

The role of the Classroom Google Educational platform in E-learning from the viewpoint of students of the College of Basic Education

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The current research aims to understand the role of the classroom education platform in Google in e-learning from a student's point of view. The current research has identified students of the College of Basic Education from the morning study and elementary grades for both sexes (boys-furniture) and the academic year 2019-2020 AD, and the number (150) students in order to achieve the goal of the current research. The two researchers build the educational platform as the Classroom Google scale in e-learning from The viewpoint of the students of the College of Basic Education has extracted its psychometric characteristics, and the scale may be in the final form of (30) paragraphs, and after extracting the weighted average and the weight ratio of the items, the results showed:

1. Most of the utility scope elements represent the benefit of Classroom Google In e-learning for students, by comparing the degree of sharpness to the degree of cut (2).
2. Most of the sections on methods of utilization are methods that enable students to take advantage of the Classroom Google educational platform in e-learning for students by comparing the degree of severity to the degree of cutting (2).
3. Area n Each of the restrictions (10) paragraphs pose obstacles to benefiting from the Classroom Google educational platform in e-learning for students by comparing the degree of severity to the degree of cutting (2).

Key words: *Classroom Google Educational, E-learning, College of Basic Education*



Research problem

Information and communication technology has played a tangible and important role in every detail of daily life in general, and in learning in particular. Many educational institutions have adopted the use of this technology as a means of transportation in the educational communication process. Because it helps to create an effective learning process and increases the role of learning in that. This has led to the emergence of new concepts in the world of learning such as: e-learning, online learning, e-book, virtual university, electronic library and other electronic media that help the learner to learn in the place he wants and at the time that suits him and prefers him without having to come to class at specific times, with the availability of this modern technology in educational institutions, the process of designing integrated learning based on its use began, and various names were called, the most important of which is the concept of "e-learning" (Hamdan, 2002: 149). This era is characterized by a tremendous technological and information revolution that affected various areas of life. And acquired the characteristic of rapid and continuous development, which deepened the problems and challenges facing the educational process, and among these problems: the enormous increase in the number of students, the problem of non-consideration. The deep differences between them, the lack of teachers trained and qualified scientifically and educationally, and the huge knowledge explosion. The problem of the explosion of knowledge is one of the most prominent of these problems and it has made a person not delve into anything, and he cannot follow new knowledge or collect it in an organized book, or summon it when needed, which makes this necessary. For educational institutions to use modern technological means to face these challenges and reduce their impact. (Hamdan, 200 2: 1 4 9), modern technologies in the field of information have reduced production costs and diversification of products, as well as the emergence of completely new products. Therefore, information technology has long become a threat to the authority of capital, and as a result what is known as the information war We find the struggle for knowledge control everywhere (Saleh, 2001: 9).

The educational platform is Google Classroom. Classroom Google is a realistic example of the ability to obtain information from different parts of the world, as it helps to communicate between learners and trainers or trainers in a faster way. Therefore, learning technology experts stressed that the use of the educational platform such as Google Classroom Google and its multiple services in the field of teaching and learning achieves many benefits, including: It works to link educational institutions with each other, which facilitates the speed of communication between the ministry, directorates, departments and schools, and helps to provide more It is a teaching method for teachers, and that (the Internet) is a large library that enables it during the exchange of books, whether easy or difficult, and there is also the educational platform Google Classroom Google some righteous Educational programs at different levels, and help in individual learning and cooperative learning as well, so the current research problem can be summarized in the following question: What is the role of the educational platform in e-learning from the students point of view.

Research importance

The computer is one of the most important modern technological means in the teaching and learning process, as it combines the advantages of many educational technologies in one technology, and with the development of the computer and its applications, as educational platforms on the Internet invaded everyone. Life facilities and changed its various aspects in record time, and the existing educational system faces a challenge when preparing its members for the information society, which considers dealing with information technology as one of its goals. These modifications have led to the development of the method of presentation of the scientific material and its suitability for students' preferences. Educational platforms provide educational material with appropriate training and gradation of students' abilities and provide opportunities for educational interaction and dialogue among them. It also enables students to choose and implement activities and experiences appropriate to their preferences and desires, while providing colors, sounds and animations, making the learning process more enjoyable (Plomb, 1997: 103-115), at which time it is done. - Distance education called (distance learning) which "means organized and designed education in light of the characteristics of the category used for those educational curricula, with the systems and methods through which the learner can be provided the opportunity to obtain the largest amount of information commensurate with his abilities" (El-Far, 2002: 55) Distance education programs such as Web CT and Lotus Learning Space and Blackboard to develop courses on the international information network "the Internet". Email board and notifications billboard technologies can be used to exchange ideas and questions between mentors, teachers, directors, and faculty members, and between supervisors of performance development and development programs. A study (Al-Mousa, 1999) confirmed that building a curriculum on the international information network "the Internet" helps create a distinct curriculum. Uses sound, motion, image, and text together. (Al-Mousa, 1999: 1-32), the teaching style and methods gradually changed with the advent of the international information network "the Internet" and with the increase in students' experience in using information technology.

