



Effectiveness Use Of Google Classroom Against Employee Classes As An Alternative Form Of Distance Learning

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ABSTRACT

The development of technology in education namely Blended learning adds convenience for students and lecturers in the learning process. This is because blended learning can be done online and remotely. Therefore blended learning is very useful for employee class students in the course process because the schedule of national university employee class meetings is not the same as a regular class. Blended learning becomes one of the alternative learning solutions for the employee class. The blended learning used in this study is Google classroom. Google Classroom is a learning app issued by Google that provides easy access through computers and mobile phones that are very useful for students and lecturers in the learning process. The purpose of this study is to describe blended learning, know google classes as an alternative to learning, and know the effectiveness of using google classroom against the class of employees. In this study, google classroom effective is expected in the process of distance learning students in the class of employees of National University

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1. Introduction

Today science and technology are growing rapidly. This development has the impact of increasingly open and scattered information and knowledge from and around the world through the boundaries of distance, place, space, and time. Its influence also extends to various lives, including the field of education. Education is not antipathy or allergy to the development of science and technology, but instead becomes a subject or pioneer in its development. Education is an academic process that aims to increase social, cultural, moral, and religious values, and prepare learners for real-life challenges and experiences. Education is an organized and sustainable communication designed to foster learning activities in learners. Learners can develop their ability to discover, manage, and evaluate information and knowledge to solve real-world problems and actively participate in community activities in their environment. Therefore, an effective and efficient learning process is required that makes the learner absorb the information and knowledge and technology he learns as part of him.

As we understand together, many views that give new direction to the process and dimensions of education are increasingly driving the change of concepts and ways of view towards the existentialization of learning so that it can be made as a framework of thinking in understanding deeper learning problems. By reviewing this alternative learning paradigm, educators or prospective educators are expected to look at a problem of taking actions/decisions related to learning practices wisely so that efforts to develop the potential of students as estuaries of all learning activities can become more targeted and can ultimately be optimized as expected. The new paradigm of alternative learning today is an employee class based on information technology.

Technology development in employee class learning systems is a phenomenon of the times that gives rise to electronic-based learning technology. One of the applications of technology is information and communication technology. This information and communication technology-based learning system have transformed conventional or traditional pattern learning systems into media patterns, such as computer media with the internet that gives rise to e-learning. In this pattern of media learning, learners can choose learning materials based on their interests, so that learning becomes fun, not boring, full of motivation, spirit, attention-attracting, and so on. Information and communication technology-based learning will be effective if the teacher's role in learning is as a learning facilitator or provide an easy learner to learn not just as an information



giver. Teachers are not the only source of information they are conveying. Teachers not only teach science transfer but can also learn from learners. Teachers are not instructors who give commands or direct to learners, but rather become learning partners that allow learners not to hesitate to argue, ask, or exchange opinions with teachers. The learning process by utilizing information and communication technology is the guidance of teachers to facilitate effective learning.

Technology and education are inseparable, where all those things be in line. Blended learning is one of the solutions that can be implemented by educators in learning. According to Thorne (in Sjukur, 2012) blended learning is an opportunity to integrate innovation and technology offered by online learning with interaction and participation of conventional learning. Blended learning activities are characterized by combining conventional and online learning.

The combination of learning is matched with the learning objectives to be achieved. The learning system in question uses the Learning Management System (LMS). According to Ellis (2009), LMS is a software application for administration, documentation, tracking, reporting, and delivery of educational courses or training programs. LMS can be said to be learning management prepared for students, especially classes of employees and lecturers in conducting learning through software.

LMS software that can be used includes ACS, Blackboard, Certpoint, Moodle, Canvas, Google Classroom, and so on. Preliminary studies on LMS types found that google classroom is a multiplatform application that can be used by users. Google classroom is a mixed learning platform developed by google for learning and teaching activities aimed at simplifying the creation, distribution, and assignment of tasks in a paperless way (Wikipedia, 2017).

Based on the above exposure the authors are interested in researching "The effectiveness of the use of google classroom to the class of employees as an alternative form of distance learning".

