THE EFFECT OF THE IMPLEMENTATION OF GOOGLE CLASSROOM DIGITAL MEDIA FOR THE EASY OF TEACHERS IN ASSESSING LEARNING OUTCOMES

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Abstract: The rapid development of technology demands innovation and creativity in learning activities. Especially in the midst of a pandemic such as this time learning activities must still be carried out by implementing learning activities from home. Online learning by utilizing technology becomes a solution in overcoming these problems. One way that can be used to do the learning process online is to use Google Classroom digital media. This study aims to determine the effect of the application of Google Classroom digital media on the ease of teachers in assessing student learning outcomes. The research approach used is a quantitative approach with descriptive methods. This research involved 50 elementary grade IV teachers in Lamongan District. Data collection techniques used in this study include a closed questionnaire. Based on the results of the analysis discussed, it is known that t $_{count}$> t $_{table}$ = 6,066> 1,970. So it can be concluded that the application of Google Classroom digital media influences the ease of teachers in the assessment of learning outcomes. Google classroom makes it easy for teachers to monitor student learning activities without being bound by time limits or class hours.

Keywords: Digital Media; Assessment; Learning Outcomes

1. INTRODUCTION

Utilization of the internet has now penetrated a variety of life activities, including education. The use of the internet in education has a major impact on the way of teaching and learning. The internet has shifted conventional views in teaching and learning activities. Currently teachers and students do not have to meet face to face, because the presence of the internet has offered something new in educational activities. Thanks to the great services of search engines (search engines) like Google, students are quite surfing to get various information through the internet. This is what then drives the emergence of e-learning or e-education.

The development of information technology in the era of globalization certainly affects the world of education. As a result the world of education requires innovation and creativity in the learning process. Especially in the middle of the corona pandemic as it is today, all human activities are restricted, including learning activities. But learning activities must still be carried out by implementing learning activities from home. Online learning by utilizing technology becomes a solution in overcoming these problems.

One way that can be used to do the learning process online is to use Google Classroom. Utilization of Google classroom can be through multiplatform that can be through a computer and can be through a device. Through the Google Classroom application it is assumed that learning objectives will be more easily realized and full of meaningfulness. According to (Hakim,

2016) The use of Google Classroom can make it easier for teachers to manage learning and convey information precisely and accurately. Google classroom has many facilities in it such as giving announcements or assignments, collecting assignments and seeing who has submitted assignments. Google classroom can help make it easier for teachers and students to carry out teaching and learning activities more deeply. This is because both students and teachers can collect assignments, distribute assignments, and discuss lessons anywhere without being bound by time limits or class hours. This makes the learning process more interesting and more efficient in terms of time management, and there is no reason for students to forget about the assignment given by the teacher.

Google classroom is a learning aid media, both material discussion or work assignments that are given practically without stationery and can be used anywhere. The use of Google Classroom provides various facilities for teachers to provide teaching materials online. The teacher can upload power points, videos from both YouTube and videos made by the teacher, besides the teacher can upload questions that are used as an assessment of student learning outcomes.

Student learning outcomes can be seen from three aspects, namely cognitive, affective, and psychomotor. In terms of cognitive student learning outcomes can be obtained from the results of daily tests, midterm and final semester assessment. The teacher can upload daily test questions online that can be done directly by students, so students no longer use paper in collecting their assignments. Teachers can also directly assess the results of students' daily tests directly, because student grades automatically come out in the Google Classroom application. This certainly makes it easier for teachers in the process of assessing student learning outcomes.

Sukmadinata (2011) said that learning outcomes are the embodiment of the results of potential skills or capacities a person has. Mastery of learning outcomes by a person can be seen from his behavior, both behavior in the form of mastery of knowledge, thinking skills and motor skills. According to (Slameto, 2010), there are two factors that influence learning outcomes, namely internal factors and external factors. Internal factors are factors that are influenced from within individuals who are learning, while external factors are factors that are influenced from outside the individual itself. Internal factors consist of three factors, including physical factors, psychological factors, and fatigue factors. While external factors consist of three factors, namely school factors, family factors, and community factors. The use of digital media has become an inseparable part of students, the majority of which are millennials. So indirectly the use of digital media is expected to increase their learning motivation so that it has an impact on learning outcomes. As the results of Nirfayanti & Nurbaeti research (2019) that there is a significant influence of Google classroom learning media on student motivation. Meanwhile, according to the study of Sukmawati & Nensia (2019), Google classroom has an important role in learning, it is proven that students can focus on discipline, because assignments are given time limits. Then, students easily submit assignments anywhere via mobile phones. Furthermore, there is interaction between teachers and students through personal comments, and also for students and other students.

