# Google_Class_-_BIoLAE

*by* Abdul Syakur

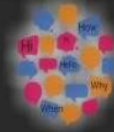# The Effectiveness of English Learning Media through Google Classroom in Higher Education

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**Abstract:** *The technological development of the industrial revolution era 4.0 greatly influenced the world of education, especially higher education. The purpose of this study was to analyze the effectiveness of the implementation of education using Blended learning based learning in the Covid 19 season. Blended learning used one of which is Google Classroom. Blended learning involves all academics in the tertiary institution in English language course. This research is a trial with two cycles namely cycle I and cycle II. The results of the data are analyzed based on the cycle in the implementation of learning. The results achieved in this study describe blended learning, knowing Google classroom as an alternative in learning English, and learning blended learning through Google classroom. Results in Cycle I are on average lower than Cycle II as measured by learning (69% to 100%), active student (27% to 100%), achievements (89% to 96%), learning process (70% to 100 %), complete score (25% to 86%), not complete ye (75% to 12%), success (45% to 75%) The use of Google classroom can improve the results of the average achievement of English material on students of English education departments. The conclusion of this research is that this application can run effectively, in order to help facilitate lecturers and students in English education study programs in carrying out the learning process more deeply.*
**Keywords:** *effectiveness; English education; Google classroom; higher education*

## I. Introduction

English is a communication medium in various worlds that has developed rapidly in social society and applies it in science (Jöns and Hoyler, 2013, Agussani and Ansari, 2020). To facilitate communication using English, other media are also needed to assist the implementation of English communication such as technology and information (Ma et al., 2015, Syakur, 2017). Indeed, the use of technology in the learning process provides opportunities and opportunities for teaching staff in this case lecturers to be able to improve and develop their competencies, especially professional competencies (Syakur, 2018, Saiz-Manzanares et al., 2020). The use of technology in learning problems in the classroom is expected to be able to provide solutions in overcoming learning in the classroom. This is caused by the less optimal role of a lecturer in utilizing technology in the world of education (Shah et al., 2011, Sulam et al., 2019). One of the things that can be utilized by the world of education, especially lecturers in learning English through the use of learning applications, one of which is Google Classroom (Wats and Wats, 2009, Syakur, 2019). This application is still popular even with an era like this Google Classroom is an innovation on the main menu for educators in Indonesia (Ortega-Moran et al., 2020, Syakur et al., 2020). This service is assumed to be one of the services in answering problems and challenges in Classroom. Like the limited time available in the class to discuss and study an assignment or material, especially English which is currently only maximized by 3 SCS (Semester Credit System).

Researchers observe the fulfillment of daily needs in terms of technology and information that cannot be avoided anymore. The survey results from the Indonesian Internet Network Providers Association (APJII) in 2019 internet users in Indonesia were 132.7 million people. Where the total population of Indonesia is 256.2 million, it means that internet users in Indonesia are 5 1.8%. Utilization of the internet network is characterized by the use of computers and mobile phones. The age of internet users varies, according to their respective uses such as social media, entertainment, games, browsing, buying and selling, and so on (Benito-Osorio et al., 2013, Hermann et al., 2016). It does not close the possibility, one of them is students in college and generation A (born in 2009) who prefer to use the internet more. The characteristics of generation Z and A have in common namely fluent technology, intense interaction through social media, and expressive.

Technology and education cannot be separated, all of which must be in line. Learning activities must use blended learning because e-learning is one way for lecturers and students to use technology (K. Hamid et al, 2019). Blended learning is one of the solutions that can be implemented by lecturers in learning (Czaplinski and Fielding, 2020, Jeganathan and Fleming, 2020). According to (Hinneburg et al., 2020) blended learning is an opportunity to integrate innovation and technology offered by online learning with conventional learning interaction and participation. Blended learning activities are characterized by combining conventional and online learning (Tayebinik and Puteh, 2013, Syakur 2018). The integration of learning is adjusted to the learning objectives to be achieved. The learning system in question that uses the Learning Management System (LMS).(Soliman, 2014) LMS is a software application for administration, documentation, tracking, reporting and delivery of educational courses or training programs. LMS can be said to be a learning management prepared for students and lecturers in learning through software. The LMS software that can be used include: ACS, Blackboard, CarPoint, Moodle, Canvas, Google Classroom, and so on (Jöns and Hoyler, 2013, Yuliana, 2013, Budiarta and Krismayani, 2014). The results of a preliminary study of the types of LMS found that goggle classroom is a multiplatform application that can be used by users. Google classroom is a mixed learning platform developed by Google for universities which aims to simplify the creation, distribution and assignment of tasks in a paperless manner.

