USING GOOGLE CLASSROOM ON INQUIRY BASED LEARNING TO IMPROVE STUDENTS' LEARNING PARTICIPATION

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ABSTRACT

The purpose of this study is to increase student learning participation in the learning process, because Google Classroom has a wide and unlimited discussion space, where educators can create collaborative classes in interactive relationships with other students. Google Classroom has several features that can be used in the learning process, including the main page that can display the assignments of students, compilation of classes in accordance with the wishes of educators, storage on Google Drive, accessible via smartphone, can accommodate all types of files, and can add images profile. Apart from that there are other features that educators can use in developing material namely Reusost, Createquestion, Create assignment, and Createannouncement. In addition, Google Classroom is one of the learning media based on inquiry learning methods, because Google Classroom can involve students' abilities to the maximum in finding, understanding, investigating, analyzing and formulating learning outcomes. The research method used is a qualitative research method in the form of field research. The results of the use of Google Classroom media were applied to the design of lectures on learning strategy courses which consisted of two aspects namely lecture material and lecture methods. Lecture material is presented in an organized and structured manner, while the lecture method developed is divided into two, namely group and individual. The results of this study are an increase of 80% of student participation as measured by the Likert scale.

Keywords: Google *Classroom, Inquiry*

ABSTRAK

Tujuan dari penelitian ini adalah meningkatkan partisipasi belajar peserta didik dalam proses belajar, karena Google Classroom memiliki ruang diskusi yang cukup luas dan tanpa batas, dimana pendidik dapat menciptakan kelas kolaboratif dalam hubungan interaktif dengan peserta didikyang lain. Google Classroom memiliki beberapa fitur yang dapat digunakan dalam proses pembelajaran antara lain halam utama yang dapat menampilkan tugas peserta didik, penyusunan kelas yang sesuai dengan keinginan pendidik, penyimpanan di Google Drive, dapat diakses melalui smartphone, dapat menampung semua jenis file, dan dapat menambahkan gambar profil. Selain itu ada fitur lain yang dapat digunakan pendidik dalam mengembangkan materi yaitu Reusepost, Createquestion, Createassignment, dan Createannouncement. Selain itu Google Classroom merupakan salah satu media pembelajaran yang berbasis metode pembelajaran inkuiri, karena Google Classroom dapat melibatkan kemampuan peserta didik secara maksimal dalam mencari, memahami, menyelidiki, menganalisis dan merumuskan hasil belajar. Metode penelitian yang digunakan adalah metode penelitian kualitatif dalam bentuk

penelitian lapangan. Hasil pemanfaatan media Google Classroom diaplikasikan ke dalam desain perkuliahan mata kuliah strategi pembelajaran yang terdiri dari dua aspek yaitu materi perkuliahan dan metode perkuliahan. Materi perkuliahan yang disajikan secara terorganisir dan terstruktur, sedangkan metode perkuliahan yang dikembangkan terbagi menjadi dua yaitu secara kelompok dan individu. Hasil penelitian ini adalah meningkatnya partisipasi peserta didik sebanyak 80% yang diukur menggunakan skala likert.

Kata kunci: *Google Classroom, Inkuiri*

Education is the most important part of life, because education is a long-term investment that is able to improve the quality of human resources (HR). Improving the quality of human resources in education in addition to doing the learning process in the classroom can also be done outside the classroom or outside the study hours, for example students can study in city parks, in libraries, even students can learn through the internet. In the field of education, the internet is established as a learning media that supports the school curriculum system (Statistics, 2017).

The internet is established as a support for the school curriculum because the internet is one of the learning media whose learning process can help educators to develop and improve students' competencies. The Central Bureau of Statistics conducted a survey of productive age, as many as 40.96 percent of students aged 5-24 years who accessed the internet during the last three months were relatively high (Statistics, 2017). in the classroom.

Limitations of space and time of learning can be overcome by utilizing applications that are on the internet, one of which is an application provided by Google. There are several applications provided by Google in the field of education, including Google Drive, Google Translated and Google Classroom. Google Classroom is a set of free productivity tools that includes email, documents and storage (Google, 2019). Google Classroom is specifically designed and collaborative with educators to help educators save time, organize classes and improve communication with students.

Google Classroom is one of the learning media that can create class groups for each class and sub group for several groups in the class, making assignments, creating quizzes, discussion rooms, assessment, and copies of material and tasks that are automatically stored in Google Drive (Google, 2019). Google Classroom is also very useful for education in the face of advances in technology. The ease of activation process of Google Classroom is by visiting the site https://classroom.google.com.

