

# How to Make Online Learning Effective and Enjoyable? Using Google Classroom With Video and Learning Management One Day Active Learning

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## ABSTRACT

Covid-19 virus that has caused the pandemic in Indonesia and has affected the education aspect and required abrupt changes into online learning. Changing to online learning, however, are having several obstacles, including in teaching learning process, psychological problems, and technical challenges. This Research and Development Study uses Analysis, Design, Creation, Implementation, and Evaluation (ADDIE) method to develop online learning through Google Classroom so that learning can be easily applied, stress minimized, and the use of internet resources can be saved. The study was conducted in Darullughah Wal Karomah MA and MTs, with 6 teachers as the participant. The finding shows that Fun and effective learning is learning done by uploading fun learning videos so that students can finally understand them in full. Additionally, through one-day active learning in online learning management, students can save on Internet cap, and can easily continue learning. This is evidenced by the increasing mastery, performance, level of learning, and retention of students, as well as declining self-esteem, somatic, depression, and aggression, as well as declining expenditure on Internet use.

**Keywords:** *Google classroom, Learning effectiveness, Learning management*

## 1. INTRODUCTION

The advent of a new epidemic called Coronavirus or generally known as Covid-19 has spread rapidly across the world, and the World Health Organization (WHO) is raising the world's previously infectious to pandemic health status as the virus has spread all over the world. Coronavirus disease (COVID-19) is a contagious disease caused by the newer coronavirus discovered. Most people with COVID-19 infection should experience mild to moderate respiratory disease and recover without special care. Parents and those with underlying medical conditions like cardiovascular disease, diabetes, chronic respiratory disorders and cancer are more likely to experience extreme illnesses [1].

The rapid spread of the Covid-19 virus made the Ministry of Education and Culture issue a policy related

to the evaluation of the Covid-19 pandemic by issuing a Ministry of Education and Culture's letter number 4 2020. The Ministry of Education and Culture instructs educational institutions to carry out their learning activities at home, or better understood by the word "Learning from Home" (LFH). One of LFH 's best-performed models is online learning. Online learning can be done through multiple media, whether chatting or face-to-face learning.

Virtual learning is a learning activity which communicates through Internet media [2], LAN [3], and other electronic media [4]. Yet today's most commonly used online learning is online learning via the Internet, using Learning Management Systems (LMSs) as their support network [4]. Virtual learning can be applied at one time simultaneously (synchronous) and at various times (asynchronous) [5].

Moving traditional learning to online learning has a significant effect on learning experience. Some of the drawbacks experienced during online learning are the mysterious learning materials (the conversation.com, 2020), the difficulty of completing the teacher's assignment [6], and the opportunity to access the Internet [7] [8]. The ultimate effect that learners would have from vulnerabilities in online learning is the distress that can overwhelm learners [6].

This online learning process can be done with various media, including Google Classroom [9], Edmodo [10], Schoology [11], Whatsapp [12], Facebook and Instagram [13], as well as some other media that can be used in learning. Some of these media included Whatsapp and Google Classroom [14] [15] among the most common online media used in online learning at the time of Covid-19. Whatsapp and Google Classroom Content range is made simpler due to the use of Internet allocation in both platforms, and both content are quicker and more familiar with education. In addition to data saving, the use of Google Classroom media in learning practices is seen as being more successful [16]. The use of WhatsApp and the Google classroom will go hand-in - hand in some other studies. WhatsApp media is used as a means of communication to plan learning and knowledge about tasks while learning activities are carried out through Google Classroom [17].

Learning can be said to be successful if the learning activity meets the goals which the correct equipment has been set and used correctly and properly. Learning activities have a variety of purposes including cognitive, affective, and psychomotor activities. According to Dewi [18], therefore, the efficacy of learning can be seen from the consistency of behavioral mastery, the speed at which the study is done, compliance with procedures, performance quality, end result quality, learning level, and retention rate.

The students of Madrasah Aliyah (MA) Darullughah Wal Karomah and Madrasah Tsanawiyah (MTs) Darullughah Wal Karomah are experiencing the same thing not much differing from the case nationally. Based on the findings of the preliminary report, the school agreed to introduce online learning by developing the WhatsApp group or known as WAG. But the school indicates that what makes WAG a class guardian is because of the shortcomings of WhatsApp media. Teachers are expected to deposit materials or assignments to teachers in classrooms, and subsequent teachers exchange them with their class groups. It is

done so that the learning process can be directly supervised by the class and teachers have no difficulty in delivering the subject matter, particularly interrupting the teacher learning media (Handphone / Laptop).

