USING THE GOOGLE CLASSROOM APPLICATION IN CRITICAL READING COURSES, UNIVERSITY OF INDRAPRASTA PGRI JAKARTA

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ABSTRACT

The development of technology, information, and communication that is increasingly rapidly in the era of globalization as it is today can no longer avoid the influence on various fields. During the COVID-19 pandemic, which affected the education sector, it changed learning activities from face-to-face to online learning. Lecturers are required to find ways to design learning media as innovations using online media. One of the online learning media that is currently developing and starting to be used is Google Classroom. Google Classroom is a special application that is used for online learning carried out remotely and can be used anywhere. The purpose of this study is to utilize the use of the Google Classroom application in the student learning process in the Critical Reading course for the RH class, Indraprasta University, PGRI Jakarta. The type of research used is literature/library study and observation through interviews with students. The results obtained proved effective on student independence, lecturer creativity and optimal learning outcomes.

ARTICLE INFO

A. Introduction

The COVID-19 pandemic affects sectors of community life, one of which is the education sector (Putra & Kasmiarno, 2020). This has changed the practice of learning from face-to-face to online learning. Online learning is a learning system without face to face directly between lecturers and students but is carried out online using the internet network (Sadikin & Hamidah, 2020). Therefore, the world of education is required to find ways to keep the learning process running. Teachers are required to be able to design learning media as innovations by utilizing online media.

The development of technology, information, and communication that is increasingly rapidly in the era of globalization as it is today can no longer avoid the influence on various fields. The current development of human life is strongly influenced by the development of technology, information and communication (Ahmad, 2012). One of the effects that cannot be avoided is the influence of technology on the field of education. The influence of technology requires us to always design innovative and creative learning media in the use of new products in the learning process that aims to improve the quality of education.

One of the online learning media that is currently developing and starting to be used is Google Classroom. Google Classroom is a special application developed by Google to assist educational institutions in implementing distance learning (Fitra et al., 2020). The implementation of learning with Google Classroom can represent learning activities where there is smooth interaction between lecturers and students in the comments column. Students can also take an absence every time learning begins, listening to the learning material delivered by the lecturer. The implementation of learning with Google Classroom can represent learning activities where there is a smooth interaction between lecturers and students in the comments column. Students can also take an absence every time learning begins, listening to the learning material delivered by the lecturer.

Based on the results of observations through interviews with students from Indraprasta University PGRI Jakarta majoring in English Education, the RH class has used Google Classroom as an application that supports students and lecturers to interact, collect assignments, and discuss so that learning continues well. Students are given a class code through the WhatsApp group and then directed to be able to access Google Classroom according to their respective class using the class code that was given previously. With the use of Google Classroom, it is

hoped that this will be an effort for lecturers to always innovate in every distance/online learning process.

B. Method

The type of research used is literature study. The library study method is a series of activities related to the methods of collecting library data, reading and taking notes, and managing research materials (Sugiyono, 2019). Literature study is one of the research methods carried out by reading relevant sources to obtain data (Arikunto, 2013). Literature studies are carried out by each researcher with the main objective of finding a basis for obtaining and building a theoretical basis, framework of thinking, and determining tentative assumptions or also known as research hypotheses. So that researchers can classify, allocate, organize, and use a variety of literature in their fields. By conducting a literature study, researchers have a broader and deeper insight into the problem to be studied. Conducting this literature study is carried out by researchers between after they determine the research topic and the formulation of the problem, before they go into the field to collect the necessary data (Arikunto, 2018).

C. Result and Discussion

Google Classroom is an application that is devoted to online learning so that it can make it easier for lecturers to create, share and group each assignment without using paper (Hasanah, 2021). The use of Google Classroom will make learning more effective, lecturers and students can meet face to face at any time through the Google Classroom online class. Students can also play an active role in the online class by studying, listening, sending assignments, providing feedback, discussing the material presented by the lecturer. According to (Iskandar, Akbar, Sudirman, 2020), Google Classroom or in Indonesian, namely the Google classroom is a learning platform that can be devoted to the scope of education which is intended to help find a way out of the difficulties experienced in making assignments without using paper (Iskandar, Akbar, Sudirman, 2020). Another opinion says that Google Classroom is an application that allows the creation of classrooms in cyberspace (Nur et al., 2018). In addition, Google Classroom is also a means of distributing assignments, submitting assignments and even assessing submitted assignments.

