



Google Classroom as The Teaching Media Based on The Concept of Tat Twam Asi

Dewa Gede Bambang Erawan^{1*}, I Gusti Ayu Putu Tuti Indrawati², A.A Istri Yudhi Pramawati³, Ratna Dwi Anjani Putri⁴ 

^{1,2,3,4} Universitas Mahasaraswati Denpasar, Bali, Indonesia

ARTICLE INFO

Article history:

Received July 02, 2022

Accepted August 14, 2022

Available online August 25, 2022

Kata Kunci:

Media Pembelajaran, Google Classroom, Tat Twam Asi

Keywords:

Media Learning, Google Classroom, Tat Twam Asi



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ABSTRAK

Pandemi saat ini telah menyebabkan perubahan sistem pembelajaran di Indonesia menjadi berpusat pada pembelajaran daring. Peserta didik, guru, dan orang tua dipaksa untuk mampu melaksanakan pembelajaran secara daring. Media pembelajaran mampu membangkitkan proses berpikir kritis dan kreativitas belajar mengingat banyaknya kesenjangan dalam proses pembelajaran. Media pembelajaran Google Classroom berlandaskan konsep "Tat twam asi" menjadi satu solusi dalam proses pembelajaran. Tujuan penelitian ini untuk mengembangkan media pembelajaran Google Classroom berlandaskan konsep "Tat twam asi" untuk membantu pelaksanaan pembelajaran pada masa pandemi. Jenis penelitian ini yaitu pengembangan dengan menggunakan model ADDIE. Uji coba desain (validasi ahli) dilakukan oleh ahli media. Uji coba kelompok dilakukan pada guru dan siswa. Metode yang digunakan untuk mengumpulkan data adalah observasi, wawancara, dan kuesioner. Instrumen yang digunakan dalam mengumpulkan data adalah kuesioner. Analisis data kualitatif digunakan dalam penelitian ini. Hasil penelitian yaitu hasil validasi ahli media sebesar 4,58 dengan kategori layak/ sangat baik. Uji coba yang dilakukan pada kelompok guru menunjukkan bahwa media pembelajaran Google Classroom layak/ baik (4.3). Uji coba pada kelompok siswa menunjukkan bahwa media Google Classroom dalam kategori layak/ sangat baik (4,51). Disimpulkan bahwa media pembelajaran Google Classroom layak digunakan dalam pembelajaran.

ABSTRACT

The current pandemic has caused a change in the learning system in Indonesia to be centered on online learning. Students, teachers, and parents are forced to be able to carry out online learning. Learning media can generate critical thinking processes and learning creativity, considering the many gaps in the learning process. Google Classroom learning media based on the concept of "Tat Twam Asi" is a solution to the learning process. This research aims to develop Google Classroom learning media based on the "Tat Twam Asi" concept to help implement learning during a pandemic. This type of research is developed using the ADDIE model. Media experts conducted design trials (expert validation). Group trials were conducted on teachers and students. The methods used to collect data are observation, interviews, and questionnaires. The instrument used in collecting data is a questionnaire. Qualitative data analysis was used in this study. The research results are the validation results of media experts at 4.58 with the appropriate/very good category. Trials conducted on groups of teachers show that Google Classroom learning media is decent/good (4.3). Tests on groups of students show that Google Classroom media is in the proper/very good category (4.51). It was concluded that Google Classroom learning media is suitable for learning.

1. INTRODUCTION

Education emphasizes change and transformation. This is determined by the implementation of learning that involves the interaction of teachers and students in the classroom (Baba & Rostam Affendi, 2020; Nießen et al., 2020). Changes that occur in the classroom indicate a positive interaction in the information transfer process so that the transformation process of new understanding can be conveyed properly (Chalkiadaki, 2018; Salavera et al., 2019). The COVID-19 pandemic has seriously disrupted the learning environment. This condition makes face-to-face learning difficult to do. Covid 19 has been able to change the face-to-face learning system into online learning (Arizona et al., 2020; Wiryanto, 2020). This condition indirectly causes stakeholders to seek all means so that the learning process continues and avoids lost generation. This condition presents a challenge for improving human resources through education (Alsoud & Harasis, 2021; Tang et al., 2021). This unnatural situation allows stakeholders to take emergency decisions. Policies, material development, media, learning processes, and assessments need to

*Corresponding author.

