THE USE OF GOOGLE CLASSROOM FOR DISTANCE LEARNING IN THE CURRENT COVID-19 SITUATION AT THE VOCATIONAL SCHOOL CONTEXTS IN INDONESIA

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Abstract: The aims of this study are (1) to find out how to implement optimization using Google classroom in the distance learning process at vocational school, students' response towards it, and whether it can achieve the learning objectives at vocational school. This qualitative study used exploratory sequential mixed methods with observation and questionnaires, analyze the results and then strengthen it with quantitative research (test) by using two groups consisting of the experimental group and the control group. This research was carried out in one of the existing Vocational Schools in West Java and used the 184 twelfth grade students of the academic year 2020/2021 using purposive sampling technique. The sample was the students from Computer and Network Engineering program, each subject taken from the population is chosen intentionally based on the class group selection. For data collection techniques, this study used observation, questionnaire with closed ended question, and test. Based on the data, the results of this research that have been carried out, that: (1) application of optimization using Google classroom in the Distance Learning process shows that the Distance Learning process carried out which run well and in accordance with classroom learning procedures starting from making classes, changing the old class themes, making general information about subjects, making subject matter, making and starting assignments, students working on assignments, until the teacher evaluates the results of the assignment. (2) Student responses to the use of Google classroom for Distance Learning were very good. (3) Distance Learning using Google classroom can achieve the learning objectives.
Keywords: *distance learning; google classroom.*

INTRODUCTION
At this time, the world is entering the era of the industrial revolution 4.0 where technology has become the basis of human life. Everything becomes limitless due to the development of the internet and digital technology. This era has influenced many aspects of life both in the fields of economy, politics, culture, art, and even to education (Shaharanee, Jamil, & Rodzi, 2018; Daniela & Bond, 2019). The education field is required to keep up with technological developments that are developing rapidly and utilize information and communication technology to facilitate the learning process (Yustanti & Novita, 2019). In addition, it is hoped that with the use of information and communication technology, the learning mindset can shift from teacher centered to student centered (Rahmad, Wirda, Berutu, Lumbantoruan, & Sintong, 2019; Anwar & Adnan, 2020). The development of learning is now experiencing progress which is based on the fact that information technology and communication in

its development has influenced the world of education. It increasingly feels in line with the shift in learning patterns from face-to-face advance towards a more open education by utilizing technology information and communication as learning media and fulfill needs they will have almost unlimited information (Cassandra, Brian, Susanna, & Michael, 2019). With advances in information and communication technology, the current learning strategy has evolved (ICT). Education is one of the fields that has had a significant impact on the development of ICT; therefore, a teacher or lecturer should plan an innovative and creative teaching method that makes use of Computer Assisted Instruction. Students can obtain learning materials from a variety of sources quickly and affordably through ICT-based learning (Cheung, 2021). Current technological literacy can be seen with the emergence of blended learning as part of the learning process. learning currently more directed at modernization activities with the help of technology sophisticated technology with the hope of helping students in learning lessons interactive, productive, effective, inspiring, constructive and fun (Min & Kavita, 2019). Moreover, students are also expected to have life skills from the application of technology because learning by using technology provides opportunities for teachers to be able to improve and develop their competencies, especially pedagogic and professional competence (Martin, 2020). Technology in education is usually called E-learning. It is a type of information technology used in education that takes the form of a website that can be accessed from anywhere. E-learning is the foundation and logical outcome of the advancement of information and communication technology. The benefit of using E-learning is to facilitate the learning process. Through E-Learning, learning process can be done anytime and anywhere (Sarah & Samantha, 2017; Connie, 2019; Kohnke & Morhouse, 2020). The use of technology is expected to increase students' interest in learning because the conventional learning process is felt to be less fun and fairly monotonous (Alim, 2019). Other benefits of E-leraning are added flexibility and self-paced learning, better time mangement, demonstrated self-motivation, improved virtual communication and collaboration, a broader, global perspective, refined critical-thinking skills, and new technical skills (Suresh, Priya, & Gayathri, 2018).

