

IMPLEMENTATION OF *GOOGLE CLASSROOM* AS LEARNING MEDIA IN MTS AL YAKIN PUNGPUNGAN

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Abstract

The process of teaching and learning activities should be supported from educators and students through direct or indirect interactions. If there are some students who lack of interest in distance learning, an educator should immediately find a solution for the problem. Learning media during the COVID-19 pandemic has an important role as an effort to succeed learning. So it is hoped that the Google Classroom learning media will be able to increase the interest of the students at Mts Al Yakin. This type of research is a qualitative research. Data collection techniques using observation, interviews and documentation. Based on the research results, the implementation of Google Classroom has a positive effect for both educators and students. There are three activity processes in preparing for the use of Google Classroom, namely planning, implementation and evaluation. In the use of Google Classroom, the students were very enthusiastic and responded with the use of the learning media, even though the learning was distance.

Keyword: *Google classroom, Media, learning*

Abstrak

Proses kegiatan belajar mengajar harus ada dukungan dari pendidik dan peserta didik melalui interaksi baik secara langsung maupun tidak langsung. Apabila ada beberapa peserta didik yang kurang memiliki minat dalam pembelajaran sistem jarak jauh, maka seorang pendidik harus segera mencari solusi terhadap problematika tersebut. Media pembelajaran dimasa pandemic covid 19 ini memiliki peran penting sebagai upaya keberhasilan dalam pembelajaran. Sehingga diharapkan media pembelajaran google classroom ini mampu meningkatkan minat bagi para peserta didik di Mts Al Yakin. Jenis penelitian ini merupakan penelitian kualitatif. Teknik pengumpulan data dengan menggunakan observasi, wawancara dan dokumentasi. Berdasarkan hasil penelitian bahwasanya implementasi *google classroom* ini memberikan efek positif baik bagi pendidik maupun peserta didik. Ada tiga proses kegiatan dalam mempersiapkan penggunaan *google classroom*, yakni perencanaan, implementasi dan evaluasi. Dalam penggunaan *google classroom* para peserta didik sangat antusias dan merespon dengan penggunaan media pembelajaran tersebut, meskipun pembelajaran bersifat jarak jauh.

kata Kunci: *Google Classroom, Media, Pembelajaran*

INTRODUCTION

Covid 19 is one of the infectious diseases caused by a newly discovered type of coronavirus, and in March 2020, covid-19 entered the country of Indonesia. The COVID-19 outbreak can paralyze various sectors, one of which is the education sector. Nadiem Anwar Makarim, the Minister of Education and Culture issued a circular letter No. 4 of 2020 regarding the implementation of education in the emergency period of coronavirus disease (covid-19). One of the main points of the letter was related to the cancellation of the national exam in 2020. Since the government has stopped all face-to-face learning activities at schools, the learning should be conducted at home (Fitra et al., 2020).

During this COVID-19 pandemic, the world of education is getting such a tough test, because the process of learning activities is required to use a remote system, that is online. Educators who usually do direct learning activities in class, currently have to be forced to move into the distance learning process to avoid crowds as one of the measures to prevent the spread of covid 19 (Rini Atikah et al., 2021). Learning carried out by educators in a monotonous manner will make students feel bored and tend to have low motivation. The students are only able to listen to the teacher when in class, but when outside the class, the lessons that have been received are forgotten. Basically, the purpose of learning is not only to transfer knowledge, but to create a new idea that arises as a result of the learning that has been done in the classroom and has meaning for students (Pritandhari, 2017). Educators are required to be able to sort and choose various media and methods to carry out learning activities in the classroom so that students can receive the material optimally such as face-to-face learning. With these demands, of course what can be utilized is to use e-learning as a learning media that utilizes the internet (Shodiq & Zainiyati, 2020).

In activities to improve education for students to have good knowledge and skills, education must really be designed as best as possible. The design of education must start from the vision and mission, goals, strategies, learning methods, learning materials and learning media as well (Sahri, 2021). One of the learning media that can be used during the COVID-19 pandemic based on e-learning is by using *Google Classroom* media. Because at this time almost every student has a mobile phone so that it can be installed *Google classroom* application. *Google classroom* learning in this madrasah targetted participants who are already adult. As adult

learners, Junior High school students have concrete minarets of practical everyday life. Does not rule out the possibility of adult-learners of Madrasah Tsanawiyah *google classroom* can be applied. According to Mulyani, that adult learners are those who are at the stage of researching, trying and experimenting. Learners at that age have mastered technology, ready to accept the development of the times through existing technology (Durahman, 2020). Critical thinking is a process of intellectual discipline that is active and skilled in conceptualizing, applying, analyzing, synthesizing, and / or evaluating information gathered from, or produced by, observation, experience, reflection, reasoning, or communication, as a guide to beliefs and actions [12]. Critical thinking is a life skill, not a hobby in the academic field. Critical thinking is a hobby of thinking that can be developed by everyone, so this hobby must be taught in elementary, middle and high school (Rahmad et al., 2019).

