

THE ACCEPTANCE OF GOOGLE MEET PLATFORM: AN ASSESSMENT OF STUDENTS' PERCEPTION

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ABSTRACT

The spread of COVID-19 has changed the way education was conducted. Online learning is widely used to overcome the spread of the virus and adapt with the new norms. Video conferencing through Google Meet platform is one of the ways to conduct online learning. Therefore, the purpose of this study is to determine factors influencing the acceptance of Google Meet platform for learning sessions. Technology Acceptance Model (TAM) was used as a theoretical model for this study since it is widely used in the study of technology acceptance. The data was collected using questionnaires that had been distributed to students who were involved in a teaching and learning session for December 2020 at Kolej Komuniti Bagan Datuk. The finding of this study stated that there is positive medium correlation between these independent variables (perceived usefulness and perceived ease of use) and the acceptance of Google Meet platform. This means, when students perceive Google Meet is useful and easy to use, they will accept it. This study helps instructors to recognize the effectiveness of the Google Meet platform used in delivering their classes.

Keywords: online learning, Google Meet, Technology Acceptance Model

1.0 INTRODUCTION

The coronavirus disease began in December 2019 from the Wuhan city of China. It is known as COVID-19. In early 2020, it spread to other parts of the world (Sahu, 2020). The virus has the ability of human-to-human transmission (Spina et al., 2020).

In order to reduce the rapid spread of COVID-19, movement control order (MCO), conditional movement control order (CMCO) and recovery movement control order (RMCO) was conducted. It forced the majority of people to change their daily routines. This included how teaching and learning was conducted.

Due to the introduction of the MCO in the middle of March 2020, higher education institutions are entirely transitioning to online learning. Teaching is done remotely using digital platforms during online learning (Kee & Adamu, 2020).

During the COVID-19 outbreak, online learning was implemented, resulting in a shift from face-to-face to online learning. As a result, preparing for online learning is insufficient (Kim et al., 2021). Resistance to technology is also shown in the sphere of education (Tarhini et al., 2016).

Besides that, there are many options available for educators to conduct online learning (Rahman et al., 2021). One of them is through online video conferencing such as Google Meet platform. It provides recording functionality for future reference. However, there are several challenges in using video conferencing such as poor internet connection (Md Saidi et al., 2021; Kee & Adamu, 2020).

Google Meet platform is widely used in online learning that is conducted at Kolej Komuniti Bagan Datuk. Therefore, this study would like to determine students' acceptance on Google Meet platform during online learning. According to Maheshwari (2021), student intention to use online learning is important input for institution. It can affect student motivation to learn through online platform in the future. In addition, there is not much study on Google Meet platform impact on students' acceptance (Al-Marroof et al., 2021).

2.0 LITERATURE REVIEW

2.1 GOOGLE MEET PLATFORM

Google Meet platform is an easy-to-use online video conference platform. It is capable to conduct a meeting until 1 hour. The maximum number of participants that can join a meeting is 100 people at one time (Meliana et al., 2021).

Students can attend the meeting by logging in using their Google account (Rahman et al., 2021). There are 1.5 billion active Google accounts that can be accessed using Gmail (Rahman et al., 2021). It is free in terms of cost. It is also one of the most popular teaching and learning platforms (Meliana et al., 2021; Md Saidi et al., 2021) It is claimed that the Google Meet platform's acceptance in online learning during the COVID-19 pandemic has yet to be examined (Habes et al., 2020).

2.2 TECHNOLOGY ACCEPTANCE MODEL (TAM)

The TAM (Technology Acceptance Model) is a widely used model in technology acceptance research. Fred Davis came up with the concept (Davis, 1989). It's been used to assess people's willingness to accept and use new technology (Liu et al., 2020; Tsai et al., 2020). As a result, TAM serves as the study's theoretical model. According to TAM, the perceived usefulness (PU) and perceived ease of use (PEOU) of information systems affect their acceptability.

Users will readily accept new technology if their evaluations of its simplicity of use and utility are favourable (Rizun & Strzelecki, 2020). According to a TAM-based study, PU and PEOU are significant predictors of a student's and teacher's behavioural intention to utilise social networking media for e-learning in Libyan higher education. (Elkaseh et.al., 2016).

Therefore, the hypotheses that can be developed is:

H1: There is a relationship between perceived ease of use and the acceptance of Google Meet platform.

2.3 PERCEIVED USEFULNESS (PU)

PU is defined as the degree to which a user perceives that using a particular system would enhance his or her job performance (Davis, 1989). The main mechanisms underlying PU is improved job performance.