At this moment, the world, including Indonesia, is facing the Covid-19 pandemic which is increasingly worrying due to the increasingly widespread spread of the virus, therefore, all learning activities have been carried out at home by distance learning in two years. In this case, The Minister of Education and Culture of the Republic of Indonesia through Circular No. 4 of 2020 stipulates that the student learning process is carried out at their respective homes through online/distance learning focused on life skills education, including the Covid-19 pandemic. In this circular, it is stated that the purpose of implementing Learning From Home is to ensure the fulfillment of the rights of students to obtain educational services during the Covid-19 emergency, protect education unit residents from the adverse effects of Covid-19, prevent the spread and transmission of Covid-19 in and ensure the fulfillment of psychosocial support for educators, students, and parents.

When the implementation of home learning was officially announced by several local governments regarding the COVID-19 pandemic, parents and teachers had to think about how to conduct learning activities remotely. In this digital-based era, it seems that parents need to know distance learning technology that can optimize children's learning activities at home. Distance Learning is a learning activity carried out by students and teachers through communication technology, information and other media by using various communication tools for learning (Li & Marsters, 2019). Distance learning is a new experience for teachers and students. As a teacher, he/she will be motivated to improve his/her ability to teach online which is certainly related to the progress of science and technology (Abid & Iqbal, 2018). Especially now in the digital era or industrial revolution 4.0, it is hoped that teachers can implement it in the teaching and learning process. Many teachers have been teaching manually using whiteboards, laptops, LCDs and the Internet, but there are still few who use applications in learning which in fact these applications can make it easier for teachers to manage classes.

Additionally, students can also optimize their android phones according to technological developments in learning. Teachers and students gain new learning experiences by utilizing science and technology, because they also apply various applications or platforms in the distance learning

process, for example google drive/google form, Google classroom, moodle, edmodo, zoom and so on (Tira, 2020). In this line, learning activities and assignments at home can also vary between students, according to their individual interests and conditions, including considering the gap in access/facilities for learning at home (Harshavardhan, Naveen, Prakash, & Venkatesh, 2021). This is of course welcomed by the issuance of circulars within the scope of local government and education units in schools. Schools give teachers the freedom to determine distance learning strategies (PJJ) which of course considers the gap in access/learning facilities at home. teachers and students will be motivated to learn applications in order to support this online learning process so that they are not only through WA (WhatsApp) but also collaborated with applications that are easy and suitable to be applied. In online learning, teachers can apply simple learning applications or platforms and it is easier to adjust the teacher's ability to implement technology (Maria & Jan, 2016; Ronald, 2020)

One of the distance learning technologies is Google classroom. This application can be downloaded for free and is certainly very effective. Google classroom is part of G Suite for Education which also comes in a mobile app version. Teachers and students must have a Google account to connect with each other. Also, being part of G Suite, Google Classroom is tied to Drive, Calendar, Forms, Jamboard, Hangouts Meet, Docs, Sheets, Slides, including Gmail. This means that these services can be used in the learning process. Google classroom enables teaching and learning to be more productive and meaningful by simplifying assignments, increasing collaboration, and fostering communication (Gudivada & Vijayalakshmi, 2021). Teachers can create classes, assign assignments, send feedback, and see everything in one place. Schools and nonprofits get Google classroom as a core service of G Suite for Education and G Suite for Nonprofits for free. Anyone with a personal Google account can also use Classroom for free. For organizations, Google classroom is an additional service within G Suite products such as G Suite Enterprise or G Suite Business. The Google Classroom feature can be set up easily. In this line, teachers can set up classes and invite students and teaching assistants. On the Classwork page, they can share information—assignments, questions, and

materials. With Google classroom, teachers can save time and paper. They can create classes, assign assignments, communicate, and do management, all in one place. Google classroom also offers better management. Students can view assignments on the Assignments page, in the class stream, or in the class calendar. All class materials are automatically saved in the Google Drive folder (Gugino, 2017). In addition, Google Classroom allows for more effective communication flows between teachers and students or between students. Teachers can create assignments, send announcements, and start class discussions in real time. Students can share materials with each other and interact in a class stream or via email. Teachers can also quickly see who has and who hasn't completed an assignment, and instantly provide real-time grades and feedback. Equally important, an affordable and secure Google classroom that is provided free of charge to schools, nonprofits, and individuals and contains no ads and never uses user content or student data for advertising purposes (Andi, 2020). Moreover, Support Google classroom can be accessed using the internet on a computer with any browser, such as Chrome, Firefox, Internet Explorer, including Safari. In general, Google Classroom supports major browser releases on an ongoing basis. In other words, there is no need for installation because Google Classroom is website-based. However, installation is required when accessing Google Classroom via a mobile device, as it is also available for Android and Apple-based mobile devices. The advantages of Google classroom are being fast and convenient class setting process, saving time efficiency, being able to improve cooperation and communication, being efficient, practical and fast resource sharing (Ahmad, 2020)

