ENHANCING INDONESIAN LANGUAGE LEARNING THROUGH TBLT AND GOOGLE CLASSROOM IN HIGHER EDUCATION: STUDENTS' PERCEPTIONS

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Article Info	Abstract
	Many studies have investigated Task-Based Language Teaching(TBLT) in language learning, but studies on the implementation of TBLT assisted by Digital Media in the current era have been rarely conducted by scholars. This study is intended to investigate students' perception of the implementation of TBLT assisted by Google Classroom, focusing on their learning experiences, the challenges they face, and the benefits and effectiveness of TBLT. This explanatory sequential mixed method involved 60 students of the Civil Engineering and Mechanical Engineering Study Programs at Eka Sakti University, Padang. The data of this study were gathered using a questionnaire and semi-structured interview. The quantitative data were analyzed quantitatively using descriptive statistics, while qualitative data were analyzed qualitatively using an interactive model. The results show that students' perception of learning experiences, benefits, and effectiveness aspects were positive, while some students faced some challenges (e.g., task instruction, time allocation to do the tasks, internet connection, and work independently) in the challenge aspect in Indonesian language learning using TBLT assisted by Google Classroom. Although they faced some challenges, they overcame them by collaborating with their classmates in conducting institutions from the lecturer. Thus, it can be concluded that TBLT assisted by Google Classroom is effective in enhancing students' Indonesian language skills and components, participation, learning interest, collaboration, and engagement. Thus, the TBLT approach integrated with Google Classroom is suggested to be employed by language instructors in teaching the Indonesian language course in Higher Education for non-Indonesian major students.

INTRODUCTION

In recent years, it cannot be denied that the rapid advancement of technology has significantly transformed the landscape of education, particularly in language learning (Nurmala et al., 2023; Rintaningrum, 2023; Softa, 2022; Tanjung, 2021). Language lecturers in higher educational institutions have increasingly adopted innovative teaching approaches that utilize digital tools to enhance student engagement and learning outcomes in language learning in the first, second, or foreign language context. Among these approaches, Task-Based Language Teaching (TBLT) is regarded as a promising approach to language learning which emphasizes the use of meaningful tasks to facilitate language acquisition (Richard & Rodgers, 2014). TBLT has grounded in the premise that language learning is most effective when students engage in authentic communicative tasks that reflect real-life scenarios (Bula-Villalobos & Murillo-Miranda, 2019). The forms of tasks can be in terms of "the real-world activities people think of when planning, conducting, or recalling their day, for instance,

responding to email messages, making a sales call, attending a lecture, or a business meeting" (Noroozi & Taheri, 2022, p. 2).

Moreover, tasks in the TBLT approach have some principles to be followed by language instructors in the teaching and learning process. East (2024) suggests that teachers or instructors should design tasks that are relevant and meaningful to students, allowing them to interact and collaborate in the target language learning process. These tasks are crucial in facilitating communicative practice and ensuring that students engage in authentic language use (Mudinillah et al., 2024), which enhances their motivation and willingness to participate actively in learning activities (Rosa et al., 2021). Such task relevance is essential for effective language acquisition, as students are more likely to retain and apply language skills when they see the purpose behind the tasks they complete.

Additionally, East (2021) states that TBLT promotes an experiential pedagogy approach and student-centered learning by encouraging students to learn the target language through hands-on practice, reflection, and feedback. In this approach, the language learning process is outcome-focused, meaning that students not only acquire theoretical knowledge but also develop practical language skills applicable to real-life contexts (Azmy & Nanda, 2024; Jin, 2024). This focus on practical outcomes ensures that learners are better prepared to use the language in diverse situations outside the classroom. By fostering an outcome-oriented and interactive learning environment, TBLT enhances effective language acquisition and prepares students for genuine language use beyond academic settings.

Although TBLT provides many benefits for language learning, many language instructors in higher education seem reluctant to employ this approach to teach the Indonesian language course as a general course at non-major language study programs, particularly private universities. This is because the TBLT approach provides many tasks that are considered complex and time-consuming for students to do and for lecturers to assess the tasks (Hima et al., 2021). It might make it difficult for students to understand and do the tasks. In addition, this approach also demands specialized skills from lecturers to design tasks that are appropriate for non-language learning contexts, and there is often a lack of resources and technological support to implement TBLT effectively. Based on research by East (2012), many lecturers feel that implementing TBLT can be challenging as it requires technical skills, adequate resources, and a change to a more structured and interactive way of teaching, so some lecturers tend to avoid this method, especially in teaching general courses.

