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CHAPTER 1

INTRODUCTION

This chapter describes the chapter 1 that is called Introduction. It provides the background of the study, the problems formulated, the purpose of study, the benefits of study and so fourth.

1 1.1. Background of Study

Indonesia is one of the countries that has had the impact of the covid 19 virus outbreak. A number of government departments have a trend to change rules according to health protocols that have been guided by the government. In the world of education, all students are faced with new habits in implementing teaching and learning processes in schools. Schools no longer hold face-to-face, but online or PJJ (Distance Learning). In addition, several learning materials were also compressed to become solutions for learning effectiveness. The Covid 19 pandemic has provided an overview of education in the future through technology help. However, it cannot replace the role of teachers, lecturers, and learning and teacher interactions because education is not only about gaining knowledge but also about values, cooperation and competence. This pandemic situation is a challenge for each person in using technology to develop the world of education. This was stated by the Director General of Higher Education Kemendikbud, Nizam, at the Medan International Conference on Energy and Sustainability.

During this pandemic, there is a new habit, namely an online learning system. The online learning system (in a network) is a learning system without face-to-face learning between teachers and students but is done online using the internet network. Teachers must make sure teaching and learning activities continue, even though students are at home. The solution, teachers are required to be able to design learning media as an

innovation by utilizing online media (online). This is under the Minister of Education and Culture of the Republic of Indonesia about Circular Number 4 of 2020 about Implementation of Education Policies in the Emergency of the Spread of Corona Virus Disease (COVID-19).

Learning activities role in efforts to improve education. Good learning activities must be able to accommodate every need of students. Basically, learning activities must be able to be carried out anywhere and anywhere without being bound by space and time. Thus, the limited learning time should no longer be a problem (Deviyanti, et al, 2020). According to Munir (2008, p. 151), science and technology, especially technology, has a huge influence on the effectiveness and efficiency of the learning process. Learning, including technology-based learning, basically does not only convey information or knowledge, but also conditions students to learn, because the main aim of learning is student learning.

The success of the teacher in teaching and the effectiveness of learning is marked by the existence of a student learning process. The success of the learning process is also influenced by the environment. Thus learning outcomes are useful for students, because they can be transferred in life situations (social reality). science and technology today has increased significantly. Especially in the field of technology in meeting daily needs. survey results from the Indonesian Internet Network Providers Association (APJII) in 2016 internet users in Indonesia were 132.7 million people. Where the total population of Indonesia is 256.2 million people, meaning that internet users in Indonesia are 51.8% (Wicaksono & Rachmadyanti, 2017).

Along with the rapid development of Information Technology (IT), the need for IT-based teaching and learning concepts and mechanisms is inevitable. The concept of e-

learning based learning on conventional education in digital form, both in terms of content and systems. In the world of education, the use of e-learning has its own advantages, namely in terms of learning effectiveness and flexibility.

The meaning of effectiveness, namely more effective learning, is easier to understand with many sources that can be studied on your own, while flexibility is that it does not have limited space and time, can be accessed anywhere and anytime (Diplan & Alkindi, 2020). The current curriculum used is the 2013 curriculum, where all subjects must be integrated with information and communication technology (ICT). the 2013 curriculum indirectly provides space for an online-based teaching system. So that teachers are required to use computers and the internet as supporting media in the learning process at school (Ali & Adistana, 2019).

There are still many students who do not focus on when learning takes place, this can be seen from the attitude of those who like to chat, play, feel sleepy during learning hours which results in the method used is still the lecture method and focuses on textbooks so that students feel bored (Shalikhah , 2016). Teachers who still carry out learning activities with conventional models will only create one-way interactions which are more dominated by teacher lectures as the subject of learning.

This causes the learning process to be less meaningful and students tend to be passive. In addition, teachers also do not use the media to support the learning process which of course affects the low activity and learning outcomes of students (Mertayasa, et al, 2013). Learning is a complex process that occurs in everyone throughout his life. The learning process occurs because of the interaction between a person and their environment, therefore learning can occur anytime and anywhere. One of the signs that someone has

learned is a change in behavior in that person which may be caused by changes in the level of knowledge, skills or attitudes (Arsyad, 2011, p. 1).

Learning outcomes are the abilities that students have after receiving their learning experiences. Student learning outcomes are essentially a change in behavior as a result of learning in a broader sense covering the cognitive, affective, and psychomotor (Sudjana Nana, 2017, p. 3). At this time ideal and effective learning media is still not well implemented. This can be seen when learning takes place, most of the media used by educators today are Ms. Power Point, although there are some educators using other media. This makes class conditions less comfortable and attractive to students, because monotonous media makes students bored with these subjects. So that students become lazy and cannot accept learning well.

Learning that is boring for students in teaching and learning activities causes a decrease in the level of enthusiasm of students in studying at school. Students become passive, not creative, and have no want to know about their lessons. This is very harmful to students, because the time that should be used to get as much knowledge as possible is lost because of the less attractive media. Monotonous learning has an impact on learning objectives which are to improve student learning outcomes and make active students unattainable. So that education is not monotonous and boring anymore, the author will combine Google Classroom with the teaching and learning process (Pradana & Harimurti, 2017).

The concept which became known as e-learning has influenced conventional education into digital form, both in content and in the system. Google Classroom is one of the e-learning media in Indonesia, an interactive Google Classroom equipped with communication facilities between learners and teachers, between fellow learners, and

learners with other learning sources (Sudibjo, 2019). In the learning process, there are two prominent aspects, namely learning methods and media as teaching aids. The learning media is in the learning method. Therefore, the main function of learning media is as a teaching aid to support the use of learning methods used by teachers (Arsyad, 2007). The role of learning media in the teaching and learning process is an part of the world of education. Learning media is anything that can be used to send the sender's message to the recipient so that it can stimulate thoughts, feelings, concerns and interests of students to learn (Tafonao, 2018). According to (Ruth Lautfer, 1999) that learning media is one of the teaching aids for teachers to deliver teaching material, increase student creativity and increase student attention in the learning process.

