using the Google online form and sent to 10 secondary schools in Kuala Lumpur. In the questionnaire, 15 items of the Likert scale and 2 interview questions were adapted to determine the perception of secondary school teachers on using Google Classroom in the teaching process. The data are analyzed according to each questionnaire element to obtain the mean and standard deviation. The mean and standard deviation have shown the high level of secondary school teachers' perception on using the Google Classroom in the teaching process. The results indicate teachers have the positive perception on using Google Classroom in the teaching process. Besides, they do agree on using Google Classroom in the teaching process.

1. Introduction

The idea of education has recently undergone a major transformation from traditional teaching to 21st century teaching in today's changing world. Teaching places a strong emphasis on the value of digital learning and the transition to competency-based instruction. There have been several advances that have boosted teachers' confidence in using technology in the classroom. Each instructor is encouraged to have a laptop, tablet, or smartphone in the modern classroom. When using the Internet to obtain material, teachers have more control over their instruction and have a deeper understanding of the subject. According to Weller (2007), teachers used the Internet as a clearinghouse for knowledge to develop excellent projects and homework for their pupils in the classroom. They can conduct research using a chat platform like WhatsApp, share resources, interact with students, and collaborate on the project. Most schools today provide teachers with digital gadgets to aid in the teaching process. As a result, learning is becoming more interesting and interactive.

In order to stop Covid-19 from spreading, Malaysia and many other nations across the world have implemented the Movement Control Ordinance (MCO). All public, private, and international universities and institutions, as well as universities in Malaysia, are anticipated to transition to e-learning till further notice, according to a 2020 announcement from the Ministry of Education.

The Covid-19 pandemic recently had an impact on instructors' ability to teach. All public, private, foreign, and university schools in Kuala Lumpur have been forced to close until further notice, according to the Kuala Lumpur Department of Education (2020). The pandemic has put the world on lockdown and severely impacted the lives of teachers. All academic and extracurricular activities abruptly came to an end. We have been forewarned about impending change by the Covid-19 outbreak. Covid-19 has acted as a catalyst to reshape the educational landscape and inspire new approaches. Google Classroom (GC) is one of the many prospective online education platforms.

The Learning Management System (LMS) has forced a speedy transition to e-learning in many Kuala Lumpur schools. The school leadership team struggled to get through the crisis and stepped up to the plate to use technology to implement various approaches and build a platform for teachers to continue teaching remotely while dealing with the threat of the pandemic. The Kuala Lumpur Department of Health has advised that all schools and universities remain at home and practice social seclusion due to the risky contagious virus affecting respiratory disorders.

Google Classroom (GC) is a tool that allows teachers to access student work, get grades, and receive spreadsheets, projects, presentations, and live streaming from their students. It is part of LMS. To access Google Classroom, teachers must have a personal Gmail account. Therefore, it is important to investigate how secondary school instructors view using Google Classroom in their classrooms. The aim of this study is to examine the perception of teachers on the use of Google Classroom in the teaching process in public secondary schools in Kuala Lumpur. It is carried out during the MCO using online learning. The research question including; What is the perception of teachers on the use of Google Classroom in the teaching process in public secondary schools in Kuala Lumpur ?

2. Literature Review

2.1 Google Classroom and Past Studies

As part of the Covid-19 pandemic prevention measures, many schools in Malaysia are getting ready to close and transition to virtual education. It seems the pandemic has transformed the landscape of Malaysian education system to be more flexible with the use of technology (Ismail et al. 2022; Yusof et al. 2022). The majority of public, private, and international schools now use Google Classroom for online instruction. Schools can access Google Classroom remotely using a variety of learning management systems or platforms. Before the Covid-19 outbreak, Google Classroom was a well-liked application in a number of schools. Google Classroom is a blended learning platform that was created by The study on teachers' perceptions of e-learning during the COVID-19 pandemic in India was undertaken by Khan, Nabi, Khojah, and Tahir (2021). The study is based on the preference of teachers for online learning since it gives them more freedom to interact with other teachers and friends.

Google Classroom makes it simple for teachers to swiftly create and arrange assignments, give feedback, and interact with their classes. Students can use Classroom to organise their Google Drive work, finish and submit it, and interact with their teachers and peers in real time. A study on the effect of Google Classroom on raising pupils' information literacy was done by Dewi et al. in 2022. The development of students' critical thinking abilities, including awareness, collection, understanding, analysis, synthesis, and use of information, as well as their attitudes towards the treatment of information at the university level, depends heavily on information literacy at the higher education level. This study looked at how Google Classroom's online instruction affected students' information literacy.