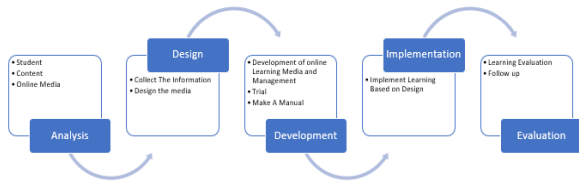
When the learning process goes on, however, several challenges continue to arise. The tasks given to the learners start to stress, but the learning materials were not taught at all. The class Guardian as a bearer of education was puzzled because it felt no expert in describing all the subjects that the learners had not yet learned. Many teachers also have the opportunity to find learning resources on the internet, either through the website or via the YouTube app. The solution given, however, does not solve the problem, because the learners are confused about how to search for it.

A further issue is the use of burning Internet data. This resulted in parents spending steadily on buying data packets from the Internet. The majority of the parents of the student are in fact middle-to-lower. Students' parents asked their kids to save on their traded data packages. Both issues led to the teacher's refusal of the learners in the work. Learners are reluctant to do the assigned job, even though the assignment is easily counted.

Thus, this study aims to assess the efficacy of online learning through the Google Classroom platform to its effects on psychological students. This study is also carried out by improving the Google Classroom platform so that learning activities can run efficiently and learners' stress can be minimized, or even students are happy to learn. Furthermore, researchers are also very relevant because using the Google Classroom platform and assisted by learning use and management guidance through the Google Classroom platform will make learning and discussion simple for students even if they are not live face-to-face. Through this study, it should be possible to become a container of media creation and learning material so that online learning can work effectively and learners do not feel overwhelmed, so that learning done anticipating the coronavirus outbreak phenomenon can function effectively.

## **2. METHOD**

In this study using a research and development model. The Google Classroom development model uses the ADDIE model. Model ADDIE is a design theory of learning system consisting of analysis, design, development, implementation, and Evaluation [19].



**Figure 1** Process of ADDIE model.

A preliminary research was done at the review level to find out the challenges that educators or learners face. Preliminary information has been excavated to assess the objective of the inquiry to be carried out. The problems found are further expressed in problem formulation. This issue has become the foundation for the online media research and development.

There are 2 tasks at the design level, namely collecting information and developing online media. Data collection is carried out through online and face-to-face interview techniques and documentation studies. Then the electronic media and learning management can be built based on the knowledge collected and benchmarking with the review of literature. The online media plan consists of two stages which use YouTube-sourced learning video media to use online media and audio media. Learning management is designed to be more effective in learning after the results of analysis indicate that one of the online media is.

The media creation process comprises three operations, namely the production of media and the testing of media development by using Google Classroom technology. The media study was conducted twice by using audio and video to carry out learning exercises, and the management experiment was conducted once. The instrument is the basis for growth, as shown in table 1.

**Table 1.** Media test and learning management instrument

No	Score Item	Score	Desc
1	Mastery *)		
2	Pereformance Speet*)		
3	Level of learning *)		
4	Level of Retention *)		
5	Self-Pulling Behavior*)		
6	Somatic Behavior*)		
7	Depressive Behavior*)		
8	Aggression Behavior *)		
9	Usage of Internet Quota**)		

\*) Score Criteria: High, Midle, Low

\*\*\*) Score Criteria is how much spending money every day

Implementation phases are implemented using manual books which were compiled after the activities of media creation. Teachers follow all the threads mentioned in the manual, so that they can be tested for use in online media.

At the final point, the assessment is performed on the basis of instruments compiled on the basis of learning effectiveness criteria, the efficacy of the use of Internet quota, and the psychological impact felt by the learners during the implementation of the learning activities.

### 3. RESULTS AND DISCUSSION

Through the research goals identified, the study results aimed to make use of Google's classroom as well as online learning management growth. Three experiments are performed, and it can yield work that educational institutions can use.

