



The Utilization of Google Classroom in Social Studies Learning

Muklis Riyanto^{1✉}, Yunita², Jamilah³, Shella Monica⁴, Zuhri⁵, Agung Subakti⁶, Agussalim⁷, Desi Tri Anggereni⁸, Elce Purwandari⁹

Institut Agama Islam Al-Azhar Lubuklinggau, Indonesia^{1,4,5,6,7,8,9}

Universitas Islam Negeri Raden Fatah Palembang, Indonesia²

STKIP PGRI Sumenep, Indonesia³

e-mail : muklisriyanto.mupi@gmail.com¹, yunitahani_uin@radenfatah.ac.id²,
jamilah@stkipgrisumenep.ac.id³, sellamonica945@gmail.com⁴, zuhri0974@gmail.com⁵,
agungsubakti89@gmail.com⁶, abirifasalim@gmail.com⁷, desitrianggereni8@gmail.com⁸,
purwandari.elce@gmail.com⁹

Abstrak

Google classroom didesain sebagai media pembelajaran yang dimanfaatkan secara online yang dalam penggunaannya lebih sederhana, tidak memakai data terlalu banyak, dan tidak rumit sehingga mudah dioperasikan pada smartphone dengan sistem android dan iOS. Tujuan penelitian ini untuk mengidentifikasi pemanfaatan *google classroom* pada pembelajaran IPS di kelas V sekolah dasar. Metode kuantitatif yg dipergunakan adalah survei. Data diperoleh melalui lembar survey pada *Google Form* lalu dilakukan analisis kuantitatif. Sampel merupakan siswa kelas V Madrasah Ibtidaiyah (MI) Miftahul Huda Kosgoro, Musi Rawas sebanyak 36 orang siswa. Hasil penelitian dari 10 aspek yang tercakup dalam kuesioner menunjukkan bahwa *google classroom* merupakan aplikasi yang tepat sebagai media pembelajaran karena mudah digunakan, tidak banyak menggunakan data, materi pembelajaran dapat dipahami, siswa bisa terkontrol sehingga siswa senang belajar menggunakan *google classroom*, oleh sebab itu *google classroom* bermanfaat digunakan pada masa pandemic. Penelitian yang dilakukan ini baru, karena belum pernah sebelumnya dilakukan di MI Miftahul Huda Kosgoro. Kontribusi yang diharapkan pada penelitian dapat memberikan pengetahuan bagi sekolah lain yang ingin memanfaatkan *google classroom* sebagai media pembelajaran, memberikan referensi bagi peneliti lain yang ingin melakukan penelitian terkait *google classroom* sebagai media pembelajaran yang dimanfaatkan dalam proses pembelajaran.

Kata Kunci: Pemanfaatan, Google classroom, Pembelajaran IPS.

Abstract

Google Classroom is designed as a learning medium that is used online which is simpler to use, does not use too much data, and is not complicated so it is easy to operate on smartphones with Android and iOS systems. The purpose of this study was to identify the use of *google classroom* in social studies learning in grade V elementary schools. The quantitative method used is a survey. The data was obtained through a survey sheet on Google Forms and then a quantitative analysis was carried out. The sample consisted of 36 students in class V of Madrasah Ibtidaiyah (MI) Miftahul Huda Kosgoro, Musi Rawas. The research results from the 10 aspects covered in the questionnaire show that Google Classroom is the right application as a learning medium because it is easy to use, does not use a lot of data, learning materials can be understood, students can be controlled so that students enjoy learning using Google Classroom, therefore Google Classroom Useful during a pandemic. This research is new because it has never been done before at MI Miftahul Huda Kosgoro. The expected contribution to research can provide knowledge for other schools that want to use Google Classroom as a learning medium, and provide a reference for other researchers who want to conduct research related to Google Classroom as a learning medium that is used in the learning process.

Keywords: Utilization, Google classroom, Social studies learning.