In contrast, based on the benefits and the challenges of implementing the TBLT in language learning, the researcher believes that this approach can be applied to Indonesian language learning at Eka Sakti University and will have some benefits for students of the Civil Engineering and Mechanical Engineering Study Programs at Eka Sakti University, Padang. Previously, the teaching of the Indonesian language as a general course in those study programs predominantly employed traditional methods. The lecturers explained the teaching materials and students passively listened to the lecturers. As a result, learning outcomes in Indonesian language learning have not yet reached the learning objectives. Additionally, due to limited learning facilities at this institution, many lecturers have not yet utilized digital media in the Indonesian language teaching and learning process. Therefore, the researcher seeks to implement a TBLT approach assisted by digital media. Jasrial et al. (2024) claim that digital media are the technological tools or platforms that instructors can use to create, store, distribute, and interact with digital content (e.g., text, images, audio, and video) for educational and instructional purposes. Therefore, Google Classroom is included in this category and it was chosen to align with the available learning facilities, its accessibility for students, and its features that are conducive to the TBLT approach (Parmawan et al., 2022; Perumal & Jalaluddin, 2023; Rahayu & Widayanti, 2021). The implementation of this approach assisted by Google Classroom as a digital medium for language learning motivates the researcher to

investigate the students' perception to gain insights into how students view the use of the TBLT approach assisted by Google Classroom in enhancing their learning experiences.

Several studies on students' perceptions of implementing TBLT in language learning have been conducted by scholars. They employed TBLT in English language learning (Hadi, 2013; Prianty et al., 2021) and English language skills and components, such as teaching speaking (Dheressa et al., 2024; Prianty et al., 2022), Vocabulary (Hastuti et al., 2023), Writing (Mahmud et al., 2024), listening class (Sahrawi, 2017). The results show that students gave a positive perception of the implementation of TBLT. This approach is effective in enhancing students' English language skills and components because it focuses on how is language used in an authentic context. This approach also accommodates various learning styles, so that students can develop relevant communicative skills and be prepared for real-life situations (Ellis et al., 2019). Moreover, Butarbutar (2021) investigated students' difficulties in implementing technology-mediated TBLT in English language learning. This study reported that integrating technology in TBLT caused students to experience difficulties in understanding tasks, practical instructions, application of new technology, lecturer feedback, performance assessment, meeting student needs, goal orientation, digital literacy, and school rules and curriculum.

Additionaly, some scholars have integrated digital media tools into language learning. For example, Nuryatin et al. (2023) and Nurhusna (2020) utilized Google Classroom for Indonesian language learning amid and post the COVID-19 Pandemic. They reported that this digital tool was effective in increasing students' understanding and creativity during the learning process. Herawati et al. (2022) tried to utilize e-learning to teach Indonesian language courses in higher education. The results show that e-learning was highly effective in teaching Indonesian language courses although some challenges were found during the implementation. Other digital platforms used in language learning that have been used by scholars include YouTube integrated with Quizziz (2024), Quizizz (Fadhilawati, 2021), (Dewi et al., 2020; Lastari, 2022; Nabila & Talib, 2023), Kahoot (Tumurang & Chandra, 2022), and (Utami et al., 2022), and all these platforms were used to teach English. They reported that these platforms were effective in enhancing students' engagement, skills, creativity, and understanding in learning English skills and components (e.g., grammar and vocabulary).

This present study aims to examine students' insights into task-based Indonesian language learning assisted by Google Classroom which focuses on students' learning experiences, benefits, effectivity, and challenges students experienced in Indonesian language learning through TBLT and Google Classroom. Moreover, this present study will provide a comprehensive understanding of how digital tools (Google Classroom) and TBLT methodologies intersect to influence Indonesian language learning outcomes for non-Indonesian major students. To address the issues in this study, the research questions are formulated as follows; How do non-major Indonesian students perceive the implementation of TBLT with Google Classroom in terms of their learning experiences?; How do non-major Indonesian students perceive the benefits of implementing TBLT with Google Classroom?; How do non-major Indonesian students perceive the effectiveness of implementing TBLT with Google Classroom? And How do non-major Indonesian students perceive the challenges in implementing TBLT with Google Classroom?

