



Google Meet: An Online Platform for Class Discussion

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A B S T R A C T

Various educational institutions have utilized different Learning Management Systems to continue education while protecting the safety of teachers and learners amidst the pandemic. Thus, Google Meet is one of the most widely used virtual platforms in the country. This phenomenological qualitative study aimed to determine how effective Google Meet discussions are for social studies learners as an online learning platform for distant education during the COVID-19 pandemic. The aforementioned study was conducted among twelve (12) Bachelor of Secondary Education major in Social Studies (BSED Social Studies) who were determined through purposive sampling technique. The researchers used Microsoft Word to create a written interview form that they distributed to identified informants. Hence, the data were gathered through written interview form and analyzed through the Conventional Qualitative Content Analysis. While using Google Meet as a platform for online discussions, the selected BSED Social Studies learners discovered and experienced various benefits, drawbacks, and constraints. There were five (5) significant categories taken from the data transcripts. The informants discovered the benefits of Google Meet discussions as the (1) ideal application for learning and facilitates (2) learning enrichment. However, they have experienced some drawbacks such as (3) limitation in application use and (4) insignificant learning. In addition, (5) external hindrances are the major constraints that hinder the effective online learning. Despite the drawbacks and constraints, this study indicated the significance of Google Meet discussions for BSED Social Studies learners.

Keywords: Google Meet, Class Discussion, BSED Social Studies learners, COVID 19 pandemic

1. Introduction

The sudden shift in the online mode of instruction has become a major issue in the global world that we are living in especially to the Philippines who is foreign to this mode of learning. It was due to the fact that the widespread of the COVID-19 virus has caused a lot of economic turmoil since it existed in the global world in the year 2019 (Rotas & Cahapay, 2020). Many educational institutions have adopted various Learning Management Systems to continue the plight of education in the midst of the pandemic in ensuring that the health and safety of all stakeholders are taken into consideration. Teaching practices for ensuring learning have altered or developed to meet the demands of both learners and teachers. Different instructional methods of learning were implemented in the country following the guidelines imposed by the Department of Education and the Commission on Higher Education.

Since the pandemic, several methods and procedures have been tried and evaluated to guarantee that learners understand the lesson. Several online platforms are available for use during teaching, depending on the sort of internet connection the teachers and learners have. Google Classroom and Google Forms, Edmodo, and Facebook Messenger are some of the tools or programs used in activities, handouts, modules, and other chores learners require for learning (John, 2020). During the pandemic in Indonesia, the government recommended the Rumah Belajar platform, which was produced by the Ministry of Education and Culture, and SPAD, which was created by the Ministry of Research, Technology, and Higher Education for Higher Education Institutions. Rumah Belajar is a free internet learning platform for teachers and learners to use as an elective learning resource. Sekolahmu, MejaKita, Ganeca Digital, KelasPintar, Ruang Guru, Quipper School, Cisco Webex, Zenius, and Google Classroom were among the web-based learning programs that the Indonesian Ministry of Education and Culture collaborated with (Octaberlina & Muslimin, 2020). According to France-Presse (2020), some platform alternatives that can be used are Facebook, Google Meet, Zoom, Skype, and others. About six million institutions, including manufacturing facilities, hospitals, banks, and warehouses, use Google Meet.

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Among all of these methods that are used in classroom discussion, Google Meet is one of the most commonly used virtual platform in the country. Google Meet, also known as Google Hangouts Meet, is designed to allow dozens of participants to attend the same virtual meeting and chat or share video from any location with internet connection (John, 2020). Google Meet is a very useful video communication tool. The Google Meet interface allows users to meet face to face directly and effectively, while also being incredibly light and fast. Management is simple and may be followed by a large number of people (Singh & Awasthi, 2020). According to Fakhruddin (2019), using Google Meet as a teaching-learning tool for speaking practices in an English classroom has been shown to improve learners' speaking skills. Learners can communicate more with their friends and verbally expose and explore their speaking abilities when they use Google Meet video conferencing (Fakhruddin, 2019).

The study of Aznam, Citrawati, Hw, Kusdianto, and Setyawan (2020) finds the integration of Google Meet's media-assisted lecture strategies produces a unique learning experience for achieving learning goals such as knowledge building and learners learning outcomes while learning from home. Hence, Google Meet classes foster teacher-learner and learner-learner interaction, communication, and motivation in virtual courses (Benmansour, 2022). Although various studies regarding Google Meet discussions have been published, there are relatively scant studies in the Philippines that tackle Google Meet as an online platform for class discussion. Specifically, previous studies on Google Meet discussion have not examined the effects of this mode of learning to Bachelor of Secondary Education major in Social Studies. In addition, there is a limited localized studies discussing Google Meet as an online platform for class discussion to social studies learners as a communicational and virtual learning platform.