Based on the above background this study aims to determine the effect of the implementation of the Google Classroom digital media on the ease of teachers in assessing student learning outcomes during the Covid-19 pandemic.

2. METHODS

The research approach used in this study is a quantitative approach with descriptive methods. Quantitative approach is a study that uses research data in the form of numbers which are then analyzed using the appropriate statistical research methods (Hadijah, 2013). In this study the variable (X) is Google Classroom digital media. While the dependent variable (Y) is the assessment of learning outcomes.

This research involved 50 elementary grade IV teachers in Lamongan District chosen by purposive random sampling. Data collection techniques used in this study include a closed questionnaire to get primary data about the relationship between digital media variables Google Classroom (X) with the variable assessment of learning outcomes (Y). Data instruments used in this study include validity and reliability tests. Analysis of the data used is linear regression to determine whether or not the influence of the implementation of digital Google Classroom media on the ease of teachers in assessing student learning outcomes during the Covid-19 pandemic.

After the data is tested in the beginning, then the data is analyzed using ANOVA techniques through the T Test and F Test using the SPSS application.

3. RESULTS AND DISCUSSION

Results

Before conducting data retrieval, the data instruments were tested first. In this study the instrument used was a questionnaire using a Likert scale. After that the validity test is done to measure the validity or validity of a questionnaire. Questionnaire that is able to express something to be measured is called a valid questionnaire (Ghozali, 2013).

Table 1. Validity Test Results

Indicator	r_{count}	r_{table}	Information
Media Digital *Google Classroom* (X)			
X3.1	0.727	0.361	Valid
X3.2	0.703	0.361	Valid
X3.3	0.741	0.361	Valid
X3.4	0.833	0.361	Valid
X3.6	0.827	0.361	Valid
X3.7	0.679	0.361	Valid
X3.8	0.523	0.361	Valid
Assessment of Learning Outcomes (Y)			
Y1	0.756	0.361	Valid
Y2	0.667	0.361	Valid

Y3	0.703	0.361	Valid
Y4	0.751	0.361	Valid
Y5	0.057	0.361	Invalid
Y6	0.826	0.361	Valid
Y7	0.745	0.361	Valid
Y8	0.802	0.361	Valid
Y9	0.744	0.361	Valid
Y10	0.664	0.361	Valid
Y11	0.551	0.361	Valid
Y12	0.661	0.361	Valid
Y13	0.663	0.361	Valid
Y14	0.821	0.361	Valid
Y15	0.609	0.361	Valid

Source: Researcher Processed Data (2020)

The validity test results above show that significant r count> r table, 8 items of digital classroom Google Classroom (X) statement are declared valid. Then 14 of the 15 items of the learning outcome assessment variable (Y) are declared valid.

After doing the next validity test is to perform a reliability test using the Cronbach Alpha coefficient, using SPSS for Windows software, obtained Cronbach Alpha values for the reliability of the questionnaire from Google Classroom digital media variables (X) and assessment of learning outcomes (Y) then the results obtained as the table in below this.

Table 2 Reliability Test Results

Research variable	Alpha Cronbach's	N of Items	Information
Google Classroom Digital Media (X)	0.740	8	Reliable
Assessment of Learning Outcomes (Y)	0.830	14	Reliabel

Source: Researcher Processed Data (2020)

Based on the data presented in the above table, it is mentioned that the results of the reliability test on the digital classroom variable Google Classroom (X) and the assessment of learning outcomes (Y) produce a Cronbach's alpha value of more than 0.60. Thus it can be seen

that the digital media variable Google Classroom (X) and the assessment of learning outcomes (Y) in this study are reliable.

