



Implementation of Google Classroom and Audiovisual Media Utilization in Sixth Grade Indonesian Language Online Learning

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Article Info

History Articles

Received:

13 January 2021

Revised:

13 February 2021

Published:

15 April 2021

Abstract

With the existence of several obstacles to the online learning process, it is necessary to have the right media to reduce learning problems. This research was conducted to find an overview of the online learning implementation by utilizing the Google Classroom application with audio-visual media in Indonesian subjects during the COVID-19 pandemic. In this research, the method applied a qualitative approach, with a descriptive research type. The results of this study revealed that some Indonesian teachers in sixth grade of SD/MI (Elementary schools) agreed that the use of the Google Classroom application with audio-visual media was an alternative effort to facilitate them and their students during online learning activities. The Google Classroom application provided services, such as assignment, grading, material, and much more. These services showed that the application was very suitable to be applied during online learning in this study. As a form of creativity for Indonesian language teachers in delivering learning materials, audio-visual media were chosen to create a learning atmosphere to be exciting, fun, and not boring even though not face-to-face. Besides, the audio-visual media application is expected to make it easier for students to absorb the material being taught. Thus, parents, teachers, and the government's roles are vital in students' learning achievement and enthusiasm during online learning

Keywords:

Google Classroom, Audiovisual Media, Indonesian Language, Online Learning

How to cite:

Nisa', S. F., & Nugraheni, A. S. (2021). Implementation of google classroom and audiovisual media utilization in sixth grade Indonesian language online learning. *EduBasic Journal: Jurnal Pendidikan Dasar*, 3(1), 79-88.

Info Artikel*Riwayat Artikel*

Diterima:

13 Januari 2021

Direvisi:

13 Februari 2021

Diterbitkan:

15 April 2021

Abstrak

Dengan adanya beberapa kendala dalam proses pembelajaran online maka diperlukan media yang tepat untuk mengurangi permasalahan pembelajaran. Penelitian ini dilakukan untuk mengetahui gambaran umum pelaksanaan pembelajaran online dengan memanfaatkan aplikasi Google Classroom dengan media audio visual mata pelajaran Bahasa Indonesia pada saat terjadi pandemi COVID-19. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif dengan jenis penelitian deskriptif. Hasil penelitian ini mengungkapkan bahwa beberapa guru bahasa Indonesia kelas enam SD/MI (Sekolah Dasar) sepakat bahwa penggunaan aplikasi Google Classroom dengan media audio visual merupakan upaya alternatif untuk memfasilitasi mereka dan siswanya selama kegiatan pembelajaran online. Aplikasi Google Kelas menyediakan layanan, seperti tugas, penilaian, materi, dan banyak lagi. Layanan tersebut menunjukkan bahwa aplikasi tersebut sangat sesuai untuk diterapkan pada pembelajaran online dalam penelitian ini. Sebagai bentuk kreativitas guru Bahasa Indonesia dalam menyampaikan materi pembelajaran, media audio visual dipilih untuk menciptakan suasana pembelajaran yang seru, menyenangkan, dan tidak membosankan meskipun tidak bertatap muka. Selain itu dengan adanya aplikasi media audio visual diharapkan dapat memudahkan siswa dalam menyerap materi yang diajarkan. Dengan demikian, orang tua, guru, dan perannya sangat vital dalam prestasi belajar dan semangat siswa selama pembelajaran online

Kata Kunci:

Google Classroom, Media Audiovisual, Bahasa Indonesia, Pembelajaran Online

Cara Mensitasi:

Nisa', S. F., & Nugraheni, A. S. (2021). Implementation of google classroom and audiovisual media utilization in sixth grade Indonesian language online learning. *EduBasic Journal: Jurnal Pendidikan Dasar*, 3(1), 79-88.

INTRODUCTION

Recently, the number of COVID-19 virus cases has increased, which has resulted in educational institutions trying to provide alternative solutions to the current situation so that the education process continues. Based on valid data from the COVID-19 Task Force per day, there has been a significant increase in cases, and these cases' morality levels are increasing every day. In order to minimize COVID-19 transmission, the government has established several policies for the Indonesian people, including 3M regulations (wearing masks, washing hands, and maintaining distance) to PSBB (Large-Periodic Social Restrictions) rules. These policies resulted in the pattern of people's lives staying at home. This government policy to stay at home makes educational institutions stop the face-to-face learning process in class and be replaced with a virtual learning process from each student's residence (Faizah, 2020).

