



## Analysis of the Use of Google Classroom as a Low-Grade Integrated Thematic Learning Medium During the Covid-19 Pandemic

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### **Abstract**

During the COVID-19 pandemic, internet technology was critical to develop. As a result, schools are required to incorporate information technology into the learning process. The goal of this study was to determine how lower grade students used Google Classroom as an integrated thematic expansion medium. The descriptive qualitative method and case study approach were used in the research. Data collection methods include observation, interviews, and documentation. One of the online learning solutions is to use Google Classroom as an interactive learning media based on e-learning to assist teachers and students in the teaching and learning process from home in support of ICT-based learning. The findings revealed that the use of Google Classroom as a medium of learning in lower grades has not been maximized for these students; it is necessary to become accustomed to applying learning using Google Classroom learning media for face-to-face online meetings, learning materials, and learning evaluation so that teachers can explore the learning media used during the COVID-19 pandemic. The findings of this study have implications for developing a thematic tracking system that is more effective and appropriate for teachers and students in learning during the COVID-19 pandemic.

**Keywords:** *Google Classroom; Covid-19; Online Learning*

### **Introduction**

The world of education is currently in a difficult period due to the covid-19 (Corona Virus Disease) outbreak; remote learning is a problem that the world of education is currently facing. Face-to-face learning is used by all academic institutions, including formal and non-formal institutions. To combat the spread of the COVID-19 virus, the government implemented a policy that prohibited all school-based learning. Schools must also follow existing rules by conducting learning at home or online so that students can continue to receive learning materials (Revelation, 2020). In this setting, learning activities are carried out in the homes of students and teachers rather than in physical classrooms. The concept of

online learning is enabled by technological advancements, which include advanced gadgets and various online learning platforms (Afifi, 2011; Dantes et al., 2019).

The change in learning, which was originally face-to-face, was carried out so that education in Indonesia can be held effectively and can improve the quality of learning in schools during the COVID-19 pandemic, particularly for MI / SD students to still receive learning from their teachers so that students are not excluded from the educational process. As a source of various sciences, online learning is also an innovation in schools. The success of a learning is entirely dependent on the model and the media, as well as the characteristics of each student (Uhlul, 2021).

Schools are required to conduct teaching and learning activities from home or online (in the network). Online learning (e-learning) is learning that takes place without the need for distance or a significant amount of time by utilizing an internet-based virtual platform to aid in the learning process without the need for physical interaction (Putra & Irwansyah, 2020 ). Because of the COVID-19 pandemic, teachers are being forced to select and implement appropriate learning techniques, as well as create learning innovations, in order to keep the learning process going.

Today's challenge is determining how the learning process can occur in an educational interaction. Students will be accustomed and trained to capture and process information prepared through online networks as a result of the implementation of online learning. It requires mature learning readiness on the part of teachers, students, and parents. Because education is a joint responsibility of the government, schools (teachers), and families (people old). Teachers are primarily responsible for the implementation of the teaching and learning process as well as the learning materials, whereas parents of students serve as facilitators, guides, and companions, even when certain students participate as teachers at home when online learning is used.

The Covid -19 is a pandemic, the use of online learning as a solution to learning during the pandemic has begun to be investigated. This is a task for teachers and students, as the platform is still unfamiliar to them (Almathari et al., 2020). Teachers must be technologically savvy and adept at managing digital classrooms. The online process becomes a critical factor in achieving learning objectives. In the learning process, teachers and students must have ICT or information and communication technology skills. As a result, teachers play an important role in selecting social media platforms that can support online learning. This activity supports the implementation of learning in the 4.0 era through the use of technology; at this time, technology can be easily accessed to obtain information and can be done anytime and anywhere with the presence of internet networks, and look for appropriate problems in the middle of learning during the COVID-19 pandemic. Today's technology is improving to the point where the internet can give its users a say in the formation of behavior and a different way of thinking (Surahman, 2016). The use of information technology in the learning process provides educators with opportunities to improve and expand student competencies, particularly professional competencies (Sikmawati, 2020). The use of technology in learning problems is expected to improve teachers' roles in utilizing technology in education.

