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UNDERGRADUATE STUDENTS' PERCEPTION OF LEARNER AUTONOMY FOSTERED THROUGH GOOGLE CLASSROOM IN ONLINE INSTRUCTION

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Abstract

The increasing use of online learning platforms such as Google Classroom has transformed how English as a Foreign Language (EFL) is taught and learned. However, limited research has explored students' perceptions of these platforms in promoting learner autonomy, especially in Indonesian higher education. This study aims to examine how undergraduate English education students view the role of Google Classroom in fostering learner autonomy during online classes. Using a descriptive quantitative approach, data were gathered through a structured Likert-scale questionnaire given to 30 students at a public university in Malang, Indonesia. The findings show that students generally hold positive perceptions, especially regarding their ability to take responsibility for their learning (M = 3.67), work independently (M = 3.43), and stay motivated (M = 3.50). They also reported active involvement in goal setting and personal study planning. These results suggest that Google Classroom offers a supportive environment for developing important aspects of learner autonomy. The study adds to the growing body of knowledge on digital learning by providing empirical evidence that structured online platforms can encourage autonomous learning behaviors in EFL settings.

Keywords: EFL learning, Google Classroom, learner autonomy, students' perceptions

INTRODUCTION

Nowadays, the development of student autonomy has become the cornerstone for fostering lifelong learning skills and preparing students to face the dynamic challenges of the 21st century. Learner autonomy, characterized by students' ability to take control of their learning process, set goals, monitor progress, and evaluate outcomes, is increasingly recognized as an essential component of effective pedagogy (Little, 2020). In the field of language learning, autonomy has long been recognized as an important factor in enhancing learners' ability to acquire language skills in an autonomous and meaningful way (Ayllón et al., 2019; Beseghi, 2018). Holec (1981) defines learner autonomy as the ability to take responsibility for their learning, including setting goals, choosing learning methods, and evaluating results. Benson, 2013 extended this concept by categorizing autonomy into three dimensions: control over learning management, cognitive process, and learning content. Furthermore, Little (2007) emphasizes that autonomy involves critical reflection, decision-making, and a proactive

attitude in self-management and social interaction.

The existence of digital technologies in education provides a promising avenue to promote learner autonomy, especially in online and blended learning environments. Tools such as Google Classroom offer students flexible access to learning resources, opportunities to set study schedules, and platforms to communicate and collaborate beyond the confines of the traditional classroom. In Indonesia, especially during and after the COVID-19 pandemic, the adoption of digital platforms in higher education has increased, demanding greater student independence in navigating digital content and tasks (Wiwin et al., 2022). Based on these theoretical considerations, several empirical studies have explored the role of digital tools in enhancing learner independence across various learning contexts.

Several previous studies have indicated that Google Classroom plays a significant role in enhancing learner independence. Amin & Sundari (2020) observations indicated that the platform enhanced students' motivation and independence. In a similar study, Choi and Lee (2020) found that digital tools facilitate self-regulated learning. In the context of the English as a Foreign Language (EFL) classroom, Andini (2022) and Butarbutar et al. (2023) have substantiated the pivotal role of digital platforms in enhancing students' capacity for self-regulated learning. Furthermore, studies such as Al-Maroof & Al-Emran (2018) and Baseghi (2022) highlight the effectiveness of Google Classroom in facilitating time management, assignment collection, and providing learning feedback. However, while a significant number of studies have explored the use of Google Classroom, few have specifically examined how students perceive its role in developing learner autonomy, particularly in EFL settings in Indonesia.

While numerous studies have emphasized the advantages of Google Classroom in promoting learning, the depth and consistency of its impact on learner independence remain unclear. For instance, Putri and Wulandari (2022) reported that although students expressed satisfaction with the flexibility of Google Classroom, not all of them exhibited self-regulated learning behaviors. In a similar vein, Setiawan and Wahyuni (2021) discovered that learners' autonomy is not solely influenced by the platform's features, but is also shaped by their digital readiness and literacy. These findings suggest that the effectiveness of Google Classroom in fostering independence may differ depending on learner characteristics and instructional design.

In alignment with the growing effectiveness of digital tools in promoting learner autonomy, several studies have affirmed the integration of digital platforms in language education. The study by Andina et al., (2020) found that learner autonomy was strongly correlated with writing performance, and digital competence was moderately related to that performance. They also reported a significant relationship between the combination of learner autonomy and digital skills in improving academic outcomes. Furthermore, Liu et al., (2020) stated that multimedia-assisted instruction supports students in accessing information effectively and increases their interest in continuous learning. These findings highlight that digital platforms not only facilitate access to materials but also encourage independent behaviour and learner engagement in academic contexts.