This is in addition to the availability of a large library that contains books, references, scientific encyclopedias and educational software related to various educational curricula and materials, and e-learning from these tools has witnessed greater interest in them inside and outside education. Systems due to the urgent need for that learning products in order to supply the labor market. With an educationally qualified workforce only, it is not merely an exploitation of modern technical capabilities in the delivery and provision of knowledge and academic materials to learners, because it is a wealth that has been achieved in life and transformed in it at various levels (Al-Habs and Al-Kandari, 2000: 199), and as a result of the efforts made, educational platforms emerged with complete storage spaces that combine multiple libraries that benefit in developing the use of the Internet in one software package that makes it easier for Internet programmers to use it to take advantage of these applications in the educational process, including electronic educational platforms (Habs). And Al-Kandari, 2000: 199) In

light of the benefits that can be obtained from the use of the e-learning platform in education, this is evidenced by increasing student interaction, developing their scientific and cognitive abilities, in addition to increasing students' motivation to learn and work cooperatively towards it, as well as facilitate the role of faculty members during the educational process, in addition to increase the efficiency of teachers, improve the quality of learning, and increase interaction during academic lectures between students and the subject, and between students and faculty members by opening frameworks for dialogue. And discussion (Al-Habes and Al-Kandari 199: 2000). The electronic educational platforms provide communication between all parts of the educational system, and it consists of many programs and tools that perform the functions of e-learning management on the network.

The electronic educational platforms are effective e-learning tools that contribute greatly to the effectiveness of the educational process, and increase the effective participation and interaction between teachers and learners in The educational process and facilitating the educational process, increasing classroom interaction during the educational process and providing a positive educational environment that contributes to this (Al-Rashidi, 20 3-4). Therefore, we find that most foreign universities are interested in the application of educational platforms in all forms of education and the various fields of knowledge imposed by the changes the great deal that the world is witnessing at the present time, especially in the academic and applied field of educational public relations. The Conference of Forces Affecting E-Learning held in Houston, USA, in 1999, emphasized in its recommendations the necessity of introducing educational platforms in lecture halls and training faculty members in universities and teachers in public education on how to use them in the design of the educational process and preparing programs in line with technological development (Qandil 200 6: 4 2), and for the effectiveness of e-learning sites (e-learning) it spread through the international information network "the Internet", and many sites appeared that take this type of education as a basis for it, and the number of these sites in the year 0200 AD reached 300 sites ([www. suhuf.net.sa](http://www.suhuf.net.sa)), and e-learning programs in many Arab universities and educational institutions rely on electronically transferring content to learners, and simulating the prevailing traditional education with all its problems, and this is what Arabic literature tended to in its definition of e-learning when it was defined as the process of transferring educational content from Through computer technologies, local networks, the Internet, and multimedia with the possibility of active simultaneous interaction (at the same time) or asynchronous (at different times) between pleasures. Maine, teachers and organizer training includes. The computer, network training, electronic performance support systems, distance education, direct online education, and electronic tutoring (Qandil, 200: 6: 45). Therefore, the importance of this research may stem from:

1. The need for Iraqi universities for such educational platforms to contribute to imparting a qualitative and distinctive character under the circumstances of the Corona pandemic to ensure the proper functioning of the educational process.

2. The use of educational platforms aimed at the smooth running of the educational process and achieving distinction for these students means the contribution of universities alike in the educational and educational building process of the entire society.
3. The current research is considered a conscious response to several demands from seminars, conferences and meetings held on the importance of e-learning.
4. A modest scientific attempt to show the picture to planners and decision-makers in the educational process to take appropriate measures to enhance the educational process in educational institutions in order to achieve scientific excellence for students.

Research Aims

The current research aims to understand the role of Classroom Google in e-learning from a student's perspective.

Search limits

The current research is specific for students of the College of Basic Education from morning studies and elementary grades of both genders (male - furniture), and the academic year 2019-2020.

Defining terms

First: the educational platform Google Classroom

Definition of Wikipedia (2019) "It is a free web service developed by Google for School that aims to simplify creating, distributing and categorizing assignments. The primary purpose of Google Classroom is to simplify the process of sharing files between teachers and students." (Wikipedia the Free Encyclopedia, 2019). Defining Al-Bawi and Ghazi (2009) an interactive learning environment that employs web technology and combines the advantages of e-content management systems. Teachers can publish lessons and goals, define tasks, carry out educational activities, communicate with teachers through multiple technologies and divide students into work groups and help exchange ideas And opinions between teachers and students and the sharing of educational content that helps achieve high-quality educational outcomes (Albuy and Ghazi, 2019: 140) Researchers know the role of the educational platform Google Classroom is the role that the educational platform plays in e-learning, which is an educational service that allows those in the educational process to create Tasks, and then presented to learners, whether in primary education or higher education. Through which the teacher can publish classroom lectures in the form of word or pdf files or even in the form of tools, as the teacher can give assignments after collecting and arranging the assignments, through an easy to navigate user interface. In addition, Google Classroom allows teachers to initiate discussions online with their students in a large number of languages. It also allows them to take tests and



get their results directly. Regarding the procedural definition (it is the total score that students obtain on the Google Classroom role in e-learning questionnaire prepared in the current research)