Received	Revised	Accepted	Published
16 November 2022	18 November 2022	30 Desember 2022	30 Dember 2022

Copyright (c) 2022 Muklis Riyanto, Yunita, Jamilah, Shella Monica, Zuhri, Agung Subakti, Agussalim, Desi Tri Anggereni, Elce Purwandari

✉ Corresponding author :

Email : muklisriyanto.mupi@gmail.com

DOI : <https://doi.org/10.31004/edukatif.v4i6.4194>

ISSN 2656-8063 (Media Cetak)

ISSN 2656-8071 (Media Online)

Edukatif : Jurnal Ilmu Pendidikan Vol 4 No 6 Bulan Desember
p-ISSN 2656-8063 e-ISSN 2656-8071

INTRODUCTION

In Law No. 20 of 2003, Learning is a process of interaction between students and educators and learning resources in a learning environment. In the interaction process, students and educators need learning media that are used to convey messages in the form of material to be studied.

One of the most complete and integrated learning media platforms is Google Classroom. Google Classroom is a mixed studying platform evolved using Google for schools that objectives to simplify the introduction, distribution, and project of assignments in a paperless manner. Using Google classroom the trainer can create digital instructions, invite college students to enroll in the class, offer information associated with the coaching and getting-to-know process, provide coaching substances that scholars can research in the shape of publicity files and gain knowledge of films, supply assignments to students, make assignments collection schedules and others. further, Google lecture room is likewise used to engage instructors and students, collaborate, percentage, and compare homework, grades, elegance discussions, notifications, and evaluations (Ahmad Azhari Yunus & Ahmad Syafi'i, 2020). Furthermore, Google classroom is a platform that is widely known by teachers and students, one of the learning processes achieved with google classroom is to combine learning styles, blended learning is one of the teaching processes that is carried out not only in the classroom (offline) but also outside the classroom (online) (Suhroh & Cahyono, 2021).

Google Classroom is a free option available to anyone who creates an Apps for Education Google Account. Google Classroom is a very useful application for online education because it is completely free and can be used on any device. A feature that adds sophistication to the application is its ability to be used collaboratively in groups (Syakur et al., 2020). Google Classroom can help in the iterative learning process anywhere and anytime (Huda et al., 2019; Salamah, 2020).

Soliman explained that there are 4 advantages to using Google Classroom as a Learning Management System (LMS), namely that the settings in Google Classroom are easier, simpler to use, and intuitive, which makes it ideal for user experiences at various levels, saves time, improves collaboration and communication, making it active. collaborate online, centralized data storage so that everything is stored securely in google classroom, and share resources quickly (Syakur et al., 2020). Google Classroom is considered one of Google's best web features to improve teacher and student performance in teaching and learning activities (Laili & Muflihah, 2020). Through google classroom, it is assumed that learning objectives will be more easily realized and full of meaning (Thahir, 2021). The use of audio-visual media assisted by Google Classroom affects learning outcomes (Setiawan & Oka, 2020). Google Classroom enables teaching and learning activities to be more productive and meaningful by simplifying assignments, enhancing collaboration, and fostering communication in a way that teachers can create classes, assign assignments, send feedback, and see everything in one place (Atikah et al., 2021).

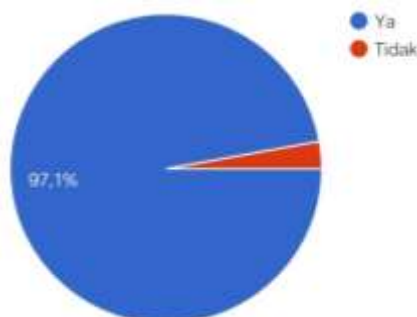
METHOD

The approach in this examination is quantitative in the form of a survey, whose records and most important property of data are obtained from respondents, the records delivered are MI Miftahul Huda Kosgoro college students as many as 36 college students who fill out a questionnaire uploaded via the google form software. A questionnaire is a statistics series method by using giving a fixed of written statements to respondents. This research tool includes the usage of the google lecture room in social research gaining knowledge. The statistics evaluation method became the use of descriptive information, in particular a questionnaire thru Google paperwork, after being clarified, it was defined inside the shape of a pie chart. The statistics received from the students had been analyzed and conclusions have been drawn.

