

## INTEGRATING LEARNING MANAGEMENT SYSTEMS (LMS) IN EFL CLASSROOMS: A CASE STUDY OF GOOGLE CLASSROOM

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**Abstrak** - Perkembangan teknologi yang pesat dalam bidang pendidikan telah mengubah dinamika pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL). Penelitian ini bertujuan untuk mengeksplorasi integrasi Google Classroom sebagai Learning Management System (LMS) dalam pembelajaran EFL di salah satu sekolah menengah atas swasta di Tangerang Selatan, Indonesia. Dengan menggunakan desain studi kasus kualitatif, data dikumpulkan melalui observasi kelas, analisis dokumen, kuesioner, dan wawancara dengan seorang guru EFL serta 30 siswa. Hasil penelitian menunjukkan bahwa Google Classroom mendukung proses belajar mengajar melalui distribusi tugas, berbagi sumber belajar, dan memfasilitasi diskusi. Siswa melaporkan adanya peningkatan motivasi, keterlibatan, serta kesempatan untuk belajar mandiri, sementara guru menekankan peran platform ini dalam meningkatkan komunikasi dan pemberian umpan balik. Namun, ditemukan pula tantangan seperti keterbatasan akses internet, rendahnya literasi digital pada sebagian siswa, serta meningkatnya beban waktu dalam mempersiapkan materi. Secara keseluruhan, penelitian ini menyimpulkan bahwa Google Classroom merupakan alat yang efektif dalam mendukung pembelajaran EFL, meskipun keberhasilannya membutuhkan dukungan infrastruktur teknologi, pelatihan, dan perencanaan pedagogis yang strategis.

**Kata kunci:** Google Classroom; Learning Management System (LMS); Pembelajaran EFL.

**Abstract** - The rapid advancement of technology in education has reshaped the dynamics of English as a Foreign Language (EFL) teaching and learning. This study explores the integration of Google Classroom as a Learning Management System (LMS) in an EFL classroom at a private senior high school in South Tangerang, Indonesia. Using a qualitative case study design, data were collected through classroom observations, document analysis, questionnaires, and interviews with one EFL teacher and 30 students. The findings reveal that Google Classroom supported teaching and learning by facilitating the distribution of assignments, sharing of learning resources, and fostering discussions. Students reported increased motivation, engagement, and opportunities for independent learning, while teachers highlighted its potential to enhance communication and feedback. However, challenges such as unstable internet access, limited digital literacy, and increased preparation time were identified. Overall, the study concludes that Google Classroom is an effective tool for supporting EFL learning, though its successful integration requires adequate technological infrastructure, training, and strategic pedagogical planning.

**Keywords:** Google Classroom, Learning Management System (LMS), EFL Learning.

### 1. INTRODUCTION

The rapid development of technology in education has significantly changed the way teachers and students interact in the classroom. In the field of English as a Foreign Language (EFL), the integration of Learning Management Systems (LMS) provides great opportunities to create a more flexible, structured, and interactive learning environment (Aleksius et al., 2022; Anggriawan, 2019; Tanduklangi et al., 2019). LMS such as Google Classroom allow teachers not only to deliver content but also to manage the learning process more efficiently through

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features such as task distribution, material storage, and assessment. Ellis (2017) explains that an LMS functions as a system that integrates administrative, communicative, and instructional purposes to enhance the effectiveness of learning. This indicates that the use of LMS in EFL classrooms not only supports technical aspects but also contributes to improving the overall quality of education.

Despite the availability of educational technologies, many EFL classrooms still heavily depend on traditional face-to-face instruction (Tristiana et al., 2024; Melvina et al., 2021; Sari, 2020). This reliance often limits students' opportunities for wider collaboration, timely feedback, and the development of independent learning skills. Dash (2022) emphasize that technology should be used to expand the scope of learning and provide authentic language experiences. Without the integration of LMS, teaching tends to remain teacher-centered and fails to create sufficient opportunities for students to explore and practice language independently outside the classroom. Therefore, integrating LMS such as Google Classroom can be seen as a crucial response to 21st-century learning demands, which require independence, collaboration, and digital literacy (Tanjung, 2020; Ratih & Arsih, 2024).

The COVID-19 pandemic further highlighted the essential role of LMS in sustaining education during restrictions on face-to-face learning. During the shift to online learning, teachers and students were required to adapt quickly to digital platforms, with Google Classroom being one of the most widely adopted solutions (Novak et al., 2023; Bravo et al., 2017). Al-Bahadli et al. (2023) argues that this sudden transition to online education provided new insights into the flexibility and sustainability of technology use in teaching and learning. In the context of EFL, the pandemic became a turning point, not only emphasizing the immediate necessity of LMS but also demonstrating its long-term potential in enhancing the quality of language instruction. In other words, the pandemic experience showed that LMS integration strengthens the resilience of education systems in facing unexpected challenges.