#### 3.1. First Trial

In the first trial, learning with Google Classroom was done by voice notes along with providing power points as teaching material for 11th Class and 7th Class Aswaja subjects in Bahasa Indonesia, and the learning management used was learning conducted on a predetermined timetable. As shown in Table 1, the rating parameters used in the first test are the

consistency of mastery, speed of function, research level, retention rate, self-pulling behavior, somatic behavior, depressive conduct, violent behavior, and the use of Internet quota.

The first trials show as many as 7 grade XI students and 5 grade VIII students as were not actively involved in the learning activities of 14 students from 11th class and 13 students from 8th class after the study. They are only presences, and they do not actively engage in discussions. Although 30 minutes before the end of the lesson, only 4 students from 11<sup>th</sup> class and 4 students from 8th class are fully participating in the learning process.

When teacher assignments are given to students, both in the form of job and writing tests, most students complain and ask the teacher not to give any assignment. So the evaluation for the accuracy of master's items can only evaluate 3 students from 11th class and 4 students from 8th class, and the performance evaluation can only evaluate 7 students from 11th class and 6 students from 8th class. Of the 13 students who served, 3 students achieved the assigned score (KKM), which was 2 students in 11th and 1 student in 8th.

Using the Internet on time with the Learning Management, the average students spend Rp 5,000 – Rp 6,000 in 1 day internet use. Using the Internet quota is not only used for 1 subject, but students learn about three expected subjects in one day.

### **3.2. Second Trial**

In the second study, learning with Google Classroom was conducted through videos taken from YouTube along with voice notes, and the granting of power points as teaching material in Bahasa Indonesia to 11th Class and 7th Class Aswaja subjects, and the learning management used is the learning conducted on a predetermined timeline. YouTube videos with video requirements are chosen to tell a story / drama but still relate to the subject matter. The scoring criteria used in the second trial as described in Table 1, namely the accuracy of mastery, speed of work, study level, retention rate, self-esteem, somatic behavior, depressive behavior, violent behavior and use of the Internet quota.

The second experiment demonstrates an improvement over the first trials and the second. Of the 14 11th class students and 13 8th class students following the instruction, as many as 4 11th class students and 2 7th class students were not actively interested in the learning activities. They are only

presences, and they do not actively engage in discussions. 30 minutes before the end of the learning process, there is an increase in the number of participating students, which is only 8 students in 11th class, and 8 students in 8th class are actively involved in learning.

When the teacher gives students assignments in the form of both work and writing tests, some students complain and ask the teacher not to give a job. The results of the test for the accuracy of Mastery products will evaluate 3 students from 11th class and 4 students from 8th class, and the success assessment will evaluate 8 students from 11th class and 9 students from 8th class. Of the 13 students who finished the study, 9 students met the minimum mark, which was 6 students from 11th class, and 3 students from 7th class.

Using the Internet on time with the Learning Management, the average students spend Rp 7,000 – Rp 8,000 in 1 day internet use. Using the Internet quota is not only used for 1 subject, but students learn about three expected subjects in one day.

### **3.3. Third Trial**

In the third trial, the learning activity still uses Google's classroom via videos taken from YouTube along with voice notes and providing power points as teaching resources to 11th class in Bahasa Indonesia and 8th class subjects in Aswaja. YouTube videos with video requirements are chosen to tell a story / drama but still relate to the subject matter. By comparison to the second test, the learning management used in the second test is one-day active learning, where students only study in one day by choosing at least three lessons that can be learned in one day. The assessment measures used in the third test as illustrated in Table 1, namely the accuracy of mastery, speed of success, study level, retention rate, self-esteem, somatic behavior, depressive behavior, violent behavior, and use of the Internet limit.

The third trial showed a slight increase from the second test. For the 14 students from 11th class and 13 students from 8th class following the instruction, as many as 3 students from 11th class and 2 students from 8th class were not actively interested in the learning activities. They are only presences, and they do not actively engage in discussions. 30 minutes before the conclusion of the learning process, there is an increase of 8 students from 11th grade and 8 students from 8th grade participate actively in the learning process.

When the teacher gives students assignments in the form of both work and writing tests, some students complain and ask the teacher not to give a job. The results of the evaluation for the accuracy of the mastery items can evaluate 3 students from 11th class and 4 students from 8th class, and the performance evaluation can evaluate 10 students from 11th class and 9 students from 8th class. Of the 13 students that finished, 9 students reached the minimum score, which was 6 students from 11th class and 3 students from 8th class.