The benefits of Google Classroom for educators are that they can be prepared easily, can save time and paper, can manage better, can improve communication and input, can function with applications that are educative to use, affordable and safe (Classroom, 2019). The presence of Google Classroom has a positive impact on education because the application has several features that can be used to actively help students learn more actively and are very organized in the storage of learning documents.

Based on the results of the preliminary study conducted in the student learning process for the 2017 class of learning strategy subjects, it was found that there were enough obstacles to hinder the teaching and learning process in the classroom. The constraints in question are the lack of participation of students in the learning process. The intended participation is when students are doing the learning process, there are still many students who feel insecure to discuss directly with educators.

The course of learning strategy is a theoretical subject. This course requires a deeper understanding of the theory, as well as the practice of applying learning strategies in various classroom situations and active discussions. The process of understanding the application of learning strategies can be done in the classroom according to the time specified, but when the implementation process takes place then there will be discussion between educators and students. This discussion process requires a separate space that has no time limit when students express their opinions.

Based on the problems that occur in the learning process, a solution is needed that can increase student participation when learning. The solution presented was the use of Google Classroom media based on inquiry learning in learning strategy courses. The reason for choosing the Google Classroom media is in accordance with the benefits of Google Classroom, which states that there is an unlimited discussion space, where educators can create collaborative classes in interactive relationships with students.

The second reason is that Google Classroom is one of the learning media based on inquiry learning methods, because Google Classroom can involve students' abilities to the maximum in finding, understanding, investigating, analyzing and formulating learning outcomes. Basically inquiry learning method is a process of instilling the basics of thinking scientifically in students, and placing students in a role that requires initiative to find important things for themselves.

Iru & Arihi (2012) argue that inquiry contains higher-level mental processes and is student-centered. Maximum involvement of students in the process of learning activities, and directional activities to the maximum in the learning process and students can develop an attitude of trust in themselves about what is found in the inquiry process (Kurniasih & Sani, 2015). Educators in the inquiry learning process only act as administrators who are responsible for all learning activities in the classroom.

RESEARCH METHODS

The research method used is a qualitative research method in the form of field research. The learning strategy courses in the lecture process are carried out by utilizing Google Classroom media by two classes namely the economic education study program class and the PKn education study program at the STKIP PGRI Lamongan. The teaching and learning process consists of 10 meetings using Google Classroom four times in class presentations and two meetings for UTS and UAS. Each meeting at Google Classroom requires an active learning time of 2 hours 45 minutes, but there is still free time for discussion outside the specified learning

hours if the discussion time is determined to be lacking.

Each class is divided into 4 (four) groups of 5 (five) students. Each group will be given different assignments in the process of applying learning strategies. The course of learning strategies is a theoretical subject. To test the theory that exists in the course, students need direct observation in the field, so that each group will first reset according to the task given. There are four groups with four different tasks.

RESEARCH RESULTS AND DISCUSSION

The use of Google Classroom media in the learning process has been designed by educators according to the needs of students. Google Classroom is an application that gives educators the freedom to explore students according to their knowledge. Educators are also more flexible in providing group assignments and independent assignments to all students. In addition, educators can also open a discussion room for students online, so that students are more flexible in expressing their opinions.

Google Classroom is an application that requires internet access, because all Google Classroom processes are done online. Only students who are members of the Google Classroom can use this application. Classes at the Google Classroom are real classes in lectures. Google Classroom combines gmail, documents and google drives to help educators in creating virtual classes that are more efficient, fast and easy. Herman (2014) explains that this application uses classes available to anyone who has Google Apps for Education, a series of free productivity tools including gmail, documents and drives (Garczynski, 2014).

Google Classroom is an environmentally friendly media because it does not need paper in the learning process and the task collection process. The technique of using the Google Classroom is fairly easy because in addition to this application it can be accessed through computers and laptops also through an Android-based smartphone. Google Classroom has a feature in the form of a Home that contains notifications from educators relating to lecture material, besides that there are deadline assignment features that can be determined by educators so that students are

more disciplined in collecting assignments and educators can provide values directly by using your work feature.