Within the context of identifying using the google classroom in social studies studying in beauty V Madrasah Ibtidaiyah Miftahul Huda Kosgoro, the trainer helps activities by making sure college students are present and inclined to fill out questionnaires. Teachers are willing to conduct interviews whilst crucial.

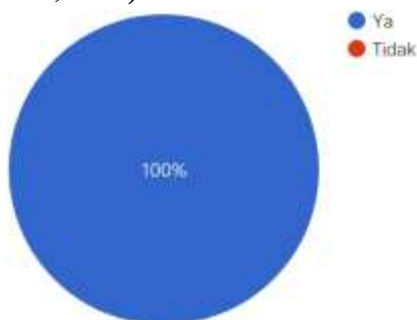
RESULTS AND DISCUSSIONS

There are numerous factors of questions raised to respondents in identifying how college students use google study room as a studying medium in social research learning. First, do you like to learn using Google Classroom?



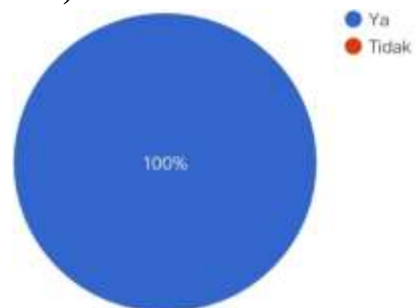
Picture 1. Enjoy learning to use google classroom

Based on Picture 1, as many as 35 responses or 97% of students enjoy learning to use google classroom because google classroom the features are quite complete, understandable, and easy to use. There is a positive and significant contribution to the implementation of Google classroom and the motivation to learn together on learning outcomes (Guswara & Purwanto, 2021).



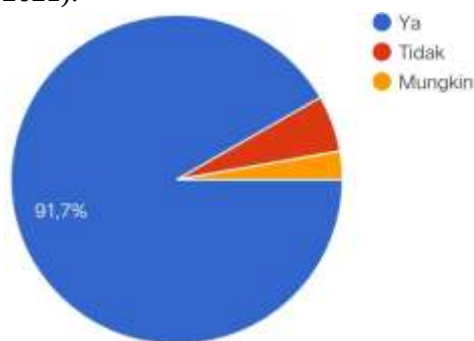
Picture 2. Google Classroom can be operated by students

Based on Picture 2, 36 responses or 100% of students stated that they can operate google classroom because the majority of MI children are now able to use Android phones but are still under parental supervision and now the era of technology is like if you can't play cellphones, it's outdated. Google classroom requires special skills and tools to do so, this software cannot be provided to all teachers and students. Therefore, instructor resources must meet student needs, inspire students to learn English, promote student-centered learning and enhance cooperative learning (Ahmad Azhari Yunus & Ahmad Syafi'i, 2020). The effectiveness of using Google classroom makes them eager to share ideas to improve and make it more sophisticated (Suhroh & Cahyono, 2021).



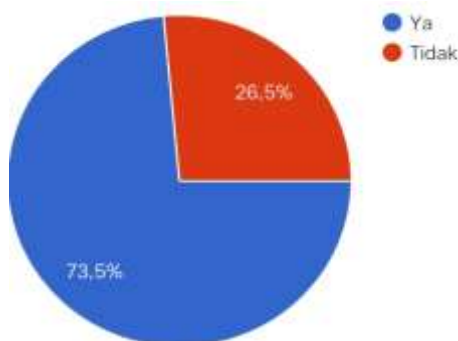
Picture 3. Through google Classroom learning materials can be understood

Based on Picture 3, 36 students, or 100% of students stated that the learning material learned using google classroom could be understood. So Google Classroom can be an alternative to online learning and is more modern. the use of Google classroom is better than Zoom Meeting (Maulana, 2021). Students better understand learning materials and the ease with which students complete and send assignments given by lecturers with good results (grades) on time shows that the Google classroom platform is very effectively used as a learning medium in courses that combine material and practice (Nafsi & Trisnawati, 2021). Presentation on google classroom is accompanied by pictures and videos to make it easier for students to understand the material presented (Khunaini & Sholikhah, 2021).