Second: E-learning

Define Al-Jarf (2001) "is the method of learning using modern communication mechanisms from the computer and its networks and multimedia such as sound, image, graphics, electronic libraries as well as internet portals, whether remotely or in the classroom" (Al-Jarf, 2001: 14) Mrs. (2003) defined it as "presenting the learned material through all the electronic means dedicated to the teaching and learning process, whether through the electronic network or electronic means such as the computer. And its networks" (Mrs. 2003: 8).

A theoretical framework and previous studies

About the educational platform Google Classroom

The platform announced Google Classroom on May 6, 2014, with a preview available for some members of Google's G Suite for Education program. It was released to the public on August 12, 2014, and in 2015, Google announced the Classroom API to allow school administrators and more developers to interact with Google Classroom. In 2017 AD, Google Classroom was opened to allow any personal Google user to join classes without having to own a G Suite for Education account, and in April of the same year, it became possible for any personal Google user to create an education classroom. But in 2018, Google announced a classroom update, adding a classroom section, improving the grading interface, allowing assignments from other classrooms to be reused, and adding features for teachers to organize content by topic. (Islam, 2019: 57), and in 2020, Google Better added integration with Google Meet, so teachers can have a unique meeting link within each classroom. Google Classroom has an estimated 40 to 100 million users. It integrates Google Classroom Docs, Sheets, Slides, Gmail, and Calendar into a cohesive platform for managing student and teacher communications. Students can be invited to join a separate study through a special code or obtained from the school. (Kumar et al., 2019: 1796) As instructors, they can create, distribute and highlight teaching assignments all within the Google ecosystem. Each class creates a separate folder in the drive for the intended user, where the student can submit the work for the teacher to grade. Added tasks and due dates to a calendar A Google each task can belong to a category (or topic). Educators can also monitor each student's progress by reviewing the score record. (Kakas, 2019: 34) The educational platform contains Google Classroom mobile apps, available for both iOS and Android platforms. The system. This platform is based on the principle of blended learning. Blended learning is a principle based on combining classroom, tutor, and online learning. The teacher and trainer can use it to better facilitate his/ her teaching in the classroom, using the teaching techniques available in the system. It also enables teachers to interact instantly with their students and direct them during the completion of the tasks assigned to them, which gives



a qualitative addition to the educational process, in addition, Google drive cloud provides teachers with the ability to attach various documents (texts - spreadsheets - presentations) With assignments and educational projects and sent to all interested students. The International Society for Educational Technology (ISTE) standards for learning skills in the twenty-first century emphasize the importance of developing creativity and innovation, enhancing communication and collaboration, stimulating decision-making and leadership, and the digital learning experience. Therefore, the Google classroom educational platform has been approved with Google Drive by many school districts to meet the standards of the international association for educational technology using the instructional technical knowledge model for educational learning content (morquin, 2016: 45)

The properties Google Classroom

1. Follow up on assignments and assignments, as the Google Classroom application provides teachers with a feature that enables them to assign students to assignments and tasks, distribute and correct them electronically, and enable students to perform these duties, as well as the teacher has several options in those assignments, such as re-using the same assignment more than once, and setting an appointment, And adding links, documents and files to help students with their homework.
2. Google Classroom is available on mobile devices that support Android OS and Apple OS.
3. Follow up with parents: The (Google Classroom) application provides a great possibility for teachers to send their evaluations of students 'performance to parents through the e-mail service, where they can add several details such as the duties that the student did not complete, as well as the activities that he performs and whether the student's performance Good or bad..
4. Providing direct contact between the teacher and the student and the possibility of opening the door for discussion between students and the teacher.
5. The diversity of sources and advertisements One of the advantages of Google Classroom is that it can be considered as a store of resources and the exchange of study materials between the teacher and his students, as it allows teachers and students to share files from their devices, whether they are pictures, documents, videos or links, the teacher can also identify himself. The only one who is able to post in the group and does not allow students to comment or post, it is good to make announcements through Google on the Classroom platform for teachers and send them via e-mail to all students of the class, as well as the teacher can specify the date of appearance of the advertisement, participation or any assignment in the posts section.
6. Google Classroom has been linked directly to the rest of the sites supported by Google, such as (Google Drive, Google Calendar, Sheets, Slides Google Docs and Gmail) to facilitate e-learning without using papers.