Based on information from the United Nations Educational, Scientific and Cultural Organization (UNESCO), 290.5 million students across the country faced problems in learning activities as a result of the educational institution closure due to an increased number of COVID-19 positive cases (Purwanto et al., 2020). From the Ministry of Education and Culture's data, it was also noted that 40.5% of students and parents were still constrained by learning support facilities, such as laptops, gadgets, internet, and electricity (Nurkolis & Muhdi, 2020).

Furthermore, the impacts of the emergence of the COVID-19 pandemic on education, among others, are felt by students, parents, and educators. Students felt compelled to study without adequate facilities when they were at home. The students had never experienced the online teaching and learning process before. Besides, the schools that were closed caused a feeling of boredom in each student. Additional expenses used to purchase internet quota also required parents to pay more. It also impacted educators, who should be able to adapt quickly in the field of technology and have sufficient facilities (Syafi'i et al., 2020).

With the existence of several problems that become obstacles to the online learning

process, it is necessary to have the right media to reduce the problems felt by students, teachers, and parents, which are motivated by having to switch the learning process directly to online. In fact, online learning also has advantages if used properly and on target. Ghurardini (in Adhe, 2018) said that online learning could provide maximum effectiveness because there is a feedback response, where students can collaborate formal learning activities with their learning activities.

Moreover, the effectiveness of online learning systems can be obtained by selecting suitable media. Therefore, during a pandemic where students are required to study in their respective homes, learning media are needed that can maximize effective and efficient teaching and learning activities. The application of quality and flexible learning media is one method to minimize student boredom due to the government's restrictive rules to stay at home (Batubara & Batubara, 2020). According to Syafi'i et al. (2020), online learning activities consist of synchronous online communication, including text conversations or video conversations carried out simultaneously, such as Messenger, WhatsApp, Hangout, and the like, and asynchronous online communication, where communication is carried out insulated and not simultaneously. During the wake of COVID-19, the online mode become alternative in the recent situations (Tartavulea et al., 2020).

Online learning or e-learning is a distance learning systematics by integrating technology-based elements. Online learning can be interpreted as the implementation of information technology in the realm of education in the form of virtual networks. This online learning has several characteristics as follows. First, the learning process utilizes current technology and information. Second, applied learning requires students to learn independently. Third, the teaching material delivered by the teacher can be stored so that it is more practical. Fourth, the learning process requires both educators and students to operate computers. Fifth, technology-based learning strategy models are increasingly developing. Sixth, communication between educators and students continues to run smoothly to create a

pleasant online learning atmosphere (Anwar, 2020).

One of the most popular forms of breakthrough among academics from this Google application is Google for Education because it includes the output used by teachers and their students in the learning process. As stated on the application's official website, Google for Education has several services that are beneficial in the online learning process, including Google Docs, Google Mail, Google Classroom, Google Calendar, and Google Drive. An application suitable for use in Indonesia is Google Classroom because it is in accordance with the learning structure during this pandemic (Ernawati, 2018).

There are four main learning media groups, including audio media, visual media, audio-visual media, and multimedia (Eggiet & Erviana, 2018). Audio-visual media is the unification of media between audio and visual media, which combines sound effects with picture effects or a combination of audio-visual records, such as video presentations, video records, and the like. Audio-visual media are classified into two types: silent audio-visual media and moving audio-visual media. Silent audio-visual media exhibit sound effects and still images, for example, sound print, sound sequence film, and sound frame film. Meanwhile, moving audio-visual media can show sound effects and moving images, for example, TV, videotapes, computers, films, etc. (Purwono et al., 2014).

On the other hand, language is a procedure for symbolic speech sounds intended for the user community's communication activities. The function of language itself is as a means of communication and is unifying and flexible. Besides, language can be interpreted as a socially justified code or conventional system to express views through the relevance of specified codes and the affiliation of codes as determined. Meanwhile, Indonesian is the unifying and official language applied in Indonesia (Rusiah, 2012).