In addition to time discipline in the learning process Google Classroom can also improve communication between educators and students better, this means that students will be more active in understanding the material provided by educators. There are two lecture designs for learning strategy courses using Google Classroom, namely:

Lecture Materials

The use of the Google Classroom in the course of learning strategies is considered very effective because all learning objectives can be presented and delivered to the maximum. But students also still need real face-to-face meetings by educators in order to present the observations they have done according to their duties. According to Rozak & Albantani (2018) the use of the internet has provided a new concept to cooperate with each other in combining various human resources, infrastructure, and capital to enable the creation of a culture of unlimited exposure.
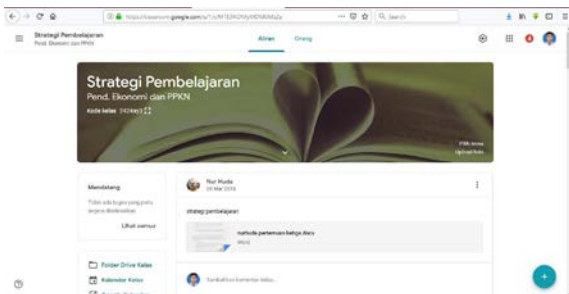

Figure 1. The Google Classroom main page

Google Classroom is a learning system that gives educators the freedom to design and deliver material according to their wishes.
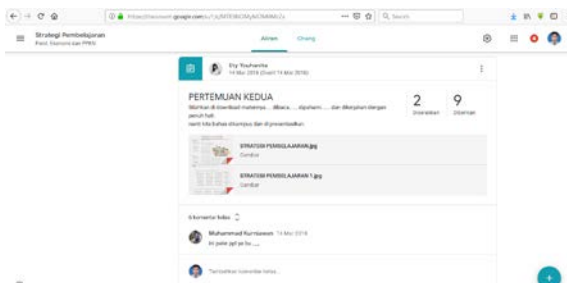

Figure 2. Lecture Materials

The subject matter of the learning strategy is presented in an organized and structured manner, where the educator starts the lecture by:

1. Deliver the semester lecture plan to students for one semester with the allocation of 10 meetings and 4 face-to-face meetings in class.
2. Educators divide students into each group consisting of 4 groups each class and each group contains 5 (five) people.
3. Educators as well as dividing groups also provide individual assignments to each student.
4. Every meeting conducted through Google Classroom media, students in groups or individuals will report assignments and present them both directly and online through the application.
5. Educators will also provide quizzes and assignments at each of these meetings aimed at testing the level of understanding of students in receiving lecture material.

Lecture Method

Design the lecture method on Google Classroom learning strategy courses in the form of discussion.

Figure 3. Discussion of material discussion

The discussion starts from the discussion of the results of the material report for each group that has received the task at the beginning of the lecture contract. Before the discussion is conducted, each group is obliged to upload the results of the group (material) into the Google Classroom no later than 3 (three) hours before the discussion begins. The aim is so that other students can read in advance about the material to be discussed and the discussion will feel more alive and active.

The learning process of students in Google Classroom is a learning strategy course based on

inquiry, where educators technically will apply the learning process to individual and group inquiry models based on Kurniasih & Sani (2015). The learning process individually has 6 (six) stages, namely the first stage is conducting an orientation where the educator will provide an understanding of the topic, objectives and learning outcomes that must be achieved by the students and provide an understanding of the main activities to be carried out by students to achieve the goals and educators also give motivation to students.

The second stage is learning to formulate a problem, where students will be given assignments in the form of small scale resets. The assignment given will challenge students to be more active in collecting some evidence related to the reset. The third stage is to formulate a hypothesis. The hypothesis is a temporary answer to a problem being studied. Because the hypothesis is a provisional conjecture, it must be tested by inviting students to a discussion of the problem which later students can find and conclude by themselves.

The fourth stage is collecting data, the data in question is data relating to existing problems and the data will be used to support the problem solving. The fifth stage is to test the hypothesis where students will determine the answers that are in accordance with existing data and can be justified. The sixth stage is formulating conclusions where students together with educators form conclusions based on hypotheses and existing data.

While the inquiry process in groups is divided into four stages, namely the group formation stage that has been determined by the educator or in accordance with mutual agreement, the introduction of the problem topic to all groups formed, the stage of making policies or special rules relating to the topic of the problem that will discussed and the stage of formulating problems according to related topics. In addition to the implementation of the inquiry learning process in the learning strategy course, the educator also disciplines the collection of tasks.
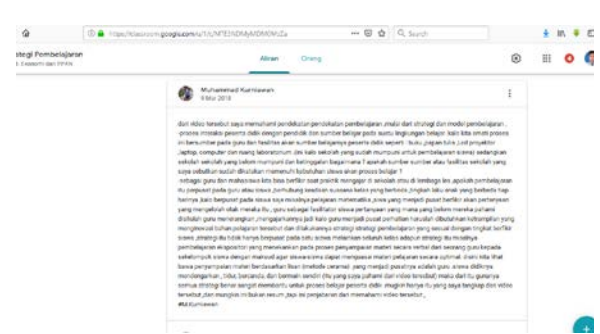

