IMPLEMENTATION OF ENGLISH LEARNING USING GOOGLE CLASSROOM (CASE STUDY AT SMPN 17 BANDUNG)

CAHYA SYAODIH

Email: cahyasyaodih@uninus.ac.id

TIKA KARTIKA

Email: tikakartika_s2adm_19@uninus.ac.id

DWI ROKHDIALISA

Email: dwirokhdialisa_s2adm_19@uninus.ac.id

Abstract

This research is against the background of a worldwide disaster, namely the Covid-19 pandemic disaster which changed the order of all sectors including the education sector where during the Covid-19 pandemic, face-to-face learning was eliminated and replaced by distance learning to break the chain of virus spread in the education cluster, therefore distance learning is needed online learning media, the choice and use of Google Classroom in consideration of the advantages and advantages of the application. In addition to being easy to operate (friendly user), well documented , and its use is effectively efficient because the completeness of the features provided is also child-friendly and quota-friendly, through a descriptive qualitative approach and to find out and analyze the implementation, constraints and solutions to improve the competence of students. Theresearch was obtained through interviews, documentation studies and observations on the principal, teachers, learners and parents of learners in the school. The results showed that the learning process in junior high schools, by utilizing Google Classroom media, can run well with obstacles that can be overcome. Learners can adapt offline learning to online by using Google Classroom with the help of teachers. Thisresearch menushows that learning using Google Classroom can increase the competence of students during a pandemic and can also be used later in learning in the new normal era.

K unci said: Implementation, Learning and Google Classroom.

A. INTRODUCTION

Indonesia is one country in the world that is also not free from the corona virus pandemic outbreak. The pandemic situation requires us to implement health protocols, namely keeping a distance / not gathering, wearing masks and washing hands diligently. All lines must implement health protocols, including in the world of education. In order to break the chain of the spread of the outbreak, it has an impact on the closure of schools for face-to-face learning in the classroom during the Covid-19 pandemic. This is done to avoid clusters of virus spread in schools. Reflecting on the experiences of other countries such as South Korea, Singapore, Vietnam and Australia, which temporarily opened schools and closed again due to virus transmission despite the implementation of strict health protocols.

As a result, according to UNESCO data, 91% of the world's learner population has been affected by school closures due to the COVID-19 pandemic. Likewise, students in Indonesia are affected by the temporary closure of schools from face-to-face activities,

they are expected to be able to continue learning online using applications used by teachers or schools or offline depending on the status where the students are located whether they are reached by the internet network, quota availability or divice in the form of cellphones or laptops.

By promoting the spirit of independent learning, it is wide open to carry out distance learning. Without having to face-to-face in the classroom, a teacher creates a virtual classroom with the help of existing technology. Online media is a strategic choice for running virtual classes. There are many media options available such as Whatsapp group, zoom, webex, google meet, edmodo, teacher's room, google form, google classroom and others.

The questionarises whether the national education system can ensure that all learners have equal access to quality education during this unprecedented crisis? Therefore, the work from home (WFH) program was raised / Learning from Home (BDR) by applying Distance Learning (PJJ)). Learning from home through distance learning based on the Circular Letter of the Minister of Education and Culture Number 4 of 2020 aimsto provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for the purposes of class increase and graduation. But focusing on essential materials and life skills education, among others, regarding the Covid-19 pandemic. Provide a variety of learning activities and tasks from home between students, according to their respective interests and conditions, including considering gaps in access / learning facilities from home. As well asproviding feedback on evidence or products of learning activities from home that are qualitative and useful to teachers, without being required to score.