7. Automatic storage: When there are any files in the Google Classroom sharing group, they are automatically stored in (Google Drive) files under the name (Classroom). This file includes any assignments that the teacher has distributed, and the teacher can also save students' answers in (Google Drive) and choosing the best one as a template for the perfect answer, allows the teacher to share it with his students in a simple way by sharing the link, adding it to the advertisement or assignment.
8. Facilitating use for students and teachers: One of the advantages of the application is that it is easy to use and has a simple interface, as it is characterized by the ease of giving assignments and tasks (assignments) by the teacher or teacher, students are also allowed to share files between them and answer questions of teachers asked, and easily answer and send all tasks Back to the teacher, correct the answers at high speed and send the result directly to the student.
9. The ability to archive lessons at the end of the semester and the absence of advertisement paragraphs within the content. (Morquen, 2016: 4-748)

An overview of e-learning

E-learning is the use of technology and technological means in learning and harnessing it for self and collective learning of the student and making it the focus of the lecture, starting with the techniques used in the presentation in the classroom of multimedia and electronic devices, and ending with the departure from the physical components of learning: such as the smart school and virtual classrooms through which interaction takes place Between individuals. The educational process via the Internet and interactive video techniques, and based on this definition, e-learning takes place in three different environments, which are direct network learning, integrated network learning and supportive network learning. The transfer of the learning process from mere indoctrination from the teacher and the storage process from the student to the dialogue process the interaction between the two parties is the goal that we aspire to reach to improve the level of learning. E-learning enables the student to assume greater responsibility in the educational process through exploration, expression and experience, changing roles and student learning. Instead of the recipient, the teacher is a teacher and not an expert, and he did not collect attempts and jurisprudence that decided to define the term (e-learning) around defining a comprehensive and specific concept for it. Since I looked at this term from different angles and interests, so we will try to present different visions for this term and then provide a definition for it.) Learning is an educational system that uses information technologies and networks (the Internet) to support and expand the educational process through a range of media, including: computer, internet and electronic programs (Glum, 2003): 45)While Al-Mabirek (2002) indicated that this type of learning depends on the use of the Internet and Al-Mousa (2002) believes that it is a means of learning using modern communication mechanisms from his electronic computer. Networks and their multimedia. Salim sees (4 200) as an educational system to provide educational or training programs for learners or trainees at any time and anywhere, using interactive information and

communication technologies; To provide a multi-resource interactive learning environment (Salem, 2004: 123), defined by the American Association for Training and Development: “It is a wide range of applications and processes such as using the web as a basis for learning, the computer as the basis for learning, virtual classrooms and digital collaboration. Content can also be transferred over (the Internet). Audio and video recording tapes, satellite broadcasting, interactive TV and CD.

E-learning characteristics

1. E-learning provides an interactive and fun learning environment in the world
2. Learning and the learner’s effort in research, investigation and cooperation.
3. It is characterized by flexibility in space and time, and by providing safety matters to the learner.
4. Lifelong learning is encouraged at a lower cost than traditional learning, whether with the aim of obtaining a recognized degree or certificate or otherwise.
5. Ease of updating the electronic educational material on the World Wide Web (Internet)
6. The learner walks in it according to his capabilities and abilities. (Al-Awada, 2012: 23)

E-learning goals

E-learning seeks to achieve the following goals:

1. Creating an interactive learning environment through new electronic technologies and diversity in information sources and experiences.
2. Strengthening the relationship between parents and the school and between the school and the external environment.
3. Supporting the process of interaction between students and teachers through the exchange of educational experiences, opinions, discussions and targeted dialogues with the help of various communication channels such as e-mail, chat and virtual classes.
4. Providing teachers with the technical skills to use modern educational technologies.
5. Providing students with the necessary skills or competencies to use communication and information technologies.
6. Modeling and presenting education in a standardized format. Lessons are presented in modular format, and distinct teaching practices can be replicated.
7. Developing the teacher's role in the educational process to keep pace with the continuous and successive scientific and technological developments.
8. Establishing educational networks to organize and manage the work of educational institutions.
9. Providing an education suitable for different age groups, taking into account the individual differences between them.
10. The possibility of increasing the number of students.
11. Easily update programs centrally by providing an e-learning package for the teacher and the learner.

12. 12- The possibility of compensating for the lack of teachers and academic competencies in some disciplines using the virtual classroom method (Estetah, 2007: 78-88).