Figure 4. Task Gathering of Students

Collection of tasks also have time deadlines that they have to upload, this will be able to train students to be more disciplined in doing the task and facilitate educators to directly correct the results of the assignments of students and immediately provide value. The value that students will get at the end of the lecture comes from a set of values that have been accumulated before.
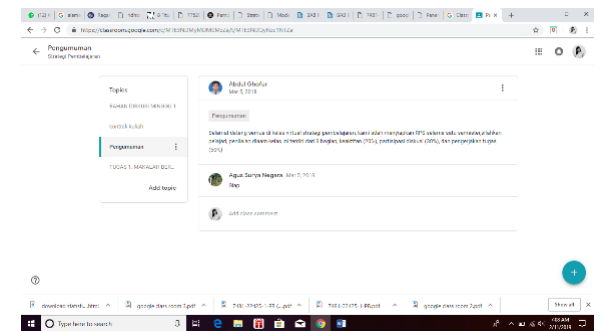

Figure 4. Assessment technique using Google Classroom

The value comes from attendance (on-offline), activeness of students when discussion, reporting assignments in the form of PPT, video, and doc also become one of the educator's considerations in providing value. Attendance value can be calculated through two methods, namely the manual method for real class attendance and the method of using the AIS (Academic Information System) application by integrating Google Classroom applications for virtual class attendance. While the value of assignments and quizzes can be obtained by using a classroom test to test the level of understanding of students in understanding the material.

Google Classroom is an application that has many features that can be used in the learning process to be more effective, namely:

1. Reuse post

   Used to retweet existing posts, the lecturer can add questions and edit them, also can be directly shared with the class group to be addressed.

2. Create question

   Create question is a feature that is used to provide questions to students, so they can more easily access questions and upload answers according to the due date determined by educators in effective and efficient learning strategy courses which do not waste paper that can pollute the environment and reduce forested forest populations , also can manage time.

3. Create assignment

   Create assignments are features used in assigning tasks, which can be attached to a file. With this feature, it is expected that educators can more easily access and upload tasks to be given to students by using technology and utilizing this google classroom-based technology in the create assignment feature.

4. Create announcement

   Create announcement is a feature used to make announcements. Educators do not have to meet students directly. Simply Create announcement on the Google Classroom announcement can be conveyed thoroughly.

The use of Google Classroom media is one of the media developments in the world of learning, especially in the field of online learning. Learning media is a messenger technology (information) that can be used for learning purposes (Schramm, 1977). Learning media that are utilized is one form of online learning, where educators and students can access electronic documents to enrich their studies (Smaldino, Lowther, & Russell, 2008). Students can actively participate because online learning provides a more interactive learning environment.

The use of Google Classroom media has many positive impacts on students, especially the increasing participation of students when expressing opinions during joint discussions. Increased student participation can be measured by a questionnaire in the form of a questionnaire. The results of the questionnaire shared with the students stated that more than 80% of students felt themselves more interactive and able to express their opinions with confidence when the learning process took place. Questionnaires developed according to Riduwan (2011) are measured by a Likert scale which states that the score assessment from very positive to very negative, which will be described in the following table:

Assessment	Score
Strongly agree	5
agree	4
Simply Agree	3
Disagree	2
Strongly Disagree	1

The results of the Likert scale will be calculated using the percentage formula as follows:

$$\text{percentage (\%)} = \frac{F}{N.I.R} \times 100\%$$

information

F   = total score

N   = the highest score

I   = number of questions

R   = number of respondents (Riduwan, 2011)

CONCLUSION AND SUGGESTION

CONCLUSION

The use of Google Classroom media based on inquiry learning can be used as an alternative in increasing student learning participation. The use of Google Classroom media is one of the modern learning processes that is very supportive and provides new insights for educators and can motivate students to be more active while learning. In addition to activating Google Classroom students also makes students more courageous to continue to explore and experiment with lecture material, this means that students feel happy and comfortable when using Google Classroom.

SUGGESTION

Based on these conclusions, this study can be developed the influence of the application of Google Classroom on learning outcomes. In addition, the use of Google Classroom can also be integrated with other applications to support learning activities in the virtual class more varied and optimal.

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