Furthermore, the hypothesis test which includes the t test and the F test. The t test in this study was used to show how far the influence of the Google Classroom digital media variable (X) individually in explaining variations in the assessment of learning outcomes (Y). The hypothesis used is that there is the influence of digital media Google classroom on the ease of teachers in the assessment of learning outcomes. The results of the t test calculations can be seen in table 3.

Table 3 T Test Results

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coeffiients	t	Sig.
	B	Std, Error	Beta		
1 (Constant)	-.066	.242		-.273	.785
Media Digital *GoogleClassroom* (X1)	.544	.090	.345	6.066	.000

a.   Dependent Variable: Penilaian Hasil Belajar (Y)

Source: Researcher Processed Data (2020)

Hypothesis testing is done by a sample of 50 grade 4 elementary school teachers in Lamongan District. So that it can be obtained df = n-k = 50-2 = 48, df 50 is equal to 2,010. Based on table 3 it can be seen that the significance value of the independent variable is variable X digital media Google Classroom has $t_{count} > t_{table} = 6,066 > 1,970$ and significance (sig) = 0,000 <significance level $\alpha = 0.05$, it can be concluded that there is a positive influence and significance of the media digital Google Classroom on the ease of assessment of learning outcomes for grade 4 elementary school teachers in Lamongan District.

Then the F test is performed to see the significance of the effect of the independent variables simultaneously on the dependent variable or often called the linearity test of the regression equation.

Tabel 4. F Test Results

ANOVA[b]

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	44.662	1	14.887	80.474	.000[a]
Residual	16.721	48	.174		
Total	61.383	49			

a. Predictors: (Constant), Media Digital *Google Classroom* (X)
b. Dependent Variable: penilaian hasil belajar (Y)

Based on table 4 it can be seen that:

F_{tabel} = F_α (df regresi, df residual)

= F_α (k, n – k – 1)

F_{tabel} = $F_{0.05}$ (1, 48) = 4.04

Discussion

From the results of the above output, the F_{count} value of 80,474 or greater than the F_{table} of 4.04 shows that H0 is rejected, so it can be concluded that this means that the digital classroom Google Classroom (X) simultaneously has a significant effect on the assessment of learning outcomes for 4th grade elementary school teachers Lamongan District.

Learning media is used as a learning tool that functions to smooth the course of teaching and learning activities. Through the use of Google Classroom effectively and efficiently in accordance with learning objectives will make the learning process more interesting, the learning process of students becomes more interactive, the amount of teaching and learning time can be reduced, the quality of student learning can be improved, and the learning process can occur anywhere and anytime course so that student learning outcomes can improve properly.

Based on research conducted by (Iftakhar, 2016) with the title Google Classroom: What Works and How? contains about that Google Classroom helps to monitor students for learning. The teacher can see all student activities during learning in Google Classroom. The interaction between teacher and student is recorded properly. This indicates that the teacher can easily monitor all student activities during the teaching and learning process. Student assignments can be seen and assessed directly by the teacher, because the value is already programmed in the system. This of course is very helpful for teachers in the process of assessing student learning outcomes.

4. CONCLUSION

Based on the results of the analysis discussed, it can be concluded that the application of Google Classroom digital media affects the ease of teachers in assessing learning outcomes. Google classroom makes it easy for teachers to monitor student learning activities without being bound by time limits or class hours. This is because both students and teachers can collect assignments, distribute assignments, and discuss subjects taught. So that teachers are also easier to assess student learning outcomes.

In the face of "New Normal" education, the implementation of learning with Google Classroom digital media in elementary schools can be done without ignoring conventional learning. Teachers can use blended learning to combine conventional and online learning methods to make students feel comfortable and active in constructing their knowledge. Things that need to be considered when using Google Classroom, teachers should give understanding to student guardians so that misunderstandings occur in its implementation. Then give training to students about using Google Classroom as a form of introduction to the functions and benefits of the software. Do not rule out the possibility if applied for the first time experiencing a failure, reflection and monitoring are needed in the use of Google Classroom media in learning.

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