Advantages of e-learning

1. The pattern of distance learning. It helps in providing learning opportunities for different groups of society at any time and anywhere according to the capabilities of the learner.
2. Contributes to the development of the learner's thinking by making him more dependent on himself, more effective and active, and communicating with others according to the philosophy of this educational method.
3. It helps to face many educational problems, including the problem of the increase in the number of students, the problem of the lack of experienced and qualified teachers, the lack of capabilities available in building colleges and laboratories, etc., and so on. E-learning helps reduce the cost of education.
4. It is characterized by fast information transfer and delivery to the learner, in addition to the ability and ease of updating information and topics on websites, and thus easy access to continuous feedback during the learning process.
5. Eliminate individual differences between learners, and transform them from differences in abilities to differences in time. (Al-Hadi, 2005: 100)

Previous studies

The Albawi and Ghazi study (2019)

The study aimed to know the effect of using the Google Classroom educational platform in the computing department on the achievement of students of the image processing department and their attitudes towards e-learning, and to achieve its objectives the following assumptions were formulated: 1) There are no statistically significant differences at a significance level of 0.05 between the average achievement scores. Students studying on the educational platform. Classroom Google and students study the traditional way. 2) There is no statistically significant difference at 0.05 levels between the mean scores for the trend towards e-learning for students studying in Google Classroom and students studying in the traditional way. The research experiment was applied in the academic year (2017-2018) over a whole academic year at a rate of one day per week, where the experimental group consisting of (47) male and female students was taught using the educational platform and the control group consisting of (48) students was taught in the traditional way. After preparing the requirements of the experiment and ensuring its internal and external integrity, and building two tools, namely the achievement test and the measure of the trend towards e-learning, and their psychometric properties were confirmed. After completing the teaching of the scientific material and applying the test, the data were processed statistically by the Statistical Package for Social Sciences (SPSS) program, which showed the positive effect of using the Classroom Google educational platform on the

experimental group's achievement and their attitudes. Towards e-learning compared to the traditional method. (Al-Bawi and Ghazi, 2019: 123-170)

Al-Qahtani's study (2019)

The study aimed to study the use of the listed Google applications (Google Classroom, Google Plus, and Google Drive) in education and to determine the most appropriate web-based training environment in light of the level of usability. The experimental method was applied in this study on a sample of 200 students from Imam Abdul Rahman bin Faisal University. Current research found that there is some convergence in usability (Google Classroom, Google Plus, and Google Drive). The results of the study indicated that the Google Classroom environment has the highest value for use by (86.45) and also showed statistically significant differences in academic achievement in the Google Classroom application in the educational process. (Al-Qahtani, 2019: 326).

Sijana et al. Study (2020)

The study aimed to investigate the effect of blended learning using the educational platform Google Classroom on the ability to write for EFL students through levels of independence. The sample of the study consisted of (53) male and female students in the third grade at a university in Indonesia. One class was blended using Google Classroom, while the other was taught in a traditional manner. Students in the two groups were given a pre- and post-trial test to see their writing ability. The students in the experimental group were also given a questionnaire to find out their levels of independence. The results of the study showed that the writing ability of EFL students taught using blended learning with Google Classroom was better than that of the other group. Besides, EFL students independently outperformed lower-level EFL students in terms of writing ability (Sujannah, et al., 2020: 82-97)

Search procedures

First: Research Society: The current research community defines students of the College of Basic Education at Al-Mustansiriya University, which includes (15) departments, and the departments are divided into four scientific departments and (11) humanitarian departments. These departments include (4728) male and female students in all stages by (1906) and (2637)

Second: The research sample: The research sample consisted of (0.15) male and female students chosen randomly from the first-grade teachers section distributed among (77) males. And (73) a female.

Third: Help, uh, the research: In order to identify the role of the Classroom Google online educational platform - learning from the researchers 'point of view to prepare the students' scale, the process passed with the scale numbers in the following stages:

First: Formulating paragraphs: The scale paragraphs were formulated, where researchers extracted a group of paragraphs based on previous studies and measures. The scale included (30) items distributed into three areas, namely:

The first area: the extent to which university students have benefited from the Classroom Google educational platform in e-learning, which includes (10) paragraphs.

The second area: the ways that students can benefit from the Classroom Google educational platform in e-learning, which includes (10) paragraphs.

The third area: the obstacles that prevent the use of the Classroom Google educational platform in e-learning from the students' point of view. It included (10) paragraphs.

Second: The validity of the paragraphs: The paragraphs measuring the role of the Classroom Google educational platform in e-learning from the students' point of view were presented in its initial form (Appendix 1) to a group of experts specialized in educational and psychological sciences, totaling (10) experts to judge the paragraphs of measures and determine the good and the appropriate amendment to them and the suitability of response alternatives to the scale paragraphs. 80% or more of the paragraph to be considered valid and kept in the scale. In light of the expert opinions, all the paragraphs were retained, as they obtained more than 80% approval with an amendment in the wording of some of the measures' paragraphs. Thus, the scale in its initial form consists of (30) items.

Third: Correcting the Scale: The role of the educational platform is that Classroom Google in e-learning is measured from the students' point of view from (30) items in front of each of them are three alternatives which are (somewhat strongly agree) I agree, disagree (when correcting takes weights (1, 2,3) for the paragraphs, so the highest score for the scale is (90) one degree and the lowest score for the scale is (30) degrees.

