

IMPLEMENTING GOOGLE CLASSROOM AS A PLATFORM TO SUBMIT STUDENTS' PROJECT IN POST-PANDEMIC

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Abstract

This study was aimed to describe the implementation of Google Classroom as a platform to submit students' project in post-pandemic. This research was conducted at SMAN 1 Wiradesa in the eleventh graders. The method used in this research was descriptive qualitative. To know how the implementation of Google Classroom as a platform to submit student's project in post-pandemic, the researchers conducted observations virtually by joining to the Google Classroom. The researchers observed the activities carried out by the English teacher in this platform. The result showed that the teacher gave several assignments and materials to the students. The teacher gave assignments in the form of documents, photos or videos and even the teacher also took videos from YouTube. The teacher also provided a clear description of the assignment. In addition, the results showed that Google classroom played significance roles in making it easier for students to access the materials, assignments, and their assessment. There was a reminder of every assignment submission time, then students can also communicate personally with teachers, students can ask if there were things that need more explanation..

Key words : Google Classroom, students' project

INTRODUCTION

One approach of teaching and learning activities that serves a purpose is assigning homework to students. Students actively learn and feel motivated to enhance learning, encourage initiative, and dare to take responsibility through the activity of completing assignments. By assigning homework, it is expected to teach students how to use their free time in a way that helps them learn by filling in useful and constructive activities.

Tasks are also used to evaluate students' learning and measure students' abilities. Assignments are given to students by teachers to test whether or not the designed learning objectives can be met. Because individual assignments are one of the indicators of teacher success in the classroom in addition to daily test scores and group work. Exam questions, portfolio assignments, practical assignments, and other types of assignments

can all be given to students by teachers. It is hoped that assigning assignments will help students evaluate their skills, cultivate independence and discipline, and boost academic performance.

According to Slameto (2002 : 88), for students to succeed in their learning, they need to do their best on assignments. It will have an impact on the learning outcomes that must be achieved if assignments are completed on time, and it can also lessen students' anxiety over the teacher's anger.

The rapid development of technology, information, and communication in the current era of globalization cannot be ignored with its very diverse impacts. The development of human life today is greatly influenced by the development of technology, information, and communication (Ardhana, 2020). One of the unavoidable impacts is the impact of globalization on education. A global demand that requires the world of

education to constantly and continuously adjust its technological developments to improve the quality of education, especially in adjusting the use of new things and products in the learning process. These changing needs mean that education requires innovation and creativity in the learning process.

With the rapid development of technology today, many applications can be used for learning process activities. Applications that can be used for learning activities include Google Classroom, Zoom, and Edmodo. Learning activities do not always take place in the classroom, learning activities can also be carried out online with applications that help students in carrying out teaching and learning activities. Therefore, in this study the researcher chose the Google Classroom application as the research variable. The Google Classroom application is the Google Classroom Application because it is an application that helps students teach and learn online.

The utilization of information technology in the learning process provides opportunities for teachers to improve and develop their competence, especially their professional competence for their students. The use of technology in learning problems is expected to optimize the role of educators in the use of technology in teaching. One way that teachers/instructors can use it for learning activities is through the Google Classroom application.

Previous research was done by Saeed Al Maroof (2018) stated and proved in his research that "Google Classroom can be effective for both the students and faculty members due to its features, as for the students, it provides a streamline of communication and workflow for students". Saeed Al Maroof said in this study that Google Classroom has complete features that can help students communicate and complete their work or assignments more effectively.

Another research conducted by Hakim (2016) explained in a previous study on online learning that several e-learning applications were utilized to support the teaching and learning process, but they are not utilized to their full potential. This study demonstrated that students were still not motivated to learn how to use the e-learning system through online learning. One of Google Classroom's applications, e-learning, is also becoming more common.

Further, a research conducted by Su'uga (2020) revealed that students' average scores range from 63 to 81.8, while other data showed values between 72.9 and 85.5. It can be concluded that using the e-learning application Google Classroom can improve student learning outcomes. In addition to the findings of the study, as stated by Atikah et al., (2021) that students who use Google Classroom are satisfied with the teacher's lack of excessive assignments and the flexible platform that can be utilized at any time.