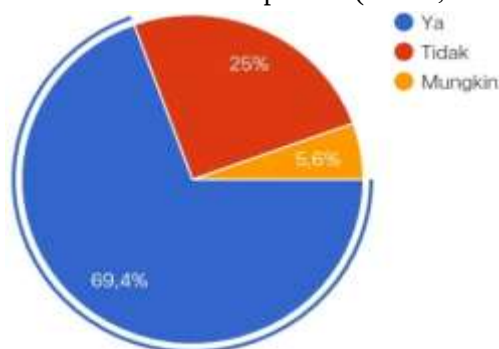
Picture 4. The use of google classroom can control students

Based on Picture 4, as many as 91.7% show that students can be controlled by learning to use Google Classroom because every time they do assignments, they are always accompanied by their parents. Teachers can control students' progress to know where and when to submit assignments (Maesaroh et al., 2022).



Picture 5. Smartphone Ownership

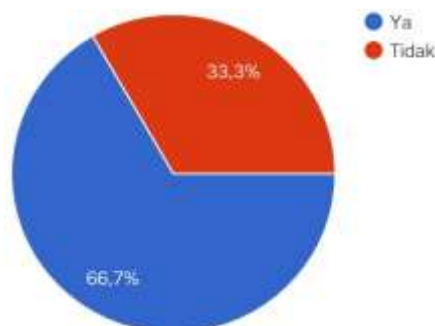
Based on Picture 5, 73.5% of students already have smartphones, while 26% of students still use their parents' smartphones. students learn independently in classrooms, especially if the smartphones they use are their own, in contrast to students who do not have smartphones (Ismail, 2022).



Picture 6. Internet network access in the home environment

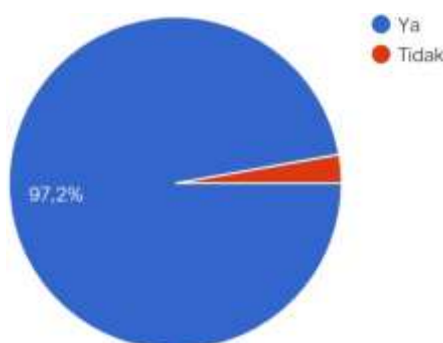
Based on Picture 6, 69.4% of students stated that internet network access in their home environment was smooth. However, another 25% stated that internet network access in the home environment was not smooth.

This is due to the factor of the location of the house which is still far from the center of the crowd. Not all students live in areas where the internet signal supports online learning, and the internet network is sometimes not smooth (Mulatsih, 2020). Internet signal access is the main obstacle in e-learning using Google Classroom (Rozi et al., 2021).



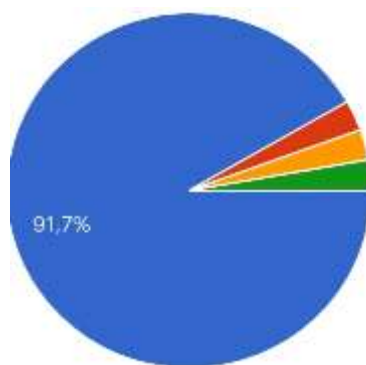
Picture 7. Internet data usage

Based on Picture 7, 66.7% of students stated that Google Classroom did not use much data. 33.3% of students stated that Google Classroom used a lot of data. It is possible that students do not understand how to see the accumulation of data usage on their respective smartphones. There are limited quotas that some students have (Mulatsih, 2020).



