THE IMPLEMENTATION ON USING GOOGLE CLASSROOM FOR ONLINE LEARNING FOR ELEMENTARY SCHOOL TEACHERS

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ABSTRACT

The government has issued various policies to stop the spread of COVID-19. One of them is online learning (on the network) which is carried out by almost all levels of education in Indonesia. Learning models are developed based online (e-learning). Nevertheless, on the other hand, the implementation of online learning experiences obstacles such as teachers' lack of knowledge and skills in managing to learn online. This community service aims to improve the abilities and skills of elementary school teachers in using e-learning applications based on Google Classroom in helping the online learning process during the pandemic. The target of this activity is the Gegunung Village Elementary School teachers. Execution method using lectures, practicum, and question and answer. Training participants are given an understanding concept about distance learning media or online and practising use of the Google Classrooms application. The results of this activity include training participants very enthusiastic about participating in the training. The Gegunung Village Elementary School teacher can understand the use of google classroom with an indicator that the teacher can create online learning. The Gegunung Village Elementary School teachers have operated the application Google Classroom as an alternative medium. However, assistance still needs to be done until the teacher understands and uses Google Classroom as an online learning medium during the COVID-19 pandemic.

Keywords: *google classroom; online learning; COVID-19.*

INTRODUCTION

The coronavirus disease also known as COVID-19, is causing changes to many facets of life (Rupani et al., 2020). One of the problems we are currently facing under the influence of the COVID-19 pandemic is the world of education (Mastura & Santaria, 2020). As a result, the government issued a policy to study from home. In addition, the government has also limited human activities outside the home to limit the number of people who want to break the chain of the spread of COVID-19. This policy allows schools to conduct teaching and learning activities remotely or online (Sari et al., 2020).

The impact of the education aspect on the technical change, which was initially a conventional teaching and learning process, changed to online learning (Yunitasari & Hanifah, 2020). The launch of online learning in March 2020 caused many problems, including the gap in access to

quality education and the difficulty of parents supporting the online learning process. In the early stages of the spread of COVID-19, teachers were considered not ready to determine learning assistance quickly and accurately as an alternative to face-to-face meetings .

As a result of the closure of educational institutions, the transformation process from conventional learning into online learning activities, because conventional face-to-face learning with its limitations cannot support learning during a pandemic. Online learning seems to bring another strategy in teaching because it offers teachers and students easy access. After all, we are currently in the era of the industrial revolution volume 4.0 (Syamsuar & Reflianto, 2019). Because of the impact of the industrial revolution, the impact on education is different from the past. Globalization allows us to communicate wherever we can, so it is hoped that students can take advantage of it because of the influence of globalization in the world of education. Information and communication technology development needs to support information and computer-based learning activities to improve student skills. This information technology is used to support education during the pandemic (Komalasari, 2020).

One of the platforms used is Google Classroom from Google.com. Google Classroom is part of the Google Suite for Education and was officially launched in 2014 (Raharjo et al., 2019). Google Classroom aims to make online learning activities more productive and meaningful through effective task management, better collaboration, and better communication. It has also packed with features that allow teachers to more effectively manage classes through Google Mail, Google Docs, Google Drive, Google Slides, it became available in beta release April 13, 2006 and more recently, Google Calendar. According to (Singh et al., 2010) Google Classroom is a tool that facilitates collaboration between students and teachers; In addition, teachers can create and share assignments for students in online classes for free. It makes it easy for teachers to build groups to share assignments and announcements. Google Classroom can be a platform that makes students active participants. Furthermore, In Taiwan, (Liu & Chuang, 2016) performed an action study with 6th grade students using Google Classroom with the integration of a peer tutor method. Students had a favorable attitude about the usage of Google Classroom. It means teachers could make effective learning student-centred, interactive and memorable through Google Classroom because it offers easy-to-use learning tools for students from all categories to work together. As evidence, many educational institutions in Indonesia use digital technology as one of their resources in providing teaching and learning to launch the growing learning gap in Indonesia.

The learning process at SDN (Public Elementary School) Gegunung Village, Sumber Subdistrict, Cirebon Regency has not yet maximized using Google Classroom as medium online learning. Most teachers have not mastered information technology tools to support teaching and learning activities, and the lack of knowledge and understanding of teachers and students regarding using the Google Classroom application. This condition certainly requires appropriate and effective solutions so that learning can be carried out better.

The description of the conditions above became the principle for the community service implementation team to make Gegunung Village Elementary School a partner in community service activities. The service activity carried out is training on using Google Classroom to support online learning, which aims to train Gegunung Elementary School teachers to use Google Classroom as an online learning medium during the COVID-19 pandemic. Google Classroom can make learning activities more effective and interactive, face-to-face through Google Classroom online classes (Soni et al., 2018).

