Google Meet and Google Classroom on Learning History: Review from Students Perspective

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ABSTRAK

Perubahan proses pembelajaran menuntut guru untuk lebih kreatif dan inovatif dalam menyampaikan pembelajaran. Efektifitas pembelajaran online perlu diperhatikan, dengan memanfaatkan berbagai platform, antara lain penggunaan Google Classroom dan Google Meet dalam pembelajaran sejarah. Penelitian ini bertujuan untuk menganalisis perspektif siswa terkait keefektifan platform yang digunakan selama pembelajaran jarak jauh. Metode yang digunakan dalam penelitian ini adalah deskriptif dengan pendekatan kuantitatif. Responden dalam penelitian ini adalah 39 siswa aktif kelas sebelas. Pengumpulan data dilakukan dengan menggunakan kuesioner online melalui Google Form. Hasil penelitian ini menunjukkan bahwa sebanyak 81,3% siswa menyatakan termotivasi untuk mengikuti pembelajaran karena tidak membutuhkan banyak kuota, dan fitur yang digunakan pada platform sangat mudah dioperasikan dan sangat menarik. Sementara itu, 18,7% responden menyatakan tidak tertarik dengan platform yang digunakan dalam pembelajaran daring dan membutuhkan platform alternatif. Dari sini terlihat bahwa secara umum kedua platform tersebut merupakan salah satu pilihan yang tepat untuk digunakan, yang tidak hanya sesuai dengan kesesuaian materi, atau dengan karakteristik siswa, tetapi juga platform yang tepat karena tidak memerlukan biaya yang terlalu banyak. beban kuota yang besar namun cukup dalam penggunaan online yang tidak memberatkan siswa.

ABSTRACT

Changes in the learning process require teachers to be more creative and innovative in delivering learning. The effectiveness of online learning needs to be considered, by utilizing various platforms, including using Google Classroom and Google Meet in history learning. This study aims to analyze the students' perspectives are related to the effectiveness of the platforms used during distance learning. The method used in this research is descriptive with a quantitative approach. Respondents in this study were 39 active students, eleventh grade. Data was collected using an online questionnaire via Google Form. The results of this study indicate that as many as 81.3% of students stated that they were motivated to take part in learning because it did not require a lot of quota, and the features used on the platform were very easy to operate and very attractive. Meanwhile, 18.7% of respondents stated that they were not interested in the platforms used in online learning and needed an alternative platform. From this it appears that in general these two platforms are one of the right choices to use, which is not only appropriate for the suitability of the material, or with the characteristics of students, but also the right platform because it does not require too much of a large quota load but is sufficient in online usage that does not burdensome students.

1. INTRODUCTION

Learning in the network or more popularly known as (online), is not a new thing that is known and applied in education today. However, in practice, not all agencies apply it in the learning process (Muhdi et al., 2020; Santoso et al., 2022). Massively, the implementation of online learning in Indonesia and even in all countries in the world began in 2020. This condition was triggered by global problems in the form of the transmission of the Corona Virus Disease 2019 (Covid-19) outbreak (Herliandry et al., 2020; Pajarianto et al., 2020; Siahaan, 2020). Seeing the current conditions, the Indonesian government has limited activities outside the home including educational activities carried out online starting from elementary school, middle school to university level institutions. Learning carried out from home by utilizing the internet network is used as a solution to break the chain of the spread of the COVID-19 virus (Kusumaningrum et al., 2020; Madya & Abdurahman, 2021; Setiadi et al., 2021). History teachers face major challenges in the online learning process which is currently a new trend in the world of education. History is a subject that emphasizes aspects of value education, not just conveying information (Andarwati, 2019; Saidillah, 2018; Susilo & Sarkowi, 2018). This makes history teachers, independently, must be able to innovate, create learning schemes that are easily accepted by students in the online

system. Online learning, in its implementation, there are a lot of digital media or platforms that can be accessed for free and have various features that can be used to support the achievement of learning (Nasution et al., 2021; Perdana et al., 2018; Suryani, 2018). Online learning can be done through various third-party applications that can support the online learning process, such as Google Classroom, and Google Meet. Google Classroom is an application in the form of a learning system management provided by Google and can be linked by email, making it easy to access (Mardiana, 2020; Zamora-Antuñano et al., 2022). Previous study found utilize google classroom in its implementation, as task distribution, task collection, and even provide an assessment of the tasks that have been collected (Gupta, A., & Pathania, 2021; Periani & Suputra, 2022). In addition, google classroom provides various features and can be used, such as uploading videos or linking video links from YouTube, there is a discussion forum so that teachers can open a class discussion that can be responded to and commented on. It can save files easily because this application is integrated with Google Drive. In addition, you can also do job evaluations without having to waste a lot of time through the Google Form feature (Harjanto & Sumarni, 2019; Iftakhar, 2016).