Several studies have explored the integration of digital platforms in language education, particularly in promoting learner autonomy through Google Classroom and similar technologies (Muslem et al., 2024;

Nasri et al., 2017; Wijayanti et al., 2024; Wulandari & Mandasari, 2023). Nasri et al. 2017 showed that students engaged in blended learning using Google Classroom achieved higher levels of writing proficiency compared to students taught using traditional methods. Google Classroom significantly contributed to improving students' learning independence during online learning. In addition, Wulandari and Mandasari (2023) argue that technology-mediated learning encourages students to take ownership of their education, thereby strengthening their capacity for independence. These studies collectively show that the integration of digital platforms such as Google Classroom not only improves academic performance but also plays an important role in learning in the digital era.

Despite extensive research on the benefits of Google Classroom, there remains a limited understanding of how students view its role in fostering learner autonomy, especially within EFL contexts in Indonesian higher education. Most studies have concentrated on academic performance or platform usability, with few exploring how learners experience and interpret autonomy-related features like goal setting, independent decision-making, and self-monitoring. This research seeks to address that gap by examining learner autonomy from the students' perspectives towards Google Classroom.

Since learner autonomy does not develop automatically, even in environments rich in technology, it requires intentional cultivation through structured and supportive educational strategies. In online platforms such as Google Classroom, students might still face challenges in maintaining self-regulation without proper pedagogical scaffolding. Consequently, although digital tools offer the framework, effective pedagogical approaches are essential for cultivating genuine learner autonomy (Holec, 1981).

Therefore, this study aims to address the existing gap by exploring how undergraduate students perceive Google Classroom's role in promoting learner autonomy in EFL online instruction. By focusing on specific aspects of autonomy such as goal setting, self-monitoring, and independent decision-making, this research provides practical insights for designing more autonomy-supportive digital environments in Indonesian higher education. The guiding research question for this study is: What are undergraduate students' perceptions of learner autonomy through the use of Google Classroom in EFL online instruction?

METHODOLOGY

This study employed a descriptive quantitative design to investigate undergraduate students' perceptions of learner autonomy while using Google Classroom in online English instruction. This approach was chosen to systematically gather and present factual data regarding students' views without manipulating variables, in line with the principles of descriptive research (Creswell, 2012). The study was conducted at a public university in Malang, Indonesia, and involved 30 English education students (12 males and 18 females). Convenience sampling was used for participant selection due to their accessibility and prior experience with Google Classroom in online learning environments. Their familiarity with the platform in real learning contexts made them suitable participants for this study.

The data were collected using a closed-ended questionnaire adapted from Benson's (2011) framework of learner autonomy. The instrument includes 17 items exploring students' perceptions across key areas, such as goal setting, learning

management, self-monitoring, strategy use, and motivation. Its content validity was reviewed by an expert in English education and educational research with over 30 years of teaching experience to ensure clarity, relevance, and appropriateness of each item. Each item was rated on a four-point Likert scale, from 1 to 4 (1 = strongly disagree, 4 = strongly agree). The questionnaire was carefully developed through a thorough review of relevant literature to ensure it accurately reflects autonomous learning behaviors facilitated by digital platforms, with particular focus on Google Classroom.

The questionnaire was distributed through Google Forms. The link was shared by class representatives in their respective class group chats. Prior informed consent was obtained from all participants, ensuring they understood the study's objective and participated voluntarily. The average completion time for the questionnaire was between five and eight minutes. To analyze the data, researchers employed descriptive statistical methods, including mean scores, standard deviations, and percentages, using SPSS. This analysis aimed to identify overall trends and provide insights into students' perceptions of learner autonomy in the context of online English instruction using Google Classroom.

RESULT AND DISCUSSION

Students' perceptions of fostering learner autonomy using Google Classroom in online instruction

Table 1. Descriptive Statistics

	N	Min.	Max.	Mean	Std. Deviation
Respondent	30	36	60	49.63	5.156
Valid N (listwise)	30				

The table presents the descriptive statistics of students' perceptions regarding learner autonomy through Google Classroom, with a minimum score of 36 and a maximum score of 60. In addition, the mean score is 49.63, with a standard deviation of 5.156, indicating moderate response variability.

Students' perceptions of the role of Google Classroom in fostering learner autonomy were shown in Table 2.

