



# Utilization of Google Workspace through a Belajar.id Account in the Learning Activities of Teachers at State Junior High School 1 Caringin

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**Abstract:** Digital transformation in education has become a strategic priority in Indonesia, particularly through the implementation of belajar.id accounts as part of the school digitalization program launched by the Ministry of Education, Culture, Research, and Technology. This initiative offers teachers access to Google Workspace for Education as a tool to support digital-based learning and strengthen pedagogical innovation. However, despite its availability, its utilization rate among teachers varies. This study aims to analyze the extent to which teachers at State Junior High School 1 Caringin utilize belajar.id accounts in the learning process, identify factors that support and hinder their utilization, and analyze their impact on teaching practice. This research used a descriptive qualitative method with a case study approach. Data were collected through online questionnaires, interviews, and observations of teachers involved in digital learning activities. The results indicate that although most teachers have activated and used their belajar.id accounts, their use is still limited to basic features, such as Google Classroom, Google Meet, and Google Drive. Advanced features such as Google Forms, Jamboard, and Google Calendar are used less frequently due to limited digital skills and technical constraints, including internet stability and device access. This study concludes that enhancing digital competency through structured training and school policy support is crucial for optimizing the use of belajar.id as part of a sustainable digital learning ecosystem. Therefore, policies supporting the provision of adequate infrastructure and ongoing training programs for teachers are needed to improve the effectiveness of digital learning implementation.

**Keywords:** Belajar.Id Account, Digital Learning, Google Workspace For Education, Teacher Competency, Implementation.

## Introduction

The development of information technology in recent years has brought significant changes to the world of education (UNESCO, 2020; Dwivedi et al., 2020). This change is evident in the shift from conventional learning methods to a more digital approach. This situation has become increasingly apparent since the COVID-19 pandemic, which has accelerated the use of distance learning systems at

various levels of education (UNESCO, 2020; Ramdani et al., 2023).

In Indonesia, this effort is reinforced through government policies within the education digitalization program developed by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2022). One implementation is the provision of belajar.id accounts for teachers and students, integrated with Google Workspace for Education services to support digital learning (Kemendikbudristek, 2023). This program is expected to help improve digital literacy,

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simplify the learning process, and expand access to various technology-based learning resources (Kemendikbudristek, 2023; Zebua, 2025).

However, various studies indicate that the utilization of belajar.id accounts in schools is not yet fully optimal. Zaini et al. (2023) stated that the level of use still varies, depending on each teacher's digital readiness and skills. Putri and Indrawadi (2024); Rahmawati and Ariyati (2025) also found that Google Workspace usage is still dominated by basic features like Google Classroom and Google Meet. Furthermore, several obstacles such as limited devices, low digital competency, and internet connection issues still hinder the implementation of technology-based learning (Hadisaputra et al., 2019; Fauziah & Nugroho, 2024).

This situation indicates that technology availability has not been fully followed by optimal utilization, creating a gap in technology use in education (Mastam et al., 2024). Theoretically, the use of technology in learning can be explained through the Technology Acceptance Model (TAM) proposed by Davis (1989).

This model explains that someone will use technology if they perceive it as useful and easy to use. Furthermore, the UTAUT model developed by Venkatesh et al. (2003) also emphasizes that environmental factors, social support, and the availability of facilities influence a person's decision to use technology. In the educational context, successful technology use is also closely related to teachers' digital competence, both in terms of technical skills and their ability to integrate technology into learning (Yustiqvar et al., 2019; Ramdani et al., 2023). Although research on digital learning continues to grow, most research still focuses on schools in urban areas or uses a large-scale survey approach.

Research specifically examining the use of Google Workspace features in more depth, especially in non-urban schools, is still relatively limited. Previous studies tend to discuss the use of digital platforms in general without examining actual conditions on the ground more specifically (Sari et al., 2022; Ghaida et al., 2025). Therefore, there are still research gaps that need to be filled, particularly regarding the use of belajar.id accounts in schools with different conditions, such as State Junior High School 1 Caringin.

Based on this, this study aims to analyze how belajar.id accounts are utilized by teachers at State Junior High School 1 Caringin, both in terms of feature usage, supporting and inhibiting factors, and their impact on the learning process. The results of this study are expected to provide a more concrete picture of the implementation of digital learning at the school level,

as well as provide considerations in the development of future policies and teacher training programs.

In line with this objective, the research questions posed are as follows: (1) what are the levels and forms of belajar.id account utilization by teachers in learning; (2) what are the factors that support and inhibit its use; and (3) how does the use of belajar.id accounts impact teachers' learning practices.