Therefore, this current study seeks to describe Google Meet as an online platform for class discussion of BSED Social Studies Learners. Specifically, it seeks to answer the research question: 1) How effective is Google Meet discussion?

The research study relies on the Task-Technology Fit (TTF) Theory (Goodhue & Thompson, 1995). The task-technology fit (TTF) theory proposes a link between digital technology and the tasks it is supposed to help with. TTF is a variance theory that describes the relationship between three components in a given time: technology functionality, task needs, and individual skills (Goodhue & Thompson, 1995). Goodhue and Thompson (1995) and Zigurs and Buckland (1998) introduced the concept of task-technology fit. While Goodhue and Thompson (1995) focus on how technology, task, and person work together to improve group performance, while Zigurs and Buckland (1998) focus on how task and technology interact to improve group performance.

The TTF was proposed by Goodhue and Thompson (1995) as an assessment construct established within a theoretical viewpoint that examines key features of technology and aims to understand how its use influences performance impacts. The TTF viewpoint assumes that users can accurately assess TTF as they utilize technology to complete their work activities and that an assessment of TTF can predict performance. The TTF is determined by evaluating user's experience across several factors, including data quality, usability, and technological reliability. On the other hand, users are expected to assess both the technology's functionality and the degree to which it supports them in completing tasks and is appropriate for their skills (Dishaw, 1999). According to TTF theory, a greater fit between technology, task needs, and individual skills will lead to improved performance, or more efficient task completion (Goodhue, 1995). When users recognize how technology helps them complete a task more efficiently, they are more likely to adopt and use it, which leads to better results. Users may execute their activities more smoothly when technology matches the task qualities it is designed to assist and the specific abilities of the users (Spies, Grobbelaar, & Botha, 2020).

The prevailing pandemic has caused the educational sector to shift to online discussions. In line with this, various online learning platforms are being utilized to foster education due to the close-contact restrictions. Amidst remote education, learners' interest and engagement in learning are improved when online teaching platforms, notably Google Meet, are used effectively. The aforementioned online learning platform is essential as the learning process through it involves audio and visual elements that are delivered by teachers. With this, the researchers aim to describe Google Meet is utilized by social studies learners as an online platform in remote education.

2. Methodology

Research Design

For this qualitative research, a narrative inquiry was used to answer the research questions. The purpose of narrative enquiry is to reveal the meanings of the individuals' experiences as opposed to objective, decontextualized truths (Bailey, & Tilley, 2002). Using the approach, it will be able to collect the experience of the effectiveness of the usage Google Meet discussion in the concurrent distant modality of learning. The research study relies on one theory: (1) Task-Technology Fit (TTF) Theory (Goodhue & Thompson, 1995) that postulates the relationship between digital technology and the tasks it aims to support.

Informants

A purposive sampling technique (Black, 2010; Pedroso, Siason, Roces, & Basbas 2020; Pedroso & Palencia, 2022) with judgmental or selective sampling technique (Pedroso, 2021; Pedroso & Pacit 2022) was utilized to determine the twelve (12) Bachelor of Secondary Education major in Social Studies as the informants of this research. The researchers chose three (3) informants of each year level of the said course as the key informants who met the inclusion criteria. Key informants were chosen based on the following criteria: (a) enrolled in the School Year 2021-2022; (b) officially enrolled as BSED Social Studies learner; (c) utilized Google Meet for online discussion.

Table-1 presents the informants' profiles. The twelve (12) BSED Social Studies learners enrolled in School Year 2021-2022 included three (3) male and nine (9) female informants. Each year level of the course, three (3) informants were chosen. In addition, four (4) of informants came from the City of

Iloilo; five (5) from Iloilo province; one (1) from Antique; one (1) from Capiz and; one (1) from Guimaras. The informants were assigned pseudonyms to maintain confidentiality.

Table 1. Profile of the Informants

BSED Social Studies Learners	Year Level	Location	Sex	Enrollment Status (S.Y. 2021-2022)
Bella	1	Cabatuan, Iloilo	F	Enrolled
Dara	1	Jaro, Iloilo City	F	Enrolled
Arnold	1	Jaro, Iloilo City	M	Enrolled
Vienn	2	Cabatuan, Iloilo	F	Enrolled
Ram	2	Jordan, Guimaras	M	Enrolled
Jean	2	Madurria, Iloilo City	F	Enrolled
Lou	3	Arevalo, Iloilo City	F	Enrolled
Ally	3	Passi City, Iloilo	F	Enrolled
Grace	3	Ajuy, Iloilo	F	Enrolled
Jay	4	Sigma, Capiz	M	Enrolled
Mae	4	Belison, Antique	F	Enrolled
Kelly	4	Passi City, Iloilo	F	Enrolled

Data Gathering Instrument

The semi-structured interview was conducted on the basis of a set of questions (Pedroso, 2020). The questions during the interview were drawn out based on the previous studies, professional literatures, and published research relevant to the study. The questions covered the aspects of effectiveness of Google Meet Video Conferencing Platform in Building Knowledge and Learning Outcomes and as a Tool for Online Discussion.