Table 2. The Results of Undergraduate Students' Perception

Items	SD (1) F	SD (1) %	D (2) F	D (2) %	A (3) F	A (3) %	SA (4) F	SA (4) %	Mean	Std. Deviation
I take responsibility for managing my learning using Google Classroom	1	3.3%	-	-	7	23.3%	22	73.3%	3.67	.661
I can work independently without relying on constant teacher guidance	-	-	3	10.0%	11	36.7%	16	53.3%	3.43	.679
I set learning goals before starting tasks on Google Classroom	-	-	1	3.3%	19	63.3%	10	33.3%	3.30	.535
I make a personal study plan when completing assignments online.	-	-	1	3.3%	18	60.0%	11	36.7%	3.33	.547
I often reflect on my learning progress after finishing tasks in Google Classroom.	-	-	3	10.0%	20	66.7%	7	23.3%	3.13	.571
I evaluate how well I did after each Google Classroom activity.	-	-	1	3.3%	15	50.0%	14	46.7%	3.43	.568
I use different strategies to complete tasks assigned through Google Classroom.	-	-	3	10.0%	23	76.7%	4	13.3%	3.03	.490
I search for additional resources to support my tasks.	-	-	1	3.3%	18	60.0%	11	36.7%	3.33	.547
I review and revise my work before submitting it on Google Classroom.	-	-	3	10.0%	23	76.7%	4	13.3%	3.03	.490
I decide how much time to spend on each Google Classroom task.	1	3.3%	3	10.0%	14	46.7%	12	40.0%	3.23	.774
I use Google Classroom to plan my learning activities effectively.	-	-	4	13.3%	17	56.7%	9	30.0%	3.17	.648
I check the feedback from my lecturer to improve my future performance.	-	-	4	13.3%	13	43.3%	13	43.3%	3.30	.702
I search for additional resources to support my tasks.	-	-	1	3.3%	18	60.0%	11	36.7%	3.33	.547
I review and revise my work before submitting it on Google Classroom.	-	-	3	10.0%	23	76.7%	4	13.3%	3.03	.490
I feel motivated to learn English through Google Classroom	-	-	1	3.3%	17	56.7%	12	40.0%	3.37	.556
I enjoy the learning activities provided in Google Classroom	-	-	1	3.3%	17	56.7%	12	40.0%	3.37	.556
I feel more engaged and motivated when using Google Classroom.	-	-	1	3.3%	13	43.3%	16	53.3%	3.50	.527

Based on the results of the questionnaire, the majority of students responded positively to the use of Google Classroom in supporting learner autonomy. Overall, most of the 17 items recorded over 90% of responses in the "agree" and "strongly agree" categories. In contrast, the

"disagree" and "strongly disagree" options appeared very infrequently, often below 10%, and sometimes not at all. In items have each different dimension. The bar chart provides a clearer comparison of students' responses, highlighting areas of strength as well as those that may require further development. See Graph 1 below for representation of the mean scores across all items.

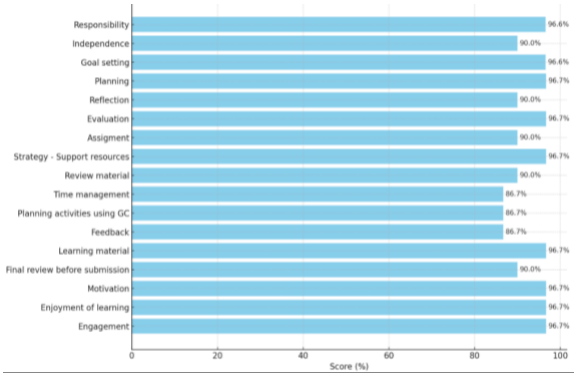

Figure 1. Students' perception of the dimension

The item with the highest level of agreement, "I take responsibility for managing my learning using Google Classroom," demonstrates nearly 97% agreement and a mean score of 3.67, strongly indicating a pervasive sense of student agency and self-efficacy within the digital learning environment. This finding suggests that Google Classroom effectively empowers students to assume an active and accountable role in their educational journey, moving beyond passive reception of information. Concurrently, the statement "I feel more engaged and motivated when using Google Classroom" garnered a remarkable over 96.7% agreement and a mean score of 3.50. This high level of reported engagement and positive emotional response is crucial, as motivation is intrinsically linked to sustained learning and persistence, particularly in online or blended learning contexts. These results collectively highlight Google Classroom's potential not only as a tool for content delivery but as a catalyst for fostering learner autonomy and intrinsic motivation.

