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The Effect of Task Technology Fit in Google Classroom Media on Learning Achievement in Higher Education: Goodhue and Thompson's Theory

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Abstract: *The problems highlighted regarding student learning achievements varied each semester, before, during, and after the pandemic. This study, therefore, aims to determine the role of task technology fit of Google Classroom media using Goodhue and Thompson's theory. The correspondence between assignments, students' abilities, and the functionality of educational technology evolves in tandem with technological advancements. The alignment between the outcomes, reflected in academic achievements at the end of the semester as a grade point average, needs to be supported by adequate facilities during the learning process. The quantitative method with an explanatory survey was used in this research. The population involved was students of the 2019 economics group at Siliwangi University, with a total sample of 264 students using a proportionate random sampling technique. Data collected through a closed questionnaire were then analyzed with regression techniques. The analysis results demonstrated a constant value (α) of 39.544. It implies that task technology fit (X) was constant or did not change, so learning achievement had a value of 39.544. Meanwhile, the regression coefficient for task technology fit (X) was 0.299, meaning that for every item, the value of task technology fit increased, and learning achievement increased by 0.299 units. The regression coefficient was positive since it illustrated a unidirectional influence between task technology fit and learning achievement. In conclusion, based on the implementation of task technology fit by Goodhue and Thompson's theory, the task technology fit of Google Classroom media significantly affected learning achievement.*

Keywords: *task technology fit, learning achievement, higher education*

Abstrak: Permasalahan yang disoroti mengenai prestasi belajar mahasiswa yang bervariasi setiap semesternya, baik sebelum pandemic, pada saat pandemic dan setelah pandemic. Penelitian ini bertujuan untuk mengetahui peran dari task technology fit pada media Google Classroom dengan menggunakan teori dari Goodhue dan Thompson. Korespondensi antara tugas, kemampuan mahasiswa, serta fungsional dari teknologi pendidikan berjalan kesinambungan dengan perkembangan teknologi. Kesesuaian antara hasil yang didapat berupa prestasi belajar di akhir semester dalam bentuk indeks prestasi perlu didukung dengan fasilitas yang memadai ketika proses pembelajaran berlangsung. Metode kuantitatif dengan survei eksplanatif digunakan pada penelitian ini. Adapun populasi yang digunakan yaitu mahasiswa angkatan 2019 rumpun ekonomi di Universitas Siliwangi, dengan jumlah sampel 264 mahasiswa melalui teknik proportionate random sampling. Pengumpulan data melalui kuesioner tertutup, kemudian dianalisis dengan teknik regresi. Berdasarkan hasil analisis diperoleh nilai constant (α) sebesar 39,544. Hal ini berarti task technology fit (X) bernilai konstan atau tidak mengalami perubahan, maka prestasi belajar memiliki nilai sebesar 39,544. Sedangkan koefisien regresi task technology fit (X) sebesar 0,299 berarti bahwa setiap kenaikan satu item nilai task technology fit, dengan demikian prestasi belajar meningkat sebesar 0,299 satuan. Koefisien regresi ini bernilai positif karena menunjukkan pengaruh yang searah antara task technology fit terhadap prestasi belajar. Kesimpulannya, berdasarkan implementasi teori task technology fit oleh Goodhue dan Thompson, task technology fit media google classroom memiliki pengaruh yang signifikan terhadap prestasi belajar.

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Kata Kunci: task technology fit, prestasi belajar, pendidikan tinggi

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INTRODUCTION

One of the most critical areas of state administration is education. Education is essential because it allows people to acquire new knowledge, abilities, and skills. Along with the times, information technology has experienced rapid changes and progress, and the spread of the COVID-19 virus in the past few years has disrupted the learning process. According to Reza et al. (2020), “If there are changes in the state governance system, it can impact the education system, where the educational process ultimately determines the types and qualifications of graduates from an educational institution.” In line with that, Susanto et al. (2022) stated, "The optimization of digital-based learning is becoming increasingly urgent to be developed, especially in the current situation that mandates remote learning from home.” It creates complex problems in education, from the need for more equity in online education, the quality and quality of learning, the efficiency and effectiveness of education, and awareness of the importance of education must increase. It aligns with the idea that "Information technology has a crucial role during the COVID-19 virus pandemic" (Pakpahan and Fitriani, 2020).