RESEARCH METHOD
Research Design
This study employed an explanatory sequential mixed methods design following Creswell (2017), where quantitative data were collected first through a questionnaire, followed by qualitative data from interviews. This design was chosen to gain a more nuanced understanding of students' perceptions regarding the implementation of task-based Indonesian language learning assisted by Google Classroom. Specifically, this approach was selected to

allow initial quantitative data to identify general trends, which were then explored in greater depth through qualitative data, enhancing insights into students' individual experiences and attitudes. Moreover, Creswell and Plano Clark (2018) state that explanatory sequential design offers significant advantages for studying complex educational phenomena by combining the breadth of quantitative analysis with the depth of qualitative insights. This combination allows the researcher to examine and interpret unexpected results from the quantitative phase through interviews, thereby providing a more thorough and contextualized understanding of the participants' perceptions and experiences related to technology-enhanced language learning.

Research Participants

The participants of this study consisted of 60 students of the Civil Engineering and Mechanical Engineering Study Programs at Eka Sakti University which were 40 of them males and 20 females. Since all students were involved in this study, the sampling technique employed was total sampling, following Ary et al. (2010). They were in the first semester of the academic year 2023/2024 and took the Indonesian language course. It was a general course provided by the university. Their ages were ranging from 18-19 years old. These students' first languages included Minangkabau, Mentawai, Malay, and Nias, but they understand and can speak Minangkabau. They frequently communicate using a mix of Minangkabau and Indonesian. Indonesian serves as a second language which is spoken when they communicate with their lecturers in the classrooms and university staff. These students never took the Indonesian Language Proficiency Test (*UKBI - Uji Kemahiran Berbahasa Indonesia*). These conditions were the reasons this study was conducted. These linguistic and non-linguistic backgrounds provided the rationale for conducting this study to explore their perceptions and engagement with the Indonesian language, particularly within the context of Task-Based Language Teaching (TBLT) facilitated through Google Classroom.

Instruments

The instruments used in this study were a set of questionnaires and interviews. The questionnaire was designed in Google Forms. The items of the questionnaire were built using the theory of TBLT by Richards and Rodgers (2014) and research findings by Hima (2021), Nurhadi et al. (2024), and Permatasari et al. (2021). The response options of the respondents in the questionnaire were built into four options using the Likert Scale; Strongly Agree (SA – 4 points), Agree (A – 3 points), Disagree (D – 2 points), and Strongly Disagree (SD – 1 point). Additionally, two experts validated the contents of the questionnaire's items to measure the content validity of the items of the questionnaire. They reviewed the appropriateness of items developed. The results of their review showed that the questionnaire was very worthy (0.80) using the coefficient score of Aiken's V. Furthermore, the construct validity was tested by using Pearson Product Moment and all items reached an r-count above the r-table (0.254), indicating that it was valid. Lastly, the reliability of the questionnaire was tested by using Cronbach Alpha with a score of 0.823 (very good), indicating it was reliable. The second questionnaire was an interview. Ten students were interviewed to get deeper information on the implementation of TBLT assisted by Google Classroom in the Indonesian language course. The type of interview used was a semi-structured interview.

Data Analysis

The data of this study consisted of quantitative and qualitative data. The quantitative data taken from the questionnaire were analyzed using descriptive statistics which focused on the frequency, percentage, and mean score of each item. The analysis was carried out using Microsoft Excel to determine the frequency, percentage, and mean score of each item. The mean score was interpreted into score ranges; The mean score interpretations are; Very High (3.26 - 4.00), High (2.51- 3.25), Low (1.76 – 2.50), and Very Low (1.00 – 1.75).

The qualitative data taken from the interview were analyzed using an interactive model following Miles et al. (2014); data reduction, data display, and conclusion drawing or verification. First, data reduction was done by selecting and simplifying relevant data from interviews and identifying key themes such as student engagement, task relevance, and collaboration through Google Classroom. Next, data display was done by arranging data in the matrix or table form, visualizing thematic patterns such as students' insights into the learning experiences, effectiveness, challenges, and benefits of task-based Indonesian language learning. In this phase, a coder was involved to treat the reliability measure in the analysis process. It was done manually coding to enhance the accuracy of the analysis. Finally, at the conclusion drawing/verification stage, provisional conclusions drawn from the initial analysis were verified by revisiting the data to ensure consistency and validity, resulting in a deeper understanding of the implementation of the teaching approach in this research.