## II. Review of Literature

### 2.1 New Media Theory

New media theory is a theory developed by (Al Faruqi, 2019), which suggests that new media is a theory that discusses the development of media. In the new media theory, there is a view of social interaction, which distinguishes the media according to their proximity to face-to-face interaction (Antony et al., 2015). Antony et al (2015) view the World Wide Web (WWW) as an open, flexible and dynamic information environment that enables humans to develop new knowledge orientations and also engage in a democratic world about mutual sharing and power giving that is more interactive and based on society (Khatib et al., 2011, Saiz-Manzanares et al., 2020).

One of the academics who introduced the term new media, but the new media in question is the same as the new media that is known today (Jeganathan and Fleming, 2020). New media in question is the development of communication technology that in history has expanded the reach of human communication. These developments culminated in the era of modern mass media. On the other hand use the term new media to mean something very similar to what is meant by new media today. New communication technologies that produce broad cultural effects are difficult to predict, and disrupt and change the dynamics of human relationships (Syakur,

2017, Saiz-Manzanares et al., 2020). Since the time of McLuhan, the term new media emerged and survived, and has various definitions in accordance with the context of its use. As stated in the book Encyclopedia of New media, there is not a single definitive answer regarding the definition of new media. Even what is called old media and traditional media were once called new media. New media is consistently changing and developing (Syakur, 2019, Saiz-Manzanares et al., 2020).

## 2.2 Google Classroom

Google Classroom is one of the educational features provided by Google Apps For Education (GAFE) which was released to the public on August 12, 2014. Google Classroom is an application that allows the creation of classrooms in cyberspace. Google Classroom can be a means of distributing tasks, submitting assignments and even assessing collected tasks (Shahroom and Hussin, 2018). Google Classroom can be obtained free of charge by first registering with a Google Application for Education account. This Google Classroom application is very useful for online learning, can be obtained free of charge and can be used for any device. One of the sophistication of this application is that it can be used together in groups collaboratively. There are several benefits that we get from Google Classroom in its utilization as a Learning Management System (LMS) (Soliman, 2014, Syakur, 2019).

### 1. Setting

The process of setting is fast and convenient The set up process in Google Classroom is very fast and convenient when compared to having to install a local LMS or register with an LMS provider. Lecturers access the Google Classroom application and can start sharing assignments and study material. Lecturers can do this by adding a list of students or sharing a unique code that allows access to their online classes in Google Classroom. Google Classroom is simpler and easier to use, making it ideal for lecturers even with diverse levels of e-Learning experience.

### 2. Saving Time

Students no longer have to download assignments given by lecturers. Lecturers only need to create and distribute assignment files for their students online. Lecturers can also rank, provide feedback on all assignments and conduct assessments using the Google Classroom application. Thus, there is potential to save most of the time for both students and lecturers. Everything is done paperless, so that no time is wasted distributing physical documents and students can complete their assignments correctly online, making it easier for them to meet deadlines given and online learning can be adjusted to their daily schedules.

### 3. Improve cooperation and communication

One of the most important benefits of using Google Classroom is that it is possible to do efficient online collaboration. Lecturers can send notifications to their students to start online discussions or inform them about certain online learning activities. On the other hand, students have the opportunity to provide feedback to their friends by posting directly to the discussion flow in Google Classroom. Thus, if they need help because they have difficulty understanding an assignment or want to learn more about a particular topic, they can get direct input from their virtual classmates.

### 4. Centralized data storage

With Google Classroom, everything is in one central location. Students can see all their assignments in a specific folder, lecturers can save learning materials and activities for the school year in the cloud and all grades / grades can be seen in this application. No need to worry about lost documents or lost assessments, because it's all stored in this free LMS.

**5. Fast resource sharing**

Online facilitators / lecturers have the power to share information and online resources with their students directly. Instead of having to update e-Learning courses or send individual e-mails to each student, all they have to do is access the Google Classroom application and distribute links to online resources and additional e-Learning materials that can benefit their students. This gives students the opportunity to get timely updates related to current lessons, so that they can better understand the material and access multimedia equipment that can enhance their e-Learning experience.

**2.3 English Language Study Program**

The definition of students according to the Complete Indonesian Dictionary that students are individuals who study in tertiary institutions. College or university can be a means or place for an individual to develop intellectual abilities, personalities, especially in practicing verbal and quantitative skills, critical thinking and moral reasoning (Mirmoghtadaie et al., 2020).

Which is one of the effective departments and objects in English language learning by using Google Classroom is Bachelor degree of English Education departments in Malang University of Malang. Both lecturers and students really use Google Classroom. Although sometimes there are some students who complain because of the problem of limited networks on their smartphone, it does not prevent them from using Google Classroom, because through this application they get information about their assignments and can upload learning material anytime and anywhere that has been uploaded by their lecturers (Ningsih et al., 2014, Soliman, 2014, Syakur, 2015, Sulam et al., 2019).