Google Classroom, as one of the most popular LMS platforms, offers unique advantages compared to similar tools. Its integration with applications such as Google Docs, Google Drive, and Google Meet creates a comprehensive and accessible learning ecosystem. Khairani et al. (2021) found that Google Classroom enhances student engagement, simplifies task management, and supports collaborative learning. In addition, features such as instant feedback and commenting foster more effective two-way communication between teachers and students. These strengths make Google Classroom particularly relevant in EFL contexts, where interaction, engagement, and continuous language practice are crucial. Hence, the use of Google Classroom can be considered a strategic innovation in addressing the challenges of foreign language learning in the digital era (Hermansyah et al., 2021) Hasiru et al., 2021).

Based on this background, it is important to investigate how Google Classroom can be effectively integrated into EFL learning. This study focuses on three main aspects: the process of integrating Google Classroom into teaching practices, the benefits experienced by both teachers and students, and the challenges encountered in its implementation. Understanding these aspects can provide meaningful insights for the development of pedagogical practices that are more adaptive to the demands of the digital age. As Sweller (2020) highlight, the success of educational technology integration depends on a thorough understanding of its benefits and limitations, so that strategies can be more accurately designed. Therefore, this study is both theoretically and practically relevant in contributing to the improvement of EFL teaching and learning through the effective use of LMS, particularly Google Classroom.

### Research Question

- 1) How is Google Classroom integrated into EFL teaching and learning activities?
- 2) What are the benefits of using Google Classroom in EFL classrooms?
- 3) What challenges do teachers and students encounter in using Google Classroom?

## **2. METHOD**

### **2.1 Research Design**

This research adopts a qualitative case study design to explore the integration of Google Classroom as a Learning Management System (LMS) in an English as a Foreign Language (EFL) classroom. A case study is considered appropriate because it allows for an in-depth exploration of a particular phenomenon within its real-life context (Patton, 2020; Neuman, 2019). In this study, the case is defined as the implementation of Google Classroom in one senior high school in South Tangerang, Indonesia. By employing this approach, the researcher seeks to gain a comprehensive understanding of how Google Classroom supports teaching and learning, enhances student participation, and addresses challenges faced in the classroom.

### **2.2 Participants**

The study was conducted at a private senior high school located in South Sumatera, Indonesia. This site was selected because the school had consistently integrated Google Classroom into its English language learning activities during both online and hybrid learning settings. The participants consisted of one EFL teacher and 30 students, aged 15–17, who had been actively using Google Classroom as part of their English lessons. Purposive sampling was employed to select participants, ensuring that those involved had relevant experiences with the platform (Creswell & Creswell, 2017). The inclusion of both teacher and student perspectives provided a holistic view of the Google Classroom integration process.

### **2.3 Instruments of Data Collection**

To ensure data triangulation and strengthen the validity of findings, three instruments were used for data collection:

- 1) Classroom Observation – Observations were conducted to examine how Google Classroom was integrated into teaching practices. This included noting the teacher's strategies, student engagement, and the extent to which Google Classroom facilitated interaction and learning activities. Field notes were used to capture detailed descriptions (Kosslyn & Miller, 2017).
- 2) Document Analysis – Documents in the form of student assignments, teacher feedback, and classroom discussions conducted through Google Classroom were analyzed. These documents provided authentic evidence of learning processes and the extent to which the LMS supported communication, assessment, and collaboration.
- 3) Questionnaires and Interviews – Questionnaires were distributed to students to collect quantitative and qualitative data on their perceptions of using Google Classroom. In addition, semi-structured interviews were conducted with both the teacher and a selected group of students to gain deeper insights into their experiences, attitudes, and challenges in using the platform (Kvale, 2021; Gill & Baillie, 2018; Dornyei & Taguchi, 2019).

### **2.4 Data Analysis Procedure**

The data collected were analyzed using thematic analysis, following the six-step framework proposed by Braun and Clarke (2019). The steps included:

- 1) Familiarization with data – reading and re-reading observation notes, interview transcripts, and classroom documents to gain an overall understanding.
- 2) Generating initial codes – systematically coding important features of the data relevant to the research questions.
- 3) Identifying emerging themes – grouping codes into broader patterns or themes related to the integration and effectiveness of Google Classroom.
- 4) Reviewing themes – checking the themes in relation to the coded data and the overall dataset to ensure consistency.
- 5) Defining and naming themes – refining the specifics of each theme and developing clear definitions.
- 6) Interpreting findings – linking the themes back to the research objectives, theoretical framework, and existing literature to provide meaningful insights.