Google Classroom uses the internet network on computers or cell phones. Because this media can display text, images, and videos during the learning process, this method is expected to activate students in the learning process. In addition, this media can be organized by paying attention to the time of task collection by the educator. This certainly encourages student discipline in completing assignments.

SMAN 1 Wiradesa is a school that has been utilized by the latest technology as a platform to submit students' assignments. The task submitting activities using electronic media at the school utilize the Google Classroom application. Google Classroom is an alternative media for submitting assignments and improvising media that does not always use printed media. However, in its implementation, some teachers still do not use Google Classroom media when submitting assignments.

Based on the description above, this research aimed to investigate the use of Google Classroom as a platform to submit students' project in the eleventh graders of SMA 1 Wiradesa. Hopefully, the results of this research are obtained as a new reference for educators and students in using Google Classroom as an application to submit students' project.

RESEARCH METHOD

This study used descriptive qualitative in term of content analysis in research design. According to Creswell (2014), Qualitative research is an investigative process of understanding, based on different methodological research traditions, investigating social or human problems. Researchers create a complex holistic picture, analyze text, report detailed views of information, and conduct research in natural settings., descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. This study was conducted in SMAN 1 Wiradesa which is located at Jl. Pattimura No.467, Mayangkumpul, Pekuncen, Kec. Wiradesa, Pekalongan Regency, Central Java.

The subject of the study were the eleventh graders of Mathematical and natural sciences which consists of 35 students. The researcher chose this school since this school also uses Google Classroom to collect student assignments so it is continuous with the research title. According to Sugiyono (2008: 63) there are fourth ways on how to collect data such as, interviews, observations, questionnaire, documentations and triangulations. In this study, the researchers used observation in collecting the data. The data analysis technique in this case uses qualitative data analysis, this concept is Miles and Huberman, that activity in qualitative data analysis is carried out interactively and takes place continuously at each stage of the

research, so that it is complete.

FINDING(S) AND DISCUSSION

In this part, the researcher is going to show the data found by the researcher. The researcher get data from observation, questionnaire and interview. To know how the implementation of Google Classroom as a platform to submit student's project in post-pandemic, the researcher made observations virtually by joined the Google Classroom. The researcher saw the activities carried out by the teacher in the Google Classroom. Based on the observation at several assignments the teacher gave assignments and materials to students. The teacher gave assignments in the form of documents, photos or videos and even the teacher also took videos from YouTube. The teacher also provided a clear description of the assignment.

a. The First Assignment

At the first assignment, the teacher sent the assignment "Offers and Suggestions". The teacher provided the assignments with descriptions, and the teacher make assignments submission deadlines. The teacher assigns students to Open the text book on page 12-13. The students are free to choose their own partner. Write the conversations and send the results to the Google Classroom, do not forget to write your name and your partner. Students may refer to the expressions of suggestions and offers from the text book or from the videos. The teacher also motivates students by saying good luck. Students can discuss and comment on the assignment or if there is something they do not understand, but there was no discussion here and there were no students asking questions here.

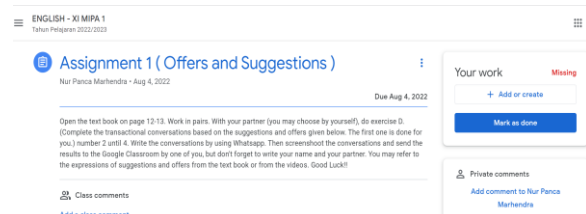


Image 1
Assignment 1 (Offers and Suggestions)

b. The Second Assignment

At the second assignment, the teacher sent the assignment with the topic “Opinions and Thoughts”. The teacher provided the assignments with descriptions, and the teacher make assignments submission deadlines. The teacher assigns students to Make a group consists of 5-6 people. Debate with other groups and record it. Upload the link of the video here. The teacher also motivates students by saying good luck. Students can discuss and comment on the assignment or if there is something they do not understand, but there was no discussion here and there were no students asking questions here.