Utilization of Google classroom can be through multiplatform namely through computers and mobile phones. Lecturers and students can visit the https:// classroom. google.com or download the application through Plays tore on Android or the App Store on iOS with the keyword Google Classroom. The use of the LMS is free of charge, so that its utilization can be done as needed. In this case the researcher shows that the use of e-learning systems (E-Learning Moodle, Google Classroom, and Edmodo) can generate interest and motivation as well as effective English teaching in the English language education program at Malang University (Yuliana, 2013, Ortega-Moran et al., 2020). On the other hand, classes that use the Google Classroom Tools on the Google Classroom learning model have good, even very good, grades.

## III. Research Methods

This research is a quantitative descriptive study. with the explanatory survey method in which data from respondents are collected and then analyzed and processed using statistical theory as a means of solving problems faced so that this method will provide certainty in decision making. Explanation survey method is used when the writer wants to know why a certain situation or condition occurs or what influences something.

The population in this study was students of English language departments at Malang Semester VII University that actively uses Google Classroom. Based on the data obtained, the number of students English education departments at the Brawijaya University who actively use Google Classroom is 60 people, so that the total population is 60 people assuming two classes taught by researchers.

The technique used in determining the number of samples in this study is to use a random sampling technique, which includes people in the population, so that each member of the population has the same right to be a respondent in this study.

## IV. Discussion

Based on the results of this study as described in table 1 and images 1. Male respondents accounted for the majority of respondents at 70 percent, while the remaining 30 percent were female respondents. This means that male respondents dominate more than half of the total compared to female respondents. Based on Semester VII students, most respondents were in the type of men who used online media and in this case in learning using Google Classroom.

**Table 1.** Results of the implementation of Google classroom online media based learning

| Characteristics | Cycle I (%) | Cycle II (%) |
|---|---|---|
| Learning | 69% | 100% |
| Active Student | 27% | 100% |
| Achievements | 89% | 96% |
| Learning process | 70% | 100% |
| Complete score | 25% | 86% |
| Not complete yet | 75% | 12% |
| Success | 45% | 75% |

Source: Researcher's Processed Data, 2020
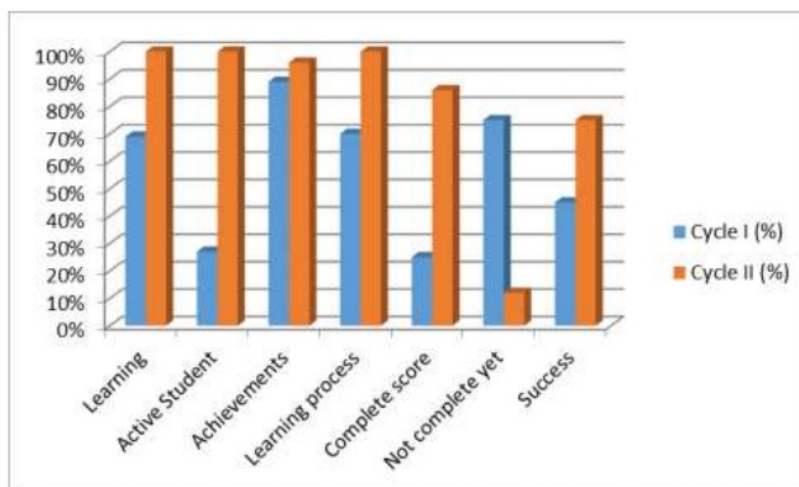


**Figure 1.** Effectiveness of online classroom Google based learning media

## 4.1 Effectiveness of Google Classroom Online Media Communication in Learning English

Indicators used in measuring the effectiveness of a communication process in learning English in Semester VII (Table 1 and Images 1) stated by (Syakur, 2019) include: Receiver, Content, Communication Media (Media) ), Format, Source and Timing

## 4.2 Receiver / User Effectiveness

The results of the calculation of the level of effectiveness of Google Classroom Online Media in Semester VII for English language study programs in English education at Brawijaya University on the Receiver indicator refer to Table 1 and Images 1, which means the scale is very effective. Therefore, the Recipient of the message / information from the Google Classroom online media in accordance with the intended recipient by the giver of information (English lecturer).

## 4.3 Effectiveness of English Learning Content

The results of the calculation of the level of effectiveness of English Language Learning Contents with Google Classroom Online Media in Semester VII for English language study programs in English education at Brawijaya Universities on the Content Message indicator refer to Table 1 and Images 1, which means the effective scale. This shows that the information provided by lecturers in Google Classroom is accurate, complete, and clear so that it is easily understood by English education students.

## 4.4 Effectiveness of English Learning Media and Lecturer / Student Communication

The results of the calculation of the level of effectiveness of English Language Learning Media with Google Classroom Online Media in Semester VII for learning English courses in English education at the University of Brawijaya on the indicators of Media classified as Very Effective (Table 1 and Images 1). Therefore, Google Classroom Online Media is the right media to facilitate the rapid delivery of information in English language education courses at brawijaya universities.