## Method

This research used a qualitative descriptive approach with a case study method. This method was chosen because the research aimed to gain a deeper understanding of the use of belajar.id accounts in a real-world school context. The case study approach allowed researchers to explore teachers' experiences, processes, and interactions in using belajar.id accounts in greater detail (Assyakurrohim et al., 2023). The research was conducted at State Junior High School 1 Caringin, Garut Regency, in March 2025. The subjects were ten subject teachers selected using a purposive sampling technique. Inclusion criteria included: (1) teachers with active belajar.id accounts, (2) having used belajar.id accounts in their teaching for at least the last semester, and (3) being willing to participate as respondents. Exclusion criteria were teachers who had never used belajar.id accounts in their teaching.

Data collection was conducted through questionnaires, interviews, and observations. The questionnaire was structured based on indicators of belajar.id account utilization, including: (1) intensity of account use, (2) types of Google Workspace features used, and (3) obstacles encountered in using them. The questionnaire instrument underwent content validity testing using expert judgment and reliability testing using internal consistency (Cronbach's Alpha). Semi-structured interviews were conducted to delve deeper into teachers' experiences and challenges, while observations were conducted to directly observe the practice of using belajar.id accounts in teaching.

The research procedure consisted of problem identification, instrument planning, data collection, data analysis, and preparation of a research report. Data analysis was conducted using the Miles and Huberman qualitative analysis model, which includes data reduction, data presentation, and conclusion drawing (Creswell, 2018). Questionnaire data were analyzed descriptively to generate categories such as level of use (high, medium, low), percentage of feature use, and frequency of challenges experienced by teachers. Interview data were analyzed using thematic analysis techniques to identify supporting and inhibiting factors in the use of belajar.id accounts. To

ensure data validity, triangulation techniques were used, including source triangulation (between teachers), method triangulation (questionnaires, interviews, observations), and theory triangulation.

The indicators analyzed in this study include:

1. Intensity of use of belajar.id accounts in learning (high, medium, low),
2. Types of Google Workspace features used (Google Classroom, Google Forms, Google Drive, Google Meet, and Jamboard),
3. Barriers to using belajar.id accounts (internet connection, limited devices, and digital competency), and
4. Impact of belajar.id account use on teachers' learning practices.

### Result and Discussion

Based on established indicators in the method, namely the intensity of use of the belajar.id account, the types of features used, the obstacles encountered, and its impact on learning practices. Data were obtained through questionnaires, interviews, and observations of ten teachers at State Junior High School 1 Caringin with diverse digital adoption backgrounds. The analysis was conducted using a qualitative descriptive approach supported by quantitative data to strengthen the interpretation of the findings. The results showed that all respondents had activated and used their belajar.id accounts in learning activities. However, the intensity of use varied, indicating differences in the level of technology adaptation among teachers. This variation is visualized in Figure 1, which depicts the distribution of teachers' levels of belajar.id account use. Figure 1. Distribution of Teachers' Intensity of Belajar.id Account Use Caption: The figure shows the proportion of teachers based on high, medium, and low usage categories. This finding is supported by the data in Table 1, which shows that only a small proportion of teachers fall into the high usage category, while the remainder fall into the medium and low usage categories..

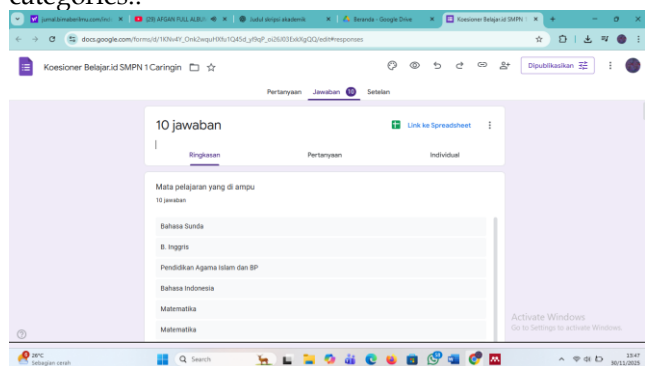


Figure 1. General image of respondents

Table 2. Intensity of Use of belajar.id Accounts

No	Usage Categories	Number of Teachers
1	High ( $\geq 5$ times/week)	2
2	Moderate (2-4 times/week)	4
3	Low ( $\leq 1$ time/week)	4

This situation indicates that the use of belajar.id accounts has not been fully integrated into daily learning practices, but rather remains situational. From a Technology Acceptance Model (TAM) perspective, this variation can be explained by differences in teachers' perceptions of perceived usefulness and ease of use. Teachers who perceive immediate benefits and ease of use tend to be more active and consistent in using belajar.id accounts. Conversely, teachers who do not yet have a positive perception of technology tend to use the accounts only to a limited extent.

Interview results indicate that internal factors such as teacher motivation, experience, and digital competence play a significant role in determining the intensity of use. Furthermore, external factors such as school support, training availability, and technological facilities also influence the level of belajar.id account utilization. Thus, variations in usage intensity are influenced not only by the individual but also by the institutional environment.