Through this analytical process, the study aimed to capture both the pedagogical and experiential dimensions of Google Classroom integration in an EFL context.

### **3. RESULT AND DISCUSSION**

#### **3.1 Result**

##### **3.1.1 Integration of Google Classroom in EFL Learning**

The integration of Google Classroom in the EFL learning process was primarily centered around three core functions: distributing and collecting assignments, sharing learning resources, and facilitating discussions through the platform's interactive features. The teacher used Google Classroom as a centralized hub for posting assignments, enabling students to submit their work digitally and receive timely feedback. This digital submission system not only reduced the reliance on paper-based tasks but also allowed the teacher to monitor student progress more effectively. According to Aleksius et al. (2022), one of the strengths of Google Classroom lies in its ability to streamline the assignment process, making it more efficient and accessible for both teachers and learners. This functionality contributed to improving classroom organization and accountability, ensuring that students remained actively engaged with their tasks even outside school hours.

In addition to assignments, Google Classroom was used extensively for sharing learning resources such as reading texts, grammar worksheets, and instructional videos. These resources were uploaded by the teacher to provide students with extended learning opportunities that supported classroom instruction. The availability of multimedia resources enhanced student comprehension and accommodated diverse learning styles, particularly auditory and visual learners. Studies by Wiwin et al. (2022) suggest that the integration of such resources through Google Classroom promotes learner autonomy by granting students access to materials at any time, thereby fostering independent study habits. In this study, students reported that the uploaded resources helped them review and practice English at their own pace, which complemented face-to-face lessons and supported long-term retention of knowledge.

Furthermore, Google Classroom facilitated discussions through its comment and stream features, which allowed students to interact with both the teacher and their peers beyond classroom walls. These online discussions encouraged collaborative learning as students exchanged ideas, asked questions, and provided feedback on each other's work. The interactive nature of the platform supported the principles of communicative language teaching by providing authentic opportunities for students to use English in meaningful

contexts. As pointed out by Kubler-Ross and Kessler (2019), the integration of digital platforms in language classrooms enhances learner collaboration and engagement by creating extended spaces for communication. In this case, the comment features of Google Classroom enabled continuous interaction, making the learning process more dynamic and participatory. Overall, the integration of Google Classroom in EFL learning supported a blended learning approach, where traditional face-to-face instruction was effectively complemented by online activities, fostering both academic and communicative competencies.

### ***3.1.2 Benefits of Using Google Classroom***

The use of Google Classroom in EFL learning was found to increase student motivation and engagement, as learners appreciated the accessibility and flexibility offered by the platform. Students reported that being able to access learning materials anytime and anywhere helped them manage their learning more effectively, particularly when revising for assessments or completing assignments outside of class hours. This aligns with Khairani et al. (2021), who emphasized that Google Classroom supports a learner-centered approach by allowing students to take greater control of their learning process. The digital accessibility also reduced the limitations of traditional face-to-face instruction, enabling a seamless continuation of learning beyond the classroom.

In addition to accessibility, Google Classroom fostered independent learning habits among students. Many learners reported that they could revisit uploaded resources, such as videos, worksheets, and teacher explanations, to reinforce their understanding of difficult concepts. This encouraged students to take responsibility for their own learning progress, tracking deadlines, and monitoring feedback on assignments. Such practices are consistent with the findings of Hermansyah et al. (2021), who noted that Google Classroom provides students with autonomy and a structured environment for self-regulated learning. In the context of EFL, this independence is particularly valuable, as it allows students to practice language skills repeatedly at their own pace, strengthening retention and long-term competency.

Moreover, the platform enhanced communication and interaction between teachers and students, primarily through its announcement and comment features. Students highlighted that receiving quick feedback and clarification of tasks helped them feel more supported and confident in their learning journey. Teachers could also provide individualized feedback on written assignments, which promoted better understanding and opportunities for revision. These results echo the argument of Hasiru et al. (2021), who suggested that Google Classroom fosters an interactive learning environment where communication barriers are reduced. Overall, the integration of Google Classroom not only improved participation but also created a more collaborative and responsive atmosphere in the EFL classroom, contributing significantly to language practice and learner engagement.