## 4.5 Delivery Effectiveness Format English learning in the form of material (format)

Based on the results of the calculation of the level of effectiveness of Google Classroom Online Media in English education study programs at brawijaya university on the format of the delivery of English language learning in the form of material classified on the effective scale (Table 1 and Images 1). This means that there is a conformity between the format intended by the lecturer and the student recipient. That is, any information contained in Google Classroom is able to effectively provide clear and concise meanings that are easy for students to understand.

## 4.6 Effectiveness of English Learning Resources in the form of material (Source)

Based on the results of the calculation of the level of effectiveness of Google Classroom Online Media in English language Education departments at Brawijaya University on the English Learning Resources indicator in the form of Source material classified on the Very Effective scale (Table 1 and Images 1). These results indicate that any information provided in Google Classroom has a clear source of truth that can be accounted for because it comes directly from the lecturer of the course in question.

## 4.7 Effectiveness of Timeliness in the process of learning English (Timing)

The results of the calculation of the effectiveness of the Google Classroom Online Media in the English education study program at the brawijaya university on the timeliness indicator in the process of learning English (timing) are included in the Very Effective scale range (Table 1 and Images 1). Which means in providing information in Google Classroom lecturers do not have a time limit, so Google Classroom is a very effective media to be accessed in fulfilling lecture information.

**4.8 Effectiveness of Communication and interaction in lecture sessions (Rate)**

After presenting the calculation of the weighted average of each indicator, the next step is to determine the level of Communication Effectiveness and interaction at the recovery session which is a unity of each indicator that has been presented previously. Value of Effectiveness Communication and interaction in the recovery session is obtained using the following formula:

Based on the calculation results of Communication Effectiveness of Communication and interaction in the recovery session with Google Classroom Online media in Table 1 and Images 1. This value is included in the Very Effective scale range. Thus it can be concluded that the Google Classroom Online Media has the Effectiveness of Communication and interaction in the recovery session between lecturers and students.

With six criteria for measurement results and the results of the Google Classroom Online Media Effectiveness Level in Semester VII for learning English English education courses at the University of Brawijaya on the Receiver indicator, refer to Table 1 and Images 1, which means the scale is very effective. Therefore, the Recipient of the message/ information from the Google Classroom online media in accordance with the intended recipient by the giver of information (English lecturer).

On the other hand the results of the calculation of the level of effectiveness of English Language Learning Contents with Google Classroom Online Media in Semester VII for English language study programs in English education at brawijaya university on the Content Indicator indicator refer to Table 1 and Images 1 which means the Effective scale . This shows that the information provided by lecturers in Google Classroom is accurate, complete, and clear so that it is easily understood by English education students.

The acquisition of the results of the calculation of the level of effectiveness of English Language Learning Media with Google Classroom Online Media in Semester VII for learning English English education courses at the University of Brawijaya on the Media indicator is classified as Very (Table 1 and Images 1). Therefore, Google Classroom Online Media is the right media to facilitate the rapid delivery of information in English language education courses at brawijaya universities.

Furthermore, the results of the calculation of the level of effectiveness of Google Classroom Online Media in the English education study program at Brawijaya University on the format of the delivery of English language learning in the form of material classified on the effective scale (Table 1 and Images 1). This means that there is conformity between the format intended by the lecturer and the student recipient. That is, any information contained in Google Classroom is able to effectively provide clear and concise meanings that are easy for students to understand.

The results of the calculation of the level of effectiveness of Google Classroom Online Media in English education courses at Brawijaya University on the English Learning Resources indicator in the form of Source material belong to the Very Effective scale (Table 1 and Images 1). These results indicate that any information provided in Google Classroom has a clear source of truth that can be accounted for because it comes directly from the lecturer of the course in question.

And finally the results of the calculation of the level of effectiveness of Google Classroom Online Media in the English language study program at brawijaya university on the

indicators of timeliness in the process of learning English (timing) are included in the range of Very Effective scales (Table 1 and Images 1). Which means in providing information in Google Classroom lecturers do not have a time limit, so Google Classroom is a very effective media to be accessed in fulfilling lecture information.

## V. Conclusion

From the foregoing description, it can be concluded that learning English through Google classroom makes it easy in the lecture process. Google classroom-based learning applications are very effective in supporting new insights and motivating students to learn English. The Google classroom application makes students fun in learning so students feel comfortable. Effectiveness of Google Classroom Online Media Communication in English education departments can be seen indicators, namely learning, active students, achievements, learning processes, complete scores, not complete ye, success. The use of Google classroom can improve the results of the average achievement of English material on English study program students. The conclusion of this research is that this application can run effectively, in order to help facilitate lecturers and students in English education study programs in carrying out the learning process more deeply.

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