The requirement for social media platforms to facilitate online learning. Social media is a medium through which users can obtain information. Through the use of social media and various media platforms, one of which is Google Classroom. Teachers argue that the use and testing of interactive learning media with Google Classroom during the COVID-19 pandemic can provide convenience in disseminating and delivering teaching materials in various forms. This media makes use of the internet network through computers and/or mobile phones (Hakim, 2016). Using Google Classroom, educators can effectively and efficiently manage classes (Fauzan, 2020). This method is expected to engage learners in the learning process because the media can display text, images, and video during the learning process. Furthermore, the Google Classroom application assists educators in maximizing learning time, organizing classes, and improving the quality of communication with students. Based on the phenomenon of the

COVID-19 virus's spread, the Google Classroom application can support the use of media in online learning with the help of a network of one of the primary schools that uses media, namely SDN Cengklik Surakarta. With the Google Classroom media, teachers are assisted in communicating with students during online learning. This medium is evolving as a positive example of technology because it provides a flexible and individualized learning environment that makes use of learning outside the classroom. Google Classroom provides a number of features that can assist in simplifying the assessment procedures of assignments and exams without the use of paper, which is an advantage of online learning (Andewi & Dwi, 2021).

This is a new challenge in delivering education in a variety of ways, such as the convenience provided by Google Classroom to students and teachers (Northey, Bucic, Chylinski, & Govind, 2015). To begin, anyone with access to Google Apps for Teaching Instruction, such as Docs, Drive, and Gmail, can use this software. Google Classroom has the functionality and flexibility to organize learning and save time. Second, students can use their smartphone, PC, or laptop to access this application. Google Classroom received 3 tens of millions of student assignments in the first six months of operation. Third, because e-learning-based learning media is closely related to Google Classroom, this software is recommended by a variety of educational communities (Northey et al., 2015). Finally, Google Classroom allows you to reach out to a large number of students without having to meet them in person. attend activities, saving money on travel, and having more flexibility with study schedules.

Finally, the researcher investigates the use of Google Classroom as a thematic learning medium in low-grade students. Especially during the COVID-19 pandemic, it is necessary to have media that can overcome problems with distance learning delivery. Learning Media should be researched further so that the media used during online learning is more appropriate and supportive. The findings of this study will be used to improve the media used during online learning in the schools where it was conducted. However, in a broader context, the findings of this study can serve as a reflection for teachers who use Google Classroom, and the findings of this study can be used to develop recommendations for teachers and educators on issues related to using Google Classroom and online learning in general, which can then be brought to stakeholders for consideration in policy making related to online learning and the implementation of specific learning.

## **Method**

This review describes the use of Google Classroom media in online learning in thematic learning using qualitative descriptive techniques and case study methods. Viewing cases in real life, in a current context or setting, is the case study perspective (Cresswell, 2015: 135-137). Qualitative descriptive research focuses on the subject of perspective, specifically recognizing the subject of behavior obtained through observation and thought (Shidiq & Choiri, 2019). Because the researcher only collects data consistently with observations and collections of information in the field, qualitative design uses systematic observation to gain knowledge and solutions to questions that do not use data (Sriyani, 2021). The purpose of this study is to investigate the use of Google Classroom as a learning medium during the COVID-19 pandemic among third grade students, teachers, and parents of students at SD Negeri Cengklik Surakarta. Students and teachers provided data for this study, as did existing documents used as a guide for teachers when planning learning activities.

Techniques for collecting data are steps in the scientific method that involve systematic procedures, logistics, and valid data discovery processes. Data collection activities are carried out as part of a search effort to discover the picture being observed, discussed, or analyzed. Then, after conducting tests, conclusions are drawn. Thus, a data collection technique is a procedure or set of steps taken by researchers to collect data in order for the data obtained to be appropriate and valid, allowing conclusions to be drawn from the data. This study's data collection methods relied on library techniques, specifically

the use of written sources. Library techniques, which involve searching for, collecting, studying, and reading about books, articles, or reports related to the subject or object of research, observation techniques, which involve observing the object of research, and interview techniques, which involve conducting questions and answers with the object of research.

Data analysis is a set of activities that involves studying, grouping, systematizing, applying, and leveraging data in order to gain social, academic, and scientific value from a phenomenon. In this case, data analysis is a step taken to obtain valid data from which conclusions can be drawn. The data analysis model used in the author's research is an interactive data analysis model proposed by Miles and Huberman. Data collection, data reduction, data presentation, and conclusions are the four components of the data analysis technique.