Regarding the item "I can work independently without relying on constant teacher guidance," also received a relatively high mean score of 3.43, a total of 90.0% suggesting students' comfort and capability in navigating learning tasks autonomously within Google Classroom. This is a positive indicator for fostering self-directed learning skills. Similarly, "I evaluate my learning" received 96.7% and the same mean score of 3.43, highlighting a tendency toward self-assessment.

In terms of goal setting and planning, items such as "I set learning goals," "I make a personal study plan," and "I use support resources strategically" all received mean scores around 3.33, with 96.7% showing that most students are taking initiative to prepare and organize their learning using Google Classroom. The high percentages of agreement indicate that students perceive themselves as actively engaging in preparatory and organizational tasks, which are foundational components of effective self-regulated learning

Regarding learning strategies, items such as "I use different strategies to complete tasks" and "I review before submission" both received the lowest mean scores at 3.03, with 90.0% suggesting that a general acknowledgment of these practices, the lower mean scores, particularly in comparison to other items, indicate that these crucial iterative processes of review and revision are not yet deeply ingrained as consistent and robust routines in students' learning behaviors.

Finally, the opinions of the students when asked about their satisfaction and motivation were generally good. A mean score of 3.37 was assigned to statements such as "I enjoy learning using Google Classroom" and "I feel motivated when learning with Google Classroom." This

indicates that 96.7% of respondents agreed with these statements. Consequently, this suggests that they have a typically positive emotional response to the use of the platform in order to enhance their learning process.

Overall, the results indicate that students demonstrate a strong sense of responsibility and independence in managing their learning through Google Classroom. Students are proactive in setting learning goals, planning their studies, and remaining motivated and emotionally engaged with the online learning process. However, there is room for improvement in reflective practices and in consistently applying learning strategies such as reviewing material and conducting a final check before submission. These findings highlight the need for additional support to foster deeper reflection and the consistent use of effective learning strategies in a digital environment.

The findings revealed that students value self-directed learning features, such as flexible access to materials, clear assignment instructions, and timely feedback. These features empower students to decide on their learning schedule, manage their progress, and revise their assignments before submitting them. It means that the findings show a number of characteristics of self-directed learning, including flexible access to materials, clear assignment instructions, and quick feedback, were found to be highly valued by students, according to the research. Students have the ability to make decisions on their learning schedule, track their progress, and make changes to their assignments before submitting them; these elements provide them this power.

Align with a study by Little's (1991) fundamental perspective on self-directed learning, which emphasizes student control over the planning, execution, and assessment of their learning. Using Google Classroom as a learning medium allows students to independently access downloadable content, participate in asynchronous discussion forums, and manage integrated time frames. This provides an environment that encourages responsibility and self-direction. These findings are consistent with previous research showing that well-structured digital learning platforms create conveniences that facilitate self-directed learning behaviour (Alamer & Almaghlouth, 2024)

Another supportive factor identified in this study was the flexibility and accessibility of the learning content provided through Google Classroom. Previous studies have emphasized that learner autonomy is fostered when students control the time, place, and pace of their learning (Little, 2007; Benson, 2011). In this study, most students reported that the platform enabled them to independently review, revise, and manage their assignments, which are core principles of self-regulated learning. The asynchronous nature of assignment submission and the constant availability of resources encouraged self-regulated learning behaviours and self-monitoring practices.

These findings align with previous studies confirming that digital learning environments offering flexible access and self-regulated learning opportunities significantly support learner autonomy, motivation, and engagement in online contexts (Amin & Sundari, 2020; Papamitsiou & Economides, 2019). By enabling students to review materials and manage their time, Google Classroom bridges the gap between teacher direction and student ownership, fostering self-regulated learning habits.

Several previous studies have emphasized the importance of learner autonomy in the EFL context, particularly concerning digital integration platforms. The study by Oyarinde et al. (2020) discovered that undergraduates exhibited high levels of autonomy when using Google Classroom. These findings align with the current study,

in which students also reported positive perceptions of using Google Classroom to foster autonomy. Similarly, (Borova et al., 2021) found that learners in a blended learning environment took on more responsibility for planning and managing their studies. The structured yet flexible nature of bold platforms, such as Google Classroom, contributes significantly to the development of self-regulated learning strategies, an important component of learner autonomy. These findings support the idea that autonomy increases when students have access to platforms that support both synchronous and asynchronous learning.

