

## Google Education for Distance Learning During the Covid 19 Pandemic

Meilani Safitri<sup>✉1</sup> and M.Ridwan Aziz<sup>2</sup>

<sup>1,2</sup> Educational Sciences, Universitas Sebelas Maret, Surakarta, Indonesia

✉ [meilanisafitri@student.uns.ac.id](mailto:meilanisafitri@student.uns.ac.id)

**Abstract.** The COVID-19 pandemic has forced the government to make distance learning policies. Google Education is the platform that many educators choose to facilitate distance learning. This research is a qualitative descriptive study. The purpose of this study is to describe the implementation of google education in distance learning in mathematics during the COVID-19 pandemic. The research subjects were 150 students of class X SMA Pradita Dirgantara. Data was collected through questionnaires and in-depth interviews. The data were analyzed with a qualitative approach. The results of this study, Google Education is effectively used in distance learning in mathematics during the COVID-19 pandemic

**Keywords:** Google Education, Distance Learning, Covid 19

**How to Cite:** Safitri, M. & Aziz, M. R. (2022). Google Education for Distance Learning During the Covid 19 Pandemic. *Proceeding The 4<sup>th</sup> International Conference on Elementary Education*, 4(1), 442-448.

**INTRODUCTION** ~ In Indonesia, the Covid-19 pandemic has been going on for a year. This pandemic, which has spread across the globe, has altered the natural order of things. In order to live "side by side" with Covid-19, people were "forced" to conform to the new order.

Various laws, including in the field of education, were enacted to accommodate these changes. The most popular option is distance learning. The government has implemented a "Learning from Home" program through the Ministry of Education and Culture.

Schools are being forced to innovate as a result of the "Learn from Home" initiative. Technology and the internet must be "close friends" with schools. It is hoped that schools will be able to incorporate online learning as a result of this breakthrough.

Several online learning sites are beginning to emerge. Some schools use a Learning Management System to create distance learning programs such as e-

learning (LMS). Some schools also have channels in place, such as Google Education.

SMA Pradita Dirgantara is one of the schools that uses Google Education for distance learning. This boarding school in Solo cites a variety of reasons for using Google Education, including its flexibility, completeness, and ease of use. Even so, there were several roadblocks in the way of its introduction.

Google Education has been the topic of study in a number of previous studies, each with its own set of variables and topics. The study Sa'diyah, Hastuti & Prasetyo (2021) discovered that studying the Solar System in class VII using Google Classroom was successful, that students were more independent, but that they lacked discipline and time management. Furthermore, study Nirfayanti & Nurbaeti (2019) discovered that using Google Classroom as a learning tool had a substantial impact on student responses.

According to research Wisudawati & Sulistyowati (2020) the introduction of Google Classroom is less successful because of restricted internet connectivity and the number of students who are late in uploading assignments. According to research Utami (2019) students responded positively to Google Classroom, indicating that it could be used to help students learn more effectively. According to research Su'uga (2020) Google Classroom media will help students learn more effectively.

According to the findings of a study Arifin & Merdekawati (2020), students in the Report Writing Research Methods topic have a very positive response to the use of Google Classroom in the teaching and learning process, with a percentage rate of 79 percent. Based on the findings of the study, it can be concluded that Google Classroom has a positive impact on learning at both the school and university levels. Meanwhile, the introduction of Google Education in distance learning for SMA Pradita Dirgantara high school mathematics class will be discussed in this article.

Since 1892, when the University of Chicago initiated the first distance learning program for higher education, distance learning has been used in the United States. The use of a variety of communication and information technology, such as radio, television, satellite, and the internet, continues to develop distance learning methods. In 1996, the widespread usage of the internet by the general public in various countries became an increasing phenomenon, which was quickly followed by the appearance of various interactive content on it. John Bourne created the

Asynchronous Learning Network Web in the same year, which refers to the ability to provide education through the internet at any time and from any location Grant & Meadow (2010).

