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Forewords

Praise and gratitude to Allah SWT, because of Allah's love for us so that we are still given a long life and can carry out our various daily activities. May all our activities become our acts of worship, Aamiinnn

in accordance with the commitment of the Jurnal Serambi Ilmu Journal to continue to improve the quality of its manuscripts since the volume 23 number 2 has been published full in English.

We are also be proud that the number of submitted manuscripts is quite large, but only a few are acceptable and worthy of publication. This means that Jurnal Serambi Ilmu has become one of the scientific publications that are considered by experts and education enthusiasts.

For this reason, Jurnal Serambi Ilmu is committed to continuing to maintain the quality, service and discipline that applies in scientific publications.

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GARUDA
GARBA RUJUKAN DIGITAL



Student Understanding In Using Google Classroom On Online Learning

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Abstract

This study aims to determine students' understanding of using Google Classroom as an online learning medium at FKIP USM. The method used in this study is descriptive analysis with a quantitative approach and data analysis using percentages. The subjects in this study were students of the natural sciences (Physics, Mathematics, Biology, and Chemistry) environment FKIP Universitas Serambi Mekkah, amounting to 51 people. The instrument used in this study was a student understanding questionnaire. Based on the results of this study, there are 1 respondent (2%) who responds very high, 5 respondents (10%) responds high, 35 respondents (69%) responds moderately, 9 respondents (18%) responds low, and 1 respondent (2%)) responds very low. Based on the results of research on student understanding in the use of Google Classroom in online learning, it can be concluded that it is good, this is evident from student data making it easier to store and access documents such as material or important assignments sent via Google Classroom, so that if students have not had time to print the required documents, they can access them first through Google Classroom. In addition, students are also facilitated to obtain announcements given by lecturers quickly (real time) so that they become effective and efficient in terms of time.

Keywords: *Google Classroom, student understanding, online learning.*

INTRODUCTION

The presence of information technology-based learning media as a new learning model for educational facilities, provides a large role and function for the world of education which has been charged with the many shortcomings and weaknesses of conventional education, including the limitations of space and time in the conventional education process.

Utilization of information technology that has an Internet platform standard that can be a solution to these problems because of the nature of the internet that allows everything to be connected, not to mention the cheap, simple and open character of the

internet, resulting in the internet being able to be used by anyone, anywhere, anytime and free to use (Keban & Taufik, 2017). One of the technology-based applications that carry out the online learning process and can be used in the learning process is Google Classroom.

Google Classroom is a mixed learning media for the scope of education that can make it easier for educators to create, share and classify each assignment without sheets of paper. Google Classroom is Software that has been introduced as a feature of Google Apps for Education which was released on August 12, 2014 (Corbyn, 2019 cited in Habie, 2019).

According to Albashtawi (2020), Google Classroom is an innovative and effective online platform to improve reading and writing performance of EFL students. Furthermore, students perceive Google Classroom positively in terms of its usability, ease of use, and accessibility. Various factors help in improving reading and writing performance. For example, the method of implementing the Google Classroom intervention, the expected duration of implementation for one semester, to ensure the possibility of getting good results, the effective set of Google Classroom features, and the positive attitude of students towards Google Classroom in terms of its usability, ease of use and accessibility.

The official website from Google states that the Google Classroom application is a productivity tool designed to make it easier for educators to save time, manage classes and improve communication with students. With the Google Classroom, it can make it easier for students and educators to connect with each other inside and outside the classroom (Afrianti, 2018 quoted in Djuhara, 2020).

Google Classroom is designed for four users, namely educators, students, guardians and administrators. For educators can manage classes, assignments, grades and provide input directly (Real-Time). Learners can monitor class materials and assignments, share materials and interact in class streams or via email, send assignments and receive feedback and grades in real time. The guardian gets an Email summary regarding student assignments. Meanwhile, administrators can create, view or delete classes in their domain, add or remove students and educators from classes and view assignments in all classes in their domain (Habie, 2019).

The advantages of Google Classroom are very easy for educators and students because it can be used anytime and is easily accessed by anyone and anywhere. Google Classroom also allows educators to control classes, assign assignments and materials to students and then all the data can be automatically saved in a folder on Google Drive. In addition, it also allows educators and students to discuss. While the shortcomings of Google Classroom are that in applying it is not easy for those who do not have the ability in the field of information technology, to send material assignments requires an adequate internet connection and requires a device that has storage capacity and a user guide is needed for new users.