As shown by a survey conducted by Priyastuti & Suhadi (2020), most students thought that learning during a pandemic could be implemented as the following table:

Table 1. Learning Survey Results during the Pandemic

Category	Percentage
Easy entry	35 %
Learning on time according to schedule	41%
Learning adds to the understanding of theory and skills.	36 %
The online material aligns with the lecture contract/Semester Learning Plan (RPS).	52%

However, most respondents expressed their satisfaction with the convenience of submitting assignments or lecture reports (31%). In this case, Google Classroom is a frequently used platform for implementing remote learning. During the learning process, Google Classroom serves as a crucial medium for communication between teachers and students. As Kurniawan and Purnomo (2020) asserted, "Google Classroom is an application that assists teachers in implementing online learning. It is user-friendly and cost-effective, allowing teachers to overcome cost and equipment barriers in online teaching." In contrast, Rahayu et al. (2022) highlight that "Google Classroom, as a learning tool, facilitates interactions between teachers and students, simulating face-to-face learning. Various features of Google Classroom, such as assignments, assessments, and seamless communication, can be utilized effectively”. According to the study's results, Wahyuni et al. (2021) stated that views about usability on use had no significant effect from 0.07 to > 0.05. Nevertheless, in reality, flexible use in assisting learning during a pandemic is a problem that students felt, such as feeling that they had not used Google Classroom as a tool to support learning activities, the facilities did not help complete assignments quickly, and learning effectiveness and use of Google Classroom were still not adequate. Therefore, it would undoubtedly affect student learning achievement, indirectly influenced by task technology fit (technological suitability for tasks). It aligns with what Widagdo, Pamilih, Putut, and

Susanto (2015) contend, "Task-technology fit has become one of the factors influencing users' decisions to use information technology services."

Table 2. Results of the Achievement Index Survey

Department/Faculty	The Beginning of the Pandemic	During the Pandemic	After the Pandemic
	Semester 2	Semester 3	Semester 7
Economic Education/FKIP	3.68	3.00	4.00
Development Economics/FEB	3.75	3.56	3.67
Management/FEB	3.82	3.63	4.00
Accounting/FEB	4.00	3.67	3.90

Source: Pre-Research Questionnaire and Data Processed 2023

Based on the table above, sourced from a survey of Siliwangi University student achievement index class of 2019 in the economic group, there was a significant decrease in the semester grade point average (GPA) obtained at the start of the pandemic in semester two to semester three during a pandemic, soaring high. It implies that students of the Siliwangi University class of 2019 in the economic group found it challenging to adapt to learning at the beginning of semester two and experienced significant changes, resulting in decreased learning outcomes with distance learning carried out during the pandemic in semester 3. It is consistent with the findings observed before the research was taken from 167 Siliwangi University student respondents in the class of 2019, who previously experienced face-to-face lectures on campus and had to switch to distance learning suddenly without any readiness from the university or the students.

Moreover, according to Goodhue and Thompson (1995) (Goodhue, 1998), individual achievement significantly affects understanding the relationship between information technology and achievement if technology is utilized and fits with individual tasks. Thus, the correspondence between assignments, student abilities, and functionality of educational technology runs in continuity with current technological developments. All efforts are made so that education can go hand in hand with technology in improving the quality of education and producing competitive graduates with competent quality in their knowledge. With the return of face-to-face learning, which is regulated in the Minister of Education and Culture Circular Letter No. 2 of 2022, it is stated that in educational units located in areas with the Enforcement of Community Activity Restrictions (PPKM) level 2, limited face-to-face learning (PTM) can be implemented with a total number of students of 50% of classroom capacity. As a result, learning has experienced a shift back from online learning during the pandemic to offline/face-to-face. It requires adjustments to the learning environment that will be implemented. It aligns with what Islamiyah (2019) said: "The effect of learning facilities is positive and significant; in other words, the more learning facilities provided to students, the higher the learning achievement produced by students." Of course, it affects learning achievement, which is expected to increase cognitively, affectively, and psychomotor, which technology supports.

Learning achievement is the cumulative result obtained after learning ends each semester. Each semester has a different number of credits. Rohhadi (2021) contends that "learning achievement focuses on the grades or numbers achieved in learning, which are seen in the mastery of the material as a measure of achieving learning outcomes." Therefore, learning achievement in higher education institutions can be seen from the cumulative results of a grade point index, the cumulative achievement obtained from fulfilling the contracted subjects when learning. Comparing learning achievement and fulfilling learning needs can improve the final results obtained by students.