Fifth: the statistical analysis of the scale paragraphs: - The researchers analyzed the paragraphs statistically for the purpose of excluding any invalid items while preserving the correct paragraphs in the scale, and to perform the statistical analysis of the scale paragraphs, the scale was applied. For a discriminatory sample of (100) male and female students from the College of Basic Education. After applying the scale to the sample of statistical analysis and for the purpose of preserving the distinct paragraphs, a paragraph analysis was performed using:

A- The binomial method by determining the total score of each of the models (1 00) and arranging the models from the highest degree to the lowest degree. To determine the upper and lower groups, and in light of the arrangement, 27% of the higher scores and 27% of the lower grades were chosen, thus the number of individuals in each group became (27) a form, and thus the number of models that were subjected to analysis was (54) forms and applied the T test (test t) for two independent samples to test the significance of the

differences between the upper and lower groups in each paragraph, and T- and the value was considered an indicator for distinguishing each paragraph by comparing it with the tabulated value (1677) at a level of significance (0.05) and with a degree of freedom (52). Accordingly, no paragraph was deleted from the table, as shown in Table (1).

Table (1)The discriminatory power of scale paragraphs

Values T	T	Values T	T	Values T	T	Values T	T	Values T	No
3.515	25	9.744	19	0676	13	6.231	7	4.059	1
3.444	26	4.258	20	4.246	14	6.533	8	8.623	2
7.357	27	4.808	21	7.306	15th	7.088	9	5.216	3
5.141	28	6.436	22	3.280	16	4.687	10	5.144	4
3.333	29	7.588	23	11.240	17	6.064	11	7.331	5
5.933	30	7.329	24	3.347	18	3.640	12	4.861	6

B- The relationship of the paragraph to the total scale (the correctness of the paragraphs): The two researchers agreed on the samples of the statistical analysis sample that consisted of (00) forms, and the correlation coefficient was found by the Pearson method, which confirms that the paragraph is distinguished if its discriminatory strength is greater than (0.19). On all paragraphs, the table (according to (Ebel) 2 standard) shows this.

Table(2) the relationship of the paragraph to the total sum of the measure

Correlation coefficient	T	Correlation coefficient	T	Correlation coefficient	T	Correlation coefficient	T	Correlation coefficient	T
0.69	25	0.78	19	0.48	13	0.33	7	0.44	1
0.51	26	0.34	20	0.36	14	0.37	8	0.37	2
0.93	27	0.34	21	0.38	15th	0.34	9	0.31	3
0.56	28	0.37	22	0.46	16	0.62	10	0.33	4
0.44	29	0.39	23	0.31	17	0.35	11	0.45	5
0.36	30	0.32	24	0.38	18	0.37	12	0.31	6

The paragraphs whose analysis achieved statistical significance in both the previous two methods were accepted together, so that the scale finally consists of (30) items.

Validity scale index: honesty is one of the important characteristics that must be taken into account when building psychological standards, and the truthful scale is one that actually measures what it claims to measure, or assumes that its paragraphs measure that the best way to extract external honesty is to present the scale to a group of experts (arbitrators) to judge Correctness in measuring the characteristic to be measured. This type of validity was achieved in the current scale, when the scale paragraphs were presented to a group of experts to evaluate and judge the validity of the paragraphs and alternatives.

Reliability Index :Reliability was extracted in two ways

A- The re-test method: To calculate stability in this way, the two researchers applied the scale on a random sample of (30) male and female students, of (15) male and (15) female students. After two weeks, the researchers applied the scale again to the same sample and extracted the laboratory. Stability using Pearson's correlation coefficient (person) the correlation coefficient in the first and second applications was (0.86), and Isawi (1985) indicated that if the coefficient of stability between the first and second applications is (0.70) or more, then it is. Reasonable stability index. (Al-Issawi, 1985: 58)

B- Half-segmentation method: The researchers used the Pearson (Person) correlation coefficient to find out the relationship between the individual and even paragraphs of the scale, and after correcting the correlation coefficient with the Spearman - Brown equation (Spearman - Brown, the stability factor of the scale was (0.88).

Fourth: Final Application: After the two researchers completed preparing the scale in its final form, it was applied to the applied research sample consisting of (15) male and female students, randomly selected, distributed according to type.

Fifth: Statistical methods: To process the data of this research, the second researcher used the following statistical methods:

1. T-test (T-Test) for two independent samples to extract the differentiation of the vertebrae.
2. Pearson correlation coefficient to extract the stability by retesting and extracting the paragraph relationship to the total score.
3. The Spearman - Brown equation to extract the stability by the half-partition method.
4. The difficulty intensity factor in calculating the severity of the paragraph difficulty.
5. Relative weight: to indicate the value of each paragraph in the questionnaire and its use in interpreting the results.