Google Classroom has several advantages that can be utilized, such as (1) the application can be used for free, (2) it has large data storage, which is approximately 15GB, (3) is connected to other product applications from Google, such as google drive and google calendar, (4) connected to the Youtube application, (5) easy to use with PC, Laptop, Mobile (smartphone), (6) can be accessed anytime and anywhere, (7) does not take up bandwidth or data access / large quota, (8) facilitate teachers to teach and students receive material, (9) two-way communication is established, (10) there are multimedia elements (text, images, video, audio), (11) can increase the number of teachers or students unlimited (Ali & Maksum, 2020; Nursyahrina et al., 2021). Google Classroom (GC) is an internet-based platform provided by Google as a learning management system that aims to facilitate the preparation, distribution, and assessment of assignments online. Google classroom can activate students in the learning process because this media can display text, images, and videos during the learning process. In addition, this application can 1) simplify the activities of creating, distributing, and assessing student assignments without having to meet face-to-face; 2) have conversations about assignments and teachers can find out student progress; 3) become a medium of interaction between teachers and students or students with other students; and 4) accommodate and manage the time for collecting assignments by the teacher which will foster a sense of discipline and responsibility for students in doing assignments (Nainggolan & Manalu, 2021; Suwantarathip & Wichadee, 2014).

In addition to using Google Classroom in history learning, another application commonly used for online learning is Google Meet. Google meet is an application that combines video conferencing, online meetings, chat, and mobile collaboration to provide remote conferencing services (Assidiqi & Sumarni, 2020; Pernantah et al., 2021). Google meet can present virtual classes so that teachers and students can meet face-to-face virtually, carry out a two-way learning process and have the same effectiveness as face-to-face learning (Parmithi & Mahendra, 2021; Setyawan et al., 2020). This is what makes this application used as a teaching and learning tool. The availability of Google Meet can provide a potential solution in the learning process. Google Meet has a very high influence on student learning interest because it is easy to use, flexible time, and can be carried out wherever students are (Murtikusuma et al., 2019; Qekaj-Thaqi & Thaqi, 2021). The Google Meet link provided in each class time can be used multiple times which allows students to connect with the teacher at any time. The benefit of using Google Meet over other services is the simplicity of just having a Google account, and then starting a video call right away. The use of Google Meet is easier and simpler because users do not need to download it first. Google meet can be accessed using Google Chrome and login via email. Google meet can be accessed through the website, Android and iOS. The google meet application has a fairly good quality of service (Prasetya, 2021; Setyawan et al., 2020). Google meet can accommodate 250 people in each teleconference (Astuti, 2020). In learning using Google Meet, teachers can not only view student learning documents but can also make presentations, show materials, and record them. In the teaching and learning process, students can activate the device camera used, so that teachers can control student attendance and activities. The purpose of this article is to analyze the satisfaction of Diponegoro 1 Jakarta High School students, in participating in online history learning. By using google classroom and google meet, as supporting media in carrying out learning. Is the media used is good or not, or need to be replaced with other media. Thus, this research is focused on students' perspectives, regarding the effectiveness of using google classroom and google meet as materials to develop effective and efficient learning methods, especially in history subjects.

2. METHODS

This study uses a quantitative descriptive method using survey techniques, aiming to obtain data from a certain place that is natural or natural. The survey method is divided into two categories, namely

descriptive and analytical surveys (Rujakat, 2018). Descriptive survey attempts to explain a condition or attitude that currently exists (Wijaya et al., 2021). In principle, this study explain, critically describe a phenomenon, an event, an event to seek and find meaning in the real context. The population in this study were 39 students of class XI IPS 1 SMA Diponegoro 1 Jakarta who were willing to be respondents. The research conducted all teaching and learning activities are carried out online. The criteria for students involved in this study are active students who are in the eleventh grade students.