RESEARCH FINDINGS AND DISCUSSION
Research Findings

This study investigated students' perception of the implementation of TBLT assisted by Google Classroom as a digital medium. After administrating the questionnaire to the students and interviewing them, the results were divided into four parts; students' learning experiences, benefits, effectivity, and challenges of the TBLT assisted by Google Classroom in Indonesian language course for students of the Civil Engineering and Mechanical Engineering Study Programs. The results are presented as follows;

Table 1
The Results of Students' Perceptions of Indonesian Language Learning
through TBLT and Google Classroom

No	Aspects	Mean	Interpretation
1	Students' Learning Experiences	3.33	Very High
2	The Benefits	3.47	Very High
3	The Effectivity	3.56	Very High
4	The Challenges	2.94	High

As shown in Table 1, the results of this research show that students' perception of TBLT and Google Classroom in Indonesian language learning in non-Indonesian majors (Civil Engineering and Mechanical Engineering) was positive. It was viewed from students' learning experiences, benefits, and effectiveness aspects. However, the challenge aspect underscores students' challenges were quite high. The detailed results of each aspect are presented in the following sub-sections.

Students' Perceptions of Learning Experiences with TBLT and Google Classroom

This section examined students' learning experiences in Indonesian language learning through TBLT and Google Classroom. Sixty students of Civil Engineering and Civil Engineering responded to six questions in this aspect. Their responses are presented in Table 2 below.

Table 2
Learning Experiences with the Implementation of TBLT Assisted by Google Classroom

No	Items	Responses N : 60				Mean Score	Interpretation
		SA	A	D	SD		
1.	I find task-based Indonesian language learning more engaging when Google Classroom is used.	35 (58.33%)	15 (25%)	5 (8.33%)	5 (8.33%)	3.33	Very High

No	Items	Responses N : 60				Mean Score	Interpretation
		SA	A	D	SD		
2.	The use of Google Classroom makes it easier for me to complete tasks in Indonesian language learning.	42 (70%)	10 (16.67%)	4 (6.67%)	4 (6.67%)	3.50	Very High
3.	Online task-based Indonesian language learning helps me better understand the course materials.	40 (66.67%)	10 (16.67%)	5 (8.33%)	5 (8.33%)	3.42	Very High
4.	I prefer task-based assignments in Indonesian language learning over traditional classroom methods when using Google Classroom	38 (63.33%)	12 (20%)	8 (13.33%)	2 (3.33%)	3.47	Very High
5.	Google Classroom helps me complete Indonesian language assignments more quickly	27 (40%)	13 (21.66%)	10 (16.67%)	10 (16.67%)	2.95	High
	Average					3.33	Very High

Note : SA = Strongly Agree, A = Agree, DA = Disagree, SD = Strongly Disagree

As presented in Table 2, the students had a generally positive experience to learning experiences with TBLT through Google Classroom in Indonesian language learning, particularly in terms of engagement (Mean = 3.33), ease of task completion (Mean = 3.50), understanding of course materials (Mean = 3.42), and preferred task-based assignment than traditional classroom methods (3.47). However, there was room for improvement in the speed of completing assignments (Mean - 2.95). This finding is also supported by the results of the interviews, as follows;

> *"I enjoy learning this Indonesian language course-based tasks. This method allowed us to do the tasks with friends and we could discuss them together (Translation Version, PR)*

> *"During the learning process, I could connect anytime and anywhere with friends and could access and do the tasks with friends through Google Classroom. The tasks given by the lecturer helped me understand the materials easily (Translation Version, JZS)*

The results of these interviews show that the TBLT provided a positive learning experience for students. Students were pleased that this approach allowed them to work together with friends and discuss assignments together through Google Classroom. They also appreciated the flexibility of accessing assignments and collaborating with friends anytime and anywhere, which made it easier to understand the material taught by the lecturer. Overall, this approach and Google Classroom were perceived as helping students understand the material better through collaboration and discussion.

Students' Perceived Benefits of TBLT and Google Classroom Implementation

This section examined the benefits for students in Indonesian language learning through TBLT and Google Classroom. Sixty students of Civil Engineering and Civil Engineering responded to six questions in this aspect. Their responses are presented in Table 3 below.