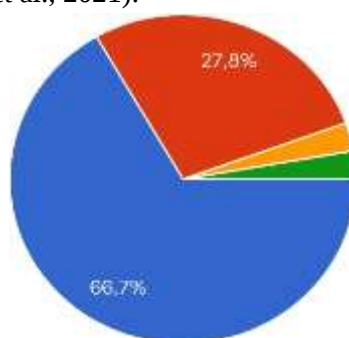
Picture 8. The utilization of google classroom during the pandemic

Based on Picture 8, 97.2% of students stated that Google Classroom was useful during the pandemic because of the worrying situation so this condition students were not allowed to leave the house. Google Classroom is one of the applications that support online learning, become an alternative for teachers and students in choosing applications to support online learning during this pandemic and learning activities can run well (Aryani et al., 2020). The use of google classroom media can be used as an alternative media in the learning process (Fauzan & Arifin, 2019). *Google Classroom as an e-learning tool is a useful application that can be applied during e-learning in the Covid-19 issue* (Widodo & Slamet, 2020). *Google classroom which is very easy to create and apply to distance learning during the Covid-19 Pandemic* (Marbun & Sinaga, 2021). Learning using google classroom during the COVID-19 pandemic is easy to use, small file size, practical and does not require a lot of quota fees to access learning (Parnabhakti & Puspaningtyas, 2021).



Picture 9. The right application as a learning media

Based on Picture 9, 91.7% of students stated that Google Classroom is the right application as a learning medium because it is easy to use. Students do not find it difficult to use Google Classroom (Laili & Mufliah, 2020). This application can operate effectively so that the implementation of the learning process becomes more intensive (Mike Okmawati, 2020; Syakur et al., 2020) and makes it easier for students to complete and collect assignments without being bound by space and time (Laili & Mufliah, 2020) other than That is why Google Classroom learning is effectively used because it provides an overview of how the process of integrating digital technology in learning and training student discipline (Santosa et al., 2020). The Google Classroom application is used for classroom management, including delivering announcements, providing lesson material, deliver and collecting assignments. students so that learning is carried out effectively (Destyana & Surjanti, 2021; Mulatsih, 2020). Through the Google classroom learning application, it can increase the effectiveness of learning, particularly by using making it less complicated to do assignments, being professional at the use of technology and records facilities, and being able to quickly find out the outcomes of studying (Marbun & Sinaga, 2021). The ease of using google classroom learning application, users can easily access this application both on computer and android devices (Atikah et al., 2021).



Picture 10. The Intensity of using google classroom

Based on Picture 10, 66.7% of students stated that they often use Google Classroom, because the signal is stable. Meanwhile, 33.3% of students stated that they did not often use Google Classroom because the signal was not stable. Based on the level of understanding of theory and skills in the process of implementing online lectures, they are in the medium category. This is because many obstacles occur during the lecture process, such as an unstable network (Maulana, 2021). However, the results of other studies indicate that some students are seriously addicted to social media technology because they access google classroom too often (Salam, 2020).

CONCLUSIONS

It was concluded that students claim to be able to operate google classroom, learning materials learned using google classroom can be understood, students can be controlled by learning to use google classroom, students already have smartphones, state internet network access in the home environment is smooth, google

classroom doesn't use much data, and google classroom is useful during a pandemic, google classroom is the right application as a learning medium because it is easy to use, and often uses google classroom, because the signal is stable.