The data collection method needed in this research is a questionnaire. The type of questionnaire or questionnaire used in this research is a structured questionnaire (Closed Quistionaire) which is distributed online via google form. a questionnaire whose alternative answers have been provided using a Likert scale. While the answer choices consist of 4 answer choices, namely: 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree. There are 15 questions listed in the questionnaire. The aspects that were asked in this questionnaire were: 1) The readiness of the respondents' human resources, 2) the respondents' perceptions about the use of google classroom and google meet, 3) the constraints of the respondents in using google classroom and google meet. The grid of instruments regarding online learning using google meet and google classroom on history learning from a student perspective can be seen in the Table 1.

Table. 1. Instrument grid

Variabel	Indicator	Question Item Number
Online Learning	• Implementation of learning. • Readiness in participating in learning	1,2,3,4,5
Google classroom dan Google meet	• Effective use of google classroom and google meet • Constraints in the use of google classroom and google meet.	6,7,8,9,10
history learning	• Learning process • Learning Resources • Motivation to learn	11,12,13,14,15

The data analysis method in this study was carried out by: 1) grouping the average score of student answers on the questionnaire based on the Likert scale category, 2) looking for the percentage of student responses, 3) interpreting student answers based on the percentage results. The measuring instrument used in this study has been tested on 20 respondents who are also the target sample. After evaluating the respondent's answers, the validity (by item analysis, which is correlated the score of each item with the total score which is the number of each item score with the Product Moment correlation technique) and reliability (using the Cronbach Alpha technique) is tested. Calculations were then performed using SPSS for Windows Release. The results of the validity test show that the questionnaire about the use of google classroom and google meet in learning from the perspective of students is valid with a correlation probability value that is smaller than sig. 0.05.

3. RESULT AND DISCUSSION

Results

The results showed that, From the survey results through Google Form obtained data relating to the implementation of online history learning. This survey activity also has an important contribution that can be used as a learning evaluation material. The survey population consisted of 39 academically active eleventh graders. From the survey results, it is known that 100% of respondents acknowledged that the learning process during the Covid-19 pandemic took place online. This means that all teachers and staff of SMA Diponegoro 1 Jakarta comply with the government's circular regarding the implementation of online distance learning systems that contribute to efforts to assist the process of handling and preventing Covid-19. Based on the data obtained from student responses regarding the accuracy of online learning, it was found that there were 93.4% who stated that the choice of platform was correct, while the remaining 6.6% stated that it was not appropriate. Regarding the response that states that the selection of this platform is not accurate, it certainly requires a separate follow-up to explore their views, which of course requires further research. However, the inaccuracy of choosing an online learning platform is indeed a consequence because indeed every learning process has its own weaknesses, as Rasheed et al. stated that online learning does have many weaknesses in the process. Another weakness of online learning is related to the lack of supporting facilities and infrastructure, economic factors, and technological unpreparedness in the implementation of online learning activities. Students' views on the attractiveness of using online

learning platforms. Based on the data obtained, it is known that as many as 81.3% of students stated that they were interested in participating in history learning, while 18.7% of respondents stated that they were less interested in the platform used in online learning. This means that more students are interested in using these two platforms, namely Google Classroom and Google Meet, than those who are not. Google Classroom is used to provide instructions regarding the learning process that will be carried out at each meeting so that students can understand the flow of the learning process that will be carried out at each meeting. This platform is also very interesting because it provides features that can be used for task collection. In other words, students can upload assignments given by the teacher and stored neatly and can be accessed at any time through the account.

Related to the level of motivation of students in using Google Classroom and Google Meet during online learning. The results obtained are 90.1% of students are motivated to take part in learning because the features in Google Classroom have an attractive appearance and are easy to use. Paying attention to the level of motivation in using the platform is very important for bridges in connecting students' cognition, connecting students' views, and new experiences to the material to be studied, as well as connecting the student world with the teacher's world in order to create a synchronization before starting learning activities. About student responses, namely whether they want to maintain learning using the Google Classroom and Google Meet platforms or choose to use other platforms. Data obtained as much as 58.2% of students want to continue using Google Classroom and Google Meet. For them, the main reason is to save quota and the features are attractive. While 41.8% of students gave open answers wanting to change to other platforms such as whatsapp, telegram and edmodo. Every platform has its drawbacks, including WhatsApp and Telegram, data storage in the form of conversations that are not neat, makes data sometimes piled up and difficult to access. However, so far students' opinions about the use of platforms in learning are very supportive and positive. The results obtained are also supported by previous research showing that the use of Google Classroom is quite effective in learning history in terms of student learning outcomes. The results showed that, From the survey results through Google Form obtained data relating to the implementation of online history learning. This survey activity also has an important contribution that can be used as a learning evaluation material. The survey population consisted of 39 academically active eleventh graders. From the survey results, it is known that 100% of respondents acknowledged that the learning process during the Covid-19 pandemic took place online. This means that all teachers and staff of SMA Diponegoro 1 Jakarta comply with the government's circular regarding the implementation of online distance learning systems that contribute to efforts to assist the process of handling and preventing Covid-19.