Meanwhile, Goodhue and Thompson (1995) (Goodhue, 1998) put forward "task technology fit (TTF) in explaining how technology leads to performance impacts." It can be interpreted that task-technology fit describes how technology influences performance. The impact of the associated task-technology fit and beliefs about the impact of using the system are interrelated. The technology adopted in the task technology fit under study is Google Classroom. According to Ridwan and Umam (2020), Google Classroom is designed to facilitate interaction, providing opportunities to explore scientific ideas by having free time and opening up space for discussion. Following the statement by Rozak and Albantani (2018), "Google Classroom integrates Google Docs, Drive, and Gmail to assist educators in creating virtual classes that are faster, more efficient, and serve as an easy communication tool." Therefore, the integrated design of Google Classroom becomes a unity between technology, individuals as users, and their self-competence in usage. It ensures that opportunities for continuous technology utilization are in place to capture attention for learning and comprehension, ultimately leading to the desired academic achievement.

Several previous studies have been conducted on task technology fit's effect on a person's learning achievement (Gama & Bambang, 2019), which revealed the impact of task technology fit on achieving a person's learning achievement level in the expected category. It exposes a positive influence of task technology fit, which can increase the performance of student learning achievements. The research results found by Elçi and Abubakar (2021) stated that task technology fit appears as a sufficient condition for achieving high learning achievement. The effect of task technology fit predicts high learning performance for women who live in rural areas. As a result, utilizing technology in learning can increase learning achievement. The results of a study by Rai and Selnes (2019) also asserted that digital learning technology must provide symbolic meaning in ongoing learning. It can be concluded that learning must be integrated with technology to complete its tasks. Consistent with the research results (Bere, 2018), it is revealed that task, technological, and individual characteristics accounted for 50% of the total variance in task technology suitability. The suitability of task technology was also responsible for 56% of the total variance in the perceived impact of performance. It can be inferred that task technology fit will provide satisfaction as the effect felt by someone when their learning achievement increases according to their expectations. In addition, a study (Kurniabudi & Assegaff, 2018) uncovered that satisfaction from using technology to support one's work and how appropriate technology is with tasks (task technology fit) affects technology acceptance. In conclusion, satisfaction with good technology use encourages students to accept developing technology to solve education problems. Thus, according to research (Wahyuni et al., 2021), a person understands better the use of technology in learning when they can quickly get information about subject matter through Google Classroom. Hence, it can be deduced that task technology fit in Google Classroom media can improve learning achievement driven by the mastery of information technology in the current era.

Nevertheless, previous research has not investigated how task technology adapted to Google Classroom media affects learning achievement. This research is, therefore, essential because it is relatively new, and little research has been done. Thus, researchers conducted research with task technology fit in Google Classroom media as the technology used for the independent variable, and the average place and population used was huge. In addition, it is still rare to research task technology fit in Google Classroom media on learning achievement. It will help increase technology adoption for students to continue improving the quality of learning integrated with technology to adapt, adjust, master, and deal with educational problems in their own time. Hence, by applying Goodhue and Thompson's Theory of task technology fit, the researchers would determine whether task technology fit significantly affected learning achievement. This study would determine task technology's role in learning achievement in higher education by implementing the Goodhue and Thompson Theory.

RESEARCH METHODS

The researchers conducted this research to compile a planned study. In this study, the researchers used a survey design belonging to quantitative methods. Survey design is a research process in which a population sample is studied and analyzed to quantitatively determine a population's trends, behaviors, or opinions (Creswell, 2016). Specifically, this type of research was explanative, studying the causes and effects of certain events or symptoms and their cause-and-effect relationships. The research population involved was Siliwangi University economics group students in 2019, totaling 773. The technique of spreading the sample distribution employed was proportionate random sampling. According to the calculation of the sample distribution, the number of respondents in this study was 264 students, of which 41 students were from the Islamic Economics Department, 40 students were from the Economics Education Department, 56 students were from the Development Economics Department, 75 students were from the Management Department, and 56 students were from the Accounting Department.

A closed questionnaire via Google form was utilized as a data collection technique. The number of statements in the questionnaire was 54 statement items, with details of 21 items on the learning achievement variable and 33 items on the task technology fit variable. The measurement scale used a Likert scale with five scales. The following table presents the type of instruments employed in this study.

