Ethical Practices in Facilitating Learning and Improving Educational Technology and Alternative Education by Using Google Classroom

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Abstract

The globalization period has ushered in a race among nations to develop, adopt, and master new technology. Using technology in education is one of the most effective methods to do this. Utilizing education-based technologies, such as Google Classroom, can help Philippines Woman University (PWU) overcome the barriers to the adoption of online learning. Google Classroom has a distinct look and feel, like many new programs that emerge. Google Classroom is a component of the Google Apps for Education (GAFE) online suite of productivity tools for instructors and learners using the internet. This program offers a centralized location for interacting with students, offering feedback, and assigning assignments. Google Classroom has implications for how education is implemented in Philippines Woman University (PWU), including how teachers are evaluated, how students use technology, and more.

Keywords: globalization, students, Google Classroom, E-Learning

INTRODUCTION

Universities to organize distance learning and advise students to study from their homes (Abebe, 2013). Learning through the network has positive potentials, including: meaningful learning, ease of access, and results in increased learning outcomes. In the context of online learning, students can interact quickly and directly with text, images, sound, data, and even two-way videos. Face-to-face tutorials are replaced with technological intermediaries, it is hoped that student learning outcomes will be good, when a lecturer uses learning media using Information Technology there are several requirements that cannot be removed from learning, namely learning motivation (Abebe, 2013).

The globalization period has begun, and competition to develop and use new technology in industrialized nations has begun. Building absorption capacity through technological transformation efforts—learning, modifying, and possibly upgrading the current technology—in order to obtain competitive advantage—is, thus, the most suitable technology mastery policy for developing countries. Using technology in education is one of the most efficient ways to learn how to use this technology (Schwartzman et al., 2015).

Even though online learning has good potential, careful preparation must always be carried out. Because without good preparation in learning, it is certain that learning will not be optimal. The readiness analysis of e-learning implementation shows the ready category. However, there are still some improvements that must be made, including improvements in technology and innovation as well as increased self-development from lecturers and students (Akir et al., 2012a). Researchers also suggest that there be training related to e-learning for students

and lecturers to increase the level of readiness to use e-learning. it is important for a teacher to attend training related to learning media so that they can always update their knowledge according to the times. Education is the process of shaping a person via appropriate direction and instruction throughout their life (Abdallah, 2016). It encompasses all subject areas and has a true spiritual and physical component. Developing students' potential to become human beings who are noble, healthy, knowledgeable, capable, creative, independent, responsible for believing, fear of God, and become democratic citizens, education is a necessity for achieving a just, prosperous, and prosperous society. The ideas of processes and products are connected to educational technology. The hardware utilized in the training process is related to the product concept. Blackboards, actual items, charts, and other basic models are examples of simple technologies in use. Slides, OHP, and LCD projection films are a few examples of educational technologies that use medium technology. Computer assisted instruction, complicated instructional simulations, dial-access information systems by telephone, and distance learning employing radio, television, modules, computer assisted instruction, and other kinds of educational technology are some of the instances that are fairly high (Akir et al., 2012b).

The Philippine Women's University, also known as PWU, is an educational organization that is legally recognized by the laws of the Republic of the Philippines as non-stock, non-for-profit, and non-sectarian. The Philippine Women's College was established on June 9, 1919, by Francisca Tirona Benitez and six other women, including educators and civic rights activists Clara Aragon, Concepcion Aragon, Paz Marquez Benitez (Francisca Benitez's sister-in-law),

Carolina Ocampo Palma, Mercedes Rivera, and Socorro Marquez Zaballero. Paz served as the college's first president. Following the achievement of women's suffrage rights in other nations, particularly the United States, it was a moment when women's rights and empowerment started to take root in the public psyche.

At originally, the institution only provided elementary and secondary education. Education, trade, and philosophy were later included. The fact that it had a student council in 1922 gave it the distinction of being the first private educational institution to do so. As the first Asian-founded university for women, it received official recognition in 1932. A curriculum emphasizing holistic character building, cultural and national heritage preservation, family unity, ethical professionalism, and service to the nation fosters the core principles of the PWU.