Distance learning is a form of distance education that is governed by Law No. 20 of the Republic of Indonesia, which governs the national education system. In Indonesia, distance education was initially limited to the Open University, which offered educational facilities without requiring teachers and students to participate in the teaching and learning process in the same space. Along with efforts to increase access to higher education in Indonesia, the Indonesian government has made a breakthrough by authorizing other universities to establish and organize distance education in accordance with the parameters and standards set forth in the Minister of Education and Culture's Regulation No. 24 of 2012 on distance education in tertiary institutions. Institutions that previously only offered traditional education started to implement distance education services after the policy was issued. Distance learning is a form of learning that takes place outside of a classroom with no face-to-face contact between the teacher and the student Munir (2009). Distance learning during this pandemic can be done using a variety of platforms, including learning management systems and video conferencing, in an era of rapid technological, connectivity, and knowledge growth. Google Classrooms and school or college-owned E-learning portals are two common learning management systems. Meanwhile, video conferencing technologies such as Zoom, Google Meet, and Visco Webex are

commonly used during distance learning. Aside from these apps, Whatsapp Group is another choice for integrating distance learning. However, due to the limited means of supporting distance learning, especially technology support and internet networks, many teachers and learners have trouble using these applications Latip (2020).

Google Classroom is one of the most common learning sites for integrating distance learning. This is due to the fact that Google Classroom is considered a simple application due to its ease of use. The instructor will use this application to share material with students in the form of powerpoints, e-books, links, videos, and other formats. Teachers may also use Google Classroom to offer assignments or quizzes. This forum, on the other hand, can only be used by teachers to include content or assignments that will be evaluated after students have completed them Susanti (2020).

Google education is a blended learning model that includes classroom apps in cyberspace that are linked to the internet for all levels of education. Google education includes features such as google workspace, google classroom, google drive, google meet, google mail, google form, google document, google calendar, and google community that can be accessed by using internet-based distance learning. Both of these features are available on Google Education, and teachers can use them to help students learn Iskandar, dkk (2020).

The level of errors made by students when solving the problems given is one indicator of the effectiveness of learning using Google Education. Another indicator of learning effectiveness is

when the teacher motivates students to review material that has been submitted to Google Education. As a result, this application will assist educators and students in engaging in a more in-depth learning process.

When you first start using Google Education, you must first create a Google account and then search for the Google product. Once you've created a Google Education account, you'll see three main menus: stream (flow), classwork (student activity), and people (people). Stream is a Google Education feature that allows you to make announcements, discuss ideas, and display the flow of tasks, resources, and quizzes for the teacher's topics. Teachers may use classwork to create test questions, pretests, quizzes, upload materials, and reflect.

The teacher can invite students using the access code found on the people bar in the people menu, while inviting other teachers as collaborators is as simple as sending each one an email. Term, excel, powerpoint, pdf, and video files can all be uploaded to the classwork bar. This is done by the instructor to account for gaps in students' cognitive skills, context experience, and learning styles.

The Corona Diseases (Covid-19) virus, which originated in the Chinese city of Wuhan, has been causing widespread concern around the world. Since the Corona virus has spread to many countries, it has been declared a pandemic. Furthermore, Covid-19 is an infectious disease caused by a newly discovered form of corona virus, according to WHO Indonesia.

Several forms of corona viruses, such as Middle East Respiratory (MERS-CoV) and

Severe Acute Respiratory Syndrome (SARS-CoV), can cause the Covid-19 pandemic, which can cause respiratory tract infections in humans ranging from colds to more serious coughs (SARS-CoV). The novel coronavirus (Covid-19) is a novel virus that has never been seen in humans before.

Fever ( $> 38^{\circ}\text{C}$ ), trouble breathing, a dry cough, and tiredness are the most common symptoms of Covid-19. Aches and pains, nasal congestion, fever, sore throat, diarrhea, and a loss of taste or smell are some of the other symptoms that some patients may experience.