Related to this issue, there are some previous studies which are conducted by some researchers. *First*, Ketut, Ida, I Nyoman, & I Wayan (2019) conducted the research entittled "*The Use of Google Classroom in the Learning Process*". This research aimed to show a new way of doing learning process by using Google classroom as a medium of distance learning. With Google Classroom, there are many opportunities that can be created or prepared for learning, starting from how to join a virtual class and what can be done with Google Classroom. Based on the experience of using Google Classroom, the researcher said that Classroom offers an all in one solution where all documents are

managed automatically by the Google Drive folder for each teacher and student. *Second*, Alim (2019) conducted the research about "*The Effectiveness of Google Classroom as an Instructional Media*". This article describes google classroom was effective as an instructional media in teaching process. The students can share information or materials, communicate and discuss, submit assignment or quiz. They were statisfied with this media as online learning method. *Third,* Benjamin, Yanna, & Steve (2021) conducted the research about "*E-Classroom Interactional Competencies: Mediating and Assisting Language Learning During Synchronous Online Lessons*". It was stated that the teachers recognised the additional competencies they need to mediate and facilitate interaction during the teaching process and actively explore their own context and practices. Fourth, Jason (2017) conducted the research about "*Wearable Writing:Enriching Student Peer Review With Point-of-View Video Feedback Using Google Classroom*". It was stated that Google Classroom is a networks platform for interaction among teachers and students, collaborate, share and evaluate homework, grades, class discussions, notices, and evaluations. Its objective is to help educators use social media power to customize the classroom for all students. Awareness of the positive potentials of this learning style allowed Google Classroom to introduce a mixed learning approach in the classroom. It was discussed how Google Classroom facilitates English classroom teaching and learning writing. The argument continues with Google Classroom presentation and the idea of mixed education using Google Classroom and the application of this platform into actual teaching writing context and its outcome, the current and future challenges of Google Classroom in ELT writing for EFL learners as well as teachers. *Fifth,*, Dhawan (2020) investigated of *Online learning: A Panacea in the Time of Covid-19 Crisis.* This article discussed about the importance of online learning and Strengths, Weaknesses, Opportunities, & Challenges (SWOC) analysis of e-learning modes in the time of crisis. This article also put some light on the growth of EdTech Start-ups during the time of pandemic and natural disasters and includes suggestions for academic institutions of how to deal with challenges associated with online learning.

Based on the description above, it is necessary to conduct a research with the title: *The Use of Google Classroom for Distance Learning Strategies on the Current Covid-19 Situation at Vocational School in Indonesia,* with three main objectives, are; to know the implementation of optimization using Google classroom in the distance learning process, to know students respond to the use of Google classroom for distance learning, and to know whether distance learning using Google Classroom can achieve the learning objectives or not.

METHOD
This study used *exploratory sequential mixed method*. It begins with a qualitative research phase and explores the views of participants. The data are then analyzed, and the information used to build into a second, quantitative phase. The researcher conducted qualitative research first with observation and questionnaires, analyze the results and then strengthen it with quantitative research (test) by using two groups consisting of the experimental group and the control group. Each group was given different treatment, one group used the Google classroom application as a media and learning tool, and the other one used the Whatsapp (Wa) application learning. After receiving different treatment, each group was given another test to see the results of using the Google classroom application, the test carried out after receiving treatment is called a posttest.
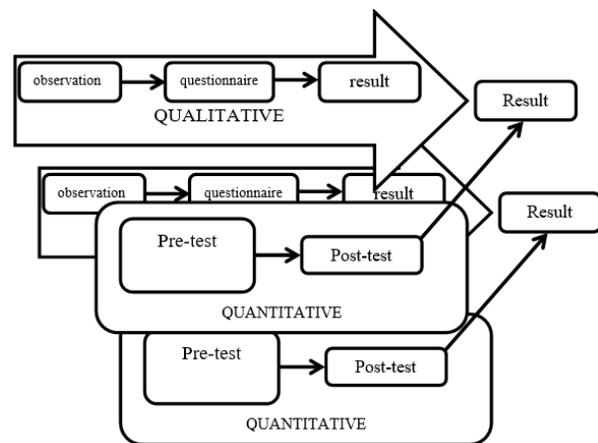