2. Theory Study

2.1 Effectiveness

The effective word comes from English which is effective which means to succeed or something done works well. A popular scientific dictionary defines ephemerality as the accuracy of use, results, or supporting purpose. Furthermore, according to Agung Kurniawan in his book *The Transformation of Public Service* defines effectiveness, as follows "Effectiveness is the ability to carry out tasks, functions (operations of program activities or missions) rather than an organization or the like that does not have pressure or tension between its implementation" (Kurniawan, 2005). Steers (1985:87) further suggested that "Effectiveness is the range of a program's efforts as a system with certain resources and means to meet its objectives and objectives without crippling those means and resources and without putting unreasonable pressure on its implementation". Based on the above definition, it can be interpreted that effectiveness is generally seen as the level of achievement of objectives and operations. Basically, effectiveness is the level of achievement of the organization's target task set. Effectiveness is also a measuring tool for how well work is done and the extent to which a person produces output as planned, so it cannot be said to be effective regardless of time, effort, and more.

2.2 Distance Learning

- a) Stewart, Keagen, and Holmberg (Juhari,1990) distinguished three main theories about distance learning: the theory of autonomy and self-learning, educational industrialization, and interactive communication. Self-learning is fundamentally influenced by the view that every individual deserves equal opportunities in education. The learning process should be sought to give freedom and self-reliance to learners in the learning process. Learners are free independently to determine or choose the learning materials to learn and how to learn them. If in conventional education learners communicate more with humans i.e. teachers or other learners. While in distance education more communicate intrapersonally in the form of information or learning materials in electronic, printed or non-printed form.
- b) Distance learning is a form of teaching-learning activity characterized by the division of work and learning materials in 23 masses. Distance learning is a method to teach science, skills, and attitudes by applying and utilizing technology that can produce quality learning materials en masse so that it can be used simultaneously by learners whose residences are scattered everywhere.
- c) The notion of self-learning does not mean self-learning. Learners need to interact and communicate with the remote learning organizing component. Education is a concept of "guided didactic conversation" that is interaction and communication that guides and educates learners, so they feel comfortable learning to discuss topics they are interested in. Therefore, learning materials should be designed as attractively as possible that interest learners can learn. The learning materials must also



be "self-instructed" or self-learning or individualized.

Distance education contains a sense of separation between teachers and learners (though not entirely). Learner self-reliance is expected to be relatively higher than the independence of conventional education learners and the utilization of interactive learning media. Distance learning is several forms, including:

- d) Self-education programs.
- e) Face-to-face programs are held in several places at a set time. Educational information is still conveyed, with/without interaction from learners.
- f) The program is not tied to the meeting schedule, in one place. Distance learning is based on the rationale that learners are central to the learning process, responsible for their learning, and striving on their own in their place.
- g) learning with e-learning, which is online learning based on information technology via the internet. This learning system can be equipped with complimentary modules or books.

2.3 Information and Communication Technology

Information and communication technology are various aspects involving technology, engineering, and management techniques used in the control and processing of information and its use, computer relationships with humans and matters relating to social, economic and cultural [British Advisory Council for Applied Research and Development: Report on Information Technology; H.M. Stationery Office. 1980). Information and communication technology consists of all forms of technology involved in the collection, manipulation, offering, and use of data (data transformed into information) [E.W. Martin et al. 1994. Managing Information Technology: What Managers Need to Know. New York: Prentice Hall]. This information and communication technology has developed rapidly with the development of communication satellites and fiber optics that can transmit pulses at the speed of light. Information and communication technology is a rational and efficient process. This process contains a system that considers variables that may affect in determining activity procedures for the process to be effective and efficient. The system combines principles, concepts, and ideas, and leads to shared problem-solving. The understanding of this system shows that everything will have an impact and be influenced by other things in its environment and involve various stakeholders. Therefore it is necessary to consider the environmental conditions (local, national, and international) to achieve the goal. Utilization of information and communication technology in educational fields such as computer utilization and computer networking provides an opportunity for every learner to access learning materials presented in interactive form through computer networks. The utilization of information and communication technology is expected to increase the success of learner learning, decrease dropped dropout rates, and decrease the rate of absence in the classroom, and equalization of educational opportunities that can reach the entire community from different walks of life everywhere. Therefore, the application of information and communication technology to be appropriate should be adapted to the prevailing life or culture in society. The diversity of life and culture in society requires various technologies to provide educational services, such as computers with internet. The Internet is a global digital information network.

2.4 Google Classroom

Google Classroom is a type of learning within the scope of Education, making it easier for teachers to create, share, and classify each task without the need for paper. The software was introduced as part of Google Apps for Education released on August 12, 2014. Google has also notified the application programming interface of a classroom, as well as the share button for the website so that all school administrators and developers are allowed to further implement Google Classroom.

