



Implementation of Technology-Based Learning Through GSE (Google Suite Education) During the Covid-19 Pandemic in MI Miftahul Ulum Trimoharjo

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ABSTRAK

The rapid development of information technology today has a positive impact on life, especially in the field of education. The most influential application in the field of education is the utilization of the internet network for the learning process. With the internet, information services can be accessed as a source of learning, learning media easily by learners. The streaming media is not only limited to letters and images, but is combined with graphics, animations, video, and audio simultaneously. Therefore, teachers are required to be more creative and innovative. Government assistance through GSE (Google Suite Education) is the right step to take advantage of the features contained in it as a support for the learning process. The application has various features such as google classroom and google meet that make it easier for teachers to carry out technology-based learning in the Covid-19 pandemic. This research uses qualitative methods in the form of a case study approach. The authors use interview data collection techniques, observations and documentation studies. The results of this study show that Google Suite Education makes it easier for teachers to do the learning process. GSE has many features that can be used to support the learning process, such as Google Classroom, Drive, Google meetings, video access and materials can be stored easily.

Keyword: *Technology Learning, Covid-19 Pandemic, Google Suite Education*

INTRODUCTION

The development of technology and information in the current millennial era greatly affects human life from various aspects, one of which is in the field of education. (Astini, 2019) The development of technology that has developed rapidly can facilitate and provide convenience for learners in the learning process. At the time of the learning process, learners can use books or other stationery, and can also use laptops or smartphones that are connected to the internet for online or distance learning. (Jamun, 2018, hlm. 49) Hundreds of countries, one of which is Indonesia, are currently being tested by the Covid pandemic-19. This greatly affects various aspects of life. Based on data from WHO in April 2020 there were as many as 2.73 million people who were diagnosed positive for Covid-19, in addition there were as many as 191,231 people died and 752,450 people were declared cured. (Masrul dkk., 2020)

A pandemic is an epidemic that spreads to various continents and countries, generally affecting many people. The term pandemic is not used to indicate the height of a disease, but only to indicate the rate of spread. The current pandemic is the coronavirus.(Hasim, 2020) Coronavirus or Novel Corona Virus, abbreviated 2019-nCoV, was first identified amid an outbreak of lung infection or pneumonia in wuhan city, Hubei province, China. It was declared a global emergency by the World Health Organization (WHO) on January 30, 2020.(Abidin dkk., 2020, hlm. 132) This virus undergoes an incubation period before transmission. The incubation period is the time needed for transmission, starting the virus entering the body to cause symptoms of the disease. The incubation period for coronavirus is 2 days to 2 weeks. Transmission is believed to occur through droplets, saliva, droplets or mucus of the respiratory tract coughing and sneezing, similar to flu or influenza.(Rifa'i dkk., 2020)

Based on the decision of the Minister of Education and Culture in letter number 4 of 2020 on the policy of implementing the learning process during the Covid-19 pandemic stated that all educational and learning activities are carried out remotely or online so that learners and educators cannot carry out learning in the classroom.(Yuliejantiningasih, 2020, hlm. 248) Even so, educators can still do learning even though the learners are at home. Therefore, educators are required to devise effective learning methods and media as innovations and strategies in the implementation of online learning based on technology.(Chickering & Ehrmann, 1996) Technology-based learning in the present is by utilizing the internet network in the learning process. In online learning, learners have an extended learning time, and can learn anytime and anywhere.(Puspitasari dkk., 2018, hlm. 159) Learners can interact with educators by using several platforms available as learning media including email, blogs, e-books, animation, video links, or social media including Facebook, Twitter, Youtube, Teacher Room, Google Suite Education, Edmodo and so on.(Iskandar dkk., 2020)

Technology-based learning systems result in some obstacles that are considered ineffective, such as the provision of learning materials by educators, technological literacy from educators and parents to guide children, and economic situations. This is a challenge for educators when conducting technology-based learning in pandemic times.(Chandrawati, 2010) Some studies say that the learning system provides a positive side, but there are also shortcomings behind it. Technology-based learning is certainly expected to be able to carry out the learning process to be easier, flexible and can be done without being limited by space and time.(Imania & Bariah, 2020, hlm. 47) One of the institutional management that is integrated with email and there are various applications to support the online learning system for free is an application owned by Google. Google named the app Google Suite Education.(Yuliani dkk., 2020)

Google Suite Education (GSE) is an integrated email-based system that can be used for international management. G-mail can also be accessed through the mobile application.(Nirmala dkk., 2020) GSE has an online learning management system called Google Classroom. Services in the GSE system consist of Gmail, Docs, Drive, Calender, Meet, and so on.(Setiadi dkk., 2021) The service went public in 2006 under

the name Goggle Apps. Designed as a form of support in education, Google released an update to Google Apps For Education aimed at the Educase event in Dallas. Over time, the service changed its name to Google Suite Education in September 2016. In 2017, Google announced that the number of GSE services for education worldwide increased to 70 million users.(Sibuea, 2018, hlm. 51)

