



## **THE USE OF GOOGLE CLASSROOM DURING PANDEMIC**

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### **Abstract**

Educational systems worldwide has been affected by the Covid-19 pandemic , leading to the near-total closures of schools, and colleges. Most governments around the world have temporarily closed educational institutions in order to restrain the spread of Covid-19. This requires all elements of education to adapt and to continue the teaching learning process. The Indonesia Government assigns the distance learning sistem using online learning. This is effective solution to activate classroom eventhough school have been closed to reduce the spread of covid-19. Many platforms of digital sources have been implemented by school, one of them is using Google Classroom. This research aims to get review of using Google Classroom during this pandemic. This study was library research that describe the phenemenon of using Google Classroom. The result of the research finding prove that it is effective to use this platform. It is one way to be considered by the schools and teachers to provide students by e learning that can be attracted for the students, while the process of teacher learning move to virtual classes.

**Key words:** Google Classroom, Pandemic, Covid-19, Online Learning

### **A. INTRODUCTION**

Today, worldwide are facing the same problem, which is coronavirus. On 31 December 2019, WHO was informed of cases of pneumonia of unknown causes in Wuhan City, China. A novel coronavirus was identified as the cause by Chinese authorities on 7 January 2020 and was temporarily named “2019-nCoV”. According to WHO, Coronaviruses (CoV) are a large family of viruses that cause illness ranging from the common cold to more severe diseases. A novel coronavirus is a new strain that has not been previously identified in humans. The new virus was subsequently named the “COVID-19 virus”.

On 11 March 2020, WHO Director-General Dr. Tedros Adhanom Ghebreyesus announced that the outbreak could be characterized as a pandemic since the rapid increase in the number of cases outside China. A pandemic is defined as “an epidemic occurring worldwide, or over a very wide area, crossing international boundaries and usually affecting a large number of people”(Kelly, 2011). The classical definition includes nothing about population immunity, virology, or disease severity. By this definition, pandemics can be said to occur annually in each of the temperate southern and northern hemispheres, given that seasonal epidemics cross international boundaries and affect a large number of



people (Last JM, 2001) . By then more than 118 000 cases had been reported in 114 countries, and 4291 deaths had been recorded.

The COVID-19 pandemic was confirmed to have spread to Indonesia on 2 March 2020, after a dance instructor and her mother tested positive for the virus. Both were infected by a Japanese national. By 9 April, the pandemic had spread to all 34 provinces in the country and by 23 July, half of them had more than 1,000 cases. The largest increase of new cases in a single day occurred on 9 July, when 2,657 cases were announced. At most 2,366 recoveries and 139 fatalities were ever recorded within 24 hours. On 13 July, the recoveries exceeded active cases for the first time.

By July 2020, Indonesia has reported 104,432 cases, the highest in Southeast Asia, ahead of the Philippines and Singapore. In terms of death numbers, Indonesia ranks fifth in Asia with 4,975. Review of data from covid19.go.id, however, indicated that the number of deaths may be much higher than what has been reported as those who died with acute COVID-19 symptoms but had not been confirmed or tested were not counted in the official death figure.

Instead of implementing a nationwide lockdown, the government had approved large-scale social restrictions. The restrictions are implemented by local governments with the approval of the Ministry of Health. It includes measures such as closing public places, restricting public transport, and limiting travel to and from the restricted regions and including closures of schools.

UNICEF and the Ministry of Education and Culture call for schools across the country to ensure that children and adolescents can learn in the best possible conditions wherever they are—whether they are learning from home or at school. The Minister of Education and Culture Nadiem Anwar Makarim encouraged all parties to ensure that learning continues for students living in the green zones, who can start face-to-face learning under strict health protocols, as well as those living in yellow, orange and red zones, who have to continue learning from home.

Home-based learning policy had run for several weeks since the Covid-19 outbreak emerged. It applied to all levels of education and the informal institution as well. Although schools are now reopening after March holidays with extra caution, we still need to think of the possibility of school closing if the situation worsens, how to make the educational program more effective.

During home-based learning, there are several methods in carrying out the learning process. Some can share information by Whatsapp, video call through Zoom, or online learning platforms. There are so many digital classes aimed at teaching-learning processes such as Rumah Belajar, Kahoot, Edmodo, and one of the learning platforms that popular now is Google Classroom.

Google Classroom is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Google Classroom enables teachers to create an online classroom area in which they can manage all the documents that their students need. Documents are stored on Google Drive and can be edited in Drive's apps, such as Google Docs, Sheets, and so on. But what separates Google Classroom

from the regular Google Drive experience is the teacher/student interface, which Google designed for the way teachers and students think and work.

Google Classroom is a free collaboration tool for teachers and students. Teachers can create an online classroom, invite students to the class then create and distribute assignments. Within the Google Classroom students and teachers can have conversations about the assignments and teachers can track the student's progress (Vangie, 2020). Besides, Google Classroom was used to facilitate the interaction of a professor or teacher with a student or students in the virtual world (Liu & Chuang, 2016).

In Google Classroom, teachers freely hand out a scientific assessment and provide an independent assessment for students (Wijaya, 2016). Teachers can provide materials on the subject being taught. The teacher can post some teaching materials, assign tasks for students, and upload the students' grades so that they can immediately see the scores obtained in the course. Google Classroom also minimizes the costs incurred due to the use of more affordable stationery and other materials and can minimize time-released energy (Inoue & Pengnate, 2018). In short, the time and energy spent by Google Classroom users will be lesser than the usual.