A study on the perceived effectiveness of Google Classroom utilisation in various English classes was done by Ekahitanond (2022). Universities in Thailand work to integrate cutting-edge technologies into teaching, create cutting-edge learning environments, and create new digital skills that will be in demand in the future workforce in this disruptive period. To give students additional opportunities to examine and connect with the course materials and content in order to improve their performance, motivation, and confidence in learning, the online application of teaching support was used. This study examined how effectively Google Classroom was perceived by students taking part in big classrooms of English-language learners at a private university in Thailand. The results showed that the students' opinions of using Google Classroom as a tool to aid in English learning were favourable. Students with past experience using Google Classroom had better perceptions than first-time users, whereas perceptions across male and female students were not different when characteristics were studied to determine whether they had any effects on perceptions.

An investigation of the variables influencing behavioural intention to utilise Google Classroom was done by Saidu et al. in 2022. In general, university instructors in Bangladesh and Nigeria lack experience utilising cutting-edge teaching and learning tools like Google Classroom. This study intends to examine teachers' attitudes towards using Google Classroom as a learning management system and the factors that affect their acceptance and behavioural intents to do so. The study's findings give instructors knowledge of the fundamentals of using Google Classroom, empowering them to use it effectively both during and after the COVID-19 pandemic.

A research on using Google Classroom to teach female students during the COVID-19 pandemic was done by Tarteer et al. in 2022. With the advent of emergent e-learning due to COVID-19, this study aimed to comprehend the experiences of female 11th-graders taking English classes who used Google Classroom applications. As mandated by the Ministry of Education, Google Classroom was utilised by educators and students in Palestine in place of face-to-face instruction. The majority of students, according to the results, were interested in utilising the Google Classroom programme; nevertheless, some students, who had internet speed problems, chose face-to-face instruction over Google Classroom.

In the midst of the COVID-19 pandemic, Nuryatin et al. (2023) did a study using Google Classroom as an online learning resource for learning Indonesian. The COVID-19 pandemic compelled schools to switch from an offline to an online learning methodology. For online instruction, teachers can use a variety of systems, including Google Classroom. This study attempts to shed light on how Google Classroom was utilised in schools for online learning of Indonesian topics throughout the pandemic. According to the analysis's findings, teachers use Google Classroom as a convenient online learning tool for pupils who are studying Indonesian during a pandemic. When used properly, Google Classroom improves student comprehension and can raise engagement levels.

A study on students' perceptions of the use of Google Classroom for language learning was done by Setiadi in 2020. The goal of this study is to learn how students at Muhammadiyah University of Makassar's English Education Department feel about using Google Classroom to help them learn languages, particularly how easy it is to use Google Classroom and how well it works. The majority of students agreed that Google Classroom was simple to use and performed well when used for language learning because it allowed students to save and retrieve tasks and assignments, information or announcements, and submit tasks and assignments through Google Classroom. Based on the research findings and discussion, it is possible to draw the conclusion that students' perceptions of using Google Classroom have positive responses. Therefore, using Google Classroom as a tool for language learning is a fantastic idea.

The learning process consists of six interactive parts: higher order thinking, attention, memory, language, processing, and organising. Not only do these processes interact with one another, but also with feelings, the environment in the classroom, behaviour, social skills, teachers, and family (Schacter, 2011). By submitting the instructor course code, teachers can enroll in courses on Google Classroom. Through the classroom website, teachers can invite their colleagues to join the class. Online teacher work reviews are relatively simple for teachers to do. Online assignments submitted by students during free time and from home can be marked by teachers. A stack of documents is not required for teachers to bring. For teachers and educators, Google Classroom has made learning simpler and more efficient.

According to Muhammad Astrianto S (2020), Google Classroom makes it simple for teachers to administer the classroom from any location at any time. Teachers can design online or group courses for each lesson using Google Classroom.

A study on teachers' approval and preparedness to use Google Classroom in secondary schools in Malaysia was done by Husain et al. in 2023. This poll was conducted to determine the levels of acceptance and instructors' opinions about the use of Google Classroom in the facilitation of learning. This study specifically looked at teachers' knowledge, implementation skills, and Google Classroom preparedness levels. The research showed that the majority of teachers had favourable opinions on the app's effectiveness. Additionally, they showed that they were highly accepting of and prepared to implement such an application in their teaching methods.