### ***3.1.3 Challenges in Using Google Classroom***

Despite the various benefits of Google Classroom integration in EFL learning, several challenges emerged during its implementation. One of the primary issues was unstable internet connectivity, which significantly hindered the smooth delivery of lessons and student participation. Many students reported difficulties accessing assignments, submitting tasks on time, or engaging in online discussions due to poor internet access. This problem reflects the findings of Yahya et al. (2019), who argued that technological infrastructure remains a critical factor influencing the effectiveness of online learning platforms. Without reliable

internet access, the flexibility and accessibility advantages of Google Classroom are diminished, particularly in regions where digital infrastructure is unevenly distributed.

Another challenge identified was the varying levels of digital literacy among students. While some learners were comfortable navigating the features of Google Classroom, others struggled with uploading files, joining discussions, or making use of available resources. This disparity created gaps in participation and sometimes discouraged less digitally literate students from fully engaging in learning activities. Teachers also had to dedicate additional time to guide students in using the platform, which occasionally slowed down the teaching process. This issue is consistent with the findings of Aleksius et al. (2022), who emphasized that effective LMS integration requires not only access to technology but also adequate training for both students and teachers to maximize its potential in enhancing learning outcomes.

Additionally, the preparation of online materials posed a significant burden for teachers. Unlike traditional teaching, designing tasks, recording explanations, and uploading resources to Google Classroom required extra time, planning, and digital skills. Teachers reported feeling an increased workload, especially when they had to balance online and face-to-face components of blended learning. Moreover, ensuring equal participation among group members in online projects proved challenging, as some students were more active than others. This imbalance echoes the concerns raised by Susanto et al. (2020), who noted that teacher workload and student engagement are central challenges in technology-enhanced learning environments. Therefore, while Google Classroom facilitates communication and access, its effective use demands sustained teacher effort, adequate infrastructure, and strategies to foster equitable participation among students.

### **3.2 Discussion**

The findings of this study confirm that Google Classroom functions as an effective Learning Management System (LMS) in supporting EFL learning by enhancing student engagement, flexibility, and teacher-student interaction. The platform's ability to provide a centralized space for distributing materials, submitting assignments, and facilitating discussions reflects its potential to support blended and online learning environments. These results align with Aleksius et al. (2022), who demonstrated that Google Classroom fosters meaningful engagement by allowing students to revisit materials, track progress, and receive immediate feedback. Furthermore, the collaborative features of the platform encourage students to interact more actively with both peers and teachers, contributing to authentic language practice in real-world contexts (Jones & Flint, 2022; Rokhayati & Widiyanti, 2022).

Another important aspect revealed by this study is the role of Google Classroom in promoting learner autonomy and reflective learning. By enabling students to access materials anytime and anywhere, the platform supports independent study habits and encourages self-regulated learning strategies. This finding resonates with the arguments of Tanduklangi et al. (2019), who highlighted that integrating LMS in language classrooms can shift the learning responsibility from teachers to students, fostering deeper engagement and critical thinking. In addition, the comment and discussion functions of Google Classroom allow students to ask questions, clarify doubts, and engage in collaborative problem-solving, which are essential elements for language development and higher-order thinking skills (Khairani et al., 2021).

However, the study also underscores the importance of addressing several infrastructural and pedagogical barriers to maximize the effectiveness of LMS integration. Challenges such as

unstable internet connections, limited digital literacy, and increased teacher workload suggest that schools must provide adequate technological infrastructure, professional development opportunities, and pedagogical support. As Aleksius et al. (2022) argue, the success of LMS adoption depends not only on the availability of technology but also on the readiness of both teachers and learners to adapt to new modes of instruction. Therefore, while this study contributes to the growing evidence that LMS integration improves the quality of EFL teaching and learning, it also highlights the need for systemic support to ensure equitable access and sustainable implementation.

#### 4. CONCLUSION

This study concludes that the integration of Google Classroom as a Learning Management System significantly enhances EFL learning by improving student engagement, promoting learner autonomy, and strengthening teacher-student interaction. The findings imply that Google Classroom can serve as a valuable tool for blended and online learning, offering flexibility and accessibility that support both individual and collaborative learning processes. However, the challenges identified—such as limited digital literacy, unstable internet access, and increased teacher workload—highlight the necessity for schools to provide sufficient technological infrastructure, training, and pedagogical support. To maximize the potential of LMS integration, it is recommended that future initiatives focus on capacity building for teachers and students, investment in reliable digital infrastructure, and the development of instructional strategies that balance face-to-face and online learning effectively. Further research could also explore long-term impacts of LMS use on language proficiency and examine comparative studies across different technological platforms to broaden the understanding of effective digital integration in EFL contexts.

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