The key reasons for the difficulty in implementing technology-based education in Philippine include the process of technological transition, the regulatory frameworks in place, the telecommunications infrastructure, and the scarcity of human resources. With the advancement of more affordable, advanced telecommunications, we all share the optimism that this issue can be resolved. In Philippine, few people use computers. It is imperative to consider access to the internet without using a home computer for this reason. Internet connectivity should be expanded in places like campuses, schools, and internet cafés. In Philippines Woman University (PWU), distance learning, or what is known as e-learning, can be used if all technological standards have been met. Consequently, adopting Google Classroom is one technique to get around the challenges of establishing e-learning in Philippine's. In terms of technology-based education, Philippine is currently lagging behind wealthy nations. Google Classroom is now one of the ways to improve education in Philippine, and using this program in an island nation makes a lot of sense. The drawback of Google Classroom applications is that they mandate that users have a computer, tablet, phone, or other device with the Google Classroom functionality. Given that not all students have access to a laptop or an Android device, teachers must carefully consider using Google Classroom as a teaching tool. Students who own smartphones are expected to utilize them not just for social networking and gaming, but also for the learning process.

METHOD

The approach used in this study is qualitative with descriptive methods. Qualitative descriptive research is a type of research that aims to provide a detailed picture of the phenomenon or event being studied. According to qualitative descriptive research, it is a type of research used to describe a phenomenon or event in depth.

The location of this research is the students of PWU in 1743 Taft Avenue, 1004 Manila, Philippines by using Google Classroom. Data collection techniques are carried out through interviews, observation, and documentation. The type of data in this study is divided into two, namely primary data and secondary data. The primary data collected were words or oral statements and informant behavior related to the principal's leadership strategy to improve teacher performance and quality culture. Secondary data is obtained from documents, photographs and objects that can be used to supplement primary data. The data obtained are then analyzed using qualitative analysis techniques.

The qualitative descriptive research process begins with the selection of research topics related to

the research topic. Researchers then collected data using observational techniques, interviews and document analysis. The data obtained were analyzed using qualitative analysis techniques. The results of qualitative descriptive research lead to a comprehensive and detailed picture of the phenomenon under study.

RESULTS AND DISCUSSION

Ethical Practices in Facilitating Learning and Improving Educational Technology

1. **Ethical Practices in Education :**The core of teaching consists of four basic values: dignity, truthfulness, fairness and responsibility & freedom. All teaching is founded on ethics – whether it be the teacher-student relationship, pluralism or a teacher's relationship with their work. Ethical issues are ubiquitous to teaching. For some time, authors have argued that teaching intrinsically is a moral activity and that ethics are central to all competent teaching (Boadu, 2016).

2. **Improving Educational Technology and Alternative Education** offers a solution to many of the above challenges. Numerous countries have implemented various digital learning solutions for various purposes; from expanding classroom boundaries to reach more children, to facilitating teacher training and personalizing learning and many more (Abdouli & Saifan, 2017).

3. A growing number of studies have documented **Improving Educational Technology and Alternative Education** solutions' effectiveness to improve learning outcomes with varying results. The question of whether digital learning solutions have any impact on learning outcomes has become much more important to inform policymakers. This evidence brief summarizes the existing literature's key findings on the application of digital learning solutions in low- and high-income countries. It examines literature specifically on the role of technology in improving learning outcomes from early childhood education to secondary education (Achenef, 2014).

4. **Improving Educational Technology** that are designed to improve teacher instruction tend to be the most effective in improving learning outcomes, especially when they are designed to supplement – and not to replace - best practices for teaching. digital learning solutions often can facilitate a teacher-student feedback mechanism that in turn allows the teacher to assess students' learning needs, customize educational materials as needed (for personalized/differential instruction), (Alsharbi et al., 2021)

5. **Improving Educational Technology and Alternative Education BY using** BLENDING ENHANCES LEARNING: Blending online learning with face-to-face teaching generally produces better outcomes than face-to-face or online learning alone. **Alternative Education** solutions supporting self-led learning in a flipped classroom or other blended learning models have been found to be effective in improving student performance. **Improving Educational Technology and Alternative Education** is partly due to their potential to overcome traditional classroom constraints such as having a wide range of student learning levels, minimal student-teacher interaction and large class sizes.23 Additionally, digital learning solutions has been shown to engage students emotionally - students' attitudes, enjoyment and interests towards learning is shown to increase (Alyahyan & Düştegör, 2020).

