

Optimization of Online Learning Method Application through Google Classroom

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Abstract. This research aims to describe the optimization of online learning method through the application of Google Classroom to the students and to find out their responses after using Google Classroom as online learning method. This research had taken participant from English Education Department undergraduate students of 2017 and 2018 which consist of 4 classes that never experienced online learning method before, specifically 101 participants. This research used descriptive qualitative method with data source triangulation which are observation, documentation and questionnaire. Technique of collecting data used in this research is through observation and questionnaire. The result of this research shows that after applying Google Classroom to the students in sharing information or materials, communicating and discussing, submitting assignment, quiz and mid-test, researcher found out that majority of the students in English Education department of Sulawesi Barat University were helped and satisfied with Google Classroom application as online learning method specifically, in assignment submission which were considered simple and paperless.

Keywords: Optimization, Online Learning Method, *Google Classroom*

1. INTRODUCTION

The era of globalization requires various systems to adapt to the changing times where technology has a very significant role in advancing the effectiveness and efficiency of system performance. One sector which system must adapt to technological developments is the education sector, especially universities. In order to have competitiveness, universities should have the integration of technology in their systems, both administrative and teaching. Although, conventional learning methods are also

important, the lack of technology application in learning at the level of study programs can be an obstacle to the development of the education system in work units. This could be the cause of students or lecturers' lack of fluency in using other media besides conventional media, in this case internet technology media for online learning or e-learning that perhaps could result to obstruction in producing competent graduates that master technology and have competitiveness in work environment. Therefore, Indonesia needs to improve the quality of workforce

skills with digital technology, including in the world of education (Parrray, 2017)

Learning strategy is one of the factors influencing the achievement of graduate competencies. Twenty first century skill as well as variety kinds of technology should be applied in classroom teaching (Yustanti & Novita, 2019) The current learning strategy has evolved along with advances in information and communication technology (ICT). The world of education is one of the fields that has had a significant impact on the development of ICT thus, a teacher or lecturer should plan innovative and creative teaching method by using Computer Assisted Instruction (Kristiawan, 2014). Through ICT-based learning, students can obtain learning materials from various sources quickly and inexpensively.

One alternative for developing learning methods is online learning methods, which is a learning process where the delivery of material, discussions, and lecture activities is done through online or electronic/digital media. Almost all educational institutions in the world have utilized online learning in the teaching and learning process. Online learning has several advantages including: very high flexibility, can be accessed from anywhere, standardization of teaching, and the distribution of teaching materials is very easy.

The term of online learning itself has many other names, such as, it was mentioned above e-learning, some people also used 'distance learning', 'virtual learning' and other. The word e-learning consists of two parts such as 'e' which means 'electronic' and 'learning', thus, e-learning could be defined as learning system that uses electronic device as

its learning media (Rahmasari & Rismiati, 2013). Some experts tried to define online learning or e-learning, it is said that e-learning is any learning that involves internet or intranet (Fee, 2005), another expert even said that e-learning should not stand for electronic learning rather than evolving, enhanced, everywhere, every time and everybody (Masters, 2009). Nowadays, internet becomes important need that is used by everybody from every generation. It is inevitable to integrate it with our lifestyle including education. Thus, in the process of teaching and learning involving technology or in this case online learning (in the network) will meet the needs of today's millennial students who want the efficiency of time, energy, space and money due to e-learning benefits which gave flexibility, interactivity, speed, visualization through benefits of each media (Sujana, Gristinawati & Yulia, 2005))

The application of online learning methods in the learning process itself can use online learning applications that can be used in a variety of platforms both, computer or smartphone. One application that can be used in online learning methods is Google Classroom. Google classroom is an application created by Google that aims to help lecturers and students in class organization and communication without having to be tied to class schedules in class physically.

Online learning or e-learning through Google Classroom had been discussed in many studies before, one of them is *Google Classroom: as a Media of Learning History* (Fitriiningtiyas, Umamah, & Sumardi, 2019) which mainly focus on producing interesting and effective learning media in learning history apparently with Google Classroom. The

other study that discussed Google Classroom for online or e-learning is entitled *Google Classroom Implementation in Indonesian Higher Education* (Rahmad *et al*, 2019), it focused on student independence and critical thinking of learning with Google Classroom. Another study also conducted taking Google Classroom for online learning or e-learning is *The Effectiveness of Google Classroom as An Instructional Media: A Case of State Islamic Institute of Kendari, Indonesia* (Alim *et al*, 2019) which aimed to explore the effectiveness of Google Classroom in the learning process at the State Islamic Institute of Kendari. All the studies mentioned before had been conducted in different location as this research and all had different focuses such as: producing interesting and effective learning media in learning history, student independence and critical thinking of learning with Google Classroom and explore the effectiveness of Google Classroom in the learning process while this research is different because it focuses on the optimizationalization of online learning method application through Google Classroom in English Education Department in Sulawesi Barat University by implementing in the learning process and find out students response.

