THE EFFECT OF THE USE GOOGLE CLASSROOM ON THE LEARNING EFFECTIVENESS STUDENTS IN FKIP SIMALUNGUN UNIVERSITY IN THE COVID-19 PANDEMIC

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The spread of Covid-19 is increasing so that it has an impact on all higher education in Indonesia. Lecturers and students use distance learning using e-learning to break the covid-19 transmission chain. Lecturers and students of FKIP Simalungun University use the Google Classroom which is expected to increase the effectiveness of learning and provide convenience to lecturers and students of FKIP Simalungun University because it can be accessed anytime, anywhere. This research is related to the application of Google Classroom in student learning at FKIP Simalungun University. The purpose of this study was to determine the effect of using Google Classroom on the effectiveness of student learning at the Faculty of Teacher Training and Education, Simalungun University. Respondents consisted of 120 students and lecturers who were still active. The data collection method used is the primary data method using a questionnaire. The results of the questionnaire distributed to respondents who were analyzed using the SPSS 25 program. The results of this study indicate that there is a significant effect of the ease and usefulness of Google Classroom on the effectiveness of learning. Meanwhile, the use of Google Classroom variables does not act as an intervening variable.

Keywords: Google Classroom, Ease, Usefulness, Effectiveness.

1. INTRODUCTION

In order to protect students from exposure to the corona virus, several regions of Indonesia have implemented distance learning. On March 12, 2020, the Ministry of Education and Culture has just issued two circulars related to the prevention and handling of Covid-19. The first is circular letter Number 2 of 2020 concerning the Prevention and Handling of Covid-19 within the Ministry of Education and Culture. Then issued a circular letter Number 3 of 2020 concerning Prevention of Covid-19 in Education Units which contained guidelines for steps to prevent the development of the spread of Covid-19 in the education unit environment. Until March 18, 2020, the policy resulted in public and private universities in Indonesia implementing online lectures.

At Simalungun University the distance learning process has been going on for approximately one month, according to the USI Chancellor's Letter No: 048/A.17/USI/2020 dated April 3, 2020. The readiness of lecturers and students in this home learning varies, some are ready, some are forced to ready, and really unprepared. Without any preparation, the teaching and learning system changes from face to face to online by utilizing technology. Every student who enters the education unit level has the desire to achieve high learning achievement. High learning achievement can be achieved if students succeed in absorbing and mastering knowledge and realizing it in the form of answers both orally and in writing at the time of the exam (Damanik, R. 2019). A number of lecturers who are accustomed to using technological devices in the teaching and learning process certainly do not encounter many problems.

Online learning is becoming a learning that is considered serious in the current era, one of the factors that is widely discussed in online learning because this learning is able to facilitate wider, varied
and interesting learning (Hikmatiar, H., Sulisworo, D., & Wahyuni, ME 2020). During the online learning process, Google Classroom is an easy-to-use application (Destyana, V. A., & Surjanti, J. 2021).

The development of internet technology that has an impact on changes in all fields should be utilized as much as possible, especially for individuals as an alternative document storage so that it can be used at any time and not lost (Trilaksono, A. R. 2020). Technological developments have become an arena for using LMS in learning, in this study using Google classroom as a means of learning during the current covid-19 outbreak (Santosa, F. H., Negara, H. R. P., & Samsul Bahri. 2020).

In the early stages in 2014-2016 the development of google classroom was not intended for everyone, only schools that collaborated with google, but in March 2017 google classroom can be accessed by everyone using personal google (Wicaksono, VD, & Rachmadyanti, P. 2016).

From the author's interview, several FKIP USI lecturers have used the Google Classroom application. With this feature, lecturers can monitor student attendance and activity. It also makes it easier for students to save documents because Google Classroom is connected to a Google Drive account. The implementation of Google Classroom is expected to facilitate and improve the effectiveness of learning and teaching at Simalungun University. Google classroom media can accommodate and manage the time for collecting assignments by educators which will certainly foster discipline for students in doing assignments (Sukmawati, S. 2020).

The author conducted a study with a population of students and lecturers of FKIP Simalungun University using Google Classroom media in the teaching and learning process. In this study, researchers will use the Technology Acceptance Model (TAM) proposed by Davis (1989) which states that there are two factors in developing a framework for using information technology, namely based on perceived convenience and perceived benefits.

2. METHOD

This research has been conducted on all students and lecturers of FKIP Simalungun University who are still active, totaling 120 people. The data source of this study used primary data. Primary data is information obtained directly (first party) by researchers related to variables of interest for certain purposes of the study (Sekaran and Bougie, 2017). The data collection technique used is a data collection technique using a questionnaire given to respondents with the aim of knowing the respondents’ perceptions of the use of Google Classroom. The distribution of the questionnaire is by distributing the questionnaire directly to the respondents. This research was conducted to achieve the objectives related to the problems that have been formulated. The aims of this research are:

1. To find out the effect of convenience on the desire of USI students to use Google Classroom?
2. To find out the effect of usefulness on the desire of USI students to use Google Classroom
3. To find out the effect of using Google Classroom on the learning effectiveness of USI students?