However, several respondents showed some reluctance to use Google Classroom, which might be explained by a lack of technical support, infrastructure, and knowledge or skills to enable virtual learning in their schools. In order to ensure Google Classroom could be used as a tool to create online virtual learning environments where teachers can teach and students can learn engagingly and interactively, relevant agencies or parties must address these issues by offering such schools with adequate infrastructure, dependable technical support, and specialised training.

A study on teachers' technological proficiency and the difficulties of using Google Classroom for emergency remote teaching was undertaken by Al Badi et al. in 2023. The study focuses on the skills required and the difficulties encountered when using Google Classroom for Emergency Remote Teaching (ERT) during the Covid 19 pandemic. A questionnaire with three categories—teaching competencies, teaching obstacles, and teaching attitudes—was given to 210 teachers as part of the study's descriptive research approach. The results indicated that teachers had a high level of proficiency utilising the Google Classroom platform, with results on the difficulties they had using the site being mediocre. The perception of Google Classroom among teachers was positive. It is also necessary to offer the infrastructure for communication networks, reliable Internet access, and alternative assessment techniques.

A study on the application of Google Classroom for social studies education was carried out by Riyanto et al. in 2023. Google Classroom was created as an online learning tool that is simple to use, doesn't consume a lot of data, and isn't overly complex, making it simple to use on Android and iOS smartphones. The study's findings from the ten areas covered by the questionnaire demonstrate that Google Classroom is the ideal tool for use as a learning medium because it is simple to use, doesn't consume a lot of data, makes it possible to understand the learning materials, and allows for student control so that they enjoy learning with it. The anticipated contribution to research can inform other institutions that wish to use Google Classroom as a learning tool and serve as a reference for other researchers who wish to undertake studies on Google Classroom as a learning tool.

A study on the efficiency of Google Classroom among EFL students in Jordan was undertaken by Albashtawi et al. in 2020. This study looked into how utilising Google Classroom affected Jordanian diploma students who were learning English as a second language's (ESL) reading and writing skills. Its goal was to look into how students felt about utilising Google Classroom, a cutting-edge online platform. The study's findings indicate that Google Classroom helped Syrian pupils score better in both reading and writing. Students exhibited favourable sentiments towards utilising Google Classroom in terms of its usability, accessibility, and convenience of use. Future research should evaluate Google Classroom's performance in comparison to other situations. This study confirmed the risk associated with using Google Classroom in more extensive scenarios.

A study on how students perceive learning using Google Classroom was carried out by Fitri Rahmawati et al. in 2020. Learning takes place both in the physical environment and online using internet intermediaries. Google Classroom is one tool that has been used in the classroom. The goal of this study is to examine how students see learning through Google Classroom. The findings of this study suggest that while Google Classroom can be used effectively for assignments, it is less effective for material discussion because students can access and send assignments without having to meet with lecturers in person, attend lectures whenever and wherever they choose, and still not fully comprehend the material they are being taught. Google Classroom learning hence cannot take the role of in-person lecture activities.

2.2. Perception

The evident implication is that perception should not be regarded as an ultimate verdict. Perception is derived from internal cognitive processes or subjective emotional experiences. Consequently, any discourse without a comprehensive grasp of the underlying veracity may be categorised as inaccurate. It is imperative for individuals to have heightened cognitive abilities when making judgements within the context of the contemporary advanced society. However, it is unfortunate to observe that the sophisticated technology developed by humans surpasses the intelligence of its creators. In contemporary times, individuals exhibit a tendency to place greater credence in ideas or beliefs only on the basis of their subjective viewpoint.

According to William and William (2018), perception is the cognitive process through which sensory stimuli are transformed into organised and meaningful experiences in the human mind. The sensation is the resultant outcome of the cognitive process, known as perception, and the external stimuli. The examination of the connections between different stimuli, such as light and sound waves, and the corresponding subjective sensations implies the possibility of drawing conclusions regarding the characteristics of the perception process. Given that the perceptual process is not readily observable, the development of perception relies on the formation of inferences. Consequently, theories of perception can be constructed based on these inferences.