Figure 1. *Conceptual framework of exploratorysequential mixed method*

This research was carried out in one of the existing Vocational Schools in Garut Regency, West Java and used the 184 twelfth grade students of the academic year 2020/2021 using *purposive sampling technique.*. The sample was the students

from Computer and network Engineering class,each subject taken from the population is chosen intentionally based on the class group selection. This study uses three variables, namely the independent variable 1; *the use of google classroom application*, the independent variable 2; *subject* and the dependent variable 1; *distance learning*. Based on the formulation of the problem and framework of thinking, the research hypothesis can be formulated as Ha1 : There is an effect of using the Google classroom application on the quality of learning. Ha0 : There is no effect of using the Google classroom application on the quality of learning. For data collection techniques, this study used *observation, questionnaire with closed ended question, and test.* The observation was applied to investigate the dependent variable, namely distance learning strategies that were applied using the Google classroom application to class XII students. It has some components such as *preliminary activities*:. conditioning and testing students' initial knowledge and delivering learning objectives, *main activities*: explanation of material, approaches and learning strategies, utilization of media and learning resources, assessment of the learning process, *closing activities*: involvement in drawing conclusions. Next, questionnaire. This questionnaire was applied to know the quality of learning that was applied using the Google classroom application to class XII students. Then, *a test* to measure students' abilities in cognitive aspects, or mastery of subject matter. The test instrument here aims to find out how much ability in understanding the material that has been given, whose learning and evaluation uses the Google classroom application. The test instrument is in the form of multiple choice questions, consisting of five alternative answers A, B, C, D and E. The test is arranged based on indicators. from the Network Service Technology material that has been taught. Scores are assessed on multiple choice, worth 1 (one) for the correct answer and 0 (zero) for the wrong answer.

RESULTS AND DISCUSSION
This study seeks to determine the role of using Google classroom in the online learning process and student responses to the use of Google classroom during learning and the extent to which the effectiveness of using Google Classroom to achieve learning objectives. Google classroom is expected to be able to help teachers and students in distance learning activities (online) so that learning becomes more effective and communicative.

One of the free services provided by Google in online learning is Google Classroom. This service makes it easy for users because it is free and does not require requires special installation or equipment. Google Classroom can be accessed online using Google account which can also be obtained for free. In this community service activity, organized training for teachers and students to use Google Classroom in order to support the online teaching and learning process during the Covid-19 pandemic. With service activities to the community (abdimas), the learning process can continue well and optimally even if it has to be done online.Google Classroom already has adequate features and can support teaching and learning activities. From the results of research on the implementation of distance learning activities using Google classroom, satisfactory results were obtained. Based on the data source of the observation sheet, the optimization of distance learning using Google classroom reached 84.54%, this shows that the distance learning process using Google classroom can be implemented properly and optimally. There are some of the superior benefits or features of Google Classroom that can be got by the students. *First*, it can be prepared easily. Teachers can set up classes and invite students and teachers. *Second*, on the classwork page, students and teachers can share information, assignments, questions, and materials. *Third*, save time and paper. Teachers can create classes, assign assignments, communicate, and manage, all in one place. *Fourth*, better management. Students can view assignments on the assignment page, in the class stream, or on the calendar class. All class materials are automatically saved in the Google Drive folder. *Fifth*, improved communication and input. Teachers can create assignments, send announcements, and start a live class discussion. Students can share materials with each other and interact in the class stream or by email. Teachers can also quickly see who has and have not completed assignments, and immediately provide real-time grades and feedback. *Sixth*, can work with a variety of other applications. Classroom can be linked to Google Docs, Calendar, Gmail, Drive, and Forms. *Seventh*, affordable, free and safe. Classroom is provided free of charge to schools, nonprofits, and individual. Classroom contains no

ads and never uses student content or data for advertising purposes. *Eighth*, mobile friendly. It can be accessed via smartphone devices using browser or by installing the special Google Classroom application available on the Google Playstore.