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Discussion
Implementation of Online History Learning
      History learning is a study that explains about humans in the past with all aspects of human activities such as politics, law, military, social, religious, creativity (such as those related to art, music,) scientific and intellectual (Jumardi, 2017; Susilo & Sarkowi, 2018). In addition, history learning is expected to be able to build awareness, knowledge, insight, and values regarding the environment in which the self and the nation live. History learning has a role in efforts to form the nation's character and instill cultural values.History learning is a field of science that has the aim that every student builds awareness about the importance of time and place which is a process from the past, present and future so that students realize that they are part of the Indonesian nation who has a sense of pride and love for nation that can be implemented in various national and international lives (Kamza et al., 2020; Kasih et al., 2017; Rochmat & Trisnawati, 2017). This history learning has a role in efforts to form the nation's character and instill cultural values. The purpose of learning history according to previous study is to instil the spirit of nationalism, love for the homeland, nation and state (Setiawan et al., 2020).

      The material in history learning is able to develop the potential of students to be more familiar with the values of the nation that were fought for in the past, maintained, and adapted for the present and developed in the future, also in history it is explained about various real events and events. What has happened in the past is not just a fictitious essay, such as the persistence of the fighters against the invaders in defending the nation's pride. In this research, the online history learning process utilizes the Google Meet and Google Classroom applications to support effective learning. The Google Meet and Google Claasroom applications are the choice of Diponegoro 1 Jakarta High School because they are considered more effective in delivering material to students. The use of the Google Meet and Google Claasroom applications during learning makes the teacher more flexible in explaining the material as it is almost similar to a face-to-face learning situation, in the Google Meet and Google Claasroom applications as well, teachers can meet face-to-face with students even though virtually (Indrayana & Sadikin, 2020; Syofyan & Yuliana, 2020). Most importantly, Google Meet and Google Claasroom can be accessed for free by many students and there is no need to purchase a premium account like other paid applications.

Implementation of Google classroom
      Google Classroom (GC) is an internet-based platform provided by Google as a learning management system that aims to facilitate the preparation, distribution, and assessment of assignments online. By using google classroom teachers can provide announcements, assignments, learning materials and find out who has and who has not submitted assignments, while students can collect assignments and access material that has been given by the teacher anytime and anywhere. This is in accordance with previous study statement where google classroom can build a more productive and meaningful learning atmosphere for students by simplifying assignments, increasing collaboration, and fostering communication, not only that with google classroom teachers can create classes and give assignments (Rosita et al., 2019). Google Classroom is connected to all other Google for Education services, one of which is Google Calendar. The use of Google Calendar as a reminder of the deadline for submitting assignments by students in Google Classroom can improve student discipline. This is because students will know when the deadline for their assignments is, so they can easily submit assignments on time. This is in accordance with research states that by utilizing Google Calendar, there is no longer any reason for students to forget or even be late in submitting assignments (Ambarsari et al., 2021). In addition to collecting assignments, teachers can also save learning device files such as modules, powerpoints, and other files that will be used in the learning process. The use of Google Classroom in online learning activities (online) during the Covid-19 pandemic at Diponegoro 1 Jakarta High School was carried out by means of teachers creating Google Classroom rooms for students and teachers. Furthermore, students join in the room that has been provided by entering the class code first. Then the teacher can use google classroom to distribute materials or assignments by posting material files or assignments on google classroom, so that they can be accessed directly by all students who have joined in it. For teacher assessments, teachers can directly assess student work, besides that by using Google Classroom the teacher can find out the number of students who have and students who have not submitted assignments.

This is in accordance with previous study that state by using google classroom, it will be easier to evaluate the student learning process (Heggart & Yoo, 2018). With the Google Classroom service, which is quite complete, online learning can be carried out effectively and efficiently. This is in line with the opinion which states that google classroom can be a medium for distributing assignments, collecting assignments, and even assessing assignments by teachers, so that it can help facilitate teachers and students in the in-depth learning process (Heggart & Yoo, 2018). The use of google classroom in learning and teaching activities at SMA Diponegoro 1 Jakarta does not rule out the possibility of an obstacle. Because in practice, there are still students who cannot attend the lesson. Most of the student absences are caused by the absence of an adequate internet network to access Google Classroom. Previous research also states that the reality on the ground is that the obstacle in using Google Classroom is the internet network that students cannot access as a whole (Suni Astini, 2020).