## ***Result and Discussion***

### **Result**

During the COVID-19 pandemic, learning activities were carried out using the distance learning method (PJJ) and an online learning system, one of which was Google Classroom for the implementation of learning at SD Negeri Cengklik. Direct benefit learning as part of a bold learning program during the Covid-19 pandemic that cannot be done in schools. Teachers should use effective methods and media to ensure that the learning process runs smoothly during the COVID-19 pandemic. Teachers are expected to understand technology and to be able to manage digital classes using predetermined learning media. Several interviews and observations of educators and students revealed that learning began with activities and then concluded. The Google Classroom application and virtual media in the form of Zoom are used to facilitate learning. Assigning and collecting assignments is done through Google Classroom, while sending materials and discussions is done through Zoom media. Statement According to each respondent, task division is carried out using Google Classroom in accordance with the teacher's direction and guidance. According to the findings of the interviews, students still required parental assistance in determining which assignments to download and how to download the assignments. Assignments, Grading, Communication, Time-Cost, Course Archive, Mobile Applications, and Security are application features used to aid the learning process in Google Classroom. Based on observations and interviews, the teacher only uses the Assignments, Grading, and Communication features of the Google Classroom application because these features are the most helpful in the learning process, according to the teacher.

The Google Classroom application is easy to use, time-saving, cloud-based, flexible, and free, which is a supporting factor for using Google Classroom as a thematic learning medium in learning. However, based on observations and interviews, it was discovered that in operation, students still require parental assistance when using Google Classroom.

The interview results show that during online learning, teachers use Google Classroom as a thematic learning medium because it can be used anywhere and the material presented has been given a folder for each material, making it easy for students to open and study it again. However, based on observations and interviews, it is clear that students still require parental assistance in operationalizing.

### ***Discussion***

The COVID-19 pandemic has altered the educational landscape around the world. In fact, not all schools and universities are fully prepared to transition educational programs from face-to-face to virtual in a short period of time. Almost all schools and universities around the world must adapt to this shift. During the COVID-19 pandemic, teaching and learning activities are carried out using face-to-face online learning methods with internet devices (e-learning). E-learning is a digital technique delivered via the

internet (Jethro, et al. 2012). Face-to-face online learning requires the use of mobile devices, specifically mobile phones, android phones, laptops, computers, and tablets, which can be used to obtain information at any time and from any location (Gikas & Grant, 2013). According to (Setyosari & Punaji, 2015), learning through networks has the potential for, among other things, gaining knowledge, gaining easy access, and increasing mastery results. Bennett (1976: 211) defines adaptation as a responsive behavior to environmental changes. As a behavioral action, responsive behavior can cause someone to organize a system by adapting to the conditions and situations around us. Adjustments made by someone after they have passed through a specific situation and then build a system to deal with the next situation.

Diana, (2017) defines adaptation as the process of adjusting to one's environment, both ecological and social. The concept of adaptation itself is based on the basic assumption that humans always try to adapt to their surroundings as a form of survival effort. Cengklik State Elementary School has been working hard to prepare for the COVID-19 pandemic. One of these efforts is to use the Google Classroom application to facilitate virtual face-to-face learning. According to the findings of this study, the factors that support the use of Google Classroom as a thematic learning media in learning are the Google Classroom application, which is simple to use, time-saving, cloud-based, flexible, and free.

As a result, the learning system implemented still requires assistance, in the sense that education is not prepared to take virtual lessons. In comparison to previous research, this study focuses on learning media, whereas previous research tends to conduct research related to student situations, so this research can be called very credible because it is adapted to the situation and conditions that occur.

Google classroom as the number one communication technology to gain knowledge through the learning process. The advancement of conversational technology is marked by the presence of online learning. Google Classroom is a medium that facilitates remote conversations between teachers and students, especially in online learning. Learning Media that makes it easy to get and read material, send tasks remotely and show the value of tasks transparently. All students involved in this way of learning get equal opportunities.

Google classroom provides some of the benefits that are first; lessons can be organized without any difficulties, teachers can set up classes and invite students and teacher assistants. Later in the class circulation, they can share information which includes assignments, announcements and questions. Second; saving time and paper, teachers can create classes, assign assignments, speak and manage, done on one app only. Third; better management in this case students can see the assignments on the assignments page. All materials are automatically saved in the Google drive folder. Fourth; advanced communication and input, teachers can create assignments, submit announcements, and immediately start discussions directly in online deployments using Google Classroom. Students share materials with each other. Teachers can also quickly see who has and has not completed an assignment, and immediately provide quick grades and feedback. Fifth; can be used with any application you use, the class works with Google reports, Calendar, Gmail, Drive and forms. sixth; safe and low priced, class equipped exempt from charge. The classroom contains no advertising and in no way uses material for content or student data for advertising purposes (Brock, 2015).