Google Classroom is one the applications created by Google with the aim of helping educators and students in learning activities. By using *Google Classroom* application, it is assumed that learning will be more easier to realize. Therefore, the use of *Google Classroom* learning media can help and facilitate educators in conveying information precisely and accurately to students. When using the Google Classroom learning media, educators can use various available features including *assignments, grading, communication, time cost, archive course, mobile application* and *privacy* (Sabran & Sabara, 2019). By using learning media in the form of *google classroom*, it is hoped that students at MTs Al Yakin to be more interested and pay attention to all forms of material provided through distance learning. In addition, using the Google Classroom learning media makes it easier to evaluate the implementation of the teaching and learning process in the classroom and outside the classroom.

Therefore, this research describes the implementation of *Google Classroom* in MTs Al Yakin, especially the Ninth Graders. Furthermore, it also reveals the supporting factors and inhibitions as an evaluation toward the use of *Google Classroom* for online learning.

RESEARCH METHOD

This research uses descriptive research method with qualitative analysis approach. Qualitative research does not use statistics, but through data collection, analysis is then interpreted. It is usually related to social and human problems that are interdisciplinary, focusing on multi-method, naturalistic and interpretive (Albi Anggito, 2018). This learning method utilizes media *google classroom* which can be used by educators in the online learning process. The subjects of this study were students of Class IX MTs Al Yakin Pungpungan. This study uses several stages, namely the preliminary study stage by finding sources that explain the use of *google classroom*. The stage of research activities involving students to use the methods used in the online learning process and finally the evaluation stage which measured the achievements obtained after using *google classroom* as a learning media.

RESULT AND DISCUSSION

A. Implementation of *Google classroom* as learning media in MTs Al Yakin

1. Planning for the Use of *Google Classroom*

Learning planning is a decision-making process resulting from thinking rationally about certain learning goals and objectives, namely changes in behavior and a series of activities that must be carried out as an effort to achieve these goals by utilizing all existing potential and learning resources. Learning planning is one part of the learning program that contains discussion units to be presented in several meetings which are used to prepare lesson plans so that they can serve as a reference for teachers to carry out teaching and learning activities to be more focused and run efficiently and effectively (Ananda, 2019). Therefore, there are several plans carried out by educators at MTs Al Yakin Pungpungan by using *google classroom* before carrying out the learning activity process, namely:

First, an educator must prepare a Learning Implementation Plan. This Learning Implementation Plan is one of the important elements before entering the stage of the teaching and learning process. What is meant by the learning implementation plan here is the implementation plan made specifically for online-based learning activities. In addition, an educator must properly understand how to use *Google Classroom* so that the functions and benefits of using *Google Classroom* can be maximized. In addition to

the above, the facilities and infrastructure needed, as well as what strategies or approaches will be taken by teachers in implementing the use of Google Classroom in order to achieve the results or values expected to achieve KKM. Not only with the teacher, with the guardians of the students also conveyed about the results or grades obtained by the students (Febrianti, 2021).

Second, educators must prepare learning materials or assignments to be discussed. After that, educators upload materials, give assignments that can be seen by students or that can be read by students and no less important also has an internet connection to access the Google Classroom page. In delivering the material, the teacher previously prepared learning material in the form of videos, images, and displayed or sent a PowerPoint containing learning material that had been created by the educator with a software program in the form of Microsoft Powerpoint.

2. Implementation of *Google Classroom* as a learning media in MTs AL Yakin

Learning carried out in elementary schools also uses online/distance learning through parental guidance. According to Isman, online learning is the use of the internet network in the learning process. With online learning, students have the flexibility of learning time, can study anytime and anywhere. This learning is an educational innovation to answer the challenge of the availability of varied learning resources. The success of a model or learning media depends on the characteristics of the students. As revealed by Nakayama that from all the literature in learning, it indicates that not all students will be successful in online learning. This is due to learning environment factors and student characteristics (Dewi, 2020). However, actually applying Google Classroom can be learned by paying attention to the following steps.