The choice of media characteristics that are in accordance with the teaching materials is very important to be prepared at the beginning of designing PJJ. With learning that changes from face-to-face to online in a short time without any preparation first suddenly teachers and schools are required to adapt by having to use online media in accordance with the abilities and opportunities and accessibility of their respective teachers and students to their media. So there are various learning media used by teachers and schools, which are important for students to be safe from being exposed to the virus and can learn from home. Similarly, students without direct knowledge and skills preparation are required to take part in online learning in accordance with the online learning of their respective schools. So it is not surprising that in the field there are many new problems related to the change of face-to-face learning to online distance learning, both faced by schools, teachers and students. Preliminary observations made by researchers on English teachers in the city of Bandung revealed that the selection of media and PJJ design was carried out perfunctorily and the online learning media used were diverse and many teachers used the Google Classroom application because it was felt that it was quite easy, practical and could represent online distance learning but the readiness of students in using Google Classroom is a challenge in itself. This is the focus of researchers to study improving the quality of the distance learning process in English material using Google classroom media and optimizing the features available

in the Google classroom application for English students and teachers, in the city of Bandung.

Smaldino et al. (2008) cited by Sabran and Edi Sabara (2018) suggest that:

> Technology and media can play a lot of role in learning. If the teaching is teacher-centered, technology and media are used to support the presentation of the teaching. On the other hand, when teaching is student-centered, learners are the main users of technology and media.

Nurfalah (2018) stated in the results of his research that:

> Optimization of Google classroom features has an important impact on learning in the era of the industrial revolution 4.0, including: (1) learning is carried out online using technology, (2) it is not limited to time and space, (3) students are directly involved in the learning process using the internet, (4) learning materials are easy to access, (5) train data literacy and technology literacy skills.

It is interesting to be an academic study because there are many problems that can be researched and are very important in the present day where teachers and students are required to be technologically literate in distance learning. This research expresses the importance of teacher competence in designing learning, both the selection of effective and efficient online media, learning preparation starting with the analysis of current needs, selection of the right material, carrying out learning and selecting the right evaluation tools to succeed the learning process in an effort to achieve the declared competencies.

This research will state the importance of teacher competence as learning managers and students as learning subjects in optimizing the learning media that has been chosen in this case is the Google Classroom media. The existing conditions reveal that the majority of Junior High School English teachers in the city of Bandung during Online Distance Learning (PJJ) use Google Classroom media. It is interesting to study about the quality aspects of the implementation of online distance learning, as well as the impact on students in optimizing the use of features in Google Classroom learning media.

Based on the formulation of the above problems, the research is limited to:

1. What activities are carried out in the implementation of English language learning using Google Classroom media in improving the competence of students in Junior High School?

2. What are the barriers to Learning English Using Google Classroom Media in Improving the Competence of Students in Junior High School?

3. What are the English Language Learning solutions Using Google Classroom Media in Improving the Competence of Students in Junior High School?

B. RESEARCH METHODS

The descriptive qualitative approach according to Arikunto (2006) is generally a non-hypothetical research, so that in the research step there is no need for a hypothesis. The descriptive qualitative used is exploratory in nature aimed at describing certain circumstances or phenomena. On that basis, this research is based on a "phenomenological" approach in the sense of trying to rediscover basic experiences in the form of norms adopted in a community both regarding educational aspects and other problems related to education.

Descriptive methods, as stated To obtain objective data in this study the author uses certain data collection methods and techniques. As Surakhman (1985: 131) argues that "method is the main method used to achieve the goal".

> According to Sumanto (1995: 8) that descriptive research is called data collection activities to provide an overview or idea of a concept or symptom, as well as answering questions related to the current research subject, for example the attitude of an individual, institution and so on.

> Sukmadinata (2007: 77) says that "a case study is a method of collecting and analyzing data regarding a case. A case is made into a case usually because there are problems, difficulties, obstacles are even made into cases because of its superiority or success".

C. RESULTS AND DISCUSSION

1. Implementation of English Language Learning Activities using Google Classroom

The implementation of learning is the implementation of the learning implementation plan. The efforts made by teachers to realize the design that has been prepared are the implementation of learning activities. Managing everything, the situation that exists when the teaching and learning process takes place is one of the tasks of an educator. According to Majid (2015:27-29) the implementation of the teaching process includes the following phasing:

1. Pre-instructional stage. Activities performed by the teacher at the time of initiating the teaching process: The teacher asks for the attendance of the learner; Ask learners about the subject matter presented earlier; Ask questions to learners in the classroom; Give learners the opportunity to ask questions; Repeat past study materials.