In English education department, the researcher had group discussions with students about their experience of applying online in their learning process, then distributing questionnaires to students of year 2017 and 2018, the researcher found out that more than half of students have not been applied online learning in their learning process specifically 5 out of 8 classes said that they never experienced online learning method in Sulawesi Barat University. Many of them were even uncertain about what online

learning is. Based on that information and data, the researcher as one of the lecturer in English Education department felt the urge to try in developing teaching and learning systems in English education study programs in accordance with technological developments that can lead to less competent graduates who have less competitiveness specifically to English Education students who should have understanding of technology mastery and knowledge of methods including online learning method where they as prospective educators should understand and be fluent in the use of media or online learning methods in an era that uses technology. Therefore, the researcher conducted this research to optimize online learning method to the students meanwhile guide them in the implementation during learning process and to know their response about online learning method through Google Classroom.

2. METHOD

This research is a descriptive research with a qualitative approach that aims to find out the optimization of the implementation or application of online learning method through Google Classroom and to find out students response about Google Classroom application in their learning process.

The researcher used triangulation data source, they are questionnaire, field notes and observation. Data used in this study is mainly from the research participant by using purposive sampling, the researcher selected English education students of 2017 and 2018, 3 classes of 2018 and one class of 2017 which consisted of 101 participants after completing the questionnaire about the learning process through Google Classroom, then the

researcher documented all the process of research conducted including questionnaire and the researcher observed all the documentation and questionnaire. This research used descriptive analysis, the data from questionnaire is analyzed descriptively due to the simple questionnaire form which only consist of 7 yes-no questions and 3 additional questions about advantage, obstacle and suggestion in using Google Classroom as online learning method.

3. FINDINGS AND DISSCUSSION

This research was conducted from 30 September 2019 to 8 November 2019, before the researcher applied online learning method, the researcher gave questionnaire to the student participant about their experience in online learning application at English education department in Sulawesi Barat University, and it has been found that more than 50% of the students answered they have not had the experience learning with online learning method, some of them even did not know what is actually Online learning. Started from that, the researcher documented all the process, she introduced Google Classroom, gave instruction on how to use Google Classroom and after, the researcher applied it as online learning method to the class specifically for *Sociolinguistic* and *Reading for Professional Purpose* course. Most of the students used smartphone in downloading and operating Google Classroom. After, they had been shared code for the class, they could join and participate. The researcher observed the process of online learning method application through Google Classroom and found out there are 4 main activities done through Google Classroom in optimizing online learning method application, they are:

1. Sharing information or materials

On Google Classroom, teacher or students can share information or materials through 'stream'. The researcher who was also the lecturer share information on 'stream' about schedule, materials, homework and deadlines. Every students can download the material easily and without any charges, and they can conveniently save it on their gadgets and read it afterward or anytime they want. The information sharing did not have to be through the chairperson of the class, it can directly be sent to each student with notifications about the information.

2. Communicating and Discussing

Every information or materials that had been shared on Google Classroom had comment section where students can discuss or ask questions. The researcher used the comment section as a forum for discussion about materials where everyone can participate. The researcher asked one group to share their presentation material on 'stream' and let other student to learn the material, the researcher asked them to ask questions and afterward, the presenting group had to answer their classmates questions, thus, discussion conducted on the comment section. Physical interaction is unnecessary during this activity, they just type on the comment section for the interaction and discussion, with students excellent typing skill and good connection, effective discussion would be built.

3. Submitting assignment

The researcher also used Google Classroom as a media where students can submit their

homework or assignment. They would have notification when was the deadline for their assignments, and for teacher perspective on Google Classroom, the students who had not submit their assignment would be obviously seen. Students assignment could be attach in the form of data, usually in word or pdf form, they can submit it in one click without paper and without printing it.

4. Quiz and Mid-test

With Google form link shared on Google Classroom, student can attend quiz and mid-test. Researcher gave quiz and mid-test through Google Classroom and limit students time in finishing it. Every student did not need to write anything, they only to tap and type on the screen in doing their quiz and mid-test, and they can see their score automatically appear on their screen after they finish and click submit which is convenient for both teacher and students.

These activities are the activities that were conducted via Google Classroom as the form of online learning optimization method. All of these activities were completely different if it were conducted online compared if it were conducted directly in classroom. The researcher can see that through Google Classroom all of these activities were easier and more practical to be done, it was also more economical. Lecturer and students learn to utilize electronic device and get used to online system such as downloading apps, joining class with codes, sharing and discussion virtually on comment section, downloading materials, attaching assignments, doing quiz or mid/final test with

Google form and many more, which most of the time are more efficient specifically on four main activities mentioned above considering time, space and money that are less spent. Therefore, based on the Google Classroom application to the student participants, the researcher believe that online learning method by sharing information or materials, communicating and discussion, submitting assignments and quiz/mid test can be the form of online learning optimization activities through Google classroom

