

# The Role of Teachers of Teachers in Online Learning with the Google Classroom Platform (Multicase Study of Middle School in Tulungagung)

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## Abstract

*The COVID-19 pandemic has had a fundamental impact on the joints of mankind. Starting from health, this pandemic attacks the realm of education. The enactment of regulations by maintaining a distance of approximately one meter has consequences for the education process in Indonesia, requiring elements of education to conduct a distance learning process. This term is holding online learning as a substitute for face-to-face methods to keep it held, namely in the internet network. The implementation of the 2013 curriculum in several schools in Indonesia has an impact on the readiness and role of teachers in the online learning process, one of which is following the new provisions concerning the Regulation of the Minister of Education and Culture Number 68 of 2014 concerning the Role of Information and Communication Technology (ICT) Teachers in the implementation of the 2013 curriculum. as an ICT guidance teacher in schools, including the high school in Tulungagung. The application of distance learning that uses technology in learning or e-learning creates an internet connection as well as information technology learning management system services that support the online learning process, namely Google Classroom. In this paper, the researcher focuses on the role of ICT guidance teachers in online learning using Google Classroom.*

## Keywords

ICT tutoring teacher; online learning; google classroom



## I. Introduction

In mid-March 2020, the world health organization or the World Health Organization (WHO) declared the Covid-19 coronavirus outbreak a global pandemic outbreak (Putri G.S., 2020), which must be paid attention to by various parties in all countries to prevent its wider spread. The Indonesian government has appealed to the public to carry out restrictions, both physical distance, as well as an appeal to work from home and avoid crowds. This appeal cannot be separated from its application to teaching and learning activities or in the