Indonesian subjects are compulsory subjects studied in elementary schools/Madrasah Ibtidaiyah. Indonesian subjects' application is carried out in everyday life, but most students think that Indonesian is a difficult subject. One of the problems

experienced by students is the frequent writing, so that most students are less motivated to learn Indonesian. Therefore, educators must create an exciting and interesting online learning atmosphere through the use of currently developing technological knowledge.

Based on the interview results conducted from Wednesday, January 6, 2021, to Thursday, January 7, 2021, with several Indonesian subject teachers in sixth grade SD/MI, it was found that in the online learning process during the COVID-19 pandemic, teachers used the Google Classroom application with the audio-visual media in the form of instructional videos to make it easier for students to understand the material being taught and generate students' motivation to learn when studying at home.

From the explanation above, the authors tried to conduct further studies regarding the implementation of Google Classroom and audio-visual media utilization in Indonesian online learning for sixth grade SD/MI. This study aimed to find an overview of the online learning implementation by utilizing the Google Classroom application and audio-visual media in Indonesian subjects during the COVID-19 pandemic. This research is expected to be useful to see the effectiveness of using Google Classroom as an online learning medium for students, educators, and parents. This effectiveness was assessed by Google Classroom's ability to overcome problems arising in the online learning process, such as student enthusiasm in participating in the learning process, the quota spent, and the teachers' ability to manage and access it. This study discussed how the use of Google Classroom could overcome problems arising during the online learning process.

METHODS

This study used a research method with a qualitative approach. Meanwhile, the type of research used was descriptive. This research's targets were teachers who taught Indonesian subjects in sixth grade elementary school/Madrasah Ibtidaiyah at SDIT Yaa Bunayya. The research instrument employed was the interview text and the platform in the form of Google Form. In this research

implementation, data collection techniques were in the form of observation and interviews. The form of this research observation's implementation was observing the online learning process in schools that utilized the Google Classroom application with audio-visual media.

This data collection technique utilized instruments in the form of interview guides and observation sheets. In the research implementation, descriptive data analysis techniques were used. Prastowo in *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian [Qualitative Research Methods in Research Design Perspective]* said that this design run with the following stages: (1) data reduction: reducing data means summarizing, selecting the main things, focusing on important things, and looking for themes and patterns. (2) Data display consists of a set of structured information to give the possibility to create conclusions and take action and (3) conclusions drawing/verifying conclusions constituting research results. Gunawan in *Metode Penelitian Kualitatif: Teori dan Praktik [Qualitative Research Methods: Theory and Practice]* mentioned that answer of research focus is based on the data analysis results.

RESULTS AND DISCUSSION

In the era of the industrial revolution 4.0 like now, of course, the world of education cannot be separated from the touch of technology. Educational technology is the study and ethical practice of facilitating teaching and learning activities and improving work by creating, using, and managing appropriate learning processes and resources (Dewi et al., 2015). One of the technology-based learning models widely used in the online learning period due to the COVID-19 pandemic is Google Classroom (Kurniawan & Aiman, 2020).

Google Classroom is an internet-based service developed by Google as an e-learning system (Qomariah et al., 2019). This platform is provided to assist teachers in creating and distributing assignments to students. Google Classroom uses a Google account to access and automatically connects with the user's Google e-mail. Another feature provided by

Google Classroom is that teachers can open forums for students to respond to each other and create assignments for students to do online with given deadlines. If there is a delay in carrying out the task, it will be seen in the assignment collection history.

With some conveniences offered by the Google Classroom application, many can be used to facilitate teaching and learning activities. Therefore, it is necessary to implement the use of Google Classroom. In doing so, educators will upload learning materials and assignments in class forums in Google Classroom. The material is arranged according to the students' needs and appropriate learning media. Learning media is a learning tool used by teachers as an intermediary for delivering learning material to facilitate the achievement of learning objectives (Pritsari, 2014).