E-mail addresses: dewa_kulit@unmas.ac.id (Dewa Gede Bambang Erawan)

be strengthened in a pandemic emergency situation (Aisyah & Kurniawan, 2021; Ulfa & Mikdar, 2020). Essential learning materials are the main priority in learning. Learning models that can be implemented in this emergency period are discovery learning, inquiry learning, project-based learning, and problem-based learning. The implementation of the learning model is adjusted to the selection of learning materials and media. Learning activities carried out at this time still pay attention to lesson plans, mapping of materials and basic competencies, as well as assessments carried out by teachers (Abidah et al., 2020; Cahyawati & Gunarto, 2020).

Digital transformation is not a new phenomenon and has been with educational institutions for several years now. Digital transformation is an issue that must be considered by several educational stakeholders, the ability to apply ICT in every area of life is at an increasing level, so universities must be ready to prepare professional potential to be able to face challenges and provide solutions and this transformation has suggested the integration of management to be able to adapt to the modifications implemented as a result of new technologies and the recent pandemic (Baya'a et al., 2019; Park et al., 2020; Wijaya & Iriani, 2020). In an emergency situation, as described above, it is very possible to implement a distance learning system (PJJ) so that learning continues to take place online. In Distance Education, interactions between teachers, students, and the media still occur (Agustina & Nandiyanto, 2021; Prasojo, 2020). This distance learning system allows learning activities to be carried out in all places by the learner (B Al-Juda, 2017; Durnali, 2020). This can encourage students to carry out the learning process independently in accessing information online.

Based on initial observations made by researchers and the team, it is known that during the COVID-19 pandemic, the learning system implemented in schools, especially elementary schools, was distance learning (PJJ). Distance learning is carried out due to the Covid-19 outbreak and regulations set by the government. The media used by the teacher seems monotonous (using WaG) in the learning process with students. Teachers mostly give assignments through WaG, and discussions rarely occur after students provide and submit grants. Teachers and students already use other media, such as Google Classroom, but their implementation could be more effective and efficient. The effectiveness of using Google Classroom in the online learning process is primarily determined by the method used to develop it. The development can be a combination or collaboration between learning media, materials, and subjects. The partnership in question is, of course, still adhering to the principles of Tat Twam Asi, which is one of the local wisdom of the Hindu community in Bali.

Google Classroom is an online learning media to support the learning process. This is in accordance with other research regarding the use of Google Classroom in helping learning in schools during the pandemic (Arizona et al., 2020; Ramadhan & Tarsono, 2020). Google Classroom is implemented in a way that teachers create online classes and students can join using a code provided by the teacher. Google Classroom can be a solution in the learning process without having to conduct conventional meetings. Google Classroom is said to be flexible for teachers and students to access. This convenience cannot be separated from the internet network that allows access via gadgets (Aisyah & Kurniawan, 2021; Muris, 2021; Ramadhan & Tarsono, 2020). Effective online learning is a by-product of instruction design and planning with the application of organized models to design and develop learning instruction. Students can get teaching materials from any learning source and from anywhere via the internet, but this does not rule out the possibility that students will get teaching materials from sources that cannot be trusted on the internet if the teacher does not prepare structured and reliable learning materials in accordance with the guidelines provided (Guswara, 2020; Wan Hassan et al., 2020). The syllabus on the internet can be used to support the guided learning process (instructor-led) and independent learning.

In Google Classroom, teachers freely share scientific assessments and provide self-assessments for students. Teachers can provide material about the subjects being taught. Teachers can post some teaching materials, assign assignments to students, and upload student grades so they can immediately see the grades earned in the course (Mulatsih, 2020; Nainggolan & Manalu, 2021). Google Classroom also minimizes the costs incurred due to the use of more affordable stationery and other materials and can minimize the energy spent on time. In short, the time and effort spent by Google Classroom users will be less than usual. Google Classroom is a collaboration tool for teachers and students (Kusumaningrum & Wijayanto, 2020; Rachmat & Krisnadi, 2020). Teachers can create online classes, invite students to class, and then create and distribute assignments. In it students and teachers can have conversations about assignments and teachers can track student progress. In addition, Google Classroom is used to facilitate teacher interaction with students or students in cyberspace. The use of Google Classroom during this pandemic has been very effective and useful to improve students' skills, and discipline as well as to meet the government's demands to continue teaching the learning process (Hildayanti & Machrizzandi, 2021; Permata & Bhakti, 2020; Sutrisno, 2020). The advantage of Google Classroom is that it can conduct

learning in remote locations. All forms of activity carried out in the form of giving assignments and materials will be saved automatically on the Google Drive of each account (email) used.