Table 3
The Benefits of the Implementation of TBLT Assisted by Google Classroom

No	Items	Responses				Mean Score	Interpretation
		SA	A	DA	SD		
1.	The use of Google Classroom in task-based learning makes me more interested in learning Indonesian.	33 (55%)	22 (36.67%)	4 (6.67%)	1 (1.67%)	3.45	Very High

No	Items	Responses				Mean Score	Interpretation
		SA	A	DA	SD		
2.	Task-based learning helps me feel more confident in learning the Indonesian language.	44 (73.33%)	11 (18.33%)	5 (8.33%)	0 (0%)	3.65	Very High
3.	Through task-based learning, I can study independently and develop my skills in the Indonesian language.	42 (70%)	13 (21.67%)	5 (8.33%)	0 (0%)	3.62	Very High
4.	Google Classroom facilitates collaboration among students in completing task-based assignments in learning the Indonesian language	45 (75%)	10 (16.67%)	5 (8.33%)	0 (0%)	3.67	Very High
5.	Task-based learning using Google Classroom better prepares me to use the Indonesian language in real-life situations	43 (71.675)	7 (11.675)	5 (8.33%)	5 (8.33%)	3.47	Very High

Note : SA = Strongly Agree, A = Agree, DA = Disagree, SD = Strongly Disagree

As presented in Table 3, students' perceptions show that the implementation of TBLT assisted by Google Classroom was very beneficial in Indonesian language learning. Most of the students felt more interested in learning (91.67%, mean score of 3.45), more confident (91.66%, mean score of 3.65), and able to learn independently and develop their language skills (91.67%, mean score of 3.62). In addition, Google Classroom facilitates collaboration between students in completing task-based assignments (91.67%, mean score 3.67) and prepares them to use Indonesian in real situations (83.35%, mean score 3.47). All items were interpreted with very high response rates, confirming that this technology-assisted TBLT is effective in improving various aspects of learning. This research finding is also supported by interviews with some students, as follows;

> *"... after I attended the class with the method you employed, Mam. I felt that the tasks given made me understand the use of language in real-life situations. Moreover, I learned many things in this class (Translation Version, AH).*

> *"I got many things from the tasks that the lecturers gave to us. The tasks were related to our daily life situations, and how we use the Indonesian language correctly... (Translation Version, YP)*

> *"Although we had a lot of tasks to do, we could work together with our friends through Google Classroom. This platform encourages me to collaborate with friends. The most important is I got a lot learning the Indonesian language using this approach ...(Translation Version, JZS)*

Based on the results of the interviews above, overall the students said that the teaching method used by the lecturer was very effective in improving students' understanding of Indonesian through tasks relevant to real life. Students felt that the tasks helped them understand the use of language in everyday situations while deepening their knowledge of correct Indonesian. In addition, the use of technology such as Google Classroom encouraged collaboration between students, despite the large number of assignments given. Overall, this approach was viewed positively as it combined language practice with technological support and collaboration.

Effectiveness of TBLT and Google Classroom According to Student Perceptions

This section examined students' perceptions of the effectiveness of TBLT and Google Classroom for Indonesian language learning. Sixty students of Civil Engineering and Civil Engineering responded to six questions in this aspect. Their responses are presented in Table 4 below.

Table 4
The Effectivity of the Implementation of TBLT Assisted by Google Classroom

No	Items	Responses N : 60				Mean Score	Interpretation
		SA	A	D	SD		
1.	I feel that task-based Indonesian language learning enhances my Indonesian language skills	40 (66.67%)	12 (20%)	5 (8.33%)	3 (5%)	3.48	Very High
2.	I feel that task-based Indonesian language learning helps me enhance Indonesian language components such as vocabulary and grammar	45 (75%)	8 (13.33%)	7 (11.675)	0 (0%)	3.63	Very High
3.	Task-based Indonesian language learning encourages me to be more active in the learning process	30 (50%)	20 (33.33%)	6 (10%)	4 (6.67%)	3.27	Very High
4.	I feel that my learning outcomes improved after following task-based Indonesian language learning	50 (83.33%)	5 (8.33%)	3 (5%)	2 (3.33%)	3.72	Very High
5.	Task-based Indonesian language learning makes learning interactive and enjoyable	48 (80%)	7 (11.67%)	5 (8.33%)	0 (0%)	3.72	Very High
	Average					3.56	Very High