Presentation, interpretation and discussion of results

This chapter includes identifying the research findings regarding the role of Classroom Google in e-learning from students' point of view, according to the following. The first area: the extent to which university student's benefit from the Classroom Google educational platform in e-learning. These data were processed using the paragraph acuity equation (weighted average of the paragraph and its weight in percentage, by knowing the paragraphs of high statistical significance to show them and indicating their severity, interpretation and treatment, and by arranging the paragraphs from top to top. The lowest according to their statistical value in their weighted position and relative weight. And their original arrangement in the questionnaire and the new order that was obtained, Table No. (3) Shows the components of the questionnaire, their weighted averages and their percentage weights on the study responses. As follows:

Table (3) The questionnaire items are arranged in descending order according to their weighted means and percentage weights

Weight in percentage	Its middle likely	The paragraphs	The new sequence	Paragraph sequence in the questionnaire
97.933	2.938	Use the educational platform Classroom Google In e-learning, it helps to understand the information contained in the course	6	1.
96.666	2.882	Use the educational platform Classroom Google In e-learning, it helps to access information and knowledge related to the course	10	2.
95.5	2.865	Use the educational platform Classroom Google In e-learning, it helps to diversify teaching methods	12	3.
93.6	2.808	Use the educational platform Classroom Google In e-learning, it contributes to distance training	16	4.
92.366	2.771	Use the educational platform Classroom Google In e-learning, it increases thinking skills in the courses	18	5.

91.333	2.740	Use the educational platform Classroom Google In electronic education, it contributes to accessing studies and research that are published and related to the course	21	6.
88.866	2.666	Use the educational platform Classroom Google In e-learning, it helps in effective participation between students and teachers.	23	7.
87.433	2.623	Use the educational platform Classroom Google In e-learning, it helps to reach the largest number of academic subjects.	24	8.
87.333	2.620	Use the educational platform Classroom Google In e-learning, it stimulates conducting research related to the course	25	9.
86.266	2.588	Use the educational platform Classroom Google In e-learning, the time is shortened to prepare, record and publish a lecture	27	10.

The second area: ways that students can benefit from the Classroom Google educational platform in e-learning.

In order to identify ways in which students can benefit from the Classroom Google educational platform in e-learning, the data used the paragraph intensity processing equation (weighted average of the paragraph and its percentage weight, through knowledge of the paragraphs of high statistical importance in order to show them and indicate their severity, interpretation and treatment And by arranging the paragraphs from highest to lowest according to their statistical value in their weighted position and the ratio of weight and original arrangement) in the questionnaire and the new order that was obtained, Table (4) shows the paragraphs composing the questionnaire and their weighted averages and their percentage weights on the responses of the study sample individuals arranged in descending order from The highest weighted average and relative weight to the lowest weighted average and weight ratio as follows:

Table(4) the questionnaire items are arranged in descending order according to their weighted means and percentage weights

Weight in percentage	Its middle likely	The paragraphs	The new sequence	Paragraph sequence in the questionnaire
98.5	2.955	The use of the participation space in the educational platform is one of the most important ways that students can benefit from the educational platform Classroom Google In electronic education	2	11.
98.366	2.951	Taking tests on the educational platform that allows students to view their grades directly is one of the most important ways that students can benefit from the educational platform Classroom Google In electronic education	3	12.
98.266	2.948	Publishing lectures on the educational platform allows students to refer to them at any time, one of the most important ways that students can benefit from the educational platform Classroom Google In electronic education	5	13.
95.866	2.876	Asking questions on the educational platform is one of the most important ways that students can benefit from the educational platform Classroom Google In electronic education	11	14.
92.3	2.769	The use of Arabic search engines in the field of using educational platforms is one of the most important ways that students can benefit from the educational platform Classroom Google In electronic education	17	15.
90.366	2.711	Watching videos on YouTube in the field of using educational platforms is one of the most important ways that students can benefit from the educational platform Classroom Google In electronic education	22	16.

86.9	2.607	Enrolling in courses in the use of educational platforms is one of the most important ways that students can benefit from the educational platform Classroom Google In electronic education	26	17.
84.1	2.523	Browsing and visiting websites in order to use the platforms is one of the most important ways that students can benefit from the educational platform Classroom Google In electronic education	28	18.
83.733	2.512	Using e-mail in order to send and receive information about the course is one of the most important ways that students can benefit from the educational platform Classroom Google In electronic education	29	19.
80.266	2.408	Communicating with colleagues to reach solutions to the problems that face us in the course, one of the most important ways that enables students to benefit from the educational platform Classroom Google In electronic education	30	20.

