

GOOGLE CLASSROOM AS A SOLUTION FOR BLENDED LEARNING

Ditafia Adiniannda¹, Sari Utari², Sinta Khoiriyah³

Universitas Pekalongan, Pekalongan

¹ditafiaagp@gmail.com

ABSTRACT

It has been a year since the pandemic has become a polemic in various fields including education. During the pandemic, online learning is needed to support the running of teaching and learning activities. In this study researchers used quantitative methods to find out whether GC is an efficient and appropriate online learning medium during the pandemic. Researchers used a sample of 50 students; including 25 students of 4th semester and 25 students of 6th semester in English Department of Universitas Pekalongan. This reseach indicates that 28 % students chose google classroom as the most effective online learning platform meanwhile 72 % choose other platfroms. Blended learning by using Google Classroom is thus suggested as the solution for learning in the pandemic time.

Keywords: pandemic, blended learning, google classroom, quantitatif research

INTRODUCTION

In 2019 corona virus disease (Covid-19) spread in almost all countries. This became challenges for the education sector, especially universities. In the government education sector, we have designed and implemented protocols to stop the spread of Covid-19 (social distancing, physical distancing, wearing masks and washing hands). This is also done by universities, namely by prohibiting face-to-face (conventional) lectures and suggesting learning online (Kemendikbud Dikti Circular Letter No.1 of 2020). Universities have to control and conduct online learning (Firman, F., & Rahayu, S., 2020).

To prevent the spread of Covid-19, WHO has appealed to stop events that can cause crowds. Therefore, face-to-face learning that gathers a large number of students in the class is reviewed for implementation. This is because lecturers usually have physical contact to the students (Firman, F., & Rahayu, S., 2020). According to Milman (2015) the use of digital technology can allow students and lecturers to carry out the learning process

even though they are in different places. This can be solution.

Digital technology used in the education sector is often referred to as blended learning. According to Charles (2004: 3) "Blended learning is a combination of teaching and learning". However, traditionally the learning that is often used is F2F learning or often referred to as the traditional learning system, whereas in the current era blended learning is part of education-based technology. Blended learning is also a simple way to expand the classroom, experience and time that a variety of conventional media technologies combine. (Sneeze, 2004; Picacciano, 2007).

The goals of blended learning are to increase knowledge and performance, to increase student engagement, to encourage collaborative learning and to create a learning environment that is less stressful. Teachers need technology to make learning that will be conveyed to students so that blended learning in the 4.0 era is very much needed, especially the state of Covid-19 and online learning is a solution in the education sector.

In this online learning related to technology, students are expected to be able to understand the material and apply it in life. Many platforms in the education sector like google classroom are used to support online classes. Through google classroom application, it is expected that the learning objectives will be more easily perceived. Therefore, the purpose of google classroom is to convey information precisely and accurately (Judge, 2016). Google classroom is another blended learning platform that emerged in 2014 (Luckerson. 2015) and became famous since 2017 which changed institutional use to individual use (Heijink, 2017). This application allows anyone with a Google account to create virtual classrooms. Since 2014, classes have gained wide acceptance in K-12 education because they are free, easy to use and have unlimited capacities.

The platform that researchers consider as an effective application is the google classroom. However, lately many students have complained about being bored with online learning, especially since online learning has been going on for the last one year.

Researchers found boredom in online learning in English education students at the University of Pekalongan. However, they loved google classroom as an important platform to support online learning. This research was important to do to reveal whether google classroom can create effective learning and to describe the possible application of blended learning that allows students to learn through content and instructions delivered online with independent control over time, place, sequence, and speed of learning.

RESEARCH METHOD

In this study, the researchers used a quantitative method. According to Sugiyono (2013: 13), quantitative research methods can be interpreted as research methods based on the philosophy of

positivism, used to research on certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, analysis is quantitative / statistics in order to test the predetermined hypothesis.

Quantitative research has various types. The researchers used descriptive quantitative research. Surveys are used to ask questions to a sample of respondents, using various types of methods such as online polls, online surveys, paper questionnaires, web interception surveys, and others. The researchers used surveys carried out in situations where the researchers intended to collect data from a sample or target population in certain time. Researchers could evaluate various variables at any given time. The data collected using this type of survey are those that illustrate the similarity in all variables except those considered for the study.

a. Technique of collecting data

In this study, the researchers collected data based on the source. According to Sugiyono (2018: 213) there are two types of data collection based on the source, namely as follows:

1. Primary Sources

Primary sources are data sources that directly provide data to data collectors. The primary data were obtained in this study is by distributing questionnaires to respondents, namely English Language Education Department Students.

2. Secondary Sources

Secondary sources are sources that do not directly provide data to data collectors, for example through other people or through documents. In this study the researchers collected the necessary data and information by reading books, journals, articles, data

from the internet, and previous research theses.

b. Population

Sugiyono (2018: 130) defines population as a generalization area consisting of objects / subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. Based on the above understanding, what is meant by the population here was the Students of English Language Education Department at Universitas Pekalongan.

c. Sample

Sugiyono (2018: 131) states that the sample is part of the number and characteristics of the population. In this study, the researchers used nonprobability sampling techniques to determine the research sample. According to Sugiyono (2018: 136) nonprobability sampling is a sampling technique that does not provide equal opportunities / opportunities for each element or member of the population to be selected as a sample. Roscoe (2007) in Sugiyono (2015: 12) states that the appropriate sample size for use in research is between 30 to 500. The researchers then selected 50 students consisting of students in semester 2, semester 4 and semester 6 who had experienced online learning using the Google Classroom application since the pandemic took place.