Teachers and students who are used to using this media should stick to the concept of "Tat Twam Asi". Tat (he/she), Twam (you), and Asi (is/am/are). If the three meanings of the word are combined together, the meaning is: he/she is you. Tat Twam Asi implies that we must help each other (Suastini & Suarjaya, 2021; Susilawati, 2020). This has always been the philosophy of life of the Hindu community in establishing harmony in society. This concept, if implemented in the learning process, will be very helpful in efforts to streamline, and develop character through the learning process. Educational goals can be achieved properly through conscious and planned efforts by education implementers (Ferrer-Estévez & Chalmeta, 2021; Thornberg & Oğuz, 2016). Character is related to a person's character. Based on the aforementioned description, character education is a conscious, planned, and systematic effort to create an effective and meaningful learning process to shape the character of students through norms of morality. This is expected to guide students to behave in society. The formation of student character can be done in the school, community, and family environment.

The concept of "Tat Twam Asi", in addition to being closely related to the development of character education, is also important to be used in relation to efforts to develop Google Classroom because, through this concept, both those who have not and those who have already understood in using this application will have a mutual moral responsibility to "asah, asih, dan asuh" (sharpen, love, and foster) each other among students for mutual progress. This is important to do because, in a difficult situation like today, mutual love (you are me, and I am you) is important to strive together so that learning can be maximized by having a shared responsibility. Previous research findings state that Google classroom will make it easier for students to learn remotely (Fitra et al., 2020; Muris, 2021; Paristiowati et al., 2020). Other findings also state that using media will make learning easier for students (Aisyah & Kurniawan, 2021; Arizona et al., 2020; Candra Dewi & Negara, 2021). There needs to be a study on Google Classroom as Learning Media Based on the Tat Twam Asi Concept. This research is urgent, considering the needs of students in online learning during this pandemic. The development of Google Classroom based on the concept of "Tat Twam Asi" is deemed necessary to use in offline and online learning activities by students in Blahkiuh Village. This research aims to develop Google Classroom as Learning Media Based on the Tat Twam Asi Concept.

2. METHOD

This research is a development (Research and Development) study. The research aimed to develop Google Classroom based on the concept of "Tat twam asi" by testing the effectiveness of the product. This study uses the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). ADDIE is an acronym for Analysis, Design, Develop, Implement, and Evaluate" (Maryanti & Kurniawan, 2018). The ADDIE model was chosen for the following reasons. First, this model provides an opportunity to carry out continuous improvement in each stage so that it becomes a valid and reliable media product based on a validation test. Second, ADDIE can be said to be a very simple model but, in its implementation, it is very systematic.

The subjects of this study were male and female students in class V for the academic year 2021/2022 from 4 elementary schools in the Belahkiuh village. The object of this research is the Google Classroom learning media based on the concept of "Tat twam asi". The steps related to efforts to develop Google Classroom based on the concept of "Tat twam asi" are based on a critical assessment of previous learning. Google Classroom media development trials are as follows: 1) design trial (expert validation) conducted by media experts, 2) group testing conducted on teachers and students. The methods used to collect data are observation, interviews, and questionnaires. The instrument used in collecting data is a questionnaire. Instrument grids are presented in Table 1. Qualitative data analysis was used in this research. The results were then discussed with experts and practitioners. Suggestions for improvement given by the experts and participants of this study are the basis for implementing the Google Classroom based on the concept of "Tat twam asi".

Table 1. Grid of Learning Media Expert Instruments

No	Rating Indicator	Score				
		5	4	3	2	1
Visual Quality Aspects						
1	The attractiveness of the opening video					
2	Suitability of title page visualization to content in the media.					

No	Rating Indicator	Score				
		5	4	3	2	1
3	The attractiveness of the animation shown.					
4	Writing clarity.					
5	Color match.					
6	Layout					
7	Image clarity.					
8	Background image compatibility.					
Audio Quality Aspects						
9	Narrator's voice clarity.					
10	Appropriate use of Sound Effects.					
11	The attractiveness of the opening music					
12	The videos are presented according to the characteristics of students					
13	The suitability of the video with the learning objectives.					
14	Ideal duration in relation to the objectives.					
15	Interactive presentation.					
16	The attractiveness of creativity in lesson delivery					
17	Flexibility in terms of time provision, places, teachers, and teaching materials.					

3. RESULT AND DISCUSSION

Result

The product produced in this study is an Indonesian language learning media for fifth-grade elementary school students that can be used in online learning, namely Google Classroom learning media based on the concept of "Tat Twam Asi". Some of the stages carried out in the development of this media are as follows. First, the analysis stage. At this stage of analysis, several steps were conducted, namely, analyzing the curriculum, and learning materials, examining available resources, and developing a work plan. The results of the analysis were used as guidelines and considerations in compiling learning media. The next stage is to make the design/display of the "Tat Twam Asi"-based Google Classroom based on the analysis stage that has been prepared so that researchers could get the information needed in developing the media to be compiled. In addition to making the display of learning media, researchers also prepared material to be used in the learning media.