Note : SA = Strongly Agree, A = Agree, DA = Disagree, SD = Strongly Disagree

As shown in Table 3, the results of the study on the effectiveness of TBLT assisted by Google Classroom in Indonesian language learning showed generally positive responses from students. The overall mean score was 3.56, which was in the "Very High" category. Specifically, 66.67% of students strongly agreed that this approach improved their Indonesian language skills, with an average score of 3.48. The mastery of language components such as vocabulary and grammar improved significantly, where 75% of students strongly agreed, resulting in a score of 3.63. Additionally, 50% of students could be more active in the learning process, with a score of 3.27. A total of 83.33% of students agreed that their learning outcomes improved after taking Task-based Indonesian language learning, with the highest score of 3.72. Finally, 80% of students said that the approach employed by lecturers was able to make Indonesian language learning interactive and fun, with a score of 3.72. Thus, these results show that task-based Indonesian language learning using Google Classroom is highly effective in improving language skills and student engagement. The responses in this questionnaire are also expressed by students as follows;

> *"This task-based learning helps me to be more active and motivated. Through the tasks given, I get to practice writing and speaking in Indonesian more often, especially in vocabulary that I previously rarely used." (Translation Version, MH)*

> *"I feel my vocabulary and grammar are much better after following this lesson. The tasks presented in Google Classroom make me understand the material gradually and more deeply." (Translation Version, RSDP).*

> *"I think task-based Indonesian language learning is very interactive, and Google Classroom makes all the materials and assignments more structured. I can study anytime, and it makes the learning process more fun and less boring." (Translation Version, DS).*

Based on the results of the interviews above, these interview results support the quantitative findings which show that TBLT, with the support of Google Classroom, was very effective in improving language skills, active engagement, and a more interactive and enjoyable learning experience in Indonesian language learning.

Challenges Perceived by Students in TBLT and Google Classroom Implementation

This section examined students' perceptions of the challenges of TBLT and Google Classroom for Indonesian language learning. Sixty students of Civil Engineering and Civil Engineering responded to six questions in this aspect. Their responses are presented in Table 4 below.

Table 5
The Challenges of the Implementation of TBLT Assisted by Google Classroom

No	Items	Responses				Mean Score	Interpretation
		SA	A	DA	SDA		
1.	I find it difficult to access Google Classroom which is used to do the tasks in learning the Indonesian language	20 (33.33%)	35 (58.33%)	3 (5%)	1 (1.67%)	2.53	High
2.	Unstable internet connectivity hinders my ability to complete tasks in learning the Indonesian language	38 (63.33%)	16 (26.67)	4 (6.67%)	2 (3.33%)	3.50	Very High
3.	I often feel confused by the instructions provided in task-based Indonesian language learning through Google Classroom	10 (16.67%)	25 (41.67%)	20 (33.33%)	5 (8.33%)	2.67	High
4.	I need more time to do the tasks compared to other language learning methods	30 (86.67%)	20 (6.67%)	2 (3.33%)	8 13.33%)	3.20	High
5.	I find it difficult to study independently in task-based Indonesian language learning	40 (66.67%)	10 (16.67%)	7 (11.67%)	3 (5%)	2.78	High
	Average					2.94	High

Note : SA = Strongly Agree, A = Agree, DA = Disagree, SD = Strongly Disagree

As shown in Table 5, the challenges in implementing TBLT assisted by Google Classroom faced by students were high, with an average score of 2.94. A total of 33.33% of students found it difficult to access Google Classroom, with a score of 2.53 (high). The biggest challenge was an unstable internet connection, which was faced by 63.33% of students, with a score of 3.50 (very high). A total of 16.67% of students were often confused by the instructions given, however, the majority only partially agreed, resulting in a score of 2.67 (high). The time taken to complete tasks was also a challenge with a score of 3.20 (high), while 66.67% of students found it difficult to learn independently in this system, with a score of 2.78 (high). The findings from this study were reinforced by interviews with some students who experienced challenges in implementing tasks in learning the Indonesian language with Google Classroom. They said as follows;

> *"Yes ma'am, there are a few obstacles, hhmm, for example, ma'am. I often have difficulty accessing Google Classroom especially when the internet network is slow, especially if there is an urgent task. Sometimes I have to wait a long time just to open the assignment." (Translation Version, DLA)*

> *"Yes ma'am, we quite often experience internet connections that often break down making it difficult for me to complete assignments on time. I often fall behind my friends who have better internet access. Yes, maybe because some of us live in the area, ma'am" (Translation Version, YP)*

"The instructions in Google Classroom sometimes make me not understand, so I have to ask some friends to understand it (Translation Version, MH)."