REFERENCES

- Ahmad Azhari Yunus & Ahmad Syafi'i. (2020). Google Classroom as Learning Platform in Teaching Writing. *British (Jurnal Bahasa Dan Sastra Inggris)*, 9(1), 48–64.
- Aryani, D., Malabay, M., Ariessanti, H. D., & Putra, S. D. (2020). Pelatihan Pemanfaatan Google Classroom untuk Mendukung Kegiatan Pembelajaran Daring saat Pandemi COVID 19 di SMPIT Insan Rabbani. *Jurnal Abdidas*, 1(5), 373–378. <https://doi.org/10.31004/abdidas.v1i5.67>
- Atikah, R., Prihatin, R. T., Hernayati, H., & Misbah, J. (2021). Pemanfaatan Google Classroom Sebagai Media Pembelajaran Di Masa Pandemi Covid-19. *Jurnal Petik*, 7(1), 7–18. <https://doi.org/10.31980/jpetik.v7i1.988>
- Destyana, V. A., & Surjanti, J. (2021). Efektivitas Penggunaan Google Classroom dan Motivasi Belajar Terhadap Hasil Belajar Peserta Didik Pada Mata Pelajaran Ekonomi. *Edukatif: Jurnal Ilmu Pendidikan*, 3(3), 1000–1009. <https://edukatif.org/index.php/edukatif/article/view/507>
- Fauzan, F., & Arifin, F. (2019). The Effectiveness of Google Classroom Media on the Students' Learning Outcomes of Madrasah Ibtidaiyah Teacher Education Department. *Al Ibtida: Jurnal Pendidikan Guru MI*, 6(2), 271. <https://doi.org/10.24235/al.ibtida.snj.v6i2.5149>
- Guswara, A. M., & Purwanto, W. (2021). The Contribution of Google Classroom Application and Motivation to The Learning Outcomes of Web Programming. *Journal of Education Technology*, 4(4), 424. <https://doi.org/10.23887/jet.v4i4.29896>
- Huda, S., Firmansyah, M., Rinaldi, A., Suherman, S., Sugiharta, I., Astuti, D. W., Fatimah, O., & Prasetyo, A. E. (2019). Understanding of Mathematical Concepts in the Linear Equation with Two Variables: Impact of E-Learning and Blended Learning Using Google Classroom. *Al-Jabar : Jurnal Pendidikan Matematika*, 10(2), 261–270. <https://doi.org/10.24042/ajpm.v10i2.5303>
- Ismail, I. (2022). Analisis Penggunaan Google Classroom Terhadap Kemandirian Belajar Peserta Didik Selama Pandemi. *Jurnal Analisa Pemikiran Insaan Cendikia*, 5(1), 41–47. <https://doi.org/10.54583/apic.vol5.no1.83>
- Khunaini, N., & Sholikhah, N. (2021). Pengaruh Penggunaan Learning Management System Google Classroom Dan Gaya Mengajar Guru Terhadap Motivasi Belajar Pada Pembelajaran Daring. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 2079–2091. <https://edukatif.org/index.php/edukatif/article/view/737>
- Laili, E. N., & Mufliah, T. (2020). the Effectiveness of Google Classroom in Teaching Writing of Recount Text for Senior High Schools. *Journal of Languages and Language Teaching*, 8(4), 348. <https://doi.org/10.33394/jollt.v8i4.2929>
- Maesaroh, N. S., Tabroni, I., & Syaprudin, D. (2022). Pengaruh Media Pembelajaran Google Classroom Terhadap Motivasi Belajar Siswa SMK Negeri 2 Purwakarta Mata Pelajaran PAI Pada Masa Covid-19. *Paedagogie: Jurnal Pendidikan Dan Studi Islam*, 3(01), 35–56. <https://doi.org/10.52593/pdg.03.1.03>
- Marbun, J., & Sinaga, S. J. (2021). Pemanfaatan Aplikasi Google Classroom dalam Meningkatkan Efektivitas Belajar Mahasiswa Berbasis Daring di Masa Pandemi Covid-19. *Jurnal Basicedu*, 5(5), 3299–3305. <https://jbasic.org/index.php/basicedu/article/view/1326>
- Maulana, H. A. (2021). Persepsi Mahasiswa terhadap Pembelajaran Daring di Pendidikan Tinggi Vokasi: Studi Perbandingan antara Penggunaan Google Classroom dan Zoom Meeting. *Edukatif: Jurnal Ilmu Pendidikan*, 3(1), 188–195. <https://doi.org/10.31004/edukatif.v3i1.259>
- Mike Okmawati. (2020). the Use of Google Classroom During Pandemic. *Journal of English Language Teaching*, 9(2), 438–443.