Table 3. Research Instrument

Variable	Instrument	Data Sources
Identifying the questions tested from the task technology fit and learning achievement	Assessment questions used related to research.	Questions developed from Goodhue and Thompson's journal and the adoption of learning achievement questions
Validity and reliability test	Validity and reliability questions	Students
Analysis of the questions used in the research after carrying out the instrument's validity and reliability	Instrument analysis	Students
Research testing	The question instrument used is valid and reliable.	Students

The data were obtained utilizing IBM SPSS version 25 software. The data analysis technique was then performed by calculating the interval track value (NJI). In addition, the prerequisite analysis test carried out in this study included tests for normality, linearity, and heteroscedasticity. Next, statistical analysis was conducted, including simple linear regression, determination, and non-determination. The flow of research conducted in this study is described as follows:

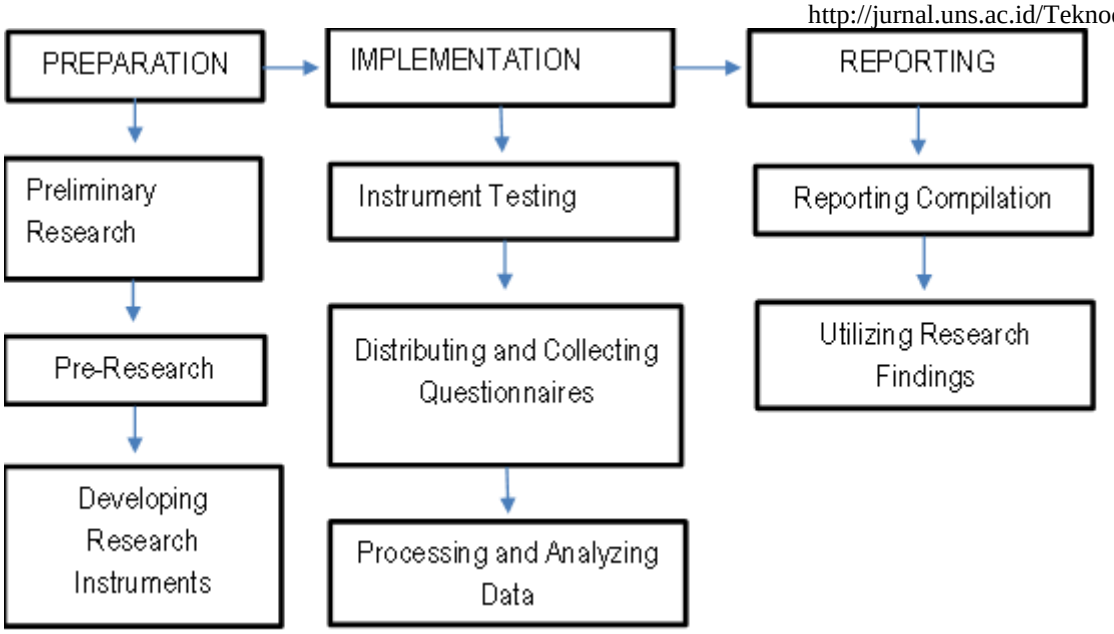

Figure 1. Research Flow

The significance level used was 0.05. The decision criteria are as follows:

If $t_{count} > t_{table}$ or Sig < 0,05, H0 is rejected, and Ha is accepted.

If $t_{count} < t_{table}$ or Sig > 0,05, H0 is accepted, and Ha is rejected.

Based on the decision criteria above, the hypothesis used would be accepted or rejected if:

Ho : The effect of task technology fit in Google Classroom media *does not significantly impact* learning achievement in higher education: The Goodhue and Thompson Theory.

Ha : The effect of task technology fit in Google Classroom media *significantly impacts* learning achievement in higher education: The Goodhue and Thompson Theory.

In calculating t_{table} = t (a/2; n-k-1)
= t (0,05/2; 264-1-1)
= t (0,025; 262)
= 1.969

From the calculation above, the t-table value was 1.969. Furthermore, in conducting the t-test using SPSS software version 25, the results of the t-test analysis can be observed in Table 4.

Table 4. T-Test Result

Variable	t_{count}	t_{table}	Sig.	Conclusion
Task technology fit	9.940	1.969	0.000	Ho is rejected.