6. **Improving Educational Technology and Alternative Education** : There is limited research in emergency settings, perhaps a

reflection of the existing gap in the application of digital solutions in such contexts. Among the challenges unique to emergencies and crises settings, infrastructure has presented a major barrier to application of digital learning solutions. However, some lessons from research in other contexts can still be applied in design and implementation phases, with more caution taken to ensure sustainability and existing inequalities are addressed. Despite the positive effects digital learning is found to have, it has been known to exacerbate existing educational inequalities in both development and (more so) emergency settings (Ekanayake & Wishart, 2014).

7. **In Conclusion, Ethical Practices in Facilitating Learning and Improving Educational Technology and Alternative Education became c**ustomizing digital learning solutions to the constraint at hand and seamlessly integrating them in the learning process works best in improving learning outcomes (Airey & Linder, 2006). It is feasible to develop solutions that can be scaled - possibly through public-private partnership, among other strategies. Planning and implementation should ensure the solutions can reach the disadvantaged to help alleviate existing disparities .

Google Classroom

Google Classroom is a component of Google Apps for Education (GAFE), a collection of robust productivity tools for teachers and students engaged in online learning and collaboration (Tomei, 2003). Although this application can be downloaded for free, educational institutions must use it. Google Classroom is solely available at GAFE, in contrast to the numerous well-known Google programs that are accessible to everyone, such as Gmail, Google Calendar, and Google Drive. This

program offers a central location for connecting with students, offering feedback, and distributing homework (Ames & Archer, 1988).

Implementation of Google Classroom-Based E-Learning in one virtual class where each user can connect via the network. Not only that, in Google classroom, a teacher can ask questions and create assignments for students (Dewi et al., 2021). All learning materials are shared through Google classroom. The use of Google classroom indicates that learning takes place online or more commonly referred to as e-learning (Pasino & Elihami, 2021). The implementation of Google Classroom certainly has challenges and opportunities. The challenge that is often found is the readiness of students to face online learning.

Time-saving and organizational tools that are simple to use and use are some of Google Classroom's primary assets. Like a digital addition to traditional schools, Google Classroom. Creating classes and including students is the first step. The functions of this application are then explored, including those for delivering information, creating conversations, distributing, and collecting chores.
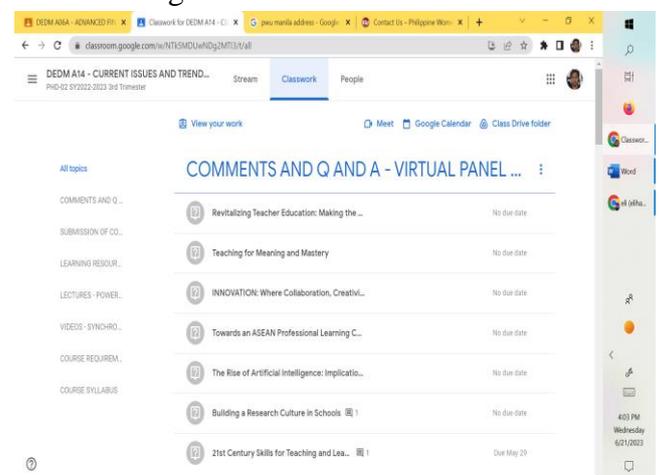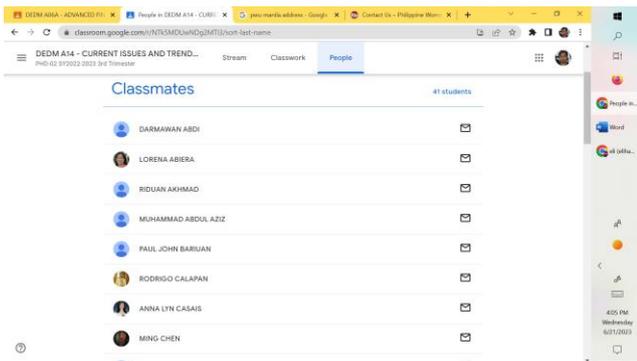