Data Collection Procedure

The written interview was done through Microsoft Word file and sent among the identified informants. In the written interview, open-ended questions were used to collect data from informants. The written interview form's questions, as well as the informants' responses, were written in English. After the written interview was sent to the informants, they were given one (1) week for them to have an ample time to answer. For easy follow up, the researchers created a group chat through Facebook Messenger.

Data Analysis Procedure

The Conventional Qualitative Content Analysis by Hsieh and Shannon (2005) guided the researchers in analyzing the collected data (Pedroso, Siason, Basbas, Felimon, Montano, & Roces, 2022). In addition, it helped the researchers gain direct information from informants. The researchers approached the data by writing down notes of thoughts and initial analysis. As agreed, the researchers highlighted significant statements and phrases gathered from the informants and organized with relevant themes.

Reliability

To guarantee the trustworthiness of this research, the researchers employed a number of steps to increase the validity and credibility of the answers of the informants and the results of the research. The informants of the study were provided with the information regarding the study such as the purpose of the research, its significance, and how the research will run. Researchers also administered a detailed and accurate note to correctly identify the variation in the responses. Moreover, constant communication and clarification between the researchers and informants were employed. With these, researchers can collect the responses from the informant free from inconsistencies and errors and formulate an accurate result and conclusion.

Ethical Considerations

Prior to the sending of the written interviews, a consent form was given to the participants in which the purpose of the study and approval of the subject facilitator was attached. After taking their consent, informants were given the consideration to accomplish the written interviews as per their convenience. The data and information provided by the informants were handled with outmost confidentiality by the researchers. Moreover, the identity of all the informants was remained anonymous.

3. Results and Discussion

Results

The informants have experienced various benefits, drawbacks, and constraints while using Google Meet as a platform for online discussion. There were five (5) significant categories taken from the data transcripts. In terms of benefits, Google Meet is an (1) ideal application for learning and promotes (2) learning enrichment. In terms of drawbacks, informants experienced (3) limitation in application use and (4) insignificant learning. In addition, informants have also experienced constraints such as (5) external hindrances.

Benefits

There were two (2) significant subcategories identified from the benefits that informants have experienced while using Google Meet namely (1) ideal application for learning and (2) learning enrichment.

Ideal Application for Learning

The pandemic has forced the closure of different sectors around the world, including educational sectors, resulting in a large crisis-response movement of schools adopting online learning as the teaching platform. This is divided into four (3) subcategories namely (1) Data Efficient, (2) Easy Navigation of Features, (3) Provides well-organized classroom environment.

- ***Data Efficient***

Google Meet does not consume much data, making the application cost effective. In 2021, Google Meet added limit data usage mode for Android and IOS users. When users are in a low-network area or have a low battery, they can use the limit data consumption option in Google Meet. This option will save the user's data while also extending the battery life.

Bella: "It is not only easy to use but it doesn't also consume too much data and thus we can also anticipate the usage of our data for the whole period of the class."

Ally: "Effective in improving students' access and attentiveness towards learning because it is cost-efficient."

- ***Easy Navigation of Features***

Google Meet is one of today's most user-friendly videoconferencing platforms. It is an application that is simple, private, has a straightforward way to quickly start a meeting. Participants can join Google meetings by simply clicking on the meeting link provided by the host in their web browser. Furthermore, its light and efficient interface allows users to meet face to face immediately and effectively. Management is straightforward and accessible to a vast number of people (Singh & Soumya, 2020). Hence, various people in the business and education sectors prefer to utilize Google Meet as a video conferencing program because of its numerous benefits. Users find Google Meet to be simple to use, which gives it a positive reputation. As a result, the number of Google Meet users is increasing significantly (Purwanto & Tannady, 2020).

Mae: "Google Meet was a friendly app where both students and teachers could easily connect and communicate."

Lou: "Google Meet is easy to navigate and manipulate compared to other conferencing platforms"

Bella: "With the link provided by our teachers, we can easily connect with our devices and it is not as demanding as any other online platform."

- ***Provides Well-Organized Classroom Environment***

Despite being virtual, Google Meet still radiates a classroom atmosphere with its real-time video and audio-conferencing feature. Video conferencing platforms like Google Meet can help learners feel more connected and communicate more effectively. Furthermore, its features facilitate the learning process by allowing users to share screens or use digital whiteboards in online application features (Aswir, Dewi, & Hadi, 2020).

Kelly: "If there is a presence of Google Meet, they can somehow feel the classroom atmosphere, climate and setting which allows them to pay attentions as their camera is open and teacher face is on the screen."