The advantages and disadvantages of Google Classroom have also been studied by Susanti et al (2021), the results of his research state that the use of Google Classroom media is effective in the learning process in ELT settings. As for the shortcomings found in this research, students must have a Google account, no face-to-face classes, must be connected to the internet, and waste of internet financing.

In accordance with the circular letter of the Ministry of Education and Culture (Kemendikbud) No. 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of Coronavirus Disease (Covid-19) related to the learning process states that learning at home through online/distance learning is carried out to provide meaningful learning for students. With the issuance of this circular, the Chancellor of the Universitas Serambi Mekkah (USM) issued a circular letter No. 167/R-USM/III/2020 regarding online learning for students at the Universitas Serambi Mekkah (USM) during the covid-19 pandemic. With the existence of these two circulars, many lecturers/educators within the Fakultas Keguruan dan Ilmu Pendidikan (FKIP) USM use Google Classroom in the online learning system in the hope of helping the learning process and being able to create learning that is in accordance with the expected goals.

Utilization of Google Classroom can be through multiplatform, namely through a computer and through a mobile (Smartphone). Google Classroom is a method of teaching and learning activities carried out online which is intended to improve the quality of education and overcome the learning process in schools which is limited by time because the learning process is limited by the availability of classrooms (Ghirardini, 2011). With this application service, it is hoped that it can be an alternative in answering problems and obstacles in learning.

The results of research related to the use of Google classroom have been carried out by Sabran & Sabara (2019) with the title "The Effectiveness of Google Classroom as a Learning Media". This research method is an experimental research with a development stage that produces an e-learning learning using Google Classroom which is assessed based on the criteria of model quality, practicality and effectiveness. Then it was found that the implementation of Google Classroom learning as a learning medium as a whole was quite effective with the level of effectiveness covering the learning planning component, the design component and the material creation until the evaluation of the implementation achieved the expected results.

Another study was also conducted by Nurdin (2019) with the title "Understanding Google Classroom Participants in Substantive Training for Increasing Multimedia Competence at the Ministry of Religion, Tasikmalaya Regency". From the results of the study, it is said that there is an increase in understanding of Google Classroom in substantive training to increase multimedia competence. Khairunnisa (2020) in his research on "Analysis of the Use of Google Classroom Applications as Learning Media in Improving Students' Learning Motivation". Obtained the results that the use of the Google Classroom Application as a learning medium had a positive effect of 80% in increasing students' learning motivation. The description of the results of the previous research that has been described above makes it possible that Google Classroom can be used for the online learning process during the covid 19 period.

Online learning is a learning system without face to face directly between educators and students but is carried out online using the internet network. Educators must ensure

that teaching and learning activities continue, even though students are at home. Online learning is also known as online learning or distance learning (Pohan, 2020).

According to Riaz (2018), online learning provides benefits in helping to provide access to learning for everyone, thereby removing physical barriers as a factor for learning in a classroom setting. The online learning model also allows students to have the flexibility of learning time, so they can study whenever and wherever students want to learn.

Oktavian & Aldya's research (2020) states that the results of the study show that online learning will be effective if it applies Laurillard's essential components which include discursive, adaptive, interactive and reflective aspects. However, 76.07% choose a combination of online learning so that it is important to have innovation in the form of integration with the environment referring to the digital learning ecosystem component of Hammond which can accommodate learning styles, flexibility and learning experiences of students so that it can create positive feelings. While the research of Fitriyani, et al (2020) the results of her research show that student learning motivation is very good, it is obtained from the percentage score of the motivation which amounts to 80.27%.

The purpose of this study was to determine students' understanding of using Google Classroom as an online learning medium at FKIP USM.

METHOD

The method used in this study is descriptive analysis with a quantitative approach and data analysis using percentages. Quantitative research is research based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, data analysis is quantitative/statistical, with the aim of testing established hypotheses (Sugiyono, 2019). Descriptive research is research that seeks to solve existing problems based on data. The use of this method is intended to obtain information regarding student understanding in the use of google classroom in in-depth and comprehensive online learning.

The subjects in this study were students in the natural sciences (Physics, Mathematics, Biology, and Chemistry) environment Universitas Serambi Mekkah FKIP who were active in the 2020/2021 academic year as many as 51 people.