With Google Classroom, users indirectly support the go green movement. In addition to not using paper as a learning medium, Google Classroom also provides a series of free tools to support student productivity such as Gmail, Drive, and Docs. Therefore, students can do and collect tasks without using books or papers anymore. Later, teachers can create custom Drive folders for each assignment and students can be more organized in automatically creating copies of documents in Google Docs. As well as being able to set a learning schedule connected to Google Calendar.

There is also a feature called Class Stream, it allows students to have discussions, questions and answers, and so on, with fellow students as well as against their teachers..

3. Research Methods

In this study, it was seen that the effectiveness of distance learning can be determined by several independent variables. The dependent variables in this study were the effectiveness of distance learning while the independent variables in the study were the class of employees with distance learning, information technology, and google classroom

The flow of the frame of mind can be described in the diagram image below:

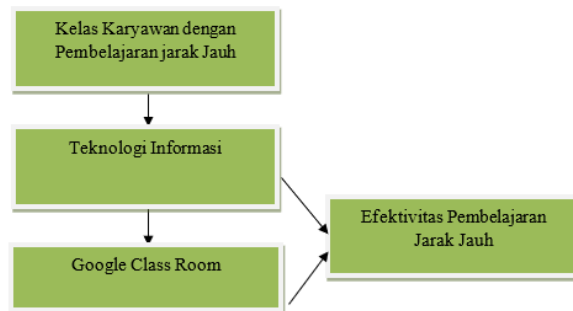


Fig 1. The frame of MindFlow

3.1 Research Time and Location

The research period starts from March 2020 to June 2020 at the Faculty of Communication and Information Technology national university.

3.2 Obyek Penelitian

Employee Class students of the Faculty of Communication and Information Technology at the National University of 100 students.

3.3 Metode Penelitian

This research is descriptive with a qualitative approach using field survey methods with research objects of students in the employee class of The National University. Process and meaning (subject perspective) are more highlighted in qualitative research. The foundation of the theory is used as a guide to focus research according to the facts in the field.

3.4 Data Collection Methods

- a) Primary Data is data created by researchers for the specific purpose of solving the problem that is being addressed. Data is collected by researchers directly from the first source or place where the research object was conducted.
- b) Secondary Data is literature, articles, journals, and sites on the internet related to research conducted.

4. Results and Discussion

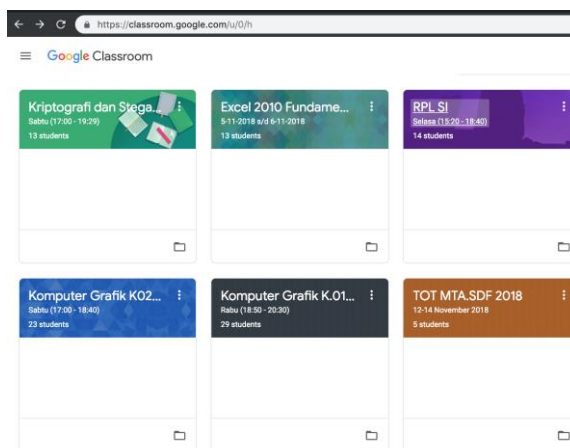


Fig 2. Google Classroom Home View



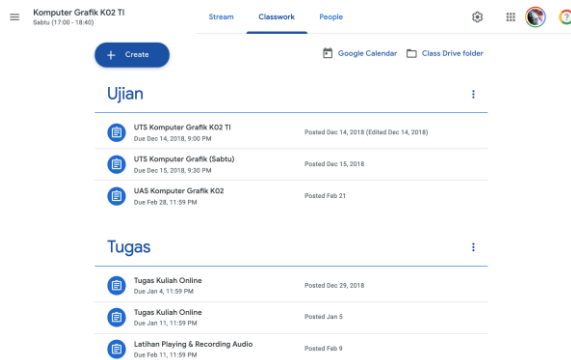


Fig 3. Classwork Menu View

In figure 3 is the Classwork Menu, for posting modules, tasks, and exams

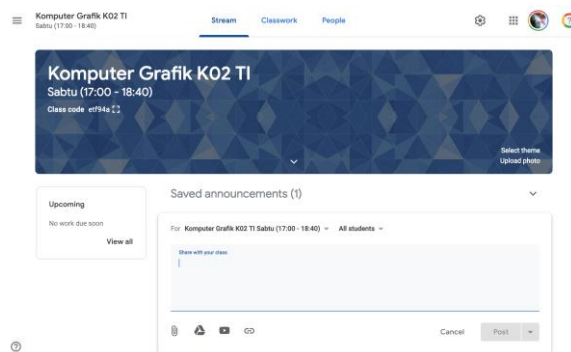


Fig 4. Stream Menu View.