Learning Enrichment

Learning activities require direct communication between teachers and learners in order for knowledge to be transferred and learning outcomes to be well-formed, and for teachers to guide learners' character development is divided into two (2) subcategories namely (1) Provides direct feedbacks and clarifications, and (2) Avenue for Learner-Teacher communication.

- ***Provides Direct Feedback and Clarifications***

Constructive feedback can change a learner's learning experience. It motivates learners to think, deal with criticism, improve their learning, and stay motivated. Hence, direct feedbacks from teachers facilitate and foster improvement. Google Meet helps learners to actively participate and receive valuable feedbacks from their professor in real time discussions. Furthermore, class communication is facilitated because their questions are directly clarified. The utilization of online-based platforms can be a way to ensure that the learning process runs well at this time. According to Pratama, Nor, Azman, Kassymova, and Shakizat (2020), virtual meetings using online applications provide several benefits, specifically through video conferencing, which makes the learning process quick, practical, and safe.

Ram: "My academic experiences can justify that it incurs beneficial contribution to my cognitive and affective learning."

Jay: "As a PT, I find Google meetings also an advantage in the sense of upskilling our teaching because we firsthand, handle the class virtually."

Mae: "Google Meet provides valuable feedback from professors to students, but how useful it is will always depend on the teachers' approaches and ideas for delivering it."

- ***Avenue for Teacher-Learner Communication***

One of the advantages when using the Google Meet application for learning is that learners and teachers are able to meet face to face and greet each other. Thus, it fosters effective learner-teacher communication. During Google Meet discussions, learners are able to ask questions to their professors directly. As a result, the aforementioned video conferencing platform is effective in terms of real-time exchanging information and questions during class discussions. Furthermore, teachers and learners can share experiences or provide motivation directly to one another, which is very vital during this pandemic. Motivation is needed to keep up the spirit of doing things even if it is only at home all day (Aswir et al., 2020).

Vien: "Google Meet discussion is our way of communicating to our professors on a real-time, allowing us to clarify things, answer our queries, and better understand the lesson with the help of an effective virtual discussion through Google Meet."

Ram: "Virtual communication is easy to establish by the teacher and students in the Google Meet when they have internet connection and technology devices at home."

Bella: "Google Meet discussion has helped us a lot to know each other and establish relationships with our teachers."

Drawbacks

There were two (2) significant categories identified from the drawbacks that the informants have experienced while using Google Meet namely (1) limitation in application use and (2) insignificant learning.

Limitation in Application Use

Despite various benefits mentioned, Google Meet still possesses limitations which the informants view as drawbacks in using the aforementioned video conferencing platform. Furthermore, this is divided into two (2) subcategories namely (1) Inadequate ICT skills and knowledge and (2) Restricted instructional resources.

- ***Inadequate ICT Skills and Knowledge***

ICT in education helps learners to experience new ways of learning. Online learning combined with effective use of ICT may be a powerful tool for learners to customize and visualize their learning, which is a key component of effective learning. However, one of the drawbacks that the informants have experienced is the inadequate ICT skills and knowledge. In addition, lack of ICT skills and knowledge hinders their competence in utilizing Google Meet during discussions.

Ram: "Incompetence in manipulating and decoding the uses of digital icons and tools can lead to learning difficulties and challenges."

- ***Restricted Instructional Resources***

There were times that learners' questions are not being facilitated due to the limitation of space in Google Meet's interface. In addition, feedbacks are not provided effectively, making learners find it difficult to catch up with real-time discussions. To allow faster and strengthen the teaching and learning process, teachers should use additional media. Aside from that, the teacher must be inventive and creative to make this online learning environment entertaining for learners by providing fresh learning ideas so that they are interested in learning and comprehending the material delivered by the teacher. However, teachers are only able to present the lesson through PowerPoint presentation due to Google Meet's limitation in features.

Jean: "There were also times that the students could not be visible to the teacher when presenting PPT slides and in return teachers could not provide further feedback to students."

Mae: "Google Meet's features are limited to presenting in a power point presentation or other instructional resources."

Insignificant Learning

Online learning gives learners more control over their learning experience and allows more flexibility in their study schedules; yet, it also puts more responsibility on them. In order to keep up with the pace of online learning, learners must be well organized, self-motivated, and have excellent time management skills. However, the number of learners experiencing insignificant learning due to various drawbacks continues to increase due to numerous reasons. Moreover, this is divided into two (2) subcategories namely (1) Susceptible virtual presence and (2) Short-lived knowledge and skills.