- 8292 *The Utilization of Google Classroom in Social Studies Learning - Muklis Riyanto, Yunita, Jamilah, Shella Monica, Zuhri, Agung Subakti, Agussalim, Desi Tri Anggereni, Elce Purwandari*
DOI: <https://doi.org/10.31004/edukatif.v4i6.4194>
- Mulatsih, B. (2020). Penerapan Aplikasi Google Classroom, Google Form, dan Quizizz dalam Pembelajaran Kimia di Masa Pandemi Covid-19. *Ideguru: Jurnal Karya Ilmiah Guru*, 5(1), 16–26.
- Nafsi, L. L., & Trisnawati, N. (2021). Efektivitas Penggunaan Google Classroom sebagai Media Pembelajaran Mata Kuliah Aplikasi Komputer Mahasiswa Pendidikan Administrasi Perkantoran. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 38–52. <https://doi.org/10.31004/edukatif.v4i1.1722>
- Parnabhakti, L., & Puspaningtyas, N. D. (2021). Persepsi Peserta Didik pada Media Powerpoint dalam Google Classroom. *Jurnal Ilmiah Matematika Realistik*, 2(1), 18–25. <https://doi.org/10.33365/ji-mr.v2i1.1062>
- Rozi, F., Putri, M. W., & Wijaya, M. R. A. (2021). E-Learning System For Physical Education In IAIN Salatiga Using Google Classroom. *Edukatif: Jurnal Ilmu Pendidikan*, 3(2), 270–277. <https://doi.org/10.31004/edukatif.v3i2.268>
- Salam, U. (2020). The Students' Use of Google Classroom in Learning English. *JPI (Jurnal Pendidikan Indonesia)*, 9(4), 628. <https://doi.org/10.23887/jpi-undiksha.v9i4.27163>
- Salamah, W. (2020). Deskripsi Penggunaan Aplikasi Google Classroom dalam Proses Pembelajaran. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 4(3), 533–538.
- Santosa, F. H., Negara, H. R. P., & Samsul Bahri. (2020). Efektivitas Pembelajaran Google Classroom Terhadap Kemampuan Penalaran Matematis Siswa. *Jurnal Pemikiran Dan Penelitian Pendidikan Matematika (JP3M)*, 3(1), 62–70. <https://doi.org/10.36765/jp3m.v3i1.254>
- Setiawan, I. M. D., & Oka, I. D. G. A. (2020). The Use of Audio-Visual Assisted Google Classroom for Mathematics Course. *Journal of Education Technology*, 4(3), 244. <https://doi.org/10.23887/jet.v4i3.28529>
- Suhroh, F., & Cahyono, B. Y. (2021). The Perspective of Indonesian Teachers on the Google Classroom Usage in Blended Teaching. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(10), 1495. <https://doi.org/10.17977/jptpp.v5i10.14139>
- Syakur, A., Sugirin, & Widiarni. (2020). The Effectiveness of English Learning Media through Google Classroom in Higher Education. *Britain International of Linguistics Arts and Education (BioLAE) Journal*, 2(1), 475–483. <https://doi.org/10.33258/biolae.v2i1.218>
- Thahir, R. (2021). Pengaruh Pembelajaran Daring Berbasis Google Classroom terhadap Hasil Belajar Mahasiswa Pendidikan Biologi. *Edukatif: Jurnal Ilmu Pendidikan*, 3(4), 1936–1944. <https://edukatif.org/index.php/edukatif/article/view/1123>
- Widodo, J. P., & Slamet, J. (2020). Students' Perception Towards Google Classroom as E-Learning Tool (A Case Study of Master of English Education of the Second Semester at STKIP PGRI Sidoarjo). *Magister Scientiae*, 48(1), 99–109. doi: <https://doi.org/10.33508/mgs.v2i48.2802>