Figure 1. Classwork by Google Classroom
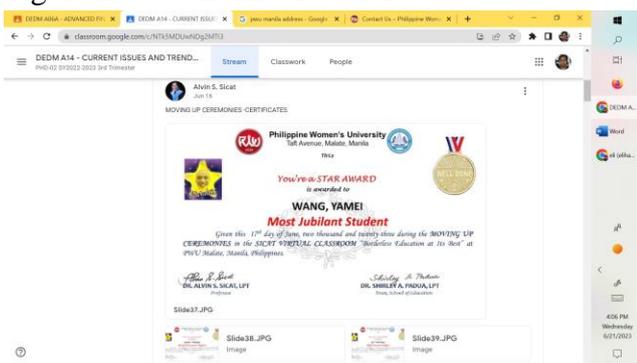
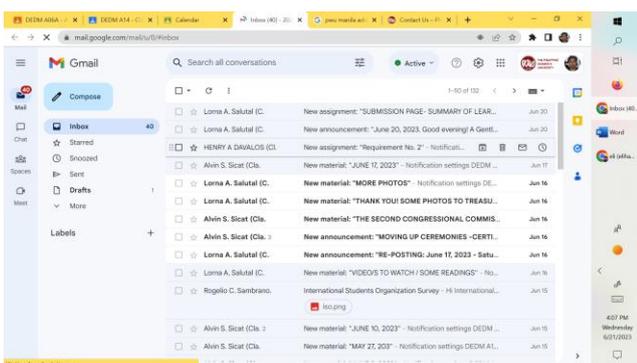Figure 2. Student and Teacher

Figure 3. Awards from teacher

Figure 4. Message by Google Classroom

A Learning Management System (LMS) made available to teachers by Google is called Google Classroom. By using this program, you may make assignments, ask questions, and connect with students all in one place. Google Classroom assists modern digital learners with online learning in a world that is becoming more and more digital. Like many new programs, Google Classroom has a distinct appearance and feel. Due to the fact that the Google Classroom

begins as a blank canvas, the teacher can organize classrooms in a distinctive way. The instructor must create an online class in Google Classroom before we may add students. When a teacher utilizes Google Classroom, a situation where a class is not connected to a physical classroom may arise. Google Classroom, for instance, can be used for huge school events and distant learning programs without the need for actual classroom attendance. Everything on Google Classroom will be familiar to the teacher. Being a class teacher gives you access to options that are hidden from students and enables you to modify what actions they can do on Google Classroom. The instructor can add students to the class, give out announcements and assignments, and simply upload materials that are in his view.
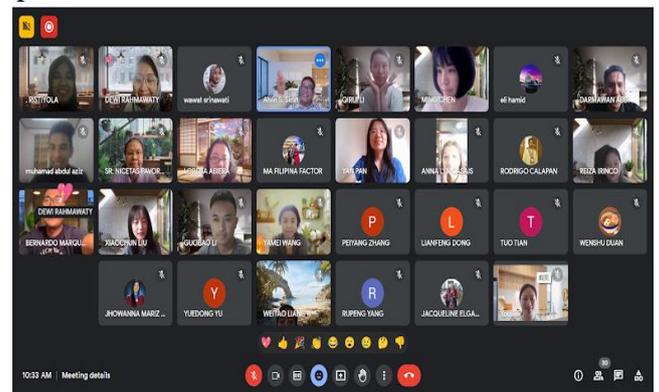

Figure 5. Google Meet

Teachers in Philippines Woman University (PWU) will have the best learning experiences when using Google Classroom, which is used for information technology-based learning in educational institutions. This is one of the e-learning-based innovative learning models because it will help Philippines Woman University (PWU) teachers be better at keeping up with scientific and technical advancements by utilizing the Google Classroom program. The teacher might notify the students via email to start an online conversation or inform them of specific

online learning tasks. Students who are participating in a discussion on Google Classroom have the option of publishing directly to their fellow participants to offer input. If students need assistance or are interested in learning more about a specific subject, they can get immediate feedback from their virtual classmates. The Google classroom is mostly helpful for students to gain access to the knowledge of their online colleagues, particularly for enhancing components of the social learning education that this program enables (Elihami, 2022).

CONCLUSION

Google Classroom is a component of Google Apps for Education (GAFE), a suite of productivity tools for online collaboration and learning among teachers and students. Although this application can be downloaded for free, educational institutions must use it. The advantages of implementing education in Indonesia using Google Classroom include enhancing teachers' and students' abilities to use technology wisely, particularly for the learning process, saving time, being environmentally friendly, overcoming distance of residence, increasing student collaboration, timeless communication, and serving as a secure document storage.

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