- ***Susceptible Virtual Presence***

The purpose of online communication is the same as it is in person: to establish connections, share information, and be heard and understood. However, Google Meet still has limitations in terms of feedback and effective communication such as "reactions" or "emojis". Therefore, informants are

having difficulties in expressing their emotions during real-time discussions. Google Meet must improve these features to facilitate their users' needs. In addition, non-classroom environments have unique distractions, and many learners try to multitask while learning online. When learners are engaged in online learning, which requires them to connect with technology, the distracting nature of social media and technology may dramatically increase the possibility of distractions. In line with this, higher levels of mind wandering were linked to lower academic performance. Higher levels of mind wandering and lower academic achievement were associated with reduced working memory capacity (Hollis & Was, 2018).

Jean: "One of these was the limited reactions and emojis that students could use to express their emotions during class discussions."

Jay: "No longer effective because even if we say that students are virtually present, you as a teacher do not have the means of knowing if the students are really listening to the discussion."

Jay: "They can just open the app and say present to show their virtual presence but they are not listening."

- **Short-lived Knowledge and Skills**

One of the challenges that most learners experience, particularly in online discussions, is maintaining their focus on the learning materials offered to them. The overflow of content exhausts the learner, causing them to shift their focus to something else. As a result, the knowledge they have gained is only short-lived. Furthermore, their skills were not completely honed because class discussion was held virtually.

Bella: "The knowledge and skills that can be acquired from this online platform is limited."

Lou: "Most of the knowledge and skills I gained from google meeting discussions are superficial and short-lived."

Constraints

There was one (1) significant category identified from the constraints that the informants have experienced when utilizing Google Meet as online learning platform which is the (1) External Hindrances.

External Hindrances

This category includes five (5) subcategories that tackle the different constraints that informants have frequently experienced during real-time online discussion.

- **Internet Connectivity**

The study of Wickramanayake and Muhammad-Jika (2018) indicated that the unreliable internet connections are one of the barriers for learners. Unstable internet access is one of the most common problems learners face remote learning. In line with this, geographical location and weather are the most common causes of this condition.

Dara: "Internet connection has always been a vital part in synchronous classes that utilize Google Meet and not everyone has access to them."

Vien: "Most of our technology/gadgets use online is dependent on the Internet and electricity, knowledge acquisition is hampered when these two important components in virtual knowledge delivery are disrupted."

- **Random Malfunctions**

Learners experience unexpected and random malfunctions such as glitches and technical issues during online discussion. In addition, these malfunctions can also be referred to the crashing of application and disturbance from system glitch. Furthermore, technical difficulties are unpredictable and disrupt learners' attentional focus from the discussion.

Jay: "There are times of glitches or the audibility of students or even the teacher when speaking."

Vien: "Some of them even experience, malfunctions in using the app or even encountered technical issues in accessing the platform."

- **Gadget Scarcity**

Technological devices, such as smartphones, are immensely beneficial nowadays because of their numerous purposes, especially in learning. The study of Estira (2020) showed that the greater number of device types owned by a learner, the greater the level of learning readiness. However, not all learners are privileged enough to have at least a single device that will help them continue online class. In line with this, the study of Cleofas and Rocha (2021) stated that poor learners do not own laptops and desktop computers.

Ram: "Scarcity of technological devices is also deemed as an external factor that hinders students to receive quality and accessible academic instruction."

Jean: "Since not all students are privilege enough to have a good and strong internet connection as well as gadgets to keep up with the online class discussions."

- **Unconducive Learning Environment**

Unconducive learning environment could be linked to unnecessary background noises and other distractions that disrupt the flow of discussion. In an online class setting, most learners do not find their homes conducive place to study. Distracting and unnecessary background noises include loud cars, kids playing on the street, noise from their neighbors, and loud animals. Other than background noise, attention span is also seen as a challenge for learners to focus on the discussion. Since it is online class and most learners use mobile phones, they are getting distracted by other applications such as social media and games.

Jean: "Google Meet was not conducive to learning as it distracts student's attention to other online platforms."

Jean: "There were background noises and so much distraction during classroom discussions."

Lou: "Learning environment should be conducive; however, most students are living in a community where houses are near each other and really populated, thus, it's really noisy."

- **Physiological Debility**

Physical and mental health struggles are one of the multiple constraints that learners are experiencing during remote learning. Health consequences of increasing computer or device used for online learning include back problems, eye strain, dry eyes, and computer-related physical stress, all of which are likely to be worsened by prolonged screen time. Furthermore, the mental health of learners is being compromised brought by the demands of remote learning. AristovnikKeržič, Ravšelj, Tomažević, and Umek (2020) found that online learning learners were more prone to interrupt their studies and felt more socially isolated. In line with this, depression and anxiety were linked to social isolation and loneliness. Mental health struggles contribute to demotivation, hopelessness, isolation, fatigue, and absenteeism.

Ram: "Physiological debility is also an internal influencer that affects the academic function and demonstration of learning of the students."

Bella: "Mental and physical health can affect a student's learning too. It could be stress and lack of sleep in which it heavily affects the attention and learning process of the students."