As a result, the government has taken a number of measures to stop the Covid-19 virus from spreading. The following are WHO standard guidelines for the general public: 1) Maintain a distance of at least 1 meter by reducing travel and avoiding crowds; 2) Maintain a distance of at least 1 meter by reducing travel and avoiding crowds. 3) Adopting a safe and clean lifestyle; 4) Washing hands often with soap, disposable cleaning tools (tissue), or hand sanitizers; 5) wearing a mask and practicing coughing and sneezing ethics by covering the mouth and nose with elbows or tissue; 6) Avoid close contact with someone who has a fever, cough, or trouble breathing; 7) Do not touch the eyes, nose, or mouth; and 8) Do not eat raw or undercooked animal products.

## **METHOD**

This study is a qualitative descriptive study. The aim of this research is to provide an overview of how Google Education was implemented in distance learning during the COVID-19 math pandemic. The participants in this study were students from SMA Pradita Dirgantara class X. Interviews and

questionnaires were used to gather information.

The aim of this study's interview is to learn more about google's education learning process in the midst of the COVID-19 pandemic, students' impressions of Google Education's introduction of learning, and teachers' perspectives on Google Education's introduction of learning. Researchers used school documents and images relevant to the introduction of Google Education learning in the pandemic period COVID-19, as well as instructional videotapes, in this report. In this report, Miles and Huberman's data analysis flow model was used, which included three steps: data reduction, data presentation, and data verification.

## **RESULTS and DISCUSSION**

Researchers used Google Education to observe learning experiences and conducted interviews with homeroom teachers, mathematics teachers, and students as part of the study. The implementation of learning using Google Education has been running despite the COVID-19 pandemic, according to the findings of observations and interviews.

The findings of the researchers' observations on the teacher's preparation indicate that the teacher is early to begin learning, indicating that the teacher has prepared himself to teach, that the teacher has the capacity to condition the students, and that the teacher has prepared the content that will be presented by the students. Even though the instructor had been reminded of the class WhatsApp community before beginning the lesson, some students were still late in participating in learning,

indicating that students' preparation was still lacking.

Based on observations of the teacher's delivery of content, the teacher has explicitly communicated the material, and all material has been conveyed to students in detail. According to interviews with the teacher, during the implementation of learning, the teacher communicated crucial points using appealing media such as photographs or videos relevant to the learning content. This is consistent with researchers' findings of learning using Google Education during the COVID-19 pandemic.

Based on the above information, it can be concluded that learning to use Google Education in the era of the COVID-19 pandemic is very interesting for students because it creates a different learning environment with more comprehensive material and picture examples. Things that entice students to participate in this Google class, which might be unfamiliar to others. This sense of curiosity is also the essence of the interaction that can be done either with teachers or students on Google Education, because when they have problems or discussions, they can comment and so on there, which is almost identical to Chat on WA or on Facebook, and maybe that's what makes it interesting interactively.

The teacher's use of media piqued students' curiosity in learning and helped them comprehend it. Students understand teaching material faster because e-Learning uses multimedia such as pictures, text, animation, sound, and video. Supportive content, such as the delivery of material by a teacher equipped with media and teacher strategies in

teaching, as well as encouragement in students, the ability of students to pursue knowledge, and the presence of parental guidance, are all factors in the learning of the Google Education in the COVID-19 pandemic period. In the COVID-19 pandemic period, one of the most significant supporting factors in the implementation of learning students will follow the learning process well with direct parental guidance.

According to Sudjana & Rivai (2001) theory, learning media will improve students' learning processes, which is supposed to improve their learning outcomes. The explanation is linked to the advantages of learning media in the student learning process, namely, learning will draw students' attention so that learning motivation can be fostered, learning materials will be simpler in context so that students can understand them better, and students will be able to master the learning goals more effectively.

In the midst of a pandemic, Google classroom learning is extremely successful. Students will embrace COVID-19 well, they will be able to complete assignments via Google Classroom, they will be able to learn wherever and whenever they want, and it will not cost a lot to issue. Google Education Learning in the Pandemic Age COVID-19 is appealing to students because it creates a new learning environment that allows students to study independently.