Of course, in using the chosen method, the role of learning tools or media has a major influence on students' interest in learning (Hasmira et al., 2017). From research conducted on sixth grade Indonesian teachers at SDIT Yaa Bunayaa, an audio-visual-based learning media was applied, where the teacher made a video containing learning material, which was then uploaded to the Google Classroom class forum for students to see and respond to in the comments column.

Based on the research conducted, the following results were obtained. The reasons for some Indonesian teachers in sixth grade SD/MI to choose Google Classroom as an online learning application included the small capacity needed to download the Google Classroom application so that it did not make the internal storage owned by each cellphone not full quickly; the ease of access that the Google Classroom application had; and the ease in learning the use of the Google Classroom application for both teachers and students during online learning. As contained in the official page (edu.google.com), Google Classroom is an efficient portal service for educators in managing teaching materials and assignments for students. Besides, the Google Classroom service was also quota friendly for students, designed like any other social media that did not use up much quota to access. However, Google Classroom was considered to have a deficiency in terms of interaction

between teachers and students, where communication in virtual classes in Google Classroom only took place in the comments column, different from direct interaction in Zoom (Naserly, 2020).

Several Indonesian teachers in sixth grade SD/MI regarding the Google Classroom application's advantages stated that the Google Classroom application provided a systematic class forum. The teacher could create a material folder before the class started because Google Classroom could automatically display the material folder according to the teacher's date and time. In giving assignments, the teacher did not need to remind students to immediately work on the given assignment because the application would automatically display a notification to each student's e-mail. Also, when students collected assignments as instructed, the teacher would get a notification from each student's e-mail, which then the application would automatically arrange the assignment results in a folder listed on Google Drive. The Google Classroom application made it easy for teachers to make announcements, and the material presented would not be drowned out by the many comments that came in because a separate forum had been provided in the application.

In addition to the advantages gained from using the Google Classroom application, there were also obstacles experienced during learning Indonesian using this application, which included the following. Some students experienced signal and quota constraints, so that many students missed the material. Most students collected assignments not on time because they forgot due to many assignments from other subjects. Besides, not all parents understood how to use the Google Classroom application, so students often felt confused.

To overcome these obstacles, the government has provided a quota subsidy for students to meet the quota needs. Meanwhile, for late delivery of assignments, the teacher should remind them occasionally about the tasks that had to be done and always provide encouragement and motivation to learn to their students because parents were often busy working, so they did not always monitor their children's learning activities. Educators need to always communicate with students' parents regularly to find out about the child's progress during the online learning process. Also, the teacher could teach students little by little about how to use the Google Classroom application correctly. Meanwhile, signal constraints could be overcome by looking for locations with strong signals or requesting tethering via another family member's cellphone with a strong signal.

In order for students to easily understand Indonesian language material, many sixth grade SD/MI teachers chose to use audiovisual media in the form of instructional videos. It was because most students considered Indonesian a difficult subject and seemed boring. The learning video is expected to make students motivated in learning and overcome their boredom during online learning. In the process of making instructional videos, the steps taken by the teacher were as follows. The first was to prepare the necessary materials, such as materials in accordance with KD (Basic Competence) and KI (Core Competency). The teacher tried to package the material to be simpler, easier to understand, and more interesting. The second was the teacher compiling a PowerPoint or taking a video. Third, the teacher did the audio recording stage. The fourth was to do the editing process of the video made. The fifth



Figure 1. Illustration of Online Learning Using the Google Classroom Application

was to export the video and re-check the video made. Sixth, the teacher shared the finished learning video with Google Classroom.