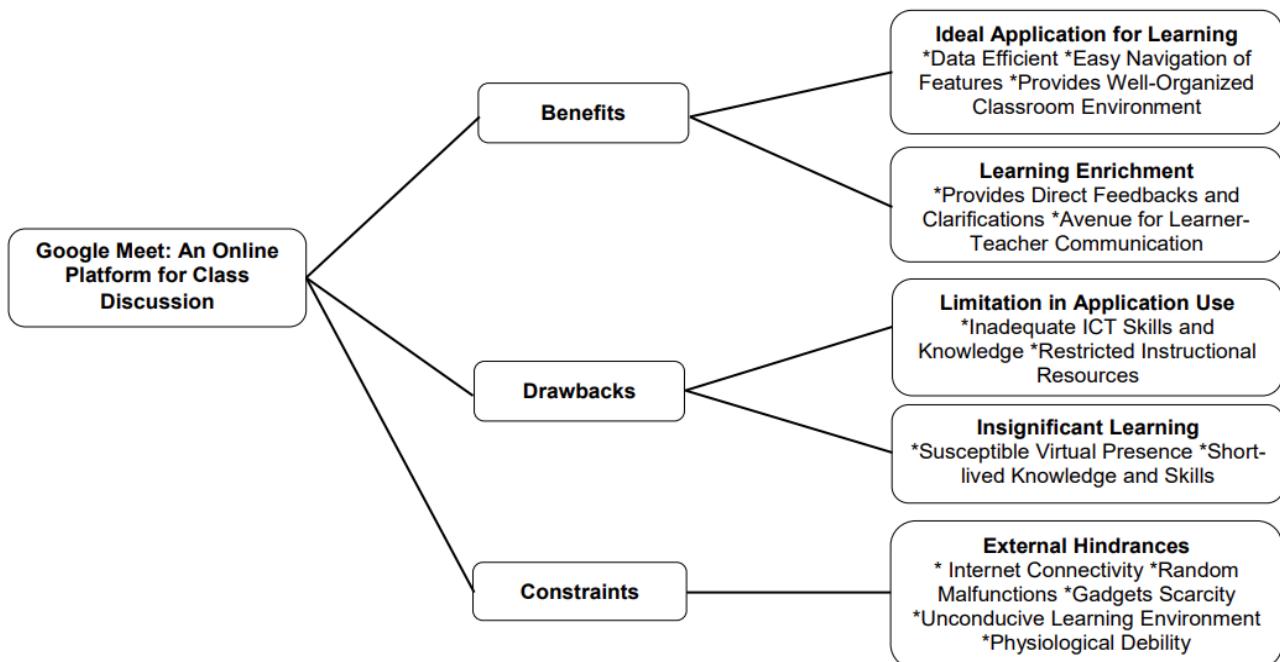


Figure 1. Significant Categories of the Study

3.1 Discussion

This study aims to describe the effectiveness of Google Meet discussions to social studies learners as an online platform utilized in remote education in this time of COVID-19 pandemic. Notably, this study aims to answer the following questions: 1) How effective is Google Meet video conferencing platform towards learners' personal understanding of the lesson in real time discussion?

Due to the school closures caused by the pandemic, online learning has been increasingly used by Philippine educational institutions as a way of continuing education (Pedroso & Herbuena, 2022). Thus, Aswir et al., (2021) in Indonesia, stated that the usage of online-based platforms had been a solution for ensuring that the learning process runs smoothly at this time. The effectiveness of Google Meet discussion to social studies learners was further explained using (3) significant themes namely: benefits, drawbacks, and constraints. The researchers conducted a thorough analysis to put the findings of the study in the context of related literature and previous research initiatives.

Through rigid study, the reported efficiency of use was found to have a considerable impact on perceived usefulness of technological advancement in education which backed up Rui-Hsin and Lin (2018) in Taiwan, and Rafiee and Abbasian-Naghneh (2019) in England & Wales, who claimed that when consumers consider innovative approaches to be simple, they would sense more advantages or utility. It means Google Meet meets with consumers to make the platform easier to use and to reap the benefits of utilizing an app. The system's high utilization intensity indicates that it is simple to operate (Marey & Purwanto, 2020). In Indonesia, Online interactions are improved through ease of use (Jauw & Purwanto, 2017). The platform for Google Meet is being upgraded; thus, Javier Soltaro, Vice President of G Suite, said that this platform will be available to all users globally, allowing individuals to develop communication, collaborate, and stay in contact if the epidemic is active (The Jakarta Post, 2020) in San Francisco, United States. Users in

business and education can benefit from Google Meet. For example, Dave (2020) in Indonesia, stated that users may utilize Gmail.com to join a Google Meet video conference, and a commercial videoconferencing service is now available for free to all customers (The Jakarta Post, 2020).