d. Research Instrument

According to Naqyah (2020) in Purwanto (2007: 7) the instrument is a measuring tool used to collect and measure data. According Naqyah (2020) in Muhadi (2013: 42) the instrument is used by researchers to collect information or data about the state of the object or process under study.

e. The Questionnaire

In completing the questionnaires, the respondents must answer "yes" or "no" on the answer sheet provided in accordance with the existing facts. The questionnaire was used to see the responses of English education students in using Google Classroom as a learning medium during the pandemic period at Pekalongan University.

f. Techniques of Data Analysis

In analyzing the data, researchers used descriptive quantitative techniques. According to Sugiyono (2014), descriptive quantitative analysis techniques, are a method of analyzing data by describing the data that has been collected, without making generalized conclusions (generalizations). In this technique, the value of the independent and dependent variables will be known. After obtaining data from respondents and supporting sources, the researcher analyzed the results of the data using a quantitative approach with descriptive analysis.

Descriptive quantitative research is a study that describes the data that has been obtained from respondents through an instrument in the form of a google form. In quantitative research, the data analysis technique usually used was statistics. The statistics used in this research was descriptive statistics. According to Sugiyono (2015: 207), quantitative descriptive analysis techniques are data analysis by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the public. In that study the data would be displayed in the form of a percentage of numbers. To obtain the relative frequency/percentage figure, the calculation is carried out using the following formula (Sudijono, 2012: 43):

$$P = f / N \times 100 \%$$

description:

f = The frequency for which the percentage is being sought

N = The number of frequencies / number of individuals.

P = Percentage number.

After the percentage figures were obtained, then the numbers were classified into categories using the following formula:

a. Specifying Interval

Based on the formula above, a category based on the percentage will be obtained as follows:

$$\text{Value Interval Formula} = \frac{\text{number of answers} \times 100 \%}{\text{Total Answers}}$$

FINDING(S) AND DISCUSSION

To get the answer of the research questions, the researchers asked respondents several questions regarding online learning and the following results were obtained.

Table 1. The questionnaire was given to 50 English students at the University of Pekalongan

No	Question	Respon (%)	
		Yes	No
1.	Is there any obstacles in online learning	86	14
2.	Is online learning boring?	70	30
3.	Is the internet a major obstacle in online learning?	80	20

4.	Do you agree that GC is an application that does not require a lot of quota/data compared to other learning applications?	76	24		
5.	Do you think GC is an efficient medium in online learning?	80	20		
6.	Are facilities in GC helpful in online learning ?	86	14		
7.	Do you like the use of GC applications in online learning?	88	12		
8.	Do you think there are other applications that are easier and more efficient in online learning?	GC (28)	WA (24)	G oo gl e m eet (16)	Lai n- lai n (20)

From the results of the analysis above, we can see that in the first question, 43 students answered yes which meant that they felt obstacles in online learning. Meanwhile, 7 other students had no problems in online learning. Next, question number 2 shows that 35 students felt bored with online learning and 15 others did not. Question no 3, as many as 40 students answered yes, that the internet was the main obstacle in online learning. Then, as many as 38 students answered that Google Classroom does not require

much quota compared to other online learning applications. Question number 5, when asked whether Google Classroom is the most efficient application in online learning, 40 students answered yes and 12 others answered no. Then 43 students stated that the facilities in the Google Classroom were helpful for online learning, while 10 students responded no. It is also known that 44 students loved google classroom as an online learning application, and the remaining 6 did not. The last result, there were 14 students who answered that there was no application other than Google Classroom which was efficient for online learning, 12 others answered Whatsapp group as another effective alternative application for online learning, while the rest, 20 students answered Google meet, Edmodo and Zoom as Another efficient application for online learning.

Based on this finding, the researchers believed that Google Classroom is one of solutions for blended learning in this pandemic era. We can combine google classroom with the use of other teaching platform and we can also combine google classroom with offline classroom.

CONCLUSION(S)

From the results of this study, the researchers concluded that sometimes students felt online learning as boring. the use of google classrooms is preferred by students because it shows a percentage of 88% for those who loved it. The uses of Google classrooms also do not require a lot of quota compared to other online learning application. Students responded that there is no other application which is efficient for online learning except google classroom. Therefore, the researchers concluded that google classroom can be used as a solution for teaching in the pandemic time. It can also be used for blended learning

application to support students' learning in this pandemic time.

REFERENCES

- Graham, C. R. (2006). Blended learning systems. The handbook of blended learning: Global perspectives, local designs, 1, 3-21
- Churiyah, M., Sholikhan, S., Filianti, F., & Sakdiyyah, D. A. (2020). Indonesia education readiness conducting distance learning in Covid-19 pandemic situation. *International Journal of Multicultural and Multireligious Understanding*, 7(6), 491-507.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The internet and higher education*, 7(2), 95-105.
- Naqiyah, M., & Rosana, D. (2020). Developing Instruments to Measure Physics Problem Solving Ability and Nationalism of High School Student. *International Journal of Instruction*, 13(4).
- Sugiyono.(2015). *Statistik Nonparametris untuk Penelitian*. Bandung : Alfabeta.
- Sugiyono.(2018). *Metode Penelitian Kuantitatif*. Bandung: Alfabeta.
- Sabran, Edy E.(2020). *Keefektifan Google Classroom sebagai media pembelajaran*.
- Todo F. B.(2018). Sibuea, *Lingua:Jurnal Ilmiah* Vo.14 No. 2 Students' Perceptions On The Use Of Google Classroom To Support Blended Learning For The Pengantar Linguistik Umum Course.