In the development stage, researchers validated the learning media that had been made with the help of experts to obtain information about the feasibility of the learning media that had been prepared. This validation was carried out to validate the media created by showing the design. In addition, validation was carried out to find out the weaknesses and strengths of the media. Based on the validation results from the validator, it is known that the score of the learning media developed is 4.58 with a very good category. Based on data analysis, it is known that the media developed is very good, but it still needs to be improved according to the advice of learning media experts. Some of the improvements made based on the validation results from the expert team, distribution of questionnaires, and observation results are presented in Table 2. The revised results are presented in Figure 1.

Table 2. Media Expert

No	Suggestions for Improvements
1	Adding the identity of the video developer on the title page.
2	In the introduction (opening video) it is necessary to convey: <ol style="list-style-type: none"> 1. Themes, subthemes, lesson content 2. Learning instructions
3	At the end of the material there needs to be a summary of the material.
4	In the closing section, students should be given exercises to strengthen their understanding of the material.

The Implementation stage. At this stage, the researchers applied and tested the product an e-learning media. The trial intended to determine the quality of the resulting product. The assessment of the learning media was carried out by distributing questionnaires to teachers and students. The questionnaire contained 10 questions. The trials conducted were group trials between teachers and students. Students enter Google Classroom by typing <http://www.Google Classroom.com>. Students select the + sign in

Google Classroom and click "Join Class" by entering the class or group code obtained from the teacher in the form of a code consisting of 7 digits and then clicking "Join". Students can discuss on Google Classroom and share videos or assignments. Students can access or use features in Google Classroom such as: Accessing learning videos, and other digital media available for class assignments. Students can access practice questions and teacher assessment results automatically.

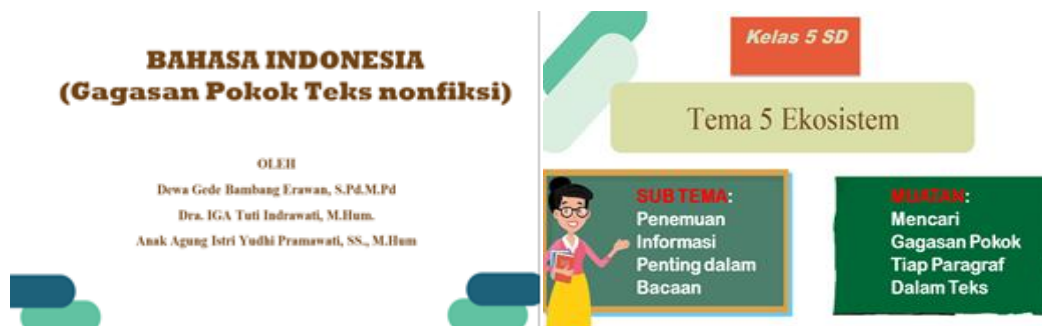


Figure 1. The initial appearance of Google Classroom Based on "Tat twam asi" after Revision

The test results on the teacher group showed that the Google Classroom which was developed using 10 statement items related to the feasibility of the Google Classroom based on "Tat twam asi" was used as a means to provide learning to students. This trial was conducted on 8 teachers. From several indicators contained in the questionnaire, it shows an average score of 4.3 of the total average score of 5.0, where the highest score for each item is 5. Based on this, it can be said that the feasibility of the Google Classroom based on "Tat twam asi" which was developed in the teacher group is in a decent/good category. The test results on a group of students consisting of 20 students showed that the Google Classroom was developed using 10 statement items related to the feasibility of Google Classroom based on "Tat twam asi". Of the several indicators contained in the questionnaire, it shows an average score of 4.51 of the total average score of 5.0, where the highest score for each item is 5. Thus, Google Classroom based on "Tat twam asi" which was developed in groups of students is in a decent / very good category.

The evaluation stage was carried out by researchers at the end of the activity with the aim of knowing the strengths and weaknesses when conducting trials on teachers and students. From the results of the evaluation, it was found that when a teacher started teaching by using Google Classroom, it must begin with briefing the students regarding the procedures for using Google Classroom so that students can more easily carry out online learning activities. 2) Teacher creativity is needed to be able to produce fun learning and keep up with technological advancement. 3) Students in the learning process are expected to pay attention and follow the teacher's instructions well in the learning process using Google Classroom so that no students are left behind in understanding the material presented by the teacher.