According to Schacter (2011), perception can be described as the cognitive process by which individuals acquire, identify, and interpret sensory information, enabling them to develop a comprehensive understanding of their environment. Perception encompasses all nervous system impulses that arise from the chemical or physical activation of the sense organs. For example, the sense of hearing is facilitated by the propagation of sound waves, olfaction relies on the detection of fragrance molecules, and visual perception is initiated by the interaction of light with the retinal cells in the eye. The determinants of perception encompass cognitive processes such as learning, memory, hope, and attention, which actively shape an individual's perception rather than passively receiving external stimuli. Perception, a vital element in the complicated functioning of the neurological system, seems to be absent from consciousness due to its occurrence outside of conscious awareness (Gregory, 1987). The advancement in the comprehension of perception within the field of psychology has been facilitated by the integration of several methodologies, a progression that can be traced back to the emergence of experimental psychology in the 19th century.

The quantification of the relationship between the physical features of a stimulus and the resulting perception has been extensively studied in the discipline of psychophysics. The field of sensory neuroscience is dedicated to the examination of the brain mechanisms underlying the process of perception. The data processed by these systems can be utilised to calculate the acquisition of perceptual systems. Perception, as defined by Gregory (1987), pertains to the extent to which sensory attributes, such as sound, smell, or colour, manifest in objective reality rather than just within the subjective realm of the perceiver.

2.3 Learning Process

According to Bafadal (2005), the inclusion of teacher-student contact and reciprocal communication is considered integral to the achievement of learning objectives. Teachers and students are integral constituents of the educational process. For optimal educational outcomes, it is imperative to establish a symbiotic relationship between the two components. Hence, any

effort aimed at delivering effective and efficient guidance for acquiring knowledge may be denoted as learning. In accordance with the findings of Winkel (2017), the process of learning may be described as a cognitive or psychological endeavour that occurs through active interaction with the surrounding environment, leading to modifications in an individual's knowledge acquisition, understanding, abilities, and aptitudes.

Based on the aforementioned perspectives, it can be deduced that the process of learning entails a collaborative effort between educators and learners to exchange and assimilate information with the aim of equipping students with valuable knowledge and establishing a basis for continuous learning throughout their lives. There is an expectation that these modifications will yield improvements in the form of positive advancements in individual behaviour, ultimately leading to the establishment of an effective and efficient teaching and learning environment. The cultivation of intellectual abilities, the application of critical thinking, the stimulation of creative thinking, and the modification of behavioural or personal patterns through specific practises or experiences are all factors that contribute to an effective learning process.

3. Methodology

In public secondary schools in Kuala Lumpur, this study intends to investigate teachers' perspectives of utilizing Google Classroom in the teaching process. A total of 75 English instructors from public secondary schools in Kuala Lumpur were chosen at random to participate in the survey and 10 were interviewed. The survey consists of 15 questions that were created using a Google online form and distributed to 75 teachers at secondary schools in Kuala Lumpur. 15 Likert scale items and 2 interview questions were included in the questionnaire to find out how secondary school instructors felt about utilizing Google Classroom for instruction. The options were 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree) for each question. The survey was distributed through Google Form. To determine the mean and the standard deviation, the data were evaluated in accordance with each item on the questionnaire. The mean and standard deviation show how secondary school instructors feel about using Google Classrooms in the classroom. This study involved 75 secondary school teachers in Kuala Lumpur. Of the 75 teachers, 23 were male teachers and 52 were female teachers. All teachers have experience using Google Classroom in their teaching process.

4. Findings and Discussion

Table 1 shows the results of survey data consisting mean and standard deviation values.

Table 1
Interpretation of Mean

| No. | Items | 1 | 2 | 3 | 4 | 5 | mean | std. dev. | Tendency / Interpretation |
|-----|--|---|---|------------------|------------------|------------------|------|-----------|---------------------------|
| 1 | I am able to use Google Classroom to implement the teaching process. | - | - | 10 13.33 % | 43 57.33 % | 22 29.33 % | 4.16 | 0.63 | Agree |
| 2 | Using Google Classroom in my teaching process is an effective communication with students. | - | - | 11 14.67 % | 23 30.67 % | 41 54.67 % | 4.40 | 0.73 | Strongly agree |