METHOD

This service activity is in training provided to teachers in SDN 1 Gegunung and SDN 2 Gegunung, Kec. Source, Kab. Cirebon. Activities are carried out in the classroom. Each teacher uses a laptop or mobile phone that is connected to the internet. It is hoped that every teacher can use Google Classroom in teaching and learning activities at SDN Gegunung. So that later students can study, listen, read, and send assignments remotely. The methods used in this community service activity are:

a) Lecture method, namely by explaining orally, in writing, and presentations about the Google Classroom Application along with its use.

b) The practicum method, where the trainees are asked to practice the exercises in the manual for using the Google Classroom application in teaching and learning activities.

c) Discussion method, where participants are allowed to ask questions about the material presented.

RESULTS AND DISCUSSION

Based on the problems described, the solution needed is training on using Google Classroom for teachers by SDN Gegunung. From Tuesday to Thursday, August 26-27, 2021, the activity takes place from 09.00 to 12.00 WIB for three days in the SDN Gegunung Cirebon classrooms with 14 participants. The method used in this activity is training and mentoring. The service program that has been implemented is a preliminary activity in the form of preparing guidelines for using the Google Classroom application to help the learning process. Then the researcher explains of the concept of the Google Classroom application and examples of its use in the world of education.

Then the practical implementation by the trainees. The practicum begins by logging into the Google.com application using the trainee's username and password. After successfully logging in, trainees are guided to create online learning classes for the subjects they can use the Google Classroom application. After the teachers have a google classroom account and have understood well how to use the Google Classroom features, the teachers are allowed to demonstrate how to use google classroom as an alternative media for online learning. It is intended that teachers not only understand but also be able to apply it well. This demonstration activity went in an orderly manner, and the teacher's abilities were quite good. Some features still need continuous accompaniment.

The use of this Google Classroom application makes it easier for teachers to manage to learn and convey information quickly and accurately to students. Google Classroom is designed to be used as a cognitive/pedagogical aid in teaching and learning data mining and associated applications (Shaharanee et al., 2016). Google Classroom is designed for four users, namely teachers, students, guardians and administrators. The advantage of the Google Classroom application compared to other applications is that the Google Classroom application can be used to create and manage classes, assignments, grades and provide direct input. Students can monitor class materials and assignments, share materials, interact in class or via email, send assignments, and get real-time feedback on grades. This service activity received a positive response and response from the training participants, this can be seen from the seriousness of doing the practicum, and almost 90% of the trainees succeeded in making online learning classes according to the subjects they are capable of using Google Classroom. The teachers of SDN Gegunung already know about the Google Classroom application but have never used it because they only know about it and do not fully understand it. For teachers to understand perfectly, it is not enough to provide an introduction but must be continued with increasing knowledge, understanding and skills in utilizing Google Classroom in learning.

In the online teaching and learning process using Google Classroom, participants must have a Google account first. From the data results obtained, all of the participants have google accounts because the participants have smartphones, however, participants usually use WhatsApp as an online learning medium. After the training, participants were given practise on managing classes on Google Classroom—starting from creating new classes, providing materials, making learning videos or looking for learning videos on youtube, making attendance, giving assignments and giving assessments. In the training process, the results of using google classroom were obtained, which stated that it was easy 16%, moderate 61%, difficult 23%. The difficulty experienced by participants is how to make attendance by using quiz assignments. Due to the many parts that must be used in the process of making attendance. Furthermore, the assignment of grades sent by students. Teachers also have to make material to be delivered systematically so that students can easily understand the material.

The advantages of using google classroom are 1). Teachers can teach anywhere. 2). Google Classroom storage space will be saved to Google Drive. If we provide material and students send assignments, the storage space will not be stored on the smartphone but stored on the Google Drive that we have. Based on the training, participants will learn how to use the Google Classroom application to improve e-learning skills and ease of use while studying. In addition, participants have skills and strategies for designing e-learning to facilitate the learning process. Teachers are used to using online learning, especially Google classrooms, to make the learning process easier. Classes that have been created will be developed according to the needs of classroom teaching. At the end of the training event, the executor asked for.

CONCLUSION

From the overall implementation of the training, good results were seen, with the following conclusions use: 1) Participants comprehend the use of the Google Classroom program as a media alternative to online learning during the COVID-19 pandemic. 2) Participants may already establish a Google Classroom account and utilize some of the Google Classroom features. 3) Participants have classrooms on Google Classroom for every topic taught by every instructor at SDN Gegunung. In addition, Participants can also demonstrate well how to use the features inside the google classroom. The training activities for using the Google Classroom application have been going well according to the plan, although the teacher's features are not yet fully understood and operate at some stages. So it is necessary to assist continuously until the teachers of SDN Gegunung are proficient in operating the features of the Google Classroom. In addition, it is also necessary to be trained on online learning media other alternatives, such as Zoom, Google Meet.

This service helps teachers deliver materials and questions for assignments with classroom support and makes classes for students according to the subjects taken so that e-learning can run in online classes. The use of online classrooms can make learning continue and have a good impact on teachers so that they can still provide teaching materials to students by entering students by signing in to students. Research conducted by Okmawati revealed that Google Classroom is widely used and is one of the attractive methods for virtual courses (Okmawati, 2020). The conclusion in this training is that teachers can make media used in learning with the support of Google Classroom to provide quality distance learning information that is easily conveyed to students.

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