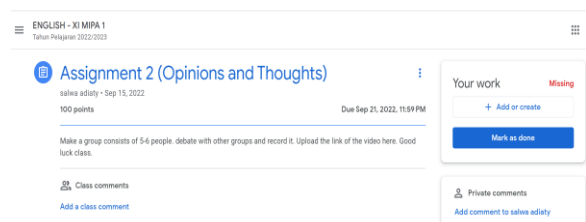


Image 2
Assignment 2 (Opinions and Thoughts)

c. The Third Assignment

At the third assignment, the teacher sent the assignment with the topic “Invitation”, the teacher provided the assignments with descriptions, and the teacher make assignments submission deadlines. The teacher assigns students to make a formal invitation card according to the structure. Students can discuss and comment on the assignment or if there is

something they do not understand, but there was no discussion here and there were no students asking questions here.

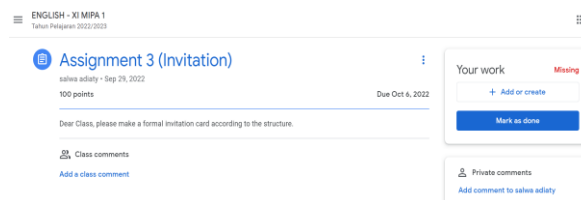


Image 3
Assignment 3 (Invitation)

d. The Fourth Assignment

At the fourth assignment, the teacher sent the assignment with the topic “Analytical Exposition”, the teacher provided the assignments with descriptions, and the teacher did not make assignments submission deadlines. The teacher assigns students to open the text book, page 52. In group of 3 or 4 write the arguments, their elaborations and the conclusion on your note book. Then screenshot the result and send it in the Google Classroom. The teacher reminds students not to forget to write their group and the member of their group. Afterwards present the result in front of the class. Students can discuss and comment on the assignment or if there is something they do not understand, but there was no discussion here and there were no students asking questions here.

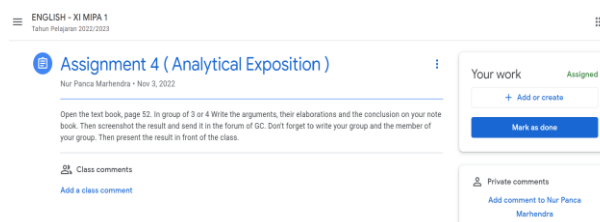


Image 4
Assignment 4 (Analytical Exposition)

e. The Fifth Assignment

At the fifth assignment, the teacher sent the assignment with the topic “Personal Letter”, the teacher provided the assignments with descriptions, and the teacher did not make assignments submission deadlines. The teacher asks the students to write a letter to their friends telling about their adventures during a trip to an interesting place they have been visited. Send the result here. Students can discuss and comment on the assignment or if there is something they do not understand, but there was no discussion here and there were no students asking questions here.

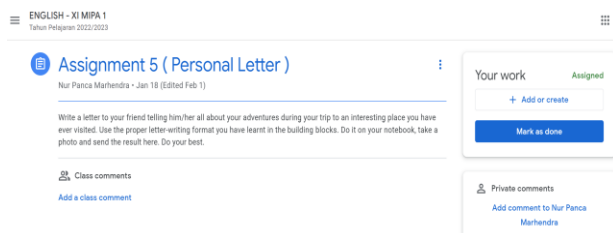


Image 5
Assignment 5 (Personal Letter)

f. The Sixth Assignment

At the sixth assignment, the teacher sent the assignment with the topic “Cause and Effect”, the teacher provided the assignments with descriptions, and the teacher did not make assignments submission deadlines. The teacher assigns students to make a dialogue on Whatsapp and then screenshot. Submit the screenshot in Google Classroom. There was no discussion here and there were no students asking questions here.