| | | | | | | | | | |
|---------------------|---|---|------------|--------------|--------------|--------------|------|------|----------------|
| 3 | Using Google Classroom for conducting classes is a clean and user-friendly interface. | - | 4 5.33% | 19 25.33% | 17 22.67% | 35 46.67% | 4.11 | 0.96 | Agree |
| 4 | I possess sufficient computer skills to use Google Classroom in my process of teaching. | - | 1 1.33% | 12 16% | 19 25.33% | 43 57.33% | 4.39 | 0.80 | Strongly agree |
| 5 | I am able to interact effectively with my students in the Google Classroom. | - | 3 4% | 4 5.33% | 24 32% | 44 58.67% | 4.45 | 0.77 | Strongly agree |
| 6 | Teaching process in the Google Classroom is different from traditional classroom in school. | - | 4 5.33% | 14 18.67% | 21 28% | 36 48% | 4.19 | 0.92 | Agree |
| 7 | I can get full attention from my students using Google Classroom in the teaching process. | - | 1 1.33% | 9 12% | 26 34.67% | 39 52% | 4.37 | 0.74 | Strongly agree |
| 8 | Discussion between both teacher and students is clearly heard and understood in the Google Classroom. | - | 2 2.67% | 11 14.67% | 25 33.33% | 37 49.33% | 4.28 | 0.81 | Strongly agree |
| 9 | No interruption and disturbance in the teaching process by using Google Classroom. | - | 1 1.33% | 7 9.33% | 45 60% | 22 29.33% | 4.15 | 0.63 | Agree |
| 10 | Google Classroom allows me to collect students' submitted assignments easily and conveniently. | - | 3 4% | 8 10.67% | 21 28% | 43 57.33% | 4.07 | 0.72 | Agree |
| 11 | References and teaching materials posted can easily be accessed by students in the Google Classroom | - | - | 7 9.33% | 44 58.67% | 24 32% | 4.03 | 0.78 | Agree |
| 12 | In the Google Classroom, I do not need to print or photostat my teaching material. It is paperless. | - | 6 8% | 16 21.33% | 17 22.67% | 36 48% | 4.11 | 1.00 | Agree |
| 13 | Google Classroom saves much time in the process of teaching and learning. | - | 3 4% | 11 14.67% | 15 20% | 46 61.33% | 4.39 | 0.88 | Strongly agree |
| 14 | Google Classroom provides effectiveness in the process of teaching and learning. | - | 4 5.33% | 6 8% | 18 24% | 47 62.67% | 4.44 | 0.85 | Strongly agree |
| 15 | Google Classroom can be held anywhere and anytime. | - | 1 1.33% | 13 17.33% | 29 38.67% | 32 42.67% | 4.23 | 0.76 | Strongly agree |
| Average mean and SD | | | | | | | 4.25 | 0.80 | Stongly Agree |

*Adopted from Robert et.al. (2004)

Table 2
Interpretation of mean score

| Average mean | Interpretation |
|--------------|-------------------|
| 1.00 – 1.80 | Strongly disagree |
| 1.81 – 2.60 | Disagree |
| 2.61 – 3.40 | Neutral |

3.41 – 4.20
4.21 – 5.00

Agree
Strongly agree

Based on Table 1, it is determined that all secondary school teachers concur that Google Classroom enables them to carry out the teaching process and that it is simple to use and available on all devices (M=4.16). The use of Google Classroom is a highly effective communication and sharing tool, according to all teachers (M=4.40). The use of Google Classroom for teaching purposes is universally regarded as having a clear and user-friendly interface (M=4.11). Four teachers, nevertheless, don't agree with this assertion. All teachers firmly concur that they have the technical skills necessary to use Google Classroom in their teaching process (M=4.39). One teacher, though, disagrees with this assertion. All teachers resoundingly concur that they can communicate with their students in Google Classroom effectively and get useful feedback from them (M=4.45). Three teachers, nevertheless, don't agree with this assertion.

All teachers concur that the Google Classroom differs from a regular classroom setting in a school (M=4.19). Four teachers, nevertheless, don't agree with this assertion. All teachers firmly agree that using Google Classroom in the teaching process allows them to get their students' undivided attention (M=4.37). One teacher, though, disagrees with this assertion. All teachers firmly agree that discussions between teachers and students in Google Classroom are heard and understood clearly (M=4.28). Two teachers, nevertheless, don't agree with this assertion. All educators concur that utilizing Google Classroom will prevent interruptions and disruptions in the educational process (M=4.15). One teacher, though, disagrees with this assertion.

All teachers concur that Google Classroom makes it simple and comfortable for them to gather students' completed assignments and streamlines the assignment process (M=4.07). Three teachers, nevertheless, don't agree with this assertion. All teachers concur that students may quickly access uploaded references and educational materials in Google Classroom (M=4.03). All teachers concur that they do not need to print or photostat their lesson materials while using Google Classroom is paperless (M=4.11). Six educators, though, disagree with this assertion.