Using the Internet through one-day active learning management, the average students spend only Rp 5,000 in internet use during 1 week of study, with the recommended use of the internet in the WiFi corner. One day active learning management of learning is managed by dividing schedules for learning by the students through the WiFi corner facility. Students are only expected to study for 1 day, opting to study a total of 3 subjects.

**3.4. Evaluate Video Usage on Google Classroom and One Day Active Learning Management**

Implementation of learning in Google Classroom using images, following evaluation of the results obtained Table 2.

**Table 2.** Student learning development result

No	Score Item	Score		Desc
		WA Media	GC Media	
1	Mastery *)	Low	Middle	70% student finished the work and major students get 70 score
2	Performance Speed*)	Low	High	80% finished the

				work and major students get 85 score
3	Level of learning *)	Low	Middle	80% finished
4	Level of Retention *)	Low	Middle	80% finished
5	Self-Pulling Behavior*)	High	Middle	
6	Somatic Behavior*)	High	Middle	
7	Depressive Behavior*)	-	-	
8	Aggression Behavior *)	High	Middle	
9	Usage of Internet **)	Rp 7000 - Rp 8000	Rp 5000	

\*) Score Criteria: High, Middle, Low

\*\*) Score Criteria is how much spending money every day

It should be noted that learning through the use of Google Classroom media by using YouTube as a learning medium will improve the rate of learning effectiveness, according to the table above. While the change experienced, such as face-to - face learning, is not too important, but the effectiveness of learning using Google Classroom is higher than using Whatsapp media, particularly when it comes to success, students are more motivated to display teacher results.

The trajectory of students' stress rates, seen from the psychological side, is more deteriorating than using Whatsapp media. Students' rather evident activity is the self-pulling conduct of learning practices. Given the fact that there are still students not interested in learning, they are ranked very small. This does not, however, indicate that the withdrawal was not followed by a rejection of assignments by opposition. The level of rejection was high, in which almost half of the students rejected the task, but the student nevertheless worked on it despite being pressured to do so.

The influence of one-day active learning management on the use of the Internet quota greatly reduces the use of Internet quota, especially when learning is implemented in the WiFi corner. Active one-day learning management besides relieving the stress pressure on learners also relieves the finances of the students. Based on the results of the 4 Guardians interview, it is said that one-day active learning management is easier for parents to learn to run smoothly, especially in spending / purchasing the Internet quota.

In this case, learning via Youtube using video media is more effective in lowering stress than just using voice notes. According to Widyastuti and Purwanto, four actions reflect the students' level of stress, which is avoidance, somatic activity, depressed behavior, and violent conduct [20]. Increased learning and task selection behavior among students suggests a decline in self-esteem and depression. In addition, a reduction in the number of students suffering from gastrointestinal disorders also indicates the actions of embryogenesis which the students witnessed has decreased. Nevertheless, even at moderate levels the action of the students' hostility by opposing the award of assignments still arises.

The decline in student stress also occurs due to more regular learning management and facilitate students and parents. One day active learning management that emphasizes learning tasks is enforced only within 1 day decreases students' operation to face devices within 1 day such that the efforts of other students can be used for other tasks, such as supporting parents.

Student behavior that demonstrates reduced stress behavior eventually has an effect on learning performance. According to Degeng [21], learning efficacy is demonstrated by the accuracy of mastery, job speed, research level and retention rate. Increased student acceptance of being involved in learning activities, enhancing the ability of students to understand, success level, and retention rate. In addition, increasing active learning amongst students also improves student engagement in learning. So it can be said that with the advancement of online media through Google Classroom and learning management through active one-day learning, the efficacy of learning activities will increase.

#### 4. CONCLUSION

It can be inferred, based on the results of the discussion, that using Google Classroom media by using YouTube video and followed by one-day active learning management that does not incriminate students will minimize the stress felt by students. The influence of stress increases the effectiveness of learning by being seen from the increased accuracy of mastery, efficiency, learning level, and retention rate, even if it is not very important to increase the effectiveness of his studies. Moreover, by handling one-day active learning, learning is made successful, while reducing the funding to be charged for online learning activities.

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