In figure 4 is a stream menu that can be used to post announcements in class.

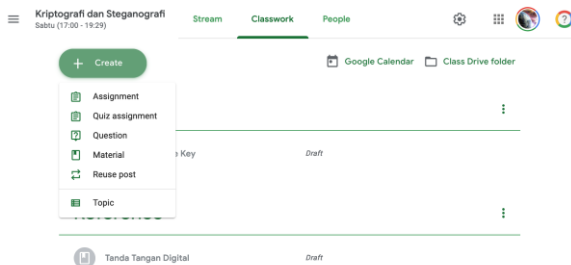


Fig 5. Features in the Classwork Menu.

In figure 5 are the features of the classwork menu in google classroom namely: Create tasks, quiz, questions forum, post material.

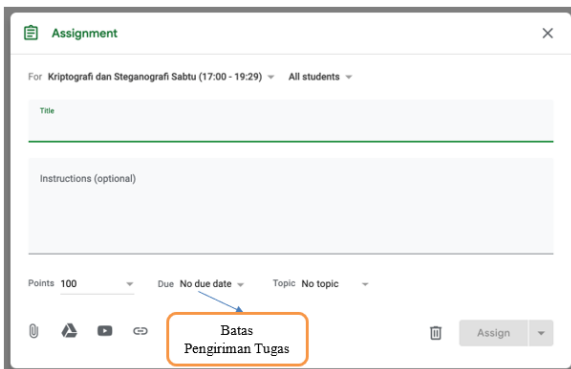


Fig 6. Create Assignment View.

In figure 6 is the view to create a task page to be posted



Fig 7. Reference icon in Google Classroom.

In figure 7 is the referensi icon for uploading assignment documents.

Furthermore, the calculation of questionnaire results using the Likert Scale is from the respondent's results in the form of questions that have been disseminated.

Table 1.
Likert Scale Table.

Questions	STS	TS	S	SS
Value	1	2	3	4

Questions to respondents are conducted using usability testing using several criteria, namely: usefulness, satisfaction, ease of use, and ease of learning.

The questions made consist of 16 questions and spread to 100 employee class students so that the following results are obtained:

Table 2.
Rating Results from Questionnaires.

Factors	No.	Questions	Assessment
Usefulness	1	Use of Google Classroom becomes more effective	2.90
	2	Use of Google Classroom becomes more productive	2.70
	3	Use of Google Class Room becomes more useful	3.00
	4	Time savings in google classroom usage	3.17
	5	Easier and more enjoyable use of google classroom	2.90
Ease of use	6	The view in google classroom is very simple	3.19
	7	Google classroom provides very user-friendly access	2.80
	8	Use google classroom without having to have a user guide	3.15
	9	The navigation is not confusing	2.70
Ease of learning	10	Do you learn how to use it quickly?	2.80
	11	Easy to remember existing stages to access google classroom?	3.12
	12	There is complacency of its own using google classroom	3.19
Satisfaction	13	Google classroom provides convenience for its users	3.17
	14	Features provided by google classroom are not confusing	2.80
	15	Google classroom provides the best service for users	2.87
	16	Google classroom is a great fit and provides satisfaction in helping the distance learning process	3.16

From table 2 can be seen the results of the questionnaire that shows the results using the usability testing test using several criteria namely: usefulness, satisfaction, ease of use, and ease of learning are as follows:

1. Average Usefulness: 2.94
2. Average Easy of Use: 2.95
3. Average Easy of Learning: 2.96
4. Average Satisfaction: 3.03

5. Conclusion

Google Classroom is a type of learning within the scope of Education, making it easier for teachers to create, share, and classify each task without the need for paper. With Google Classroom, users indirectly support the go green movement. In addition to not using paper as a learning medium, Google Classroom also provides a range of free tools to support student productivity such as Gmail, Drive, and Docs.

From the results of the trial using a questionnaire to see the effectiveness of google classroom usability got the following results average usefulness: 2.94, easy of use 2.95, easy of learning 2.96, and satisfaction 3.03.



The results prove a high satisfaction and there is a correlation between the use of google classroom and the effective learning and teaching process.

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