All teachers firmly agree that Google Classroom saves a lot of time and money during the teaching and learning process (M=4.39). Three teachers, nevertheless, don't agree with this assertion.

All teachers resoundingly concur that Google Classroom offers efficacy and efficiency in the teaching and learning process (M=4.44). Four teachers, nevertheless, don't agree with this assertion. Google Classroom can be held at any time and anywhere, all teachers agree (M=4.23). One teacher, though, disagrees with this assertion.

Overall, the distribution of study results from secondary school English instructors for their degree of perspective on utilizing Google Classroom in their teaching process is at a very good level, as indicated in Table 1 (M=4.25 & SD=0.80). Some teachers, meanwhile, disagree with some of the comments. The data interview part, where teachers provided their comments on the drawbacks of Google Classroom, contains the explanations. Teachers indicated that Google Classroom is a free Learning Management System (LMS) for online learning based on the data gathered from the data interview. Each and every assignment is recorded on Google Drive. Additionally, Google Classroom is excellent for paperless assignment submission, remote learning, and class updates. The Google Classroom is an effective teaching and learning tool for the twenty-first century. As long as the network connection is strong, using video and audio is simple in the

Google Classroom. In general, Google Classroom is a successful online learning and teaching platform.

The present study found Google Classroom consist unfavourable aspects. The participants noted how challenging account management is in the Google Classroom. It only offers a few integration options. The Google Classroom platform does not offer automated updates. Students find it challenging to present their work to their peers. Due to spotty internet connections, students may have trouble signing in to the Google Classroom. If the pupils do not attend the Google Classroom, the teachers typically have no recourse. They might inform the pupils or their parents of their absence by calling them. They do not bother to log in to Google Classroom to study if they are weak students or if they are not engaged in their studies. Teachers may only offer guidance and inspire students to study by using engaging and appealing teaching methods, such as playing YouTube videos for them.

According to the teachers, one key advantage of Google Classroom is the increased level of personalization they offer. Google Classroom, regardless of their synchronous or asynchronous nature, often allow students the flexibility to work at their preferred pace, surpassing the constraints imposed by a conventional face-to-face classroom environment. They mentioned that due to the absence of a teacher's continuous physical presence in Google Classroom, students are afforded the opportunity to assume a greater degree of control and ownership over their learning experience. This encompasses various aspects of the course, including lessons, homework assistance, and project deadlines. Consequently, this enables students to individualise or collaboratively shape their educational journey. The primary role of the teacher is to provide assistance and support to students. Ultimately, however, the responsibility for making these choices lies with the individuals themselves, rendering Google Classroom learning particularly suitable for highly self-motivated students or those seeking to cultivate their self-motivation. Google Classroom offer increased flexibility compared to traditional in-person classes. In essence, the realm of Google Classroom learning offers a greater array of possibilities, encompassing various variables such as the nature, scheduling, and geographical accessibility of courses available to students. This implies that Google Classroom offers increased flexibility to accommodate diverse learning styles. Due to the inherent variability in students' learning preferences, Google Classroom provides students the opportunity to establish learning environments that align more closely with their individualised learning methods. Google Classroom learning offers the flexibility to tailor the lesson to align with individual needs, rather than vice versa.

They added that one of the advantages of Google Classroom programmes is their increased accessibility. In contrast to the past, when students faced limitations in terms of geographical, financial, or physical constraints that restricted their educational opportunities, the advent of Google Classroom has significantly transformed the landscape of educational accessibility. In the majority of instances, a student's needs are presently limited to an internet connection, granting them immediate access to a wide range of courses.

Most of the teachers agreed that one advantage of Google Classroom is that they provide more convenient and efficient communication. Google Classroom has the potential to significantly impact certain students by mitigating the various distractions inherent in traditional face-to-face classroom settings, hence facilitating improved concentration and enhanced learning outcomes. In addition to the decrease in distractions, there is a concurrent emergence of more streamlined methods of communication. One advantage of Google Classroom education is the potential for fostering more profound connections. Google Classroom learning is advantageous

as it enhances the efficiency of students' interactions with educators by facilitating streamlined access. Despite the initial perception that Google Classroom creates a sense of detachment between students and their instructors, it is noteworthy that students frequently get the opportunity to see their teachers' reactions more promptly and distinctly in the Google Classroom compared to the conventional, face-to-face setting.