Source: Author's Data Analysis Results, 2023

Based on the table above, it can be observed that the t-calculated value for the related variables was 9.940, more significant than the t-table value. Additionally, the significance level for both related variables was 0.000 concerning the two variables in the research, namely task technology fit on learning achievement. Since the significance value (Sig.) was smaller than 0.05, the conclusion could be drawn that Ha (the alternative hypothesis) was accepted, with the hypothesis as follows:

Ha : The effect of task technology fit Google Classroom media *significantly impacts* learning achievement in higher education: The Goodhue and Thompson Theory.

RESULTS AND DISCUSSION

Statistical data was analyzed based on data collected and filled in by respondents. The research was conducted at Siliwangi University and focused on students of the 2019 economics class. Data collection was in the form of a research questionnaire using Google form media. The characteristics of each respondent consisted of the respondent's name and student ID number as a differentiator/identification between the majors in the Siliwangi University economics cluster. It was to facilitate the researchers in conducting research. According to the calculation of the sample distribution, the number of respondents in this study was 264 students, of which 41 students were from the Islamic Economics Department, 40 students were from the Economics Education Department, 56 students were from the Development Economics Department, 75 students were from the Management Department, and 56 students were from the Accounting Department.

In addition, learning achievement was a form of value or score obtained by students after the learning process for one semester/several semesters as a cumulative value by measuring through tests/examinations. The data were obtained from questionnaires consisting of 21 positive statement items with alternative answers from the lowest score of one to the highest score of five, distributed to the Siliwangi University economics students' class of 2019. Data from respondents' answers regarding learning achievement obtained a total score of 20.765. It is also known that the learning achievement variable was 20.765 and included in the interval 18.852 – 23.287 with the high category, indicating that students of the Siliwangi University economics group class of 2019 had increased learning achievement as indicated by cognitive strategy indicators.

Meanwhile, task technology fit is the level of technology used in an educational process to support the learning process's implementation and help students complete their learning assignments. Research data was obtained from distributing questionnaires, a data collection process consisting of 33 positive statement items with alternative answers from the lowest score of 1 to the highest score of 5, distributed to the Siliwangi University economics students' class of 2019. Data from respondents' answers regarding task technology fit obtained a total score of 34.514. It is known that the technology fit task variable was 34.514 and included in the interval of 29.622 – 36.591 with the high category. It indicates that the Siliwangi University economics students' class of 2019 frequently used technology in the learning process so that they could easily communicate. When learning was good in conveying the latest material/tasks that could not be carried out on that day, it had been saved on the Google Classroom media as teaching materials/assignments in learning. It denotes the Google Classroom media on the location indicator in task technology fit as a place to learn and the technology adopted for use in learning. The interpretation of the results shows that good task technology fit could make it easier for students to improve their learning achievement. Mastering the technology adopted in learning and clearly understanding the assignments/material given will increase the learning achievement they get.

Hypothesis testing was carried out after the data went through the classic assumption test, namely the normality test, using the Kolmogorov-Smirnov method by obtaining the Asymp. Sig. (2-tailed) of 0.057. Thus, the confidence level was more significant than ($\alpha = 0.05$), indicating that the data were normally distributed. The variables in the study might have a linear relationship based on the linearity test of two interconnected variables, which found a value of 0.385 or greater than 0.05.

Furthermore, the heteroscedasticity test for the variable task technology fit (X) as an independent variable found a significance of 0.056 > 0.05, indicating no heteroscedasticity. In other words, this variable was an excellent one to analyze in the research. After testing the classical assumptions, the data were analyzed using a simple linear regression test. The test results are as follows:

Table 5. Result of Simple Linear Regression Test

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	39.544	3.962		9.981	.000
	TTF	.299	.030	.523	9.940	.000

a. Dependent Variable: LEARNING ACHIEVEMENT

Source: Results of Author Data Processing, 2023

Table 5 shows a value (α) of 39.544 and a competition value (b/regression coefficient) of 0.299, so it can be interpreted to be a simple linear regression equation model as follows:

$$Y = \alpha + bX$$

$$Y = 39.544 + 0.299\ X$$

The equation above reveals that the constant value (α) had a positive value of 39.544. The positive sign indicates a unidirectional effect between the learning achievement variable as the dependent variable and the task technology fit variable as the independent variable. It shows a learning achievement of 39.544 if the independent variable, namely task technology fit (X), is constant or does not change. Meanwhile, based on the task technology fit regression coefficient (X) of 0.299, learning achievement increased by 0.299 per unit for each item. The regression coefficient is positive because it shows a unidirectional effect of task technology fit on learning achievement. In this case, the independent variable affecting student learning achievement could be influenced by 27.4%, namely task technology fit (X), and 72.6% by other factors. Based on the hypothesis test, the t-test result was obtained as follows:

Table 6. Result of T-Test

Variable	t_{count}	t_{table}	Sig.	Conclusion
Task technology fit	9.940	1.969	0.000	Ho is Rejected.

Source: Results of Author Data Processing, 2023

Therefore, the effect of suitable task technology on learning achievement was indicated by a significance value of 0.000 for the two interconnected variables in the study: suitable task technology. In addition, the significance value (Sig.) was less than 0.05 (0.000 <0.05). Also, it was found that the t-count of the interrelated variables was 9.940, more significant than the table (t-count 9.940 > 1.969), showing that task technology fit significantly affected learning achievement and was positive. It denotes that better task technology fit would result in better student achievement. In conclusion, Ha was accepted so that the task technology fit in Google Classroom media significantly affected student achievement as an application of the task technology fit theory, which was introduced and developed by Goodhue and Thompson in 1995. The study also uncovered that 56.4%, with a frequency of 149 respondents, agreed with the question item "I can conclude the material obtained." The statement supports this, "A person submits an opinion about a concept that will form a knowledge network

according to learning objectives and help enter newly acquired concepts into long-term memory." (Yasir et al., 2017). It can be interpreted that students experienced an increase in remembering and thinking so that cognitive processes formed new intelligence/knowledge in addition to their learning achievements. From the cognitive strategy indicators, there is a statement item, "I can understand every new material taught," with a contribution score of 49.2%, and a statement item, "I can explain the material presented by the lecturer in my own words" with a contribution score of 52.3 %.

Other findings on the task technology fit variable show that 58.7%, with a frequency of 155 respondents, agree with the question item "The true meaning of the Google Classroom feature or system is clear and easy to find." It aligns with the statement (Purnomo, 2017) that "A good system design has fast and easy menu features." It is also supported by a statement from (Hisbani et al., 2015): "Innovations can be used more quickly if they are easier for users to understand and understand." It means that the technology applied can train students' self-ability in mastering it and completing or improving their work, especially material/assignments for a student. So, its function as a medium adopted/used in the learning process can support the implementation of learning. If students can master the technology adopted in learning and clearly understand the task/material, it will affect their learning achievement.

The results of this study are in line with previous studies, namely that the impact of task suitability and technology (task technology fit) on increasing learning achievement has reached the expected level; the use of technology has a positive impact on learning achievement obtained by a person (Gama & Bambang, 2019). Hence, it can be concluded that education must be able to adapt to technological developments that continue to grow and are not fixed. Thus, task technology fit in learning must be mastered to encourage and assist the learning process, solve problems, and help students complete their learning assignments.

Based on the results of this study, Elçi & Abubakar (2021) supported it with the statement that "Task technology fit appears as a sufficient condition to achieve high learning achievement." In line with research by Rai and Selnes (2019), "newer technological developments provide more effective learning with technology." Also, consistent with Bere (2018), "a positive relationship between task technology fit and the perceived performance impact shows that the use of information technology for learning can result in good learning objectives." Research by Islamiyah (2019) states that "Learning facilities have a positive effect and are significant to student learning achievement." Furthermore, research by Kasmawati and Kuncoro (2021) asserts, "To improve student performance in e-learning learning, the quality of information such as information providers organized in the e-learning system must be considered." Based on the explanation above, research and theory support research findings stating that task technology fit significantly affects learning achievements.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results and discussion in this study, task technology fit in Google Classroom media affects student achievement (implementation of task technology fit by Goodhue and Thompson Theory). In other words, by implementing the task technology fit theory, task technology fit in Google Classroom media influenced student learning achievement. Nevertheless, the limitations of this study are that there was only one scientific cluster. For further use, subsequent researchers can use populations and other sampling techniques and focus on technologies often used to be more up-to-date or employ other variables to be studied to make research more detailed and in-depth.

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