Discussion

Covid 19 had a significant impact on the implementation of learning in schools. This condition indirectly causes stakeholders to seek all means so that the learning process continues and, thus, avoid lost generation. This condition shows that improving the quality of human resources through the education sector is a big task (Aisyah & Kurniawan, 2021; Arizona et al., 2020; Wiryanto, 2020). This unnatural situation allows stakeholders to take emergency decisions. The need for policies related to the structure of the curriculum, development of learning materials, models, learning methods, media, and learning resources, learning planning, learning activities, and assessment of learning outcomes in an emergency (Rafique et al., 2021; Yang, 2020). During an emergency, the curriculum structure is structured by reducing the curriculum structure at normal times related to the number of hours and duration of face-to-face meetings. Essential learning materials are the main priority in learning.

The application of several learning models such as discovery learning models, inquiry learning models, project-based learning models, problem-based learning models, and other learning models is also needed (Atiyah et al., 2020; Dita et al., 2021). Adjustment of the material in the selection of learning media is an important thing to consider in an emergency situation (Karma et al., 2021; Sari et al., 2021). In times of emergency, teachers must also continue to prepare lesson plans. The teacher can make a basic competence (KD) mapping and choose the essential material to be taught to students. Learning and assessment activities during an emergency must be in accordance with the regulations that have been jointly determined. In emergency conditions as described above, distance learning (PJJ) implementation is a possibility. Distance learning (PJJ) is one solution that can be used so that learning continues to take

place online. This education uses media that allow interaction between teachers and learners (Aisyah & Kurniawan, 2021; Rasvani & Wulandari, 2021). In PJJ, it is possible for teachers and students to be in different places.

Online learning implies that students become lifelong learners who can freely access information to increase the repertoire of knowledge and skills possessed by the students themselves (Tang et al., 2021; Weldon et al., 2021). One of the online that can be utilized and developed to support distance learning is to use Google Classroom. Google Classroom is a "mixed" online learning application where educators can create their own classes and share the class code or invite their students. Google Classroom is intended to help all areas of education that help students to find or overcome learning difficulties, share lessons and create assignments without having to be present in class (Fitra et al., 2020; Paristiowati et al., 2020). Google Classroom is said to be flexible because it makes it easier for students to access the lessons. This convenience cannot be separated from the availability of an internet network that allows access via gadgets.

The advantage that can be obtained from Google Classroom is that teachers can teach anywhere and anytime. All lesson materials for Google Classroom will be saved to google drive (Kurniawati et al., 2019; Sa'diyah et al., 2020). This means that in the process of delivering material, as well as assignments sent by students, the lesson materials will not be stored on the smartphone, but will be stored on Google Drive. Teachers and students who are used to using this media should stick to the concept of "Tat twam asi". Tat Twam Asi has always been the moral philosophy of Hindus in creating a peaceful social life. Tat Twam Asi comes from Sanskrit which consists of three syllables, namely tat means he/she, twam means you and asi means is/am/are (Apriliani & Yudiana, 2020; Suastini & Suarjaya, 2021). If the three meanings of the word are combined together, the meaning is: he/she is you. The meaning contained in the teachings of Tat Twam Asi is "he/she is you, I am you, and all beings are the same" so that when we help others, it means we are helping ourselves. Apart from the advantages or benefits that can be obtained in using Google Classroom in the learning process, the development of the learning media is very necessary in order to be able to attract responses and increase student enthusiasm in participating in learning which is of course based on the concept of Tat Twam Asi.

The results of this trial showed that the Google Classroom learning media based on "Tat Twam Asi" was suitable for use in learning Indonesian. This development stage is supported by the implementation stage, namely implementing the use of Google Classroom for fifth-grade elementary school students, totaling 20 students. The learning process was carried out by applying the learning design on the Google Classroom media and based on the lesson plans that have been prepared by the teacher. At this stage, it is known that students are more interested in the teaching materials in Google Classroom which are presented in the form of learning videos. The last stage was an evaluation of the implementation of the development of the Google Classroom learning media that has been carried out. The evaluation results showed that there is a need for a briefing that should be given by teachers to students before starting the learning process with Google Classroom, and students need to carefully observe every step of learning in Google Classroom. In addition, in the development of learning media, the creativity of teachers is very important to produce interesting.

4. CONCLUSION

Based on the research results above, the Google Classroom learning media based on "Tat Twam Asi" for Indonesian language lessons for fifth-grade elementary school students got very good validation results. It was concluded that Google Classroom learning media is suitable for the teaching and learning process of Indonesian language lessons for fifth-grade elementary school students and is an informative and communicative learning medium.

5. ACKNOWLEDGE

Acknowledgements to LPDP, Universitas Mahasaraswati Denpasar and the village head of Belahkiuh.

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