Then, based on the data received from students by using questionnaire, more than 89 percent of students answered "yes" to every question. In particular, 180 students (97.8%) thought the Google Classroom tool was useful, while only 4 students (2.2%) said no. There were 178 students (96.7%) who said the Google Application was successful and productive, and 6 students (3.3%) who disagreed. In response to a question regarding how easy it is to use the Google Classroom program, 181 students (98.3%) said yes and 3 students (1.7%) said no. Furthermore, 177 students (96.1 percent) said Google Classroom was simple to use, whereas 7 students (3.9 percent) disagreed. There were 175 students (95.1%) who believed Google Classroom aided the learning process, whereas 9 students (4.9%) disagreed. 176 students (95.6 percent) said they felt comfortable using Google Classroom, while 8 students (4.4 percent) said they were not. There were 161 students (87.5%) who said Google Classroom met their expectations, whereas 23 students (12.5%) disagreed. According to that explanation, more than half of the participants, or the majority of the students, were satisfied with the use of Google Classroom as an online learning technique for their educational process. In response to a question on the questionnaire about the benefits of Google Classroom for students, the majority of students stated that it is convenient to submit assignments without having to physically meet with their lecturer and that it is efficient in sending assignments because it is paperless and free. Almost every student said that the most difficult part of using Google Classroom was the internet connection, which was especially problematic at the time the research was conducted because the faculty was in the process of constructing a new building, making the internet connection unstable. This was also a disadvantage for students who could not afford internet data. Many students noted that, while this online learning approach via Google Classroom is highly useful, it should not be the sole tool used in their learning process and that its use should be adjusted according to the situation. It can be concluded that optimizing an online learning method application through Google Classroom was beneficial and satisfying for the majority of students due to its ease of use, particularly in the paperless and unprinted way of submitting assignments, where physical interaction was unnecessary.

Additionally, the researcher also would like to examine the extent to which students respond to distance learning using the Google classroom application. Student response is an important factor to determine the achievement and success of the learning process. To find out students' responses to the distance learning process using the Google classroom application, researchers used a media questionnaire that was distributed to students after the learning process was completed. From the results of the questionnaire on student responses to distance learning using the Google classroom application, it was quite good with a score of 54.44%, this shows that some students do not understand the use of Google classroom in the learning process.

Hypothesis testing is carried out to test the truth and draw conclusions whether to accept or reject the hypothesis that has been made. The hypotheses are:

Ha : There is an effect of using the Google classroom application on the quality of learning.
Ho: There is no effect of using the Google classroom application on the quality of learning.

Based on the results of calculations with a simple linear regression test assisted by SPSS version 23.0 computer program. *for windows*, the results are known, as follows:

Table 1. *Significance test results with F . Test ANOVA[b]*

Model		Sum Of Squares	Df	Mean Square	F	Sig.
1	Regression	3987.387	1	3987.387	1210.037	.000[2]
	Residu	797.229	24	33.218		
	Total	4784.615	25			

Based on the table above, the simple linear regression value of the use of *Google classroom* on distance learning strategies (PJJ) is 120,037 with a Sig. *(2-tailed)* value of 0.000. This Sig.*(2-tailed)*

value is smaller than 0.05 (5 %). This means that Ho is rejected and Ha is accepted. In conclusion, the use of *Google classroom* is effectively used in distance learning (PJJ). From the results of linear regression calculations, the regression equation is then formulated with the following table:

Table 2. *T-test significance test results*

Unstandardized Coefficients		Standardized Coefficients	t	Sig.
B	Std. Error	Beta		
141.351	6.991		20.220	.000
-1.032	.094	-.913	-10.956	.000

Based on the table above, the regression equation is $Y = a + bx = 141.351 + 1.032x$. This equation shows the value of 141.351 which means constant (a). This means that if there is no increase in the profitability of using Google Classroom, distance learning (PJJ) is only 141,351. Meanwhile, the value of 1.032 is a regression coefficient which indicates that if the use of Google classroom increases by 1 point, the distance learning outcomes (PJJ) will increase by 1.032. Then, to find the magnitude of the effect of using Google classroom on the effectiveness of distance learning (PJJ) it is known from the value of the coefficient of determination (KD).