Google Classroom is a form of e-learning that uses WebCT. An application that allows the creation of classrooms in cyberspace. Google Classroom is expected to be able to provide convenience to the world of education because it can be accessed anytime, anywhere, and can connect lecturers and students outside or inside the classroom. TAM is a model developed by Davis et al, (1989) with the aim of predicting acceptance of the use of a technology. The Theory Acceptance Model is a development of the Theory of Reasoned Action and Theory of Planned Behavior. TAM is one type of theory that uses a behavioral theory approach that is widely used to examine the process of adopting information technology. However, a good model should not only predict, but ideally should also be able to explain. Apparently, the TAM model and its indicators have been proven to be able to measure technology acceptance. Thus using TAM it will be able to explain why the library information system used in the library can be accepted or not by users (Fatmawati, E. 2015). The purpose of TAM is to explain the external factors of the behavior of users of information technology on the acceptance of the use of information technology itself. TAM explains the acceptance of information technology with certain dimensions that can affect whether or not information technology is accepted by users (Lucyanda, J., Faculties, D. A., & Unisma, E. 2010).
3. RESULT AND DISCUSSION

Based on SPSS testing of 25 individual parameters, the results of individual Google Classroom convenience tests show the unstandardized coefficients beta value of 0.438 and also a significance of <0.05, then X1 is supported. Therefore, it can be concluded that the ease of Google Classroom has a significant positive effect on the use of Google Classroom. The results of individual testing of the usefulness of Google Classroom show the unstandardized coefficients beta value of 0.259 and also the significance at <0.05, then X2 is supported. Therefore, it can be concluded that the benefits of Google Classroom have a significant positive effect on the use of Google Classroom.

Table 1. Presented in the following table: Dependent Variable: Usefulness of GC

<table>
<thead>
<tr>
<th>Variabel</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>0.609</td>
<td>0.249</td>
<td>2.442</td>
<td>0.016</td>
</tr>
<tr>
<td>Easiness of GC</td>
<td>0.438</td>
<td>0.069</td>
<td>0.487</td>
<td>6.299</td>
</tr>
<tr>
<td>Benefit of GC</td>
<td>0.295</td>
<td>0.09</td>
<td>0.292</td>
<td>3.272</td>
</tr>
</tbody>
</table>

Based on SPSS testing of 25 individual parameters, the results of individual testing using Google Classroom show an unstandardized coefficient beta value of 0.461 and also a significance of <0.05, then X3 is supported. Therefore, it can be concluded that the use of Google Classroom has a significant positive effect on the effectiveness of student learning. Presented in the following table:

Table 2. Dependent Variable: Student Learning Effectiveness

<table>
<thead>
<tr>
<th>Variable</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>1.715</td>
<td>0.204</td>
<td>8.423</td>
<td>0</td>
</tr>
<tr>
<td>Usefulness of GC</td>
<td>0.461</td>
<td>0.065</td>
<td>0.546</td>
<td>7.072</td>
</tr>
</tbody>
</table>

Below is a table of the results of the coefficient of determination (R²) on the use of Google Classroom on the effectiveness of student learning. Predictors: (Constant), Penggunaan GC and Dependent Variable: Student Learning Effectiveness

Table 3. effectiveness of student learning

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.546a</td>
<td>.298</td>
<td>.292</td>
<td>.32821</td>
</tr>
</tbody>
</table>

The results of the SPSS 25. model summary analysis show that the Adjusted R Square is 0.292 or 29.2%. This can be interpreted that the Google Classroom variable (X1) and the usefulness of Google Classroom (X2) have an influence contribution to the effectiveness of student learning by 29.2% and the remaining 70.8% is explained by other variables outside the model.
The effect of the usefulness of Google Classroom on the use of Google Classroom

The use of Google Classroom on the effectiveness of student learning

4. CONCLUSION

Based on the results of data analysis that has been carried out by researchers, several conclusions can be drawn, namely as follows: The results of this study prove that the perception of convenience has a positive effect on the use of Google Classroom. The higher the level of ease of use of Google Classroom, the higher the use of Google Classroom. The results of the study prove that perceived usefulness has a positive effect on the use of Google Classroom. The higher the benefits of Google Classroom will be able to increase the use of Google Classroom. The use of Google Classroom as an intervening variable on the convenience variable of Google Classroom and the benefits of Google Classroom is part mediation because the variable of the convenience of Google Classroom and the usefulness of Google Classroom can have a significant effect either through or without through the intervening variable. The results of this study indicate that the use of Google Classroom has a positive effect on the effectiveness of student learning, which means that if the use of Google Classroom increases, the effectiveness of student learning will also increase. The results of this study analyzed the intervening variables, there were two groups, namely quasi-mediation and no-mediation. It can be said that the use of Google Classroom is not an intervening variable.

REFERENCES