Data collection techniques were carried out by distributing questionnaires. The questionnaire indicators in this study consist of 4 indicators, namely Clarity of material and assignments in Google Classroom which is divided into 5 sub indicators, Ease of students accessing Google Classroom is divided into 4 sub indicators, Display of Google Classroom is divided into 2 sub indicators, and Student Response to Google Classroom is divided into 5 sub indicators. Based on these sub-indicators, it is divided into 23 statements submitted to respondents. The following are the indicators of the questionnaire in question:

Table 1. Questionnaire Indicators

Indicator	Sub Indicator	Question Points
Clarity of materials and assignments in Google	Instructions and assignment collection links are very clear	1

Classroom	Information in Google Classroom is understood by students	2
	Lecturers provide material explanations always through Google Classroom	3
	Lecturers provide the opportunity to ask questions about the material presented through discussion forums	4, 7
	Students can access feedback on the results of assignments	5
Ease of student access to Google Classroom	Ease of collecting assignments via Google Classroom	6, 12
	<i>Google Classroom is very helpful in the learning process</i>	8, 14
	Ease of accessing Google Classroom	9, 10
	<i>Google Classroom can save time and money</i>	11
Google Classroom View	The appearance of Google Classroom is very attractive	13
	Google Classroom makes it easy for students to carry out live exams (real time)	15, 16
Student Response to Google Classroom	Can make students more active & creative	17
	Students are punctual in submitting assignments	18
	Students love learning using Google Classroom	19, 20
	Students are satisfied with student learning outcomes through Google Classroom	21, 22
	Students want lecturers to always use google classroom	23

The distribution of questionnaires or questionnaires was carried out to find out about student understanding in the use of google classroom in online learning. This researcher uses the guidelines from Sugiyono (2019), which states that the higher the percentage of respondents, the better the perception of the respondents. The criteria used in the questionnaire is a Likert scale, namely:

Table 2. Likert Scale Criteria

No	Category	Score
1	Strongly agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Don't agree	1

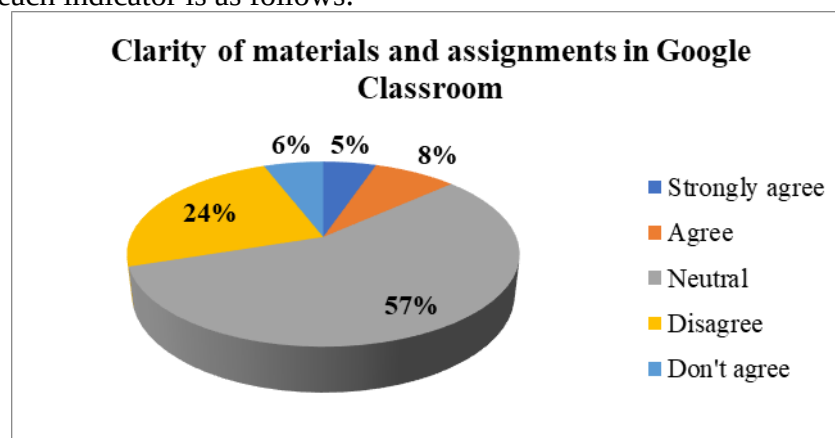
The data analysis technique in this study used the following criteria:

No	Formula	Classification
1.	$X \leq (\mu - 1,5 \sigma)$	Very low
2.	$(\mu - 1,5 \sigma) < X < (\mu - 0,5 \sigma)$	Low
3.	$(\mu - 0,5 \sigma) < X \leq (\mu + 0,5 \sigma)$	Currently
4.	$(\mu + 0,5 \sigma) < X < (\mu + 1,5 \sigma)$	high
5.	$(\mu + 1,5 \sigma) < X$	Very high

Source: S. Yusrizal and T.H. Basri in S. Rizal et al, 2019.

RESULTS AND DISCUSSION

The results of data analysis obtained from the distribution of research questionnaires (questionnaires) are displayed in percentages, then analyzed to determine student understanding in the use of Google Classroom in the online learning process during the Covid-19 pandemic which refers to 23 statements submitted to students which are divided into 4 indicators, namely the clarity of material and assignments in the google classroom, the ease of students in accessing the google classroom, the appearance of the google classroom, the student's response to the google classroom. The percentage of each indicator is as follows:



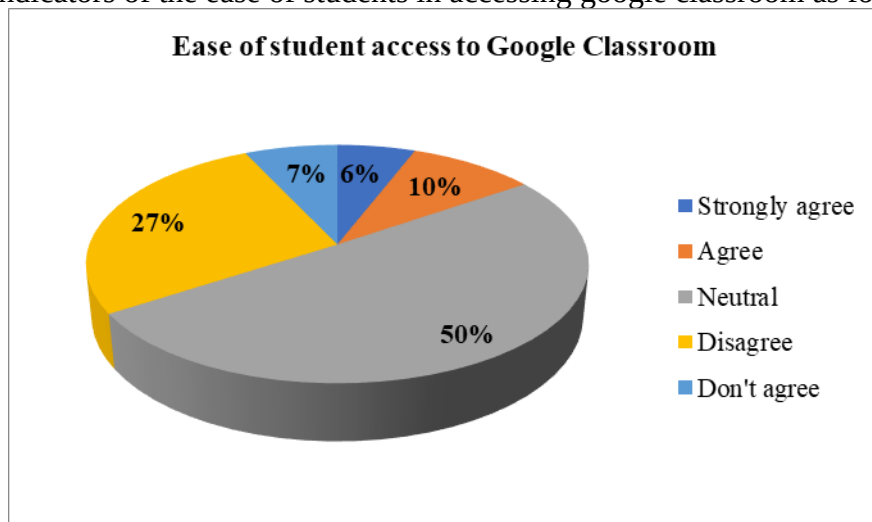
Graph 1. Percentage of Clarity of materials and assignments

The percentage of clarity of material and assignments given by the lecturers is the category of strongly agree 5%, agree 8%, neutral 57%, disagree 24%, and disagree high 6%. This shows that there are still many students who follow whatever material is

conveyed by the lecturer and there are also some students who do not agree with the use of google classroom.

From the graph of the percentage of clarity of the material and tasks given above, it can still be seen that 24% do not agree that this is a concern of the researcher. The reason from the students who disagree that the material given is basically good but they are still difficult to understand due to their limitations in communicating with lecturers because the network in the area where they live is still less stable. So that the material given is sometimes not completely taught by the lecturers which causes them to be dissatisfied and still a little floating from the theories being taught. This is the reason they choose to disagree with the clarity of the material provided by the lecturer.

For indicators of the ease of students in accessing google classroom as follows:



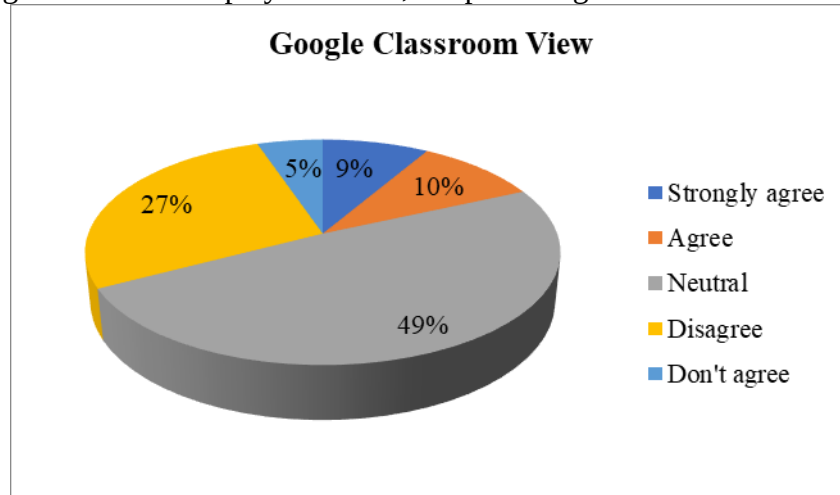
Graph 2. Percentage of Student Ease of Access

From the graph, it can be seen that this indicator category strongly agrees 6%, agrees 10%, neutral 50%, disagrees 27%, and disagrees high 7%. It can be concluded that based on the percentage obtained in the category of student ease of access, it is very easy. However, on this indicator there are 27% who still disagree that it is not easy, this is because some of them are still not used to using google classroom, there is no internet network and no internet quota. This reason arises because on average the students where they live are still in remote areas and some are on the island so that accessing the internet is still difficult for them.

Previous research has also found similar problems. The results of research conducted by Hussaini et al (2020) show that Google Classroom is effective in increasing students' access and attention to learning, knowledge and skills gained through Google Classroom, making students more active in learning, as a digital tool and providing meaningful feedback for students and Parents. However, there are also obstacles faced, namely a bad network that prevents students from using Google Classroom effectively, so that students are late in submitting assignments given by

educators. In overcoming these problems, the government has facilitated internet quota assistance packages and the university has also helped in the problems faced by students.