The learning system is implemented through a personal computer (PC) or laptop connected to an internet network connection. Teachers can learn together using groups on social media such as WhatsApp (WA), telegram, Instagram, zoom applications or other media as learning media. Thus, the teacher can make sure students take part in learning at the same time, even in different places. Each application has these advantages and disadvantages but if it is functioned properly, it will be able to help learning according to the intended learning objectives.

Google Classroom is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. [Google Groups, 2018] It is estimated between 40 to 100 million people use Google Classroom. Google Classroom was announced on May 6, 2014, with a preview available for some members of Google's G Suite for Education program (Magid, Larry, 2014, Ethering, Darrell 2014). Classrooms have been built for teachers and students.

teachers do not want to wait until assignments are submitted to collaborate with students. Now, with Classroom, teachers can view and comment on students' work to help them along the way.

Students' problems are discovered by researchers during the teaching and learning process. During the pandemic, students at Tribhakti High School ran a program instructed by the Minister of Education and Culture regarding forms of distance learning. This is intended so that students continue to learn with new methods, namely distance learning (online) to avoid the development of the corona virus in the surrounding environment. However, learning online and getting used to learning indirectly has its own consequences for student learning development. One of them is the decline in student interest in learning. Along with technological developments, online learning can be done through students' mobile phones to access the internet as a learning resource. Social media is a feature that has been well applied on student mobile phones which can be used as a communicative means in the online learning process. However, the learning styles that have been formed using the face-to-face method must change to online, including new adaptations and difficulties for students.

This habit is not as easy as we imagine, although in general students have been trained in online activities outside school hours but over time, other problems also arise. At the start of the pandemic, several government systems changed their habits to conform to health protocols. While in the learning system there is a change, namely face-to-face learning directly. Difficulties arise several weeks after the learning process takes place. Many students and parents complain that assignments and lessons are being carried out online. The module or material presented by the teacher to students online is more difficult to understand than delivering the module through face-to-face.

Based on the findings and difficulties that exist in the learning environment mentioned above, the authors raise the title of the thesis of the effectiveness of online learning during the pandemic. The author raises the title hopes to find a minimal solution to reduce the decline in student interest in learning that has been carried out during the pandemic period, so that he hopes that students can complete the learning process in accordance with the learning objectives that have been set based on the competition in the 2013 curriculum.

The author chose Google classroom in literacy in this thesis because this application is one of the cheapest and easiest for students and teachers. Several display menus will be shown in this application, allowing students to work on assignments step by step. On the other hand, teachers can use this application easily with adequate internet access to provide assignments, provide material or questions online. Teachers and students can communicate in the Google classroom with time that can be arranged by the subject teacher. Assignments and materials given by the teacher can be accessed outside the specified time, meaning that students can work freely on time as long as there is an internet network.

Learning in the 2013 curriculum requires supporting applications and facilities using IT (Information technology) so that it is felt to be more effective, especially during a pandemic, because students can learn from home.

Tribhakti Tanggulangin high school is one of the schools that has use e-Learning as a learning medium where activities learning e-Learning at these schools uses google classroom. In the learning process students are given material so that students can immediately understand the material submitted by the teacher via google classroom. In addition, students are also given assignments by teachers and send the report results to

google classroom. Google classroom be an alternative to give material and questions without using print media. Based on the description above, the researcher will check the extent learning on google classroom in the COVID-19 pandemic era, then research This focus is to research on "The Effectiveness Of Online Learning In Schools Using Google Classroom At Thibhakti High School Students During The Covid-19 Pandemic ".

1

1.2. Statement of the Problem

Based on the background expressed by the author above, the problem formulation is limited as follows:

1.2.1. What is implementation of online learning in schools using The Google Classroom at Tribhakti High School students during the Covid 19 pandemic.

1.2.2. How was an implementation of learning in schools using The Google Classroom at Tribhakti High School students during the Covid 19 pandemic.

1.3. Objective of the Study

1.3.1. To describe the implementation of online learning in schools using The Google Classroom at Tribhakti High School students during the Covid 19 pandemic.

1.3.2. To describe result of learning process using The Google Classroom at Tribhakti High School students during the Covid 19 pandemic.

1.4. Significance of the Study

In this study, the authors give research significance about the effectiveness of using google classroom as an online learning medium at Tribhakti Tanggulangin High

School. This research was conducted in class X for the 2019-2020 academic year with a sample size of 40 students and 10 subject teachers.

1.5. Scope and Limitation

1.5.1. The use of google classroom for online classroom student learning activities

1.5.2. The use of google classrooms to improve the ability to process data in google classrooms by each subject teacher

1.6. Assumption

In this study, researchers have assumptions that can be described as follows;

During the pandemic, online learning that is generally conveyed to students has the goal of achieving student competence and ability in learning to use the internet and cellphones as media. One of the applications used is to use google classroom. There are advantages and disadvantages that seem to students and teachers in using this application. As far as the researcher does, there are still finding deficiencies in students in understanding the material and teacher explanations online. The google classroom application that is used by the teacher in delivering modules or material to students can increase abilities in operating facilities or laptop media as well as better internet users.

1.7. Operational Definition

The operational terms used in this research are:

1.7.1. Online Learning

Remote learning conducted via a PC, laptop or cellphone connected to the internet using social media groups, telegrams, zoom applications and so on.

1.7.2. Google Classroom

Is a free service using the internet developed for schools by Google, which aims to simplify assignments, deliver material and give grades and share files between teachers and students.

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