The teachers added that the optimisation of student-teacher access can be achieved by the utilisation of Google Classroom learning platforms beyond virtual lessons, namely in the context of email and chat discussions. Frequently, when a student poses a question to a teacher in a face-to-face setting, either prior to or during a class session, the ensuing response tends to be somewhat compromised. This behaviour can be attributed to the teacher's need to prepare for the upcoming lesson or to unwind after the completion of a session, all while potentially managing a continuous influx of student inquiries. Nevertheless, in the event that an educator is presented with an inquiry via electronic mail or chat, they are afforded the advantage of additional time and room for contemplation, ultimately enabling them to respond with a more meticulously crafted and considered response.

The teachers mentioned that Google Classroom offers a unique opportunity for enhanced contact and interaction between teachers and students, which can be unexpectedly more quick, lucid, and comprehensive. Google Classroom provides individuals the opportunity to concentrate on the broader scope of their academic pursuits. Moreover, the use of Google Classroom offers the advantage of reducing the time dedicated to commuting to and from educational institutions. This, in turn, facilitates students' ability to effectively engage in other aspects of their lives, including employment, extracurricular pursuits, and social interactions. Google Classroom provides students with the opportunity to broaden their attention beyond only attending school, enabling them to prioritise and engage with the broader aspects of their lives.

In summary, teachers have the positive perception on using Google Classroom in the teaching process. Besides, they do agree on using Google Classroom in the teaching process.

5. Conclusion

Google Classroom increases the ability of teachers and teachers to use technology wisely, particularly for the learning process, saving time, being environmentally friendly and serving as a secure document storage. In the future, it is advised that this poll be done among primary school teachers and students from higher education institutions. Additionally, this survey can be carried out in Malaysia at private secondary schools as well as overseas elementary and secondary schools. According to the research's findings and discussion, secondary school teachers have a positive attitude toward using Google Classroom to facilitate their students' learning. Thus, it can be said that GC is a user-friendly, successful, and convenient online teaching and learning platform that benefits both students and teachers.

Acknowledgments

We thank the anonymous reviewers for their useful suggestions.

Funding Details

This work was self-funded.

Authors Contributions

All authors contributed in developing ideas and submission process.

Conflict of Interest

There is no conflict of interest as a result of this study.

References

- Al Badi, A., Al Kharusi, A., Al Kalbani, A., & Al Mayahi, M. (2023). Teachers' technological competencies and challenges of using google classroom during emergency remote teaching. *Cypriot Journal of Educational Sciences*, 18(2), 408–421. <https://doi.org/10.18844/cjes.v18i2.7351>
- Albashtawi, A. H., & Al Bataineh, K. B. (2020). The effectiveness of google classroom among EFL students in Jordan: An innovative teaching and learning online platform. *International Journal of Emerging Technologies in Learning*, 15(11), 78–88. <https://doi.org/10.3991/IJET.V15I11.12865>
- Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., & Tambunan, A. R. S. (2020). The perceptions of primary school teachers of online learning during the COVID-19 pandemic period: A case study in Indonesia. *Journal of Ethnic and Cultural Studies*, 7(2), 90–109. <http://dx.doi.org/10.29333/ejecs/388>
- Aprianto, D. (2017). *The English teachers' perception on the implementation of 2013 curriculum*. Purwokerto: Universitas Muhammadiyah Purwokerto.
- Bafadal, I. (2005). *Pengelolaan perpustakaan sekolah*. Jakarta: Bumi Aksara.
- Dewi, C. A., Muhali, M., Kurniasih, Y., Lukitasari, D., & Sakban, A. (2022). The impact of Google Classroom to increase students' information literacy. *International Journal of Evaluation and Research in Education*, 11(2), 1005–1014. <https://doi.org/10.11591/ijere.v11i2.22237>
- Ekahitanond, V. (2022). Perceived efficacy of google classroom usage in varied English courses. *International Journal of Emerging Technologies in Learning*, 17(5), 266–280. <https://doi.org/10.3991/ijet.v17i05.22403>
- Fitri Rahmawati, B., Zidni, & Suhupawati. (2020). Learning by Google Classroom in Students' Perception. In *Journal of Physics: Conference Series* (Vol. 1539). Institute of Physics Publishing. <https://doi.org/10.1088/1742-6596/1539/1/012048>
- Gregory, R. (1987). Perception. *Zangwill* 598–601.
- Gutterink, H., & Meister, A. (2022). Thinking of you thinking of me: An integrative review of meta-perception in the workplace. *Journal of Organizational Behavior*, 43(2), 327–341. <https://doi.org/10.1002/job.2516>