It was unveiled that perceived ease of use has a major impact on people's willingness to utilize Google Meet. There would have been learner retention before the institution used Google Meet to facilitate online learning. However, when they apply and then see how simple it is to use, they have a distinct perspective and a good image of the platform. . It was supported by Pedroso, Oducado, Ocampo, Tan, & Tamdang (2021), highlighting that higher class engagement from videoconferencing tools, as well as a more beneficial and easy-to-use view of videoconferencing platforms, will most likely result in a higher intention to utilize these technologies. It demonstrates that Google Meet's user-friendliness fosters a favorable attitude toward the platform. This research backs the findings of Boateng et al. (2016) in the University of Ghana, who discovered that people had a positive attitude toward innovation when they consider it to be simple to use. A positive view about a product is dependent on the simplicity or effortlessness with which the invention is used. The findings show that the perceived utility of Google Meet has a considerable impact on attitudes toward using it. This study supports the results and findings of Boateng et al. (2016) in the University of Ghana, who discovered that a good attitude toward the e-learning system is created by a positive sense of advantages.

One of the benefits of adopting asynchronous distance learning is that teachers may hold real-time online courses using the above programs, in which they can interact with their learners via live conversations on Google Meet and then give them assessments using Google Forms. On the other hand, Pedroso (2021) said that teaching and learning activities that provide experience and meaningful learning boost students' understanding. But in this regard, Mobo (2020) in Indonesia, claimed that because all the activities are done online, teachers may authenticate the records online and then do online activities such as holding courses using Google Meet, establishing calendars as schedules that redirect to the Google Meet class, and giving assessments online with feedback. During the COVID-19 pandemic, online learning was successfully implemented. This is demonstrated by the fact that the reaction is satisfactory, learning is fixed, behavior is fixed, and learning outcomes are increased in Indonesia (Suprianto, Arhas, Mahmuddin, & Siagian, 2020). In addition, learners were able to navigate without exerting undue effort, and their interactions with both platforms were quick and efficient (Arifin, Zaidin, Piu, Ruktiari, Rizal & Arifin, 2021). As a result, Mustikaningrum (2021) in Semarang State University of Indonesia, stated that using the discovery learning paradigm with the Google Meet application can increase critical thinking abilities and learning results of the learners. The findings of this study have significance for developing methods to increase learning output quality (Mustikaningrum, 2021).

The pre-service teachers in University of New York used online teaching experiences to connect with children and to reflect on how to best enhance young children's growth and learning using online communication platforms (Kim, 2020). The correlation between these engagement measures and the number of classes completed online implies that an online environment may enhance some forms of involvement while discouraging others. Dumford & Miller (2018), in USA, said that these findings should be considered when creating online course content, and teachers should think about how to foster learner involvement across a range of distribution methods. While the type of feedback made a substantial impact in transactional distance perception, it had no effect on critical thinking abilities, according to the research. When the influence of feedback form on learners' transactional distance perception was explored, it was discovered that the group receiving video-based feedback in online conversations had the lowest transactional distance perception. This was followed by the groups that received graphic and text-based comments in Bartin University, Turkey (Yilmaz & Yilmaz, 2020).

There was a huge number of learners who found the use of Google Meet effective in the acquisition of knowledge which was directly grasped from the teachers to the learners. However, it also possessed limitations, drawbacks, and constraints affected by the learners' learning environment. According to the study conducted by Radu, Schnakovszky, Herghelegiu, Ciubotariu, and Cristea (2020) in Bacau, Romania, the majority of learners were content with the university's lockdown measures and the manner the teaching—learning—assessment process was carried out, according to the poll results. However, some learners complained about a lack of adequate infrastructure, less effective learner-teacher communication and interaction, impossibility of performing practical applications, lack of socialization, lack of learning motivation, less objective examination (e.g., possibility of cheating), and physical and mental health degradation (e.g., too much time spent in front of screens, installation of a sedentary lifestyle). Signal issues and internet quotas are the most common issues learners' experience. Increasing internet bandwidth, enhancing ICT competence, and connecting with academics and university administrators are some of the problem-solving tactics adopted in Indonesia (Wiyono, Indreswari & Putra, 2021). Around 70% of learners participated in e-learning throughout the lockdown time. The majority of the learners utilized Android phones to participate in e-learning. Learners have been dealing with depression and anxiety, as well as bad internet access and an unsuitable learning environment at home. During this pandemic, learners from rural places and underprivileged groups confront great hurdles in their studies (Nanigopal et al., 2020). Questions concerning e-learning readiness, design, and efficacy remain unanswered, especially in developing countries like India, where technological restrictions such as device appropriateness and bandwidth availability represent a severe barrier (Muthuprasad, Aiswarya, Aditya, Girish & Jha, 2021). It is worth noting that the online learning process is frequently prejudiced. The survey also discovered that many learners encountered significant obstacles in e-learning, with a significant percentage of learners unable to attend online classes. Due to a shortage of energy and inadequate internet connectivity, learners from distant locations and underprivileged groups were mostly denied access to online learning. In this crisis moment, poverty exacerbates the difficulty of digital learning (Nanigopal et al., 2020). Aside from the fact that various factors can be scrutinized viably-- bringing both positive impacts and limitations to the use of Google meet as a medium of instruction, (Pedroso, Siason & Tangco-Siason, 2021) stated that professional responsibility and operational accountability for shaping the school environment for the safety of all stakeholders, as well as allowing teachers to do their duties through technology-assisted capacity-building programs, are critical. Thus, it can be implied that teachers also hold accountability in the progress of learners.