Google Classroom can store data on materials taught in online classes so students can quickly search for previous materials without the need to ask their friends or teachers (Beaumont, 2018). Students can also learn teaching materials from data to remember and relearn previously taught materials. However, responses from students can be taken as reflections. Despite the usefulness of Google Classroom for online learning, teachers should avoid using it to store material and expect students to learn from the abundance of material. Teachers should not make one teaching material because students have different learning profiles, readiness, and interests (Suwastini, et al 2021). The materials stored on the platform must correspond to the thematic learning theme and facilitate student learning.

Based on the description and findings from the interviews and observations that have been done, in the implementation of online-based thematic learning through the Google Classroom application, teachers are seen using software other than Google Classroom, namely Whatsapp and zoom applications in online learning. Google Classroom is used as a place for attendance, sharing materials, videos, assignments for students. Through Google Classroom Teachers provide guidance and information on the implementation of online learning consists of three stages, namely initial activities, core activities, and quoting activities. But it turns out that the implementation of the teaching and learning process through virtual meetings using the application still cannot be said to be successful. The author found that teachers have not fully utilized all the supporting features contained in Google Classroom to apply material with thematic learning suitability. In addition, there are some students who have not been able to operate Google Classroom such as uploading assignments or seeing grades that have been given by teachers. Furthermore, teachers need to help the learning process rather than relying solely on the collection and completion of tasks as the only assessment. The importance of providing scaffolding for students in online learning because students have a different readiness so that it can affect their progress during the learning process and the results (Ersani dk, 2021).

Technology, display of learning, group behavior, and persona that influence learners on online-based thematic learning can influence interest and learning outcomes (Vonderwell & Zachariah, 2005). The implementation of the learning needs to be done evaluation steps to see the achievement of the quality of the results of online learning using Google Classroom. According to Kim and Bonk (2006) agencies should focus on pedagogical issues and emphasis on collaborative learning even though learning is done online. The challenge for schools is not only to apply new technologies but also to reorganize the applied education to help improve digital literacy for learners (Dhawan, 2020).

This study is in line with (Iskandar et al, 2020: 144) argues that the effectiveness of learning using Google Classroom can be seen mainly based on the level of mistakes made by students when solving a given problem, in addition to the benchmark for the effectiveness of tracking, which is when the teacher motivates students to learn the material that has been uploaded Classroom. Thus this software can help teachers and students in the teaching and learning process during online learning. So by using Google Classroom learning will be easier with the interaction between teachers and students when face to face through online learning, so that students can learn, ask, discuss, exchange ideas, and send assignments remotely via mobile phone.

Google Classroom is good to use, but can not be used fully especially for low-grade students, this is related to learning media both synchronous and asynchronous. For example, WhatsApp, Google Classroom, Gmail and sebagainya merupakan synchronous learning media in penggunaannya teachers can not see students directly behind the phone screen because the learning process is done online.

## **Conclusion**

Based on the problems described, it is possible to conclude that learning activities during the COVID-19 pandemic were carried out using the distance learning method (PJJ) and an online learning system (e-learning), one of which was Google Classroom for the implementation of learning at SD Negeri Cengklik. During the Covid-19 pandemic, online learning is intended to supplement programs that cannot be done directly in schools. Teachers must use effective methods and media to ensure that the learning process runs smoothly during the COVID-19 pandemic. Teachers are expected to understand technology and to be able to manage digital classes using predetermined learning media. According to the findings of this study, the learning process is carried out using the Google Classroom application and virtual media in the form of zoom. The process of assigning and collecting assignments is handled by Google Classroom, while the delivery of material and discussions is handled by Zoom media. Based on the responses of each respondent, it is clear that task division is carried out using Google Classroom in accordance with the

teacher's direction and guidance. According to the interviews, students still required parental assistance in determining which assignments to download and how to download the assignments. Assignments, Grading, Communication, Time-Cost, Course Archive, Mobile Apps, and Privacy are application features used to aid the learning process in Google Classroom. Based on observations and interviews, the teacher only uses the Assignments, Grading, and Communication features of the Google Classroom application because these features are the most helpful in the learning process, according to the teacher. The Google Classroom application is easy to use, time-saving, cloud-based, flexible, and free, which is a supporting factor for using Google Classroom as a thematic learning medium in learning. However, based on observations and interviews, it was discovered that in operation, students still require parental assistance when using Google Classroom.

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