GSE is a series of applications with real-time synergy and collaboration between educators and learners that can be accessed through computers, laptops, notebooks, tablets and even smartphones. It includes app emails, calendars, sites, documents or drives, groups, videos, and social media that can be integrated with school or campus learning management systems. In addition to free, this service turns out to have many facilities that support the technology-based teaching and learning process.(Nirmala dkk., 2020)

Google Suite for Education is an in-stressed system that can be used for email-based institutional management in the form of gmail that can also be accessed with mobile applications.(Tanduklangi & Amri, 2019) Google Suite for Education is a service for the world of education presented by google that can be used as one of the solutions for communication so that it becomes a solution to collaborate in learning activities that are expected to be able to improve and hone students collaborative skills. This application also has an Online Learning Management System facility called Google Classroom.(Dermawan dkk., 2019, hlm. 19) Google Classroom is a plan to help educators create and collect paperless tasks. In addition, it can also create drive folders for each task and every learner, so that everything remains under control on a regular basis. Google Classroom can be used for online learning, and one of the media that many educators choose during online learning. The Google Classroom application becomes a means of collecting student tasks. This application is very helpful to the learning process by teachers and students in facilitating the learning process.(Rahmanto & Bunyamin, 2020, hlm. 123)

Therefore, the purpose of this research is to find out the application of Google Suite Education in the technology-based learning process at MI Miftahul Ulum Trimoharjo. In order to know the strategies, implementations and impacts obtained when using Google Suite Education.

METHOD OF THE RESEARCH

This study includes encycularizing and utilizing qualitative data and then described descriptively.(Gunawan, 2013) The method in this study is qualitative descriptive research that seeks to see the effectiveness of GoogleSuite for Education (Google Classroom dan Google Meet) media use on the lecture process during the covid19 pandemic. The population in this study was all students in MI Miftahul Ulum Trimoharjo. The data collection techniques in this study are questionnaires or questionnaires, observations and documentation. This research instrument uses the effectiveness of using

Google Suite for Education and observation sheet. Instruments are given to several teachers and students as research samples to obtain data.

The data analysis technique used is descriptive analysis. The steps of implementing descriptive methods are as follows; (1) Formulation of problems, (2) determining the type of information needed, (3) determining data collection procedures, (4) determining information in data management procedures, and (5) drawing research conclusions. Data is obtained through students by filling out the statement using google form. The statistical description and decryption of the data is based on the answers to the student questionnaire.

RESULT AND DISCUSSION

The implementation of technology-based learning is not without problems. In some countries, it was reported that among those who adopted technology-based learning in pandemic times, the average benefit was actually much smaller than expected.(Syamsuar & Reflianto, 2019) Networking problems, lack of training, and lack of awareness are expressed as the main challenges faced by educators. Lack of awareness is stated as the most important reason by those who do not adopt online learning followed by a lack of interest and doubts about the usefulness of online learning.(Santoso & Putri, 2020) Lack of presence, lack of personal touch, and lack of interaction due to connectivity issues were found to be significant drawbacks of online learning. Facts in the field show that the obligation to study at home becomes a serious obstacle, especially learners from economically disadvantaged. They often complain about internet quota packages that run out while learning takes place. In addition, technology is considered to be able to build an instant attitude for its users.(Suherman, 2020) According to Team Kompas (2020), reports from a number of regions in Indonesia show that the application of technology-based learning carried out during the pandemic has not been optimal, especially in remote areas with limited internet technology and network. Readiness of school infrastructure, the ability of teachers to teach online, and the availability of smartphone facilities are other issues in the application of online learning in Indonesia.(Sari, 2020)

Some of the obstacles experienced by students, teachers and 'parents in online teaching and learning activities, namely the mastery of technology is still lacking, the addition of internet quota fees, the existence of additional work for parents in accompanying children to learn, communication and socialization between students, teachers, and parents becomes reduced and working hours that become unlimited for teachers because they have to communicate and coordinate with parents, Another teacher, and the principal.(Dini, 2021, hlm. 639) Over time, there are many problems in the implementation of online learning. Among the problems are the duties of too many teachers and complaints about quotas and limited internet networks.(Gusty dkk., 2020)

This condition is in line with the results of research by the Ministry of Women Empowerment and Child Protection in March 2020 with students aged 14-17 years (69% women and 31% men) numbering

717 from 29 provinces throughout Indonesia. The results showed that 58% of learners did not like to undergo a study program from home. The causative factor is that participants consider that communication with friends becomes limited, they experience technological limitations: internet facilities, gadgets, and electronic books. They also assume that schools do not have a good program for home learning systems. Schools and teachers only give assignments in a row according to the lesson plan and subject matter in non-pandemic conditions / ordinary conditions. (Suherman, 2020)