In this period of uncertainty brought on by the pandemic COVID-19, the University's stakeholders are concerned about online distance learning. The abrupt shutdown of school had a significant effect on education, therefore schools and teachers decided to use technology to communicate with their learners and continue delivering instruction. However, the abrupt deployment of online distance learning was regarded as inadvisable, and preparation is a major concern. Learners have fundamental technical abilities in online distance learning through the usage of Google meeting, they have developed knowledge even without physical interaction and at their leisure. Teachers and learners' motivation to become effective online learners/teachers is hampered by other issues they are currently dealing with. The learners' main obstacles include gadgets or equipment helpful for online distance learning,

as well as unstable internet connectivity and/or technical struggles in joining digital learning to complete academic responsibilities. Even though the benefits of online distance learning have shown to be beneficial based on linked studies, this can only be achieved if learners have adaptive situations suited for the conduct of such mode of learning. Despite the fact that Google Meet has become an effective educational tool, many of the informants also stated significant disturbances that hampered online learning and the disadvantages of using Google Meet in a synchronous meeting. As a result, learners' attitudes about online distance learning are significantly linked to the advantages of online distance learning. It was also discovered that institutional preparation has been incredibly important in the realization of the advantages of online distance learning. Because of this, the attitude toward the character of a successful online learner, adaptability to changes in the online environment, and the relationship that develops between the school, the teacher, and the learner are all significant factors that can make online distance learning possible in this study. Furthermore, this study presents relevant data that reflects inequality and differences between learners and how each societal background possesses an immense value to acquire proper education in the contemporary world. The researchers stand with equal access to quality education: thus, the adversities that are uncertain and are out of their control hampered their ability to attain this human right to education. With this have been said, the recommendations that the researcher would like to call upon is the responsibility that relies to the education system, most especially to the government sector who have the authority to implement regulations that secure health and safety but at the same time pull the learners up towards educational attainment in the midst of the global pandemic. While it is true that learners' motivation to learning, access to modern technology, conducive learning environment, and the relationship between teachers and learners also influence the eagerness in learning, the use of Google Meet alongside the system and learning management of the administration are the main factors that also dwells with the effectivity of Google Meet discussion in the acquisition of knowledge of pre-service Social Studies teachers. Overall, this study calls for the attention of the school administration to see that there is still educational inequality and their lack of responsibility in giving learners access to quality education. Moreover, the use of Google Meet may be effective to the privileged learners, others having limited access to technological advancement and the restrictions present in their environment affects the process of learning. Open the schools now. This may still be one of the resounding calls of the learners in the midst of this global pandemic.

The restricted access to all learners, teachers, and administrators is a drawback of this study. Only learners with an internet connection were active participants of synchronous online discussion using Google Meet video conferencing platform were given the opportunity to participate in this study.

4. Conclusion

Online learning, especially the integration of Google Meet as the medium of instruction, has aided the pursuit of educational attainment towards the learners amid the pandemic. Everyone in the academe, especially those who have just switched to this method, sees online distance learning as a sign of possibility and challenge. The experiences may be viewed as chances for everyone to understand how flexible learning can be tailored to the specific requirements of stakeholders while still achieving the educational purpose. Although the experience with online distance learning may cause some concern, the difficulties experienced during implementation may lead to the awareness that there is still more to learn and better, motivating stakeholders to keep moving and learning. Even if online platforms can assist teachers and learners in going online with their learning, they will not be able to replace face-to-face meetings and discussions, according to many stakeholders and based on the results that have been gathered. During the typical classroom set-up, a sense of belonging might be felt. As a result, social connection benefits both teaching and learning. This research might also serve as a foundation for developing policies and programs for implementing online distance learning. The study discovered elements that allowed for online distance learning throughout the pandemic. Learners cannot just return to normal once the curve has been flattened; everyone will be confronted with the "new normal," which will result in the latest problems requiring new laws and programs to be implemented. This research suggests that assistance for learners and teachers be designed and executed, as well as a policy and organized program for online distance learning implementation tailored to the "new normal" setting. Furthermore, this study implied the relevance of Google Meet discussion to many learners in spite of the limitations that are uncontrollable at any point of the circumstance.

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- The Researchers

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