Table 3. *Coefficient of determination test results (r) model summary*

Model	R	R Square	Adjusted R Square	Std.Error of the Estimate
1	.913^2	.833	.826	5.76349

Based on the table above, it is known that the coefficient of determination (KD) or R Square is 0.833 (83.3 %). This means that the influence of the use of Google classroom on the effectiveness of distance learning (PJJ) is 83.3% and the remaining 0.17% is influenced by other variables (factors) not examined in this study. Based on the results of observations of 84.54% which shows that the distance learning process using the Google Classroom application is running well and optimally. Student responses to learning using Google classroom are also quite good as evidenced by the results of the questionnaire which reached 54.44%. With these results, it can be concluded that the distance learning process using the Google classroom application takes place optimally. Based on the results of hypothesis testing, it is known that the simple linear regression value of the use of Google Classroom on the effectiveness of distance learning (PJJ) is 120,037 with a Sig. (2-tailed) value of 0.000. Compared to the significance level of 0.05 (5 %), the value of Sig.(2-tailed) is smaller than 0.05 (5 %). This means that Ho is rejected and Ha is accepted. In conclusion, the use of Google classroom is effectively used in distance learning (PJJ). The test is also strengthened by seeing the magnitude of the coefficient of determination (RSquare) where the magnitude is 0.833. This means that the effect of using the old Google classroom on the effectiveness of distance learning (PJJ) is 833% and only 0.17% is influenced by other factors. Referring to the evidence above, it strengthens the allegation of using Google classroom, which is very effectively used in distance learning (PJJ) which is carried out.

Google classroom is actually designed to make it easier for teachers and students to interact in cyberspace. This application provides an opportunity for teachers to explore their scientific ideas to students. Teachers have the flexibility of time to share scientific studies and give independent assignments to students. In addition, teachers can also open discussion rooms for students online. However, there is an absolute requirement in applying Google Classroom, which is that it requires qualified internet access. Google Classroom is an application that allows the creation of classrooms in cyberspace. In addition, Google classroom can be a means of distributing assignments, submitting assignments and even assessing submitted assignments (Herman in Hammi, 2017). Thus, this application can help facilitate teachers and students in carrying out the learning process more deeply. This is because both the rest and the teacher can collect assignments, distribute assignments, assess assignments at home or anywhere without being bound by time limits or lesson hours. Therefore, using Google Classroom will make it easier to arrive at the learning goals desired by a teacher.

CONCLUSION

Based on the results of the study and understanding that refers to the formulation of the problem that has been determined and based on the data analysis described descriptively, it can be concluded that optimizing the application of using Google classroom in the Distance Learning process, as evidenced by the results of observations, questionnaire and test, these shows that; the majority of the students of the participants were satisfied with Google Classroom application as an online learning method and find online learning with Google Classroom useful and facilitates the learning process in the form of various learning activities such as sharing information or materials, communicating and discussing, submitting assignment, quiz, and mid-test. The majority of participants believe that Google Classroom offers advantages in terms of convenience in completing assignments without having to meet with the professor in person, as well as its paperless and unprinted submitting process, which is more cost effective than the traditional method. Besides, the implementation of Google Classroom gives the benefits in on-learning process such as *first*, the distance learning process carried out is running well and in accordance with learning procedures classroom starts from creating classes, changing the old theme of the class, making general information about subjects, making subject matter, making and starting assignments, students doing assignments, until the teacher evaluates the results of the assignment. *Second*, student responses to the use of Google classroom for distance learning at are very good. *Third*, distance learning using Google classroom can achieve the learning objectives. Furthermore, the majority of the participants had trouble accessing Google Classroom due to a terrible internet connection or a lack of internet data. Many of the participants noted that, while using Google Classroom for online learning was helpful, it should not be the sole way used in the learning process; rather, it should be a substitute approach that is altered according to the situation.

Based on the conclusions of the study, the authors in this section make suggestions to: *First*, the principal. He needs to carry out his roles and duties well as school principals and carry out educational programs in accordance with the national mandate and carry out government programs such as distance learning activities by using the classroom application better. And he needs to maintaining Stake holders in the school environment in order to create a conducive learning atmosphere and the development of the educational institutions they lead can continue to advance and be in harmony with the ideals of the nation. Many students and lecturers would be interested if the access was well-provided if the principle was more supportive in implementing online learning methods in the learning environment, notably in enhancing the internet network or connection. *Second*, for teachers, they have to be more open-minded and attempt other types of teaching approaches in their courses based on their teaching needs, with the majority of students satisfied, according to the findings of the study. Teachers should try to use online learning methods in class to train and familiarize themselves, and students should be involved in technology and information to increase mastery of technology and information in science, in line with the study program's mission of producing competent graduates who master the branches of science and technology. They should always motivate students to be able to carry out learning activities well, one of which is using distance learning with Google classroom. And *the last*, the students should have a high spirit in studying, and following all activities in school well.

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