In the google classroom display indicator, the percentage obtained is as follows:

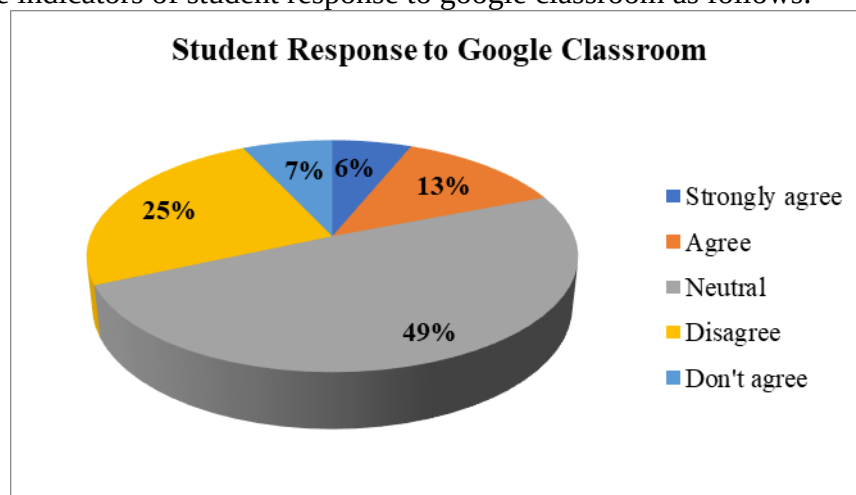


Graph 3. Percentage of Google Classroom Views

From the graph, it can be seen that this indicator category strongly agrees 9%, agrees 10%, neutral 49%, disagrees 27%, and disagrees high 5%. It can be concluded that from the percentage obtained in the google classroom display category, it is already attractive to students, although some still choose not to be attractive. This conclusion is in accordance with the expectations of students, namely the Google Classroom display that is easy to understand, easy to use, easy to learn and easy to access.

In addition to the reasons above, the display design of the Google Classroom application is in accordance with learning needs, educators can send assignments and materials remotely. The selection of themes in the Google Classroom application is also diverse and varied. Educators can design online class themes creatively. The Google Classroom application can not only be used with smartphones, but the application can be opened with a computer or laptop that is connected to the internet network.

As for the indicators of student response to google classroom as follows:



Graph 4. Percentage of Student Responses a

The percentage graph on this indicator shows that the category strongly agrees 6%, agrees 13%, neutral 49%, disagrees 25%, and disagrees high 7%. It can be concluded that many student responses have agreed if the learning process is replaced by using Google Classroom during the COVID-19 pandemic.

From the graph above, there are still 25% of students who do not agree with learning by using Google Classroom. They reasoned that it was still less effective if used on certain materials that required more detailed explanations, such as an explanation of the derivation of formulas from the material provided by the lecturer. Another reason they also said that learning using Google Classroom could only provide documents and class control, but it could not be fully done like face-to-face learning where they were more flexible they could ask the lecturer directly and receive a more direct explanation. This is also the same as research that has been conducted by other researchers on teachers who teach using google classroom, the results of research revealing that teachers consider it only as a facilitation tool that can be used for document management and elementary class management, without a significant impact on the teaching methodology. The teachers' responses indicated that the lack of a user-friendly interface was the main reason for its inefficiency (Azhar, 2018).