This Platform can be one solution to complete the teaching-learning process while the school still can not be opened. Google Classroom provides students to be independent, engaged and motivated because most of young learners tend to use technology in their daily life. It also succeed the teaching-learning process in digital era as in industrial revolution 4.0 that the teachers are required to have the expertise, ability to adapt to new technologies and global challenges.

## **B. RESEARCH METHOD**

The method used in this research was library research. Arikunto stated that literature studies in research are a method of collecting data by seeking information through books, newspapers, magazines and other literature that aims to form a theoretical foundation (Arikunto, 2006). Along with this opinion, a literature study is data collection techniques by conducting study studies of books, literature, records, and reports that have to do with problems solved (Nazir, 1988). Data and information can be obtained from scientific books, research reports, scientific essay, regulations, encyclopedias, thesis and dissertations, and other written and digital sources. Besides that, the data were collected by conducting similar studies related to the use of Google Classroom and education during the pandemic.

## **C. RESULT AND DISCUSSION**

### **1. Research Finding**

From this research, some important points will be formulated from the data obtained. To measure the effectiveness of the utilization of Google Classroom, the researchers used previous theories about the effectiveness of the communication presented by Hardjana (2003): the message recipients, contents, communication media, format, source, and timing.

First, the effectiveness of the message recipients. It had been found that the message recipient was in line with the intended recipients. This means that when the

teacher wanted to post material or provide a task, he/ she posted it directly on the accounts of students who are bound by the learning process so that the students could immediately see the posts.

Second, the effectiveness of content. The content of the message/ information delivered by the teacher in Google Classroom should be clear and structured. If the students do not understand the material posted, they immediately commented and asked each other.

Third, the effectiveness of communication media. Google Classroom learning communication is effectively used by the teacher. However, there were some technical constraints caused due to several issues like some students of the study group did not have good access to the internet while the Wi-Fi was not available at school. Then, they were not accustomed to using this application, but overall it could be understood by practicing more to use this application.

Fourth, the effectiveness of message format. The level of effectiveness of online classes on the message format indicator showed that the format of the message that is the teacher materials matches to the students as recipients of the message. However, the materials posted must fully meet the needs of students effectively in addition to taking on Google Classroom materials; they are also looking for material in the libraries or other sources. However, not all students can understand the material posted, they need further explanation from the teacher.

Fifth, the effectiveness of source. The effectiveness of the source of the message presented explained that the teacher who use Google Classroom for posting the material from many sources, such as video on youtube, pdf workshett, picture and also type directly to the stream provided in this application.

Finally, the effectiveness of timing. The level of effectiveness of Google Classroom on punctuality indicators indicates that the level is quite effective because teacher do not have a time limit for posting material on Google Classroom. However, the students may sometimes submit their work assignments too late beyond the time specified by the teacher due to lack of time or too much work. In such cases, the teacher will provide scores/grades to students who are late.

## **2. Discussion**

Google Classroom is very useful to improve the abilities and skills of each student. Students can learn by themselves and through guidance. There are three pages on the main menu of Google Classroom, 1) Stream, it is a notification page including announcement or chat from the teacher. The student can also replay the chat directly. Teacher and students can interact with each other through the chat facilities provided by Google Classroom. Interaction through these facilities can be carried out in groups or privately so that the teacher is able to monitor the development of competencies among their students. The teacher can directly interact with an individual when he/ she experiences problems or asks something personal. Chat facilities can basically improve students' ability to communicate and collaborate. 2) Classwork, the teachers must prepare the material and upload them in classwork so that students can access the material without any space and time constraint. The material uploaded can be in the form of articles or text, images, audio, videos, and several other teaching materials. In addition, students' submission



of online assignments can also be monitored in an orderly manner. Along with supporting materials, teacher can also create a Quiz Assignment, progress about the work done by students can be seen by the teacher and scoring can display in this feature. 3) People, it shows the members of the class, the teacher knows the students whether they participate in the classroom or not ( Harjanto & Sumarni, 2019).

The current studies highlighted that the study can be effective in understanding and evaluating the perspective to teacher's and student's quality teaching and learning through Google Classroom( Iftakhar, 2016). The use of Google Classroom is practically easy and interesting to the students; however, features provided by Google Classroom sometimes makes the user confused ( Nurhayati et al., 2019). Finally, this study confirms that the use of Google Classroom during this pandemic is very effective and useful to improve students' skill abilities, discipline, and to fulfill the demand of the government to keep continue the teaching learning process.

#### **D. CONCLUSION AND SUGGESTIONS**

After implementing this application through learning from home suggested by government due to the pandemic, the students more enthusiastic in doing the learning process. It can be said that it is effective to use the google classroom to fulfill the curriculum . However, there were some technical constraints caused by several things including the students were not able to access the internet and some students even submit their assignments from their friend's account.

Based on the conclusion above, the following suggestion were put forward. It is hopefully for the student can continue their study and participate in the learning process although they can not meet the teacher in the real class. For the teacher, it is recommended to use google classroom not only to face this pandemic but also to use it in regular class to integrate the technology into the teaching-learning process. Further, it is hoped that other researchers conduct similar studies more specific to improve the quality of education.

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