PU will determine the acceptance or rejection of a technology (Rizun & Strzelecki, 2020). When students have the perception that their performance improved during the online learning, there is tendency to use the online learning (Yee et.al., 2009). Johari et al. (2015)

and Park et al. (2014) found that PU influenced the intention to use online learning and technology usage.

Therefore, the hypotheses that can be developed is:

H2: There is a relationship between perceived usefulness and the acceptance of Google Meet platform.

2.4 PERCEIVED EASE OF USE (PEOU)

PEOU is defined as the degree to which a user perceives that using a particular system would be free from effort (Davis, 1989). The main mechanisms underlying PEOU is effort decreasing. When student has perception that their degree of effort needed to learn during online learning is decreased, there is tendency to use the online learning. In a study conducted by Taat and Francis (2020), PEOU significantly influenced the students' acceptance of e-learning. Many previous studies show that PEOU positively influences user acceptance of technology and user behavior (Lanlan et al., 2019).

3.0 METHODOLOGY

The population for this study is students of Kolej Komuniti Bagan Datuk. It consists of semester 1 and semester 2 students who are involved in teaching and learning for the December 2020 session. Primary data was collected using questionnaires. The questionnaires were adapted and modified from Al-Marroof et.al. (2021). The questionnaires consist of 4 sections; Section A: Demographic, Section B: the acceptance of Google Meet, Section C: perceived ease of use and Section D: perceived usefulness. Students were required to answer the questionnaires through google form. The Statistical Package for Social Sciences (SPSS) was used to analysed the data.

4.0 FINDINGS

The number of respondents is 85 students. Table 1 shows the demographic profile of the respondents. 80% (68) of the respondents were male. 20% (17) of the respondents were female. 96.5% (82) of the respondents were between 18-21 years old. 3.5% (3) of the respondents were above 22 years old. 22.3% (19) of the respondents were semester 1 students. While 77.7% (66) of them are semester 2 students.

Table 1: Demographic Profile

Item		Frequency	Percentage
Gender	Male	68	80
	Female	17	20
Age	18-21	82	96.5
	22 and above	3	3.5
Semester	1	19	22.3
	2	66	77.7

Cronbach’s Alpha is used to assess the questionnaire’s reliability. Cronbach’s Alpha values range from 0.855 to 0.899, as seen in Table 2. According to Hair et al. (2006), Cronbach Alpha values of 0.6 and above are considered acceptable. As a result, the questionnaire can be utilised to assess the variables under investigation.

Table 2: Reliability Statistics for Instrument Measurements

Variables	Cronbach’s Alpha
The acceptance of Google Meet platform	0.855
Perceived usefulness	0.866
Perceived ease of use	0.899

Pearson correlation analysis was presented in Table 3. Hatcher (2003) suggests the following classification: no correlation ($r = 0.00$), weak ($r = 0.01-0.49$), medium ($r = 0.50-0.79$), strong ($r = 0.80-0.99$) and perfect ($r = 1.00$).

There is a relationship between perceived usefulness and the acceptance of Google Meet platform. It showed a significant positive medium correlation between perceived usefulness and the acceptance of Google Meet platform ($r=0.718$, $p<0.01$). It can be concluded that an increase in perceived usefulness will cause the increase in the acceptance of Google Meet platform.

There is a relationship between perceived ease of use and the acceptance of Google Meet platform. It showed a significant positive medium correlation between these variables ($r=0.769$, $p<0.01$). It can be concluded that an increase in perceived ease of use will cause the increase in the acceptance of accounting software.

Table 3: Correlation Analysis

Items	1	2	3
The acceptance of Google Meet platform	1	0.718	0.769
Perceived usefulness	0.718	1	0.785
Perceived ease of use	0.769	0.785	1

5.0 DISCUSSIONS AND CONCLUSIONS

The finding of this study stated that PU has a significant effect on Google Meet platform acceptance for online learning. The finding is consistent with study conducted by Johari et al. (2015) and Park et al. (2014). This means, when students perceive Google Meet is useful, they will accept it.

In addition, PEOU has a significant effect on the acceptance of Google Meet platform for online learning. This is congruent with study conducted by Taat and Francis (2020) and Lanlan et al., (2019). This means, when students perceive Google Meet is easy to use, they will accept it.

It is believed that this research paper will provide educational input to both educators and students in conducting online learning. It helps instructors to recognize the effectiveness of the Google Meet platform used in delivering their classes. The ability to maintain good relations between instructors and students using the online platform is important since there is no physical met due to the pandemic.

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