The third area: the obstacles that prevent the use of the Classroom Google educational platform in e-learning from the students' point of view

In order to identify the obstacles that prevent the use of the Classroom Google educational platform in e-learning from the students' point of view, the data were processed using the paragraph intensity equation (weighted average of the paragraph and its weight ratio) through knowledge of the paragraphs of high statistical significance in order to show them and indicate their severity, interpretation and treatment, And by arranging the paragraphs from highest to lowest on their statistical value in their weighted position, the weight of the percentage and its original order in the questionnaire, and a new arrangement obtained. Table (5) shows the constituent paragraphs of the questionnaire and their weighted averages and their percentage weights on the responses of the study sample individuals arranged in descending order from the highest weighted average and the weight ratio to the lowest weighted average and weight percentage as follows:

Table (5) The questionnaire items are arranged in descending order according to their weighted means and percentage weights

Weight in percentage	Its middle likely	The paragraphs	The new sequence	Paragraph sequence in the questionnaire
98.666	2.960	Constant power cuts are one of the obstacles that prevent the use of the educational platform Classroom Google In electronic education	1	21.
98.333	2.950	The weakness of the Internet throughout the country is one of the most important obstacles to benefiting from the educational platform Classroom Google In electronic education	4	22.
97.866	2.936	Lack of time is one of the most important obstacles that prevent benefiting from the educational platform Classroom Google In electronic education	7	23.
97.333	2.920	The students 'lack of conviction about using the educational platform is one of the most important obstacles that prevent them from benefiting from the educational platform Classroom Google In electronic education	8	24.
97.266	2.918	The absence of websites linked to academic courses is one of the most important difficulties preventing benefit from the educational platform Classroom Google In electronic education	9	25.
94.766	2.843	The lack of training methods for using the platforms is one of the most important obstacles that prevent benefiting from the educational platform Classroom Google In electronic education	13	26.

94.633	2.839	The high price of modern devices is one of the most important obstacles to benefiting from the educational platform Classroom Google In electronic education	14	27.
94.5	2.835	The lack of special training methods for the educational platform is one of the most important obstacles that prevent benefiting from the educational platform Classroom Google In electronic education	15 th	28.
91.866	2.756	The lack of conviction of some teachers to use the educational platform is one of the most important obstacles that prevent benefiting from the educational platform Classroom Google In electronic education	19	29.
91.7	2.751	Lack of knowledge of how to use the educational platform is one of the most important obstacles that prevent benefiting from the educational platform Classroom Google In electronic education	20	30.

Interpretation of results

1. We note from Table (3) above that most of the field paragraphs constitute the extent of benefit from the Classroom Google educational platform in e-learning for students by comparing the degree of risk to the degree of cutting (2). The first and second paragraphs (Run the educational platform). Classroom Google in e-learning, helps to understand the information contained in the course (and paragraph) using the Classroom Google educational platform in e-learning, it helps in accessing information and knowledge related to the course (the first and second places for the merit field, while arranging the same paragraphs (6 and 10)) For the survey as a whole.
2. We notice from Table (4) above that most of the field paragraphs constitute ways for students to benefit from the educational platform Classroom GoogleIn e-learning for students by comparing the degree of severity to the degree of cutoff (2). If the sequence of paragraphs (11,12,13,14,15,16) is in the domain respectively, their order in the scale becomes after extracting the weighted average and the weight percentile (2,3,5,11,11,22). To the smallest weight for those paragraphs (90,366)

3. We note from Table No. (5) Above that all the paragraphs of domain (10) constitute obstacles that prevent the benefit from the Classroom GoogleIn e-Learning platform for students by comparing the degree of severity with the degree of cutting (2). These ten paragraphs changed their order and became ahead of their old ranking in the questionnaire, after they were ranked from (21 to 30), they were ranked (1, 4, 7, 8, 9, 13, 14, 15, 19, 20) That is, obstacles play an important role because they do not enable students to get the most out of Google's Classroom educational platform. As the smallest weight ratio for those paragraphs (91.7)
- 4- After reviewing the circles, the weighted weights and percentages showed fifteen out of thirty items placed at the macro level, and the remaining paragraphs were medium level and priorities of varying strength.

Recommendations

To ensure maximum benefit from the educational platform Classroom Google the researchers suggest the following:

1. Providing better possibilities to support the training of students and teachers on the use of educational platforms, including the educational platform Classroom Google.
2. Overcoming the obstacles reached by the current research in order to ensure maximum benefit from the educational platform Classroom Google.
3. Creating classrooms in each department that adopt the e-learning system in order to be used continuously by students even after the end of the Corona pandemic and the resumption of working hours in universities continuously.
4. The introduction of the e-learning curriculum as a basic subject in the school curricula in order to accustom students to use the educational platforms, since most of the academic courses regarding computers do not go beyond the basics only.
5. The necessity of presenting applied courses on the learning platforms in order to familiarize students with how to use them

The proposals

1. D t Aceh on the impact of the educational platform Classroom Google In the academic achievement of university students in subjects such as Arabic, English and Psychology.
2. Conducting a study on the role of the educational platform Classroom Google In the academic achievement of other samples, such as middle and high school students.
3. Conducting a study on the relationship of e-learning to developing students' thinking and creativity.
4. Conducting a study on the role of other educational platforms in e-learning and comparing them in this role.



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