After several times the researcher applied Google Classroom to the students, the researcher shared more questionnaire through Google Classroom for the students about their response in using Google Classroom in their learning process to find out whether students think learning method through Google Classroom useful, effective, easy to use and learn, or satisfied in general. The questionnaire consisted of seven questions that required yes-no answer only, such as (1) Was this Google Classroom application useful? (2) Is the application effective and productive so that it can save time and energy when you use it? (3) Is this application easy to use? (4) Is the application of Google Classroom easy to learn quickly? (5) Do you think the application of Google Classroom helps the learning process? (6) Is the application of Google Classroom learning comfortable and fun to use? (7) Was Google Classroom application as you expected? The researcher also put additional question in the questionnaire about advantages, obstacle and suggestion in using Google Classroom in the learning process from the participants.

Data obtained through questionnaire can be seen on the table below:

No	Questions	Yes	No
1	Was this Google Classroom application useful?	99 (98.01%)	2 (1.99%)
2	Is the application effective and productive so that it can save time and energy when you use it?	98 (97.02%)	3 (2.98%)
3	Is this application easy to use?	99 (98.01%)	2 (1.99%)
4	Is the application of Google Classroom easy to learn quickly?	97 (96.03%)	4 (3.97%)
5	Do you think the application of Google Classroom helps the learning process?	96 (95.04%)	5 (4.96%)
6	Is the application of Google Classroom learning comfortable and fun to use?	97 (96.03%)	4 (3.97%)
7	Was Google Classroom application as you expected?	89 (88.11%)	12 (11.89%)

According to data obtained from the students through questionnaire as it was shown above, researcher observed, more than 88% of students answered 'yes' to every question. In Detail, students who thought Google Classroom application was useful are 99 students (98.01%), and there were only 2 students (1.99%) who answered 'no'. There were 98 students (97.02%) who think Google Application effective and productive and there were 3 students (2.98%) who thought otherwise. For question about the ease in using application Google classroom, 99 students (98.01%) voted 'yes' and 3 students (1.99%) student voted the opposite. Moreover, there were 97 students (96.03%) who thought Google Classroom was easy to use and 4 students (3.97%) thought contrary. There were 96 students (95.04%) who thought Google Classroom helped learning process and 5 students (4.96%)

thought differently. On question about the comfort of using Google Classroom, 97 students (96.03%) answered 'yes' and 4 students (3.97%) answered 'no'. There were 89 students (88.11%) who thought Google Classroom meet their expectation and 12 students (11.89%) thought otherwise. On that observation and explanation, it means more than half of the participant or in other word, majority of the students were satisfied with the application of Google Classroom as online learning method for their learning process.

For additional question on the questionnaire about the advantages of Google Classroom for the students, majority of the students answered its practicality in submitting assignment without having to meet their lecture physically and its efficiency in sending the assignment considering it is paperless and free. As for the obstacle, almost every student

answered their difficulty in using Google Classroom was internet connection, especially on the time the research was conducted faculty was in building process thus internet connection was unstable, it was also disadvantage for the students who could not afford internet data to use. For the suggestion, many students suggested that this online learning method through Google Classroom although it is very helpful, they think that it should not be the only method applied on their learning process and to adjust its application according to the condition.

It can be concluded that optimization of online learning method application through Google Classroom was helpful and satisfying for most of the students in English Education Department, specifically class of 2017 and 2018, Sulawesi Barat University with its convenience way of operation especially in paperless and unprinted way of submitting assignment, also where physical interaction was unnecessary.

4. CONCLUSION

Based on findings and discussion of this research, it can be concluded that after the implementation or application of Google Classroom as online learning method to four classes of 2017 and 2018 which consist of 101 participants in English Education Department, Sulawesi Barat University, in the form of various learning activity such as sharing information or materials, communicating and discussing, submitting assignment, quiz and mid-test, majority of the students specifically more than 88% of the participants were satisfied with Google Classroom application as online learning method and find online learning with Google classroom

useful and facilitates the learning process. Majority of the participants feel the advantage of Google Classroom in its convenience in submitting assignment without having to meet physically with lecturer and its paperless and unprinted submitting process which was more economical than the conventional way. The obstacle that majority of the participant experienced was the bad internet connection or lack of internet data for accessing Google Classroom. Many of the participants suggested that online learning method through Google Classroom, although was helpful in learning process, should not be the only method applied in the learning process, in other word, it should be substitution method that is adjusted according to the condition.

The suggestion for students and lecturers in the English education study program is to be more open-minded and try alternative variations of teaching methods to their courses according to their teaching needs in which majority of students are satisfied based on the results of the research carried out.

English education lecturers should try to apply online learning methods in class to train and familiarize themselves and students involve technology and information in order to increase mastery of technology and information in science in accordance with the study program's mission to produce competent graduates who master the branches of science and technology. As for the faculty and university who should be more supportive in applying online learning method in the learning environment, specifically in improving internet network or connection, many students and lecturers would be interested if the access was well-provided.

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