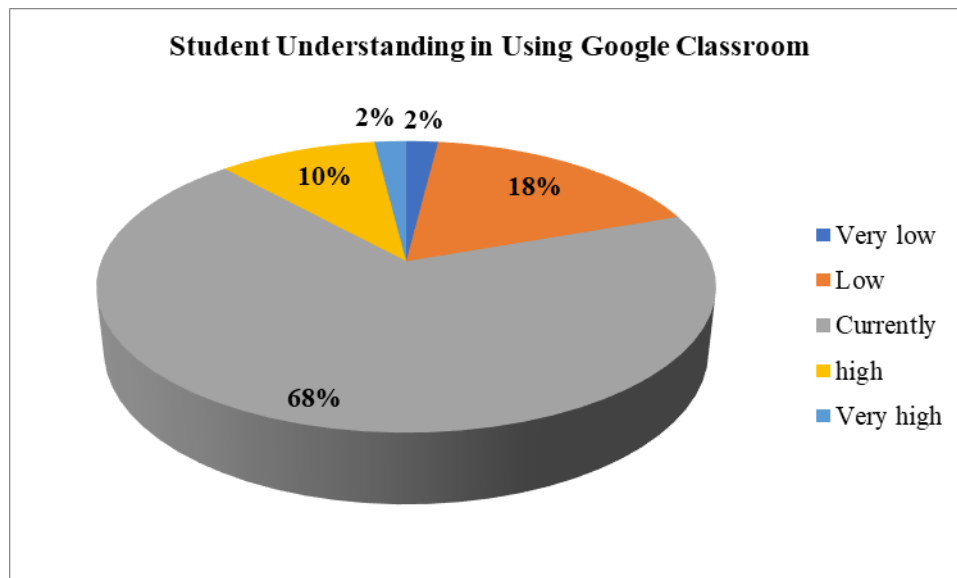
While the results of the research by Sari & Masnarivan (2021), stated that the use of the google classroom application in online learning during the covid-19 outbreak was quite good and effective, it was just that it would be better if it was combined with other online platforms. This conclusion was drawn based on the results of data analysis obtained as many as 52.93% of students stated that they did not agree with the ease of accessing the google classroom application, 62.63% of students agreed in understanding learning material using google classroom, 60.42% of students agreed in the effectiveness of the use of the google classroom application, and 46.74% of students agreed to use the google classroom application in practicum.

The results of research analysis related to student understanding are in accordance with the main objectives of this study as shown in the tables and graphs below:

Table 4. Analysis of Student Understanding

Score	Percentage (%)	Category
1	2%	Very low
9	18%	Low
35	69%	Currently
5	10%	high
1	2%	Very high

For more details, see the results of the questionnaire analysis on student understanding in the use of Google Classroom, shown in the following graph:



Graph 4. Percentage of Student Understanding

From the graph, it is obtained that the level of understanding of students in the use of Google Classroom is very low 2%, low 18%, moderate 68%, high 10%, and very high 2%. This shows that the percentage value of students' understanding level in the use of Google Classroom can be interpreted that students already understand the use of Google Classroom as an online learning medium. Thus, in accordance with the purpose of this study which states "how is the understanding of students in using Google Classroom as an online learning medium at FKIP USM" it is proven and supported by data.

This is in line with research conducted by Arifin and Merdekawati (2020), which stated that students showed good responses to the use of Google Classroom in the teaching and learning process in the Report Writing Research Methods course with a percentage rate of 79% which was included in the very category. positive. Febrilia et al (2020), in their research results stated that student involvement in online learning during the Covid-19 period was quite good, marked by high student participation in asking questions, answering lecturer questions, collecting assignments according to deadlines, being active in discussion forums between students and with other students. lecturers and the emergence of various positive attitudes that exist in students. The implementation of lectures using Google Classroom received a positive response and full involvement from students because it provided a new atmosphere in their lectures, making it easier for them to access lecture materials anytime and anywhere. However, there are still some shortcomings in the implementation of online learning.

The results of the research by Suparjan et al (2021), they found that the average student response to the use of Google Classroom on each research indicator was the highest in the first indicator as much as 78.29% in Class G and the indicator of material understanding in Google Classroom at 71.12%. are in the agree category. Meanwhile, the first indicator about the ease of students using google classroom in Class H is 75.33% and the Material Understanding Indicator in Google Classroom is 75.16%, which is in the agree category. Kurniawati (2021), states that there are differences in

students' understanding of concepts in calculus courses taught by using google classroom and conventional learning. The use of google classroom has an effect on students' understanding of concepts.

In this study, it can be said that students' understanding of using Google Classroom is good, this is evident from student data making it easier to store and access documents such as material or important assignments sent via Google Classroom, so that if students have not had time to print the required documents, they can first access through Google Classroom. In addition, students are also facilitated to obtain announcements given by lecturers quickly (Real Time) so that it becomes effective and efficient in terms of time.

CONCLUSION

Based on the results of research on student understanding of the use of Google Classroom in online learning during the Covid-19 pandemic, the level of each category is very low 2%, low 18%, moderate 68%, high 10%, and very high 2%. It can be concluded that students' understanding of the use of Google Classroom is already high, this is evident from the percentage of categories obtained. However, there are several problems that must also be considered, including student internet quotas that must be sufficient when accessing Google Classroom, then the quality of the internet connection must be faster and for students whose areas are still limited in internet connection, they must find a place that has good internet quality, for the government. It is hoped that this problem will be solved more quickly so that the internet connection even in remote areas can be used better by the community.

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