As a digital learning platform that is quite popular, there are several features found in Google Classroom, some of which are:

1. Assignments Assignments are stored and graded on a suite of google productivity apps that allow collaboration between teachers and students. Or student to student.

2. Grading Google classroom supports many different grading schemes. Teachers have the option of attaching files to assignments where students can view, edit, or get individual copies. Students can create files and then paste them into assignments if a copy of the file was not made by the lecturer. Lecturers have the option to monitor each student's progress on assignments and where they can comment and edit. Turning assignments can be graded by lecturers and returned with comments so students can revise assignments and re-enter. After being assessed.

3. Communication Announcements can be sent by the lecturer to the class stream which can be commented on by students so that there is two-way communication between teachers and students. Several types of media from google products such as YouTube video files and google drive can be attached to announcements and posts for various content.

4. Password (Password) lecturers can add students by giving a code to join the class. Lecturers also manage classes can reuse existing announcements, assignments, or questions from other classes. Also can share posts across multiple classes and archive classes. Student work, assignments, questions, grades, comments can all be organized by one or all classes, or sorted by what was studied.

5. Archieve Course (Archive Program) Archives to build also maintain their classes. When a class is archived, faculty and students can view it but cannot make any changes until it is restored.

6. Mobile Application (Application in a mobile phone) Application provides users to take photos and paste them into their tasks, various files from other applications and supports online access.

7. Privacy Unlike Google's consumer services, Google Classroom, as part of G Suite for Education, does not display any advertisements in the interface for students, faculty, and lecturers and usage data is not scanned or used for advertising purposes.

All of these features can be used by lecturers during learning. Basically, the initial step is to log in using a G Suit for Education account or personal google/google email (Iskandar, Akbar, Sudirman, 2020). The features in this

application that can provide various benefits, especially for educational actors. According to (Putra & Kasmiarno, 2020) the benefits of using Google Classroom include:

1. Easy setup, teacher can add students directly or share code with his class to join

2. Time-saving, simple, paperless workflow allows teachers to quickly create, review and grade assignments in one place.

3. Improve organization, students can see all their assignments on the assignments page and all materials are automatically saved into folders on Google Drive.

4. Improve communication, class, allows teachers to send announcements and start discussions directly.

5. Affordable and safe, Google Classroom contains no ads, never uses user content or student data for advertising and is free.

In its application at Indraprasta University, PGRI Jakarta, this digital platform is used in lecture activities for the Critical Reading course in semester 4. This course is held online for 14 meetings including UTS and UAS within one semester. Lectures are held every week. Students are asked to download and activate a google classroom account. Every week the activities carried out are discussions/presentations discussing the material that has been attached to the SAP course. The use of the Google Classroom application is an alternative to make it easier for lecturers and students to interact, discuss, give assignments, distribute UTS and UAS questions, and collect UTS and UAS exam results. This is for both lecturers and students in lecture activities without having to face to face directly.

Student activities in the Critical Reading course take place within a period of 1 hour 60 minutes listening to the material given by the lecturer in ppt form uploaded in google classroom. Students are given 15 minutes to understand the material that has been uploaded by the lecturer, then the lecturer starts the lecture by giving brain stroaming related to the material being discussed. It was seen that students played an active role in the discussion and were enthusiastic in every discussion. After discussing, students are given time to ask the lecturer if there is something they still don't understand. After that, the lecturer gave recalling to students in the form of independent / group in understanding the material that had been submitted and the results of student discussions were uploaded in class assignments.

In its own application, Google Classroom also plays a very good role in increasing student independence in the lecture process. Independent learning demands a great responsibility on students so that students try to carry out various activities to achieve maximum learning outcomes. This application can be used as a learning tool in online classes, using smartphones makes it easier for lecturers to deliver lecture material online in the form of power points, documents, photos and videos and students can also easily access lecture materials delivered by lecturers.

D. Conclussion

In the discussion above, it can be concluded that the online learning process through Google Classroom in the Critical Reading course was carried out well. This is because online learning through Google Classroom can be easily accessed via smartphones by both lecturers and students. Utilization of the use of the Google Classroom application in learning Critical Reading courses has a positive impact on students, namely increasing student independence in the responsibility to complete assignments on time and be able to understand the material well. The same thing is also for lecturers, namely being able to increase the creativity of lecturers in designing online learning. Thus, it can be concluded that using the Google Classroom application in the Critical Reading course is proven to be effective for student independence, lecturer creativity and optimal learning outcomes.

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