Implementation of Google Meet

Google Meet is a video conferencing application from Google that allows users to chat make video calls with 25 other users who have google accounts or more in one meeting. Google meet has advantages such as being easily accessible by teachers and students, free of charge, besides that Google Meet has a very useful interface with a size that is not heavy and fast, prioritizes efficient management, and is easy to use (user friendly) so that it can be applied. by all users easily (Aswir et al., 2021; Qekaj-Thaqi & Thaqi, 2021). So Google Meet is a platform from Google that can be used to make video calls that make it easier for teachers and students in learning and teaching activities. The use of google meet in online learning is intended so that teachers and students can still interact with the interface on time even though they are in different places. Because even though teaching materials such as modules, LKPD (Student Activity Sheets), learning media (powerpoints) have been distributed to students, teachers still have to explain how the process is carried out, as well as how the techniques or steps of students in learning, students still need to be monitored first. To achieve this, Google Meet can be used as an alternative when learning online (in a network). Online learning activities using the google meet platform at SMA Diponegoro 1 Jakarta, are carried out with the teacher as the host providing a room for students to meet at the online google meet. Then the teacher made a presence by asking students to be on camera.

Then the teacher provides an overview of the material, technical learning, assignments, and conveys a little material that will be given to students. Through google meet teachers can deliver learning materials supported by learning media such as power points directly and on the spot even though remotely. So that students can still listen and listen to explanations while watching powerpoints such as the offline learning process (outside the network). In addition, students can also discuss with teachers and other students to discuss the material at that time. By utilizing Google Meet, learning and teaching activities can continue even though they are carried out remotely, besides using Google Meet students can gain new experiences in learning. This is in accordance state that Google Meet can be used as a learning tool that supports the student learning process as well as trains students to be able to take advantage of technology in their lives (Pernantah et al., 2021). Not only that, the use of Google Meet can also train students' listening skills. However, like other online platforms, google meet also has obstacles in its use, one of which is the limited internet package or student data package so that there are some students who cannot participate in google meet. To overcome the lagging of material by students who cannot attend google meet, the teacher sends the material that has been taught through google classroom so that students can still access the material and discuss it with the teacher when experiencing difficulties.

Effectiveness of Google Classroom and Google Meet in online learning based on student perspective

The Google Meet and Google Classroom applications are considered very practical and make it easier for teachers to deliver material. However, the perceptions of teachers and students towards the use of the Google Meet and Google Classroom applications when learning online certainly cannot be equalized. In online learning activities, it is certainly a challenge for students. Students are required to be able to adapt themselves to situations and conditions in online learning mode. Therefore, all research participants think that teachers should provide simpler instructions in online learning activities. This simplification of instruction is needed by students so that understanding of the material can be built slowly. In addition, research participants argue that in addition to simplifying instructions, teachers are expected to be more active in interacting and providing feedback on the tasks that have been given.Student perception is an important indicator that is closely related to the learning process. Students who have a good perception will generally optimize the independent learning process which can improve their learning outcomes. In addition, perceptions can affect student interest in making a choice and academic achievement (Frolova & Rogach, 2021; Shaharanee et al., 2016).

Therefore, it should be noted that student perception is a very dynamic indicator. Student perceptions can be influenced by several indicators, one of which is the application of different learning methods. It should be noted that each method, media, model, and learning strategy has different characteristics, therefore the implementation of Google Classroom needs to be adjusted to these characteristics so that the learning process can be effective and efficient

4. CONCLUSION

Based on a survey of questionnaires distributed via Google Form to 39 respondents about students' perspectives on the use of Google Classroom and Google Meet in online learning, On the item accuracy of the online learning media platform most answered that the platform was correct. The platform used was inaccurate. For the interest in using media platforms, most answered that they were interesting, while were less interested and needed an alternative platform. The questionnaire related to student learning motivation increased when taking lessons using the two platforms, most of students were motivated to take history lessons using these two platforms because the features used in Google Classroom and Google Meet are very easy to operate and very interesting. From this it appears that in general these two platforms are one of the right choices to use, which is not only appropriate for the suitability of the material, or with the characteristics of students, but also the right platform because it does not require too much of a large quota load but is sufficient in online usage that does not burdensome students.

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