As argued in the students' statements in the interviews, it can be concluded that students faced some key challenges in TBLT using Google Classroom. These challenges included difficult access to the platform when the internet connection was slow, delays in completing assignments due to frequent disconnections, and difficulties in understanding instructions given through the platform. Some students also admitted that the location of their residence in the region was a factor that hindered stable internet access.

Discussion

As argued in the result section, the results of the research show that students gave a positive perception of the implementation of TBLT assisted by Google Classroom in terms of learning experiences, effectiveness, and benefits. Moreover, in implementing TBLT assisted by Google Classroom, students' challenges during the learning process were high. In terms of learning experiences. The implementation of TBLT in Indonesian language learning in the classroom provides a more dynamic and participatory learning experience for students. Most students reported increased active engagement during the learning process, especially as the tasks presented were considered relevant to real-life situations. Wei and Zhao (2024) believe that this is because the TBLT approach emphasizes the importance of using authentic tasks and real-world tasks in improving language skills. The authentic tasks enable students to engage with content that reflects actual language use in their everyday situations, helping them develop relevant skills and apply their knowledge meaningfully. However, some students expressed difficulty in completing tasks that were considered too complex. This difficulty highlights the need to adjust the task design to be more suitable for students' proficiency levels and interests so that the learning process can run more effectively and inclusively (Jin, 2024).

In terms of benefits, the results showed that students benefited a lot from the implementation of TBLT assisted by Google Classroom in Indonesian language learning. They reported improvements in language skills, particularly in communicating effectively in real contexts and also through the Google Classroom platform. This implies that TBLT assisted by Google Classroom as an educational Digital platform can encourage the creation of a collaborative learning environment, where students can interact and learn from each other, which in turn develops their social and collaborative skills. This finding supports Nurhadi's (2024) and Ali's (2023) statements that TBLT not only improves language skills but also strengthens social interaction in learning. These benefits show that despite the obstacles, the TBLT approach has great potential when assisted with digital media in improving the quality of Indonesian language learning at the tertiary level.

In terms of effectiveness, results showed that students generally rated the implementation of TBLT assisted by Google Classroom as an effective approach to improving their Indonesian language skills. They are happy because this approach also emphasizes direct practice in learning Indonesian so that they can apply the language learned. However, the effectiveness of TBLT implementation also depends on lecturers' competence in designing appropriate tasks as well as the ability to facilitate task-based learning during the learning process. This is in line with East's (2012) opinion which underlines that the successful implementation of TBLT is closely related to lecturers' technical and pedagogical skills. Therefore, language lecturers must have sufficient pedagogical skills to achieve the effectiveness of this approach in the context of Indonesian language teaching in higher education.

In terms of challenges, non-major students in Indonesian language learning experienced some specific challenges, particularly concerning task complexity and limited digital accessibility. Non-language majors often encounter additional obstacles with TBLT tasks that

demand nuanced language skills or extensive digital engagement, which may feel overwhelming given their limited exposure to such learning methods. Furthermore, issues such as unstable internet connections and inadequate devices hinder their ability to complete tasks effectively. It implies that there is a need for more inclusive digital resources and targeted instructional support in language learning (Ke et al., 2022; Sofyan et al., 2023). Reflecting on these constraints provides a balanced perspective on TBLT's applicability, suggesting that institutions should not only support students' digital access but also ensure that tasks are designed to match diverse proficiency levels and learning needs. This finding aligns with Butler's (2011) and East's (2012) insights, emphasizing that TBLT's success in non-language contexts depends on accessible resources and instructional adaptability to address students' varied backgrounds.

Overall, the results of this study imply that the TBLT approach is effectively suitable for teaching Indonesian language courses in higher education in terms of improving language skills through the tasks given. These authentic tasks motivate students to learn independently and collaborate through the use of Google Classroom. This result is in line with the opinion of Hima et al. (2021) who mentioned that TBLT provides many benefits, despite concerns that this approach is considered complicated and time-consuming. In this research, technical obstacles, such as difficulties in internet access and confusion in understanding task instructions. As suggested by East (2012, 2024), teachers should have sufficient knowledge of the TBLT approach so the lecturers can run the TBLT approach smoothly in language classrooms. Moreover, this present research also revealed that some students faced some challenges in completing the tasks, but they were able to overcome these obstacles through collaboration and help from classmates. This is because the implementation of TBLT as well as Google Classroom encourages students to learn in a way that can help deepen their understanding of the material and tasks given by the lecturer (Nurhadi et al., 2024; Permatasari et al., 2021).