The emergence of COVID-19 reminds us that across all different disciplines we must always be prepared by following an all-hazards approach. The importance of ongoing private and public partnerships. We will all get through the COVID-19 Pandemic by implementing good communication, collaboration, cooperation, and coordination. However, the competence of the teacher is the main determinant of the success of the learning process. Teachers will always try to make their learning activities successful. (Sanjaya, 2020) Teachers play a role in organizing the learning environment as well as a facilitator of learning. To fulfill that, the teacher is expected to fulfill the aspect that the teacher is as: models, planners, forecasters, leaders, and guiders or guides towards learning centers. The teacher acts as directing and facilitating the learning so that the learning process runs adequately, not merely providing information. (Danumiharja, 2014)

MI Miftahul Ulum Trimoharjo has prepared infrastructure to support the learning process. In this madrasa there are 18 teachers who have gadgets and laptops. All teachers also have free access to electricity and internet facilitated by schools. So that all teachers in MI Miftahul Ulum Trimoharjo are able to carry out distance learning based on technology. In that case MI Miftahul Ulum Trimoharjo chose to use Google Suite Education during online learning. The G-Suite account had actually been obtained by the madrasa a month before the Covid-19 pandemic hit Indonesia in February 2020. In March it was actively used by madrasas but was not yet well organized. Then in July at the beginning of the new school year, the implementation of technology-based learning through Google Suite Education began to be well organized.

Google Suite Education has derivative features that support the implementation of online learning, namely Classroom, google Drive, Calendar, Form Hangouts Meet, Docs, Sheets, Slides, Youtube and also Gmail. (Susanto & Akmal, 2019) The advantages of the G-Suite account that has been given to each shiva make it easier for educators to assess students from the account name connected to each student's email. So there will be no wild account tone that enters the classroom through the G-suite. Besides easy to use G-suite is also directly integrated with Google and free. (Sawitri, 2020, hlm. 18)

Technology-based learning planning is carried out through the Google Suite Education platform using madrasah playing accounts with two patterns:

- a. PBM Integral, i.e. educators use Google Classroom (GC) as an integral container of all instructional learning materials, teaching materials, learning resources and acceptance of

learners' assignments. Educators update the material at 08.00 WIB every day except Sundays and academic holidays. This pattern aims to build comprehensive knowledge, control the continuity of learning, discipline and responsibility, and the sacrifice of the student's portfolio. In the pattern of integral PMB teachers are required to provide instructions and video-based learning materials at least one video each week with a duration of 3-10 minutes per video that has been edited as attractively as possible, with the provision.

- b. PBM Interactive, i.e. teachers use the google meet application (or other platforms in accordance with the agreement with learners) to do PBM with all learners (dressed uniformly as needed) at 08.00-08.30 every Tuesday, Thursday, and Saturday. Teachers can open another session on the same day if there are students who are not present at that time and for students who are considered in need. This pattern aims to build comprehensive knowledge and two-way active communication and strengthen the spiritual aspects of learners. (Gusty dkk., 2020)

The scenario and duration given to the interactive PBM consists of greetings / prayers for 5 minutes, delivery of 10 minutes of material, then question and answer sessions between teachers and learners. Learners are actively pursued in the question and answer session, if there is no participation it will be filled with enrichment for 10 minutes. After that, the teacher conveys a moral message or al asr prayer and greetings for 5 minutes. The use of GSE during the Covid-19 pandemic found several weaknesses including network constraints that caused the inhibition of the process of sending material virtually. (Sadikin & Hamidah, 2020, hlm. 219) Then, the unavailability of the host feature so that students can set their own features such as camera and microphone features, so that it causes teachers difficulty to control classroom conditions. When using GSE to learners, teachers should consider excessive use of the device. That is because it can trigger overload, especially in the capacity on Google devices that can cause a decrease in performance that inhibits teaching and learning activities. (Simanihুরু dkk., 2019)

The solution that the author can provide is when before starting learning using GSE, especially Google Meet, teachers are expected to make a deal with learners first not to turn off the camera and use the microphone during discussion forums. (Hasanah dkk., 2020) Then, teachers can also give advice to learners to find the best location to minimize network constraints when participating in learning. Coordination with parents is also necessary to prevent students from playing devices that are not in accordance with their function. Teachers and learners are also expected to upload all documents to Google to be stored and integrated directly with the google classroom contained in GSE.

CONCLUSION

The results showed that Google Suite Education as an application used by teachers and students of SDN 1 Trimoharjo during the Covid-19 pandemic. Learning is technology-based using a Google Suite Education account that integrates with the emails of each teacher and learner. This is the right first step to succeed the learning process in the pandemic period.

Google Suite Education stores various application features that can be used to support the learning process including google meeting, google classroom, google form, save videos, photos, and so on. In the implementation of learning, teachers experience some obstacles such as unstable networks that inhibit the process of delivering tasks. As learning progresses, students are difficult to control because GSE does not provide automatic mute columns. The existence of these problems provides a solution by providing free internet access in madrassas and before starting teacher and student lessons make an agreement in advance for the time to turn the microphone on and off during learning.

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