2. The instructional stage of the activity carried out by the teacher explains the subject matter that can be identified several activities as follows: Explaining the teaching objectives that must be achieved by students; Make conclusions from the results of the discussion of all subjects.

3. Evaluation and follow-up stage. The activities carried out by the teacher aim to find out the success rate of the previous stage, the activities carried out at this stage are: Asking the class or to several students about all aspects of the previous stage the material has been discussed;

The main activities carried out in the implementation of learning using Google Classroom at SMPN 17 Bandung, namely:

a. Implementation of Early Learning Activities

The initial activity begins with giving greetings, observing the attendance of students, apperceptions, expressing about the learning objectives, the activities that will be carried out that day and the assessment that will be given. The teacher performs this initial activity can be directly delivered when the learning is using google meet, but if only using Google Classroom, the teacher conveys the initial activity through the announcement feature. The use of Google meet is limited to only once a month per mapel due to quota constraints. So teachers often do learning only by utilizing Google Classroom.

b. Implementation of Core Learning Activities

Learning activities are carried out in two ways. First, if the student quota is sufficient according to the face-to-face schedule through Google meet which is scheduled for once every 1 month by the school, then the core learning activities are carried out directly after the introduction, the teacher delivers the learning material, provides material explanations, for example by displaying power points hooked by the material given. And students interact with teachers and their friends directly with the guidance of teachers. The second is if the quota of students is limited, then the teacher provides learning materials by uploading material in Google Classroom on the teaching material feature, either by providing learning videos that have been made by previous teachers or with videos sourced from learning You tubes by copying the link and students listening to learning videos and doing activities according to the instructions of the learning video. Q&A interaction is carried out on the forum feature, all learners are asked to comment on the material and Q&A. If students are deemed inactive, teachers usually use the help of the Whatsapp group application to conduct discussions and questions and answers.

c. Implementation of Learning Closing Activities

Closing Implementation, when using the google meet feature, the teacher does it directly as in face-to-face activities, namely by providing feedback on the activities that have been carried out to see the extent to which the material provided is conveyed and guiding students to make conclusions about the material that has been delivered. Not to forget the teacher asks the feelings of the learners after studying and assigning assignments, homework and activities that will be delivered at the next meeting. However, if the learning only uses Google classroom without using Google meet, the teacher immediately conveys the learning bill and the next assignment and work combined with the instructions

in the initial activity. Meanwhile, to see the extent of students' understanding, it is enough to see from the results of the exercises that have been given in the assignmets feature.

2. Barriers to learning English by using Google Classroom.

From the results of data mining through observations, interviews and documentation studies related to obstacles to the implementation of online distance learning in English subjects using Google classroomlearning media at SMPN 17 Bandung, there are several severalobstacles that occur and are caused by the following factors:

a. Teacher

1. Limited mastery of information technology by teachers, especially mastery of the use of Google Classroom where suddenly teachers are required to change face-to-face learning with online PJJ by using the Google Classroom application which has never been done before.

2. Teacher limitations in making strategies and creativity in creating interesting and fun online learning for students.

3. Constrained by teacher supervision of students in the process and assessment of online learning using Google Classroom, especially in controlling certain students, namely students who are lazy, cheating in doing assignments and tests, undisciplined, lack of parental supervision or students who are constrained by technology.

4. Teachers have not been able to optimize attitude assessment through online learning.

b. Learners

1. Limited mastery of student information technology, especially mastery of the use of Google Classroom in online learning. And for some learners need a longer time to be able to understand it.

2. Some students do not participate in online learning completely until the end of learning, especially when using the Google Meet feature.