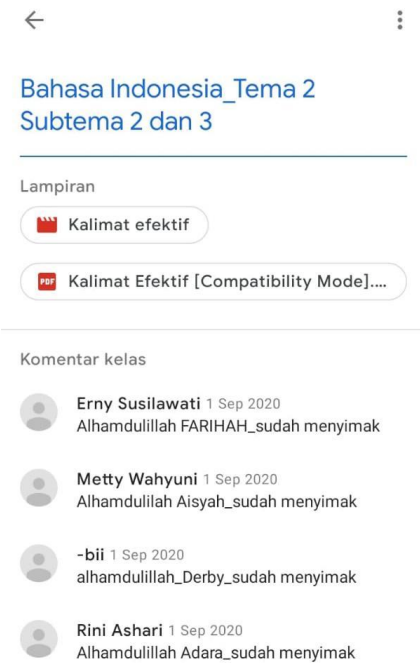


Figure 2. Illustration of Online Learning Using Audiovisual Media

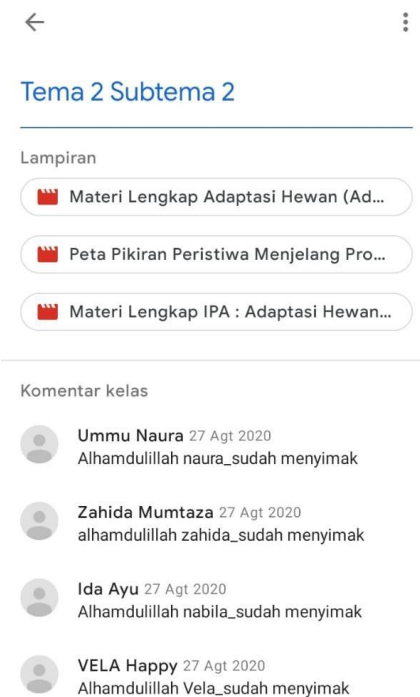


Figure 3. Illustration of Online Learning Using Audiovisual Media



Figure 4. Illustration of Online Learning Using Audiovisual Media

However, there were obstacles faced by both teachers and students during the online learning process using audio-visual media. By the teacher, among others were the constraints on the teachers' facilities and infrastructure in making learning videos, such as the teacher's storage capacity already being full; the video editing application used suddenly having a system error; the laptop being used experiencing response problems. Also, some students were constrained by the signal when they wanted to open the learning video file shared by the teacher.

The efforts made to overcome these obstacles during the online Indonesian learning process were as follows. It could be by transferring files from a cellphone to a

laptop or uploading them to Google Drive and deleting unnecessary files. Meanwhile, signal constraints were overcome by searching for locations with a strong signal or requesting tethering via another family member's cellphone with a strong signal.

Although there were several obstacles experienced by teachers when the process of making learning materials with audio-visual media and the obstacles experienced by students when the signal was not supportive, the use of Google Classroom could be said to be effective because these obstacles were not purely from the inadequacy of the Google Classroom application. This application is only a place to share learning videos. The teacher's difficulty in making videos was included in the constraints of making audio-visual-based learning media, not an obstacle caused by the Google Classroom application. Moreover, the signal constraint is a common obstacle risk in every application that requires internet access. Thus, the constraint in the form of this signal is a risk that will be experienced by every online learning application, not only in the Google Classroom application.

Based on the illustrations and explanations above, it could be said that the use of Google Classroom in online Indonesian learning for sixth grade SD/MI was considered effective because, from the observation results on students, a positive response was obtained, where students were enthusiastic in participating in the learning process. It was evidenced by the illustration of the classroom forum in Figures 1 to 4, where students responded responsively to the material distributed by the teacher. It signified that with the use of Google Classroom, students became enthusiastic and learning material with audio-visual media inspired their listening enthusiasm.

The use of the internet quota to access Google Classroom was also not too much compared to face-to-face learning applications and direct communication, such as Zoom, etc. It certainly provided relief for parents because they could save on credit purchases for relatively expensive internet quota (Qomariah et al., 2019). From the interview results with teachers, it was also obtained good results, where teachers could take advantage of the Google Classroom application maximally;

teachers had no difficulty operating the application's features. It could be an effective indicator of using Google Classroom because the teacher's ability to use this application greatly affected the learning process's success.

CONCLUSION

The implementation of utilizing Google Classroom and audio-visual media in learning Indonesian for sixth grade SD/MI was quite effective. Besides being minimal in costs, it was also easy to learn the application. In this study, implementing this application was beneficial for the education sector, especially for educators carrying out online learning activities. Students also gave positive responses by showing enthusiasm and sincerity in the learning process. As for the obstacles experienced during learning Indonesian online, it ranged from signal constraints, and quota run out, to inadequate facilities. Therefore, all parties who play an essential role in the field of child education, including parents, teachers, and the government, need to collaborate to create convenience for students during the online learning process and keep students excited about learning.

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