- Hariyanto. (2015). Pengertian persepsi menurut para ahli.
<https://ruangguruku.com/m/pengertian-persepsi-menurut-ahli/>.
- Husain, N. M., Musa, N. F. H., & Adnan, M. H. M. (2023). Teachers' acceptance and readiness in using google classroom in secondary schools in Malaysia. In Lecture Notes in Networks and Systems (Vol. 488, pp. 967–978). Springer Science and Business Media Deutschland GmbH. https://doi.org/10.1007/978-3-031-08090-6_62
- Ismail, M. J., Anuar, A. F., & Loo, F. C. (2022). From Physical to Virtual: A New Learning Norm in Music Education for Gifted Students. *The International Review of Research in Open and Distributed Learning*, 23(2), 44–62. <https://doi.org/10.19173/irrodl.v23i2.5615>
- Khan, M. A., Nabi, M. K., Khojah, M., & Tahir, M. (2021). Teachers' Perception towards E-Learning during COVID-19 Pandemic in India: An Empirical Study. *Sustainability*, 13(1), 57.
- MOE (2020). <https://www.moe.gov.my>
- Muhammad AstriantoSetiadi. (2020). Teachers' perception on the use of Google Classroom in language learning. Department of English, Muhammadiyah University of Makassar Sultan Alauddin Street, Makassar, South Sulawesi, Indonesia.
- Nuryatin, A., Rokhmansyah, A., Hawa, A. M., Rahmayanti, I., & Nugroho, B. A. (2023). Google classroom as an online learning media for Indonesian language learning during covid-19 pandemic. *Journal of Language Teaching and Research*, 14(1), 255–262. <https://doi.org/10.17507/jltr.1401.27>
- Proctor, R. W., & Proctor, J. D. (2021). Sensation and Perception. In *Handbook of Human Factors and Ergonomics* (pp. 57–90). Wiley. <https://doi.org/10.1002/9781119636113.ch3>
- Rahayu, R. P., & Wirza, Y. (2020). Teachers' Perception of Online Learning during Pandemic Covid-19. *Jurnal Penelitian Pendidikan*, 20(3). <https://doi.org/10.17509/jpp.v20i3.29226>
- Riyanto, M., Yunita, Y., Jamilah, J., Monica, S., Zuhri, Z., Subakti, A., Purwandari, E. (2023). The utilization of google classroom in social studies learning. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, 4(6), 8285–8292. <https://doi.org/10.31004/edukatif.v4i6.4194>
- Robert M. Bernard , Aaron Brauer , Philip C. Abrami & Mike Surkes. (2004). The development of a questionnaire for predicting online learning achievement. *Distance Education*, 25(1), 31-47.
- Saidu, M. K., & Al Mamun, M. A. (2022). Exploring the Factors Affecting Behavioural Intention to Use Google Classroom: University Teachers' Perspectives in Bangladesh and Nigeria. *TechTrends*, 66(4), 681–696. <https://doi.org/10.1007/s11528-022-00704-1>
- Savitra, K. (2017). 10 pengertian persepsi menurut para ahli.
<https://www.Google.com/amp/s/dosenpsikologi.com/pengertianpersepsi-menurut-para-ahli/amp>.
- Setiadi, M. A. (2020). Students' Perception on the Use of Google Classroom in Language Learning. *Research Gate*. Retrieved from <https://www.researchgate.net/publication/343575424>

Schacter, D. (2011). *Psychology*. Worth Publishers.

Tarteer, S., Badah, A., & Khlaif, Z. N. (2022). Employing google classroom to teach female students during the covid-19 pandemic. *Computers in the Schools*, 38(4), 300–321. <https://doi.org/10.1080/07380569.2021.1988318>

Weller, M. (2007). *Virtual learning environments: Using, choosing and developing your VLE*. London: Routledge.

William, N.D. & William, E. (2018). Perception. *Encyclopedia Britannica*.

Winkel, W. S. (2017). *Educational psychology*. Yogyakarta: Media Abadi.

Yusof, R., Ismail, M. J., & Radzi, A. M. (2022). Online Distance Learning: A New Learning Approach in the Malaysian Gifted Education System. *FWU Journal of Social Sciences*, 16(1), 28–46. <https://doi.org/10.51709/19951272/Spring2022/3>



ISSN: : 1985-5079