3. Interaction in learning that is not good interaction between students and teachers or students with students.

4. In collecting assignments, there are still students who are not disciplined in doing and collecting assignments.

5. There are some students whose tasks are done by others and some are even done by their families.

6. Some learners have difficulty in understanding the learning delivered online and some do not understand the written instructions given by the teacher

7. Some students do not have enough quota.

8. Unstable internet network technology

9. Gadgets that do not support the Google Classroom application.

3. Solutions to the barriers of English Learning by using Google Classroom.

From the results of data mining through observation, interviews and documentation studies related to obstacles to the implementation of online distance learning in English subjects using Google Classroom learning media at SMPN 17 in Bandung, it can be found that there are several solutions that can be done in an effort to improve the quality of the distance / online learning process by utilizing Google classroom learning media among others are the following:

a. Teacher

1) The school holds training related to Google Classroom, then holds money or supervision to monitor teachers who have mastered IT and if there are still unskilled, they are given assistance by fellow teachers as peer tutors or operators appointed by the school.

2) Schools hold workshops so that teacher competence increases so that teachers are able to make the right and creative online learning strategies in creating interesting and fun online learning for students.

3) Teachers coordinate with homeroom teachers and parents so that students who are problematic and constrained in online learning can be resolved.

4) Teachers are always given motivation and understanding in order to optimize Google Classroom and if necessary can use the group Whatss App so that attitude assessment through online learning can be pursued. This can be done by looking at the activities of students in online classes, seeing student tar comments, discipline and seriousness in answering assignments can be used as consideration for attitude assessment.

b. Learners

1. Guidance to learners specifically by the subject teacher or designated teacher, on mastery of the use of Google Classroom.

2. When in the learning process, there is a consistent check on the attendance of students, and if students do not complete the learning to the end, for example when using google meet, the teacher can provide continuous direction and check the attendance of students at the end of online learning.

3. Optimizing comments in the forum / announcement feature or every student is required to provide comments and opinions when learning in Google Classroom and the teacher consistently always reminds students and provides students who actively interact and give appreciation so that students become motivated to interact in online classes. For students who are late in collecting assignments and tests, they are given the opportunity to collect them by extending the collection time and if the students still do not collect, the cause is sought. If the cause is from the network, an extension of the collection time is given until the

network is stable, for RMP students who are constrained by quotas, they are given quotas from schools and for those who do not have gadgets, they can provide offline learning, for example by using modules and providing limited teacher guidance at school. As for students who are lazy and undisciplined, coordination with the homeroom teacher, BK and parents are indispensable.

4. Teachers are encouraged to provide learning instructions that can be understood by students by always asking for student responses and making improvements in the future and if possible teachers do google meets occasionally when there are communuication problems if necessary by making WA calls.

5. Parents are given the understanding to guide their son and daughter to try to play tugs, exercises or tests independently and honestly.

6. Teachers are required to innovate so that their learning is enjoyable so that students' interest can increase in online learning.

7. For students who have an unstable internet network, the time is extended to understand the material shared in Google Classroom and the time for collecting the requested assignment bill.

8. The schedule and duration of learning with Google meet are limited considering that it requires a large quota. And for underprivileged (poor) students who are constrained by quotas, they are given quotas from schools and for those who do not have gadgets, they can provide offline learning, for example by using modules and providing limited teacher guidance at school. As for students who are lazy and undisciplined, coordination with the homeroom teacher, BK and parents are indispensable.

9. And for students whose gadgets do not support the Google Classroom application, they are given the opportunity to do learning with modules as well.

D. CONCLUSION

Based on the results of research at SMPN 17 Bandung, in general, it can be concluded that English learning using Google Classroom to improve the competence of students has been carried out well and found obstacles and provided solutions. Effective and efficient management of education in Junior High Schools is by collaborating between principals, teachers and parents. The obstacles that occur are overcome properly so that they can be resolved and show progress. In particular, it can be concluded as follows: There is a need for creative innovation from teachers in carrying out online learning using the Google Classroom application by teachers of English subjects which will greatly contribute positively to the mastery of competencies.

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