The results of this research are consistent with several previous studies, such as Hadi (2013), Sahrawi (2017), Prianty et al. (2021), Prianty et al. (2022), Hastuti et al. (2023), Dheressa et al. (2024), Mahmud et al. (2024) who found that students gave positive perceptions of the implementation of TBLT in English language learning. It is assumed that TBLT is highly effective in teaching either English or Indonesian language at different educational levels. These consistent findings might be influenced by the power of TBLT which emphasizes the tasks as the core of language teaching. Moreover, the findings of the challenges faced by students aligned with Butarbutar (2021) who found that the integration of TBLT with digital media or technology made students difficult in terms of practical instructions and internet connections.

Thus, based on the four aspects of research findings, the results can be implied that the implementation of the TBLT approach in Indonesian language learning using Google Classroom has had a positive impact on students, especially in terms of engagement and learning effectiveness. On the other hand, students experienced some challenges in terms of task complexity and limited resources but they still felt that the implementation of this approach provided many significant benefits for them in learning the Indonesian language course. The findings of this research can be claimed they have aligned with the principles of the TBLT approach in Indonesian language learning which emphasize the importance of authentic tasks in improving students' Indonesian language skills and components (Mulyadi et al., 2023; Richards & Renandya, 2002). The challenges faced by students during the teaching and learning process can be solved by giving more attention to the task design and support from the institution concerning the internet connection, and other challenges may come.

The findings of this study have notable implications for curriculum design and educational policy, particularly in Indonesian higher education for non-language majors. The positive reception of TBLT, supported by Google Classroom, suggests that task-based

approaches could be strategically integrated across diverse academic fields to foster communicative and collaborative skills. Institutions may consider resource allocation priorities, such as providing access to digital infrastructure and training educators to design tasks that are relevant to non-language contexts, making TBLT a feasible approach for various disciplines. Palanisamy and Rajasekaran (2024) believe that this alignment of curriculum design with TBLT principles and digital tools could help bridge the gap for non-language students, enabling a broader, skill-focused learning experience that supports real-world application. Additionally, supporting teachers with targeted training in task-based instruction, as advocated by Hima et al. (2021), East (2011) and Butler (2012), would further ensure that TBLT implementation is effective and inclusive in higher education settings.

This study also has advantages and disadvantages. The advantages of this study are seen in the use of Google Classroom which facilitates collaboration and allows flexible access to tasks, which supports the concept of TBLT in teaching the Indonesian language course. In addition, this study also shows that students can develop language skills independently with the tasks given. However, there are some shortcomings in this study, mainly related to technical constraints such as unstable internet access and confusion in understanding task instructions. In addition, although students were able to overcome some of these obstacles, the technology access gap remains an issue that needs to be considered for wider implementation.

The results of this study have several important implications for Indonesian language teaching in non-language programs. Those implications include the TBLL approach can provide a more immersive and relevant learning experience, especially with the support of technology such as Google Classroom. However, lecturers seem to need more attention to the provision of human resources and technical support, both for students and teachers, for the implementation of task-based language learning approaches to run smoothly and effectively. Teachers need to be trained to design tasks that are appropriate for non-language contexts, and students should be given clearer guidance to avoid confusion in completing tasks. East (2012) and Butler (2011) also emphasize the importance of technical skills for teachers in designing and evaluating tasks based on the TBLT approach, so training programs can help overcome this barrier. Thus, this study confirms that although the TBLT approach presents its own challenges, proper implementation with technological support can significantly improve students' language skills.

CONCLUSION

This research has investigated students' insights on the implementation of task-based language learning supported by digital media, particularly Google Classroom. The results of the study can be concluded that the application of this approach shows positive results on the learning experience, effectiveness, and benefits for students of the Civil Engineering and Mechanical Engineering Study Programs in learning the Indonesian language. Moreover, many students feel higher engagement, ease in completing tasks, and better understanding of the material. In addition, the effectiveness of this method is reflected in the improvement of language skills, language components such as vocabulary and grammar, and active engagement in the learning process. However, the results also showed that there were some challenges faced, especially related to access to Google Classroom and unstable internet connectivity. Students also reported difficulties in understanding instructions and felt that they took longer to complete tasks compared to traditional learning methods. Overall, this study revealed that despite challenges in implementation, TBLT learning supported by digital media is highly effective in improving language skills, active participation, and collaboration among students, as well as providing a more interactive and enjoyable learning experience.

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