In contrast to the other study, which mainly examined students' time management in blended settings, this study highlights students' emotional and reflective aspects, such as motivation and self-assessment. The results imply that learner autonomy involves more than task management. It also includes internalizing learning responsibilities and emotional involvement. For example, game-based tools like Wordwall noticeably increased student engagement and motivation, encouraging them to take responsibility for choosing learning content that matches their goals and pacing (Nguyen, 2025). This aligns closely with the study findings, where motivation (M = 3.50) and enjoyment (M = 3.37) were among the most strongly endorsed items. The students by Nguyen also reported feeling more engaged and self-motivated when using Google Classroom, indicating that even non-game-based platforms can foster similar emotional autonomy when well-structured.

Similarly, Duc and Hang (2024) found that students taking online courses via Moodle and Microsoft Teams showed increased self-awareness and learning autonomy, along with measurable gains in reading comprehension and study routines. These findings are comparable to the present study's results, particularly in the areas of goal setting (M = 3.33) and personal study planning (M = 3.30), where students showed a strong inclination toward organizing and managing their learning independently. Both studies suggest that digital platforms that support consistent access and clear task structures can promote proactive planning behaviors and self-management skills among learners.

Moreover, Ribahan and Muslimin (2025) reported that students demonstrated high autonomy in navigating digital resources, though some challenges related to maintaining focus and technical limitations. These findings are comparable to the present study's results, particularly in the areas of goal setting (M = 3.33) and personal study planning (M = 3.30), where students showed a strong inclination toward organizing and managing their learning independently. Both studies suggest that digital platforms that support consistent access and clear task structures can promote proactive planning behaviors and self-management skills among learners.

Recent research lends credence to the notion that digital tools that are thoughtfully built have the potential to considerably enhance student autonomy. This is especially true in situations when learners are provided with sufficient access, organised supervision, and a wide range of digital materials.

Furthermore, Yahaya et al., 2020 supported the idea that learners' awareness of their learning goals, motivation, and reflection is positively impacted by self-regulated learning practices. Participants in the study showed a strong belief in the importance of taking responsibility for their learning progress. Furthermore, students emphasized that English as a Foreign Language (EFL) undergraduate students see autonomy as a process shaped not only by the individual but also by the learning environment and digital devices. It concluded that the availability of resources

and accessibility of learning materials, as well as instructor guidance through the platform, play a significantly to fostering learner autonomy.

Google Classroom is considered most supportive of learner autonomy when it provides flexible access to learning materials, clear instructions, timely feedback, and opportunities for independent learning. These features give students greater control over their learning process and increase their sense of responsibility and engagement. Additionally, Papamitsiou & Economides (2019) emphasize that the structure and interactivity of digital platforms can foster metacognitive awareness and reinforce independent learning habits in students. With autonomy-friendly features such as self-assessment opportunities and individual management tasks, students can develop into independent learners who are able to navigate learning effectively.

CONCLUSION

The study titled "Undergraduate Students' Perception of Fostering Learner Autonomy through Google Classroom in Online Instruction" provides information on how English language learners perceive Google Classroom's role in supporting their autonomy in online learning environments. The findings suggest that students generally have positive perceptions and recognize that Google Classroom features, such as asynchronous learning access, assignment submission control, teacher feedback, and resource sharing, foster their ability to take responsibility for their own learning. These perceptions align with the principles of self-regulated learning, in which learners actively plan, monitor, and evaluate their academic tasks.

This study reveals that digital platforms like Google Classroom can effectively promote learner autonomy, particularly in online learning environments. When digital tools are integrated into a pedagogy that supports self-regulation, such as through timely feedback, flexible deadlines, and self-directed learning resources, students tend to demonstrate greater motivation and responsibility in managing their own learning processes. These findings reinforce previous studies emphasizing the synergy between self-regulated learning environments and student autonomy development (Amin & Sundari, 2020; Papamitsiou & Economides, 2019; Khulaifiyah et al., 2022).

However, this study was conducted in a single institutional setting and relied on a small sample of 30 students who were selected using convenience sampling. Consequently, the findings may not generalize to a broader population or educational contexts. Additionally, the exclusively quantitative descriptive design limited the depth of understanding of students' personal experiences, motivations, and contextual influences on learner autonomy. Future research would incorporate qualitative or mixed methods approaches to gain a richer, more nuanced understanding by exploring students' reflections, behaviours, and classroom interactions in greater depth.

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