Google Education learning is more cost effective, which means students do not need to come to the learning building because it can be done anywhere and at any time, and it is cheaper to reproduce. It is also more efficient because it does not



require class formality, teaching materials can be directly studied, and teaching materials can be mastered with students' enthusiasm and absorption of information Simanihuruk, dkk (2019).

## CONCLUSION

Implementation of Google Education learning in the pandemic period COVID-19 is expected to be an option in resolving learning challenges due to environmental changes as a first step toward reform modernization. Meanwhile, in the era of the COVID-19 pandemic, studying with Google Education is hampered by a lack of time control, distractions, and limited internet access. Supportive content, such as material delivery by teachers equipped with media and teacher strategies in teaching and motivation in students, the desire of students to explore knowledge, and parental guidance are also important supporting factors in the implementation of learning in the era of the COVID-19 pandemic. Students will follow the learning process well with direct parental guidance.

## REFERENCES

- Arifin, S.R. & Merdekawati, E.G. (2020). Tanggapan Mahasiswa terhadap Pemanfaatan Google Classroom sebagai Media Pembelajaran Online. *Jurnal Sistem dan Teknologi Informasi*, vol. 8, pp.278-281.
- Grant, A.E. & Meadows, J.H. (2010). *Communication Technology Update and Fundamentals*. 12th Edition. Boston: Focal Press.
- Iskandar, dkk. (2020). *Aplikasi Pembelajaran Berbasis TIK*. Medan: Yayasan Kita Menulis.
- Latip, A. (2020). Peran Literasi Teknologi Informasi Dan Komunikasi Pada Pembelajaran Jarak Jauh Di Masa Pandemi Covid-19. *EduTeach : Jurnal Edukasi dan Teknologi Pembelajaran*, vol. 1, pp. 107-115.
- Munir. (2009). *Pembelajaran Jarak Jauh Berbasis Teknologi Informasi dan Komunikasi*. Bandung: Alfabeta.
- Nirfayanti & Nurbaeti. (2019). Pengaruh Media Pembelajaran Google Classroom Dalam Pembelajaran Analisis Real Terhadap Motivasi Belajar Mahasiswa. *Proximal: Jurnal Penelitian Matematika dan Pendidikan Matematika*, Vol. 2 (1) pp: 50-59.
- Sa'diyah, Hastuti & Prasetyo. (2021). Efektivitas Google Classroom Dalam Pengelolaan Pembelajaran Masa Pandemi Di SMA Negeri 1 Wonosari. *BLBS: Buletin Literasi Budaya Sekolah* Vol. 3 (1) pp: 1-12.
- Simanihuruk, dkk. (2019). *E-Learning: Implementasi, Strategi dan Inovasinya*. Medan: Yayasan Kita Menulis.
- Su'uga, H.S. (2020). Media E-Learning Berbasis Google Classroom Untuk Meningkatkan Hasil Belajar Siswa SMK. *Jurnal Pendidikan Teknik Elektro*, vol. 9, pp. 605-610.
- Sudjana & Rivai. (2001). *Media Pengajaran*. Bandung: Sinar Baru Algesindo.
- Susanti, S. (2020). *Praktik Pembelajaran Sejarah Pada Masa Pembelajaran Jarak Jauh (PJJ)*. *HISTORIS : Jurnal Kajian, Penelitian & Pengembangan Pendidikan Sejarah*, vol. 5, pp. 102-

106.

Utami, R. (2019). Analisis Respon Mahasiswa terhadap Penggunaan Google Classroom pada Mata Kuliah Psikologi Pembelajaran Matematika. Prosiding Seminar Nasional Matematika, ed. 2, pp. 498-502.

Wisudawati & Sulistyowati. (2020). Pengukuran Usability Media

Pembelajaran Online Google Classroom (Studi Kasus : Prodi Teknik Industri UDB) Surakarta. INNOVATICS: Innovation in Research of Informatics, Vol. 2 (1) pp: 28-32.