- a. Open the Google website then enter the *Google Classroom* page
- b. Make sure you have a Google Apps for Education account. Visit classroom.google.com and sign in. Choose whether you are a teacher or a student, then create a class or join class

- c. If the educator is a Google Apps administrator, the educator can find more information about enabling and disabling the service in Access to Classroom.
- d. Educators can add Learners directly or share the code with their class to join. This means that previously the educator in the real class (at school) has notified the students that the educator will implement the google classroom on the condition that each student must have a personal email using the full name of the owner (not using a nickname / pseudonym).
- e. Educators give independent assignments or through discussion forums through the assignment page or discussion page, then all class materials are automatically saved into a folder on Google Drive.
- f. In addition to educators giving assignments, educators can also convey announcements or information related to subjects that will be studied by students in real classes on the page. Students can ask the teacher or other students in the class related to the information conveyed by the teacher.
- g. students can track any assignment that is nearing its due date on the Assignments page, and start working on it with just one click.
- h. Educators can quickly see who has not completed assignments, and provide input and direct grades in class (Hammi, 2017).

3. Evaluate *Google Classroom* as a learning media in MTs AL Yakin

In the educational process, tests and measurements are factors that really need to be considered because the evaluation results are needed to determine various kinds of goals in decision making, including selection, placement, prediction, curriculum development, improvement of teaching and learning processes, and accountability for the implementation of educational programs. In relation to the field of education, evaluation specifically aims to determine the extent to which students have mastered the previously set learning objectives and diagnose student learning difficulties (Arifin, 2012).

The results of the evaluation conducted by educators at MTs Al Yakin used cognitive, affective and psychomotor assessments. This cognitive assessment is taken from daily test assessments, mid-semester assessments and end-of-semester assessments conducted using *Google Classroom*. The affective assessment for students is carried out based on the results of observations made by educators through an assessment of the attitude of responsibility and discipline of students in terms of collecting assignments, doing assignments, participating in learning. As for psychomotor assessment, educators observe students through practical activities. In this practical activity, students are given the task of making videos to be uploaded on YouTube. For this practical activity, it was seen that the students were very involved in participating in online learning.

B. Supporting factors and Inhibitions of Google Classroom Implementation

Amid the implementation of social distancing policies, e-learning based learning methods are an effective choice to use. This learning method is considered capable of facilitating broader, varied and interesting learning because learning can take place anywhere and anytime without being limited in distance, space and time (Baskoro et al.,2020). The use of Google Classroom has supporting factors, including:

1. Google classroom can be used through a computer or mobile phone
2. has potential for teaching and learning because of its unique built-in functions that offer pedagogical, social and technological affordability (Sukmawati & Nensia, 2019)
3. The use of Google Classroom is practically easy and interesting to the students
4. The use of Google Classroom during this pandemic is very effective and useful to improve students' skill abilities, discipline (Mike Okmawati, 2020)
5. the teacher can send e-mail to students directly from Google Classroom, namely Inviting Student to Classroom Manually, Removing Student from Classroom and Sending Email to Student in Classroom (Ketut Sudarsana et al., 2019).

Learning media has an important role in the activities of the teaching and learning process. This learning media has the aim of clarifying the presentation of messages or materials so that information can facilitate and facilitate the teaching and learning (Fitra et al., 2020).

In the implementation of distance learning activities using *Google Classroom*, there are various kinds of obstacles or barriers.

1. Lack of interaction between teachers and students or even between students themselves. This lack of interaction can slow down the formation of volumes in the teaching and learning process.
2. The tendency to ignore academic or social aspects and instead encourage the growth of business aspects.
3. The learning and teaching process tends towards training instead of education which places more emphasis on knowledge or psychomotor and affective aspects.
4. The change in the role of the teacher from previously mastering conventional learning techniques, is now also required to master learning techniques using the internet.
5. Students who do not have high learning motivation tend to fail
6. Not all places have internet facilities (perhaps this is related to problems with the availability of electricity, telephones or computers) (Rini Atikah et al., 2021).

Conclusion

Learning media using *Google Classroom* for students at MTs Al Yakin is able to increase and generate interest in students in online learning activities. In addition, with the *Google Classroom* media, it makes it easier for students to receive material, collect assignments. However, there are obstacles experienced by students, namely related to internet quotas. When the network also does not exist, it is increasingly difficult for students to capture and digest the material well. However, overall the use of google classroom at MTs Al Yakin is appropriate and able to improve student learning outcomes

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