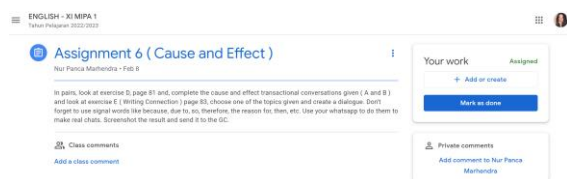


Image 6
Assignment 6 (Cause and Effect)

g. The Seventh Assignment

At the seventh assignment, the teacher sent the assignment with the topic “Passive Voice”, the teacher provided the assignments with descriptions, and the teacher did not make assignments submission deadlines. The teacher assigns students to change the active verbs to passive verbs. Write the subject of the passive sentence in Microsoft Word. The teacher gives comments on the results of the assignments collected by students. Students can discuss and comment on the assignment or if there is something they do not understand, but there was no discussion here and there were no students asking questions here.

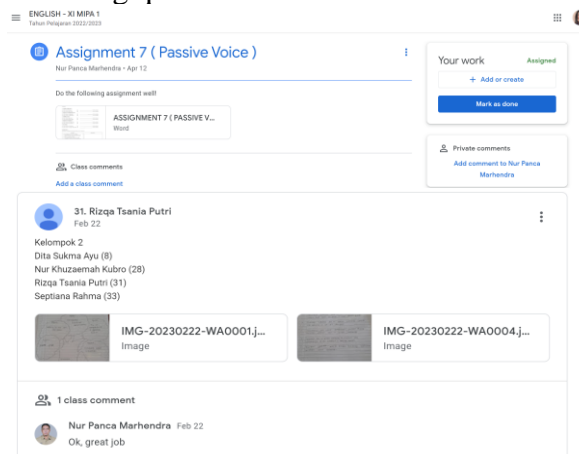


Image 7
Assignment 7 (Passive Voice)

h. The Eighth Assignment

At the seventh assignment, the teacher sent the assignment with the topic “Explanation Text”, the teacher provided the assignments with descriptions, and the teacher did not make assignments submission deadlines, but the teacher gives a note to submit assignments before the PSAT in the comments column. The teacher assigns students to make a Power Point presentation in group of 4. Students can discuss and comment on the assignment or if there is something they do

not understand, but there was no discussion here and there were no students asking questions here.

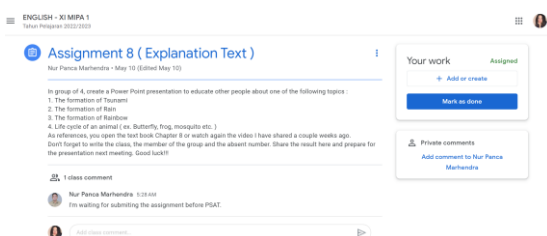


Image 8
Assignment 8 (Explanation Text)

The teacher gave assignments in the form of text, documents, photos or videos and even the teacher also took videos from YouTube. The teacher also provided a clear description of the assignment. In this research, the researcher found 8 assignments given by the teacher. The teacher use features provided by Google Classroom such as the teacher distributed material or assignments, the teacher provided a description of the assignment. The teacher provided material according to the topic, the teacher provided a time limit for submitting the assignments, and the teacher comments on the results of the assignments that have been submitted by the students.

In the process of giving assignments, the teacher gives daily assignments to students after one chapter is finished and the teacher gives one week to submit the assignment. After the teacher gives the score for the student's assessment. In Google classroom, there is also room for the teacher to interact with students. The students can ask questions and then the teacher can answer it, even other students can add answer the question from their friends but the teacher not used this feature with the students.

At the first, second, and third assignment the teacher sent assignments with directions and the teacher provided a deadline for the submission. For the rest assignment the teacher does not provided a deadline for

the submission. Students can discuss and comment on the assignment or if there is something they do not understand, but there was no discussion and there were no students asking questions about the assignment. During 8 assignments, the teacher commented on the students' work but no students commented on the work or if there was something they did not understand.

CONCLUSION

The results showed that Google classroom played significance roles in making it easier for students to access materials, assignments, and their assessment. There was a reminder of assignment submission time, then students can also communicate personally with teachers, students can ask if there were things that were not understood. The use of Google Classroom as a platform for submitting assignments was a method to make it easier for students and teachers because it can be done anywhere and anytime. The menus available on Google Classroom help teachers and students in the learning process so that the learning process can be recorded in real time. Assignment files and student work are automatically stored in Google Drive on the teacher's account used.

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