In addition to usage intensity, this study also examined the Google Workspace features used by teachers in their learning. The data in Table 2 shows that Google Classroom is the most widely used feature, followed by Google Forms and Google Drive, while Google Meet and Jamboard have lower usage rates.

Table 2. Features Used by Teachers in the belajar.id Account

No	Picture	Percentage of Usage
1	Google Classroom	80%
2	Google Forms	60%
3	Google Drive	50%
4	Google Meet	30%
5	Jamboard	10%

The dominant use of Google Classroom indicates that this feature has a high level of usefulness because it directly supports key learning activities such as material management, assignment assignments, and evaluation. Furthermore, its ease of use makes this feature more quickly adopted by teachers. Conversely, features like Jamboard and Google Meet have lower adoption rates because they require additional skills and more stable device and network support. This suggests that teachers tend to choose technology that is simple, easy to use, and relevant to their daily learning needs.

In the process of utilizing belajar.id accounts, this study also identified various obstacles faced by teachers. These obstacles are presented in Table 3, which shows that the main obstacles include unstable internet connections, a lack of understanding of advanced features, and device limitations.

**Table 3. Barriers to Using a belajar.id Account**

No	Obstacle	Number of Teachers
1	Internet is unstable	6
2	Don't understand advanced features	7
3	Device not supported	4

The data shows that the biggest obstacles stem not only from technical aspects, but also from teachers' digital competencies. This situation can be analyzed through the concept of the digital divide, which encompasses differences in access, capabilities, and utilization of technology. Teachers who have access to technology are not necessarily able to use it optimally without adequate skills. Furthermore, limited infrastructure, such as devices and internet networks, indicates that digital transformation in education still faces structural challenges that need to be addressed systematically. The use of belajar.id accounts also has a positive impact on learning practices, particularly in improving the efficiency and systematic management of learning. Teachers who actively use belajar.id accounts tend to be more structured in delivering material, assigning assignments, and conducting evaluations. However, this impact has not been felt evenly by all teachers due to differences in levels of technology utilization and readiness. This indicates that digital transformation in learning is still in the adaptation stage and requires further strengthening.

This indicates that improving teachers' digital competencies is a primary need, especially in utilizing advanced features that are not yet optimally utilized. Furthermore, schools need to provide adequate infrastructure support and policies that encourage the integration of technology into learning. With comprehensive support, the use of belajar.id accounts is expected to provide a more significant contribution to improving the quality of learning and developing digital-based school management.

Several factors influencing the use of belajar.id accounts can be seen from both internal and external perspectives. Internally, teachers' ability and confidence in using technology remain important factors. Meanwhile, externally, school support, the availability of facilities, and policies that encourage technology use are also significant. The most frequently encountered obstacles were unstable internet connections, limited

devices, and a lack of understanding of advanced features. This situation indicates that there are still gaps in technology utilization, both in terms of access and user capabilities. Nevertheless, the use of belajar.id accounts has begun to have a positive impact on the learning process. Teachers who actively utilize them appear to be more assisted in managing materials, assigning assignments, and conducting more structured evaluations. However, this impact has not been felt equally by all teachers due to differences in their level of use and readiness. Based on these findings, there are several areas of concern. Schools need to continue improving support, both in terms of facilities and policies that encourage more consistent use of belajar.id accounts. Teachers are also expected to continue developing their digital skills, not only in basic features but also in more advanced ones. Furthermore, the establishment of discussion forums or communities for teachers could be a way to share experiences and solutions in using learning technology. More broadly, the Education Office is expected to provide training that is more tailored to the needs of teachers in the field, so that it is not only general in nature but truly helpful in teaching practice. Ongoing mentoring is also crucial to ensure technology adoption doesn't stop at the initial stages.

This study has limitations, particularly the relatively small number of respondents and the fact that it was conducted in only one school, making the results unrepresentative of the general situation. Furthermore, the approach used was still descriptive, thus not providing a more in-depth description of cause-and-effect relationships. Therefore, future research is recommended to involve more schools, compare conditions across regions, and employ a more diverse approach to achieve more comprehensive results.

## Conclusion

Based on the research results, it can be concluded that the use of belajar.id accounts by teachers at State Junior High School 1 Caringin is ongoing, but not yet fully optimal. All teachers who responded have activated and used these accounts in learning activities, but the intensity of use varies. Some teachers already use their belajar.id accounts regularly, while others only use them in certain situations, such as during assessments or for special needs.

In terms of features used, Google Classroom is the most frequently used application because it is considered the easiest to use and directly supports learning activities. Other features such as Google Forms and Google Drive are also quite widely used, while

Google Meet and Jamboard are still rarely used. This indicates that teachers tend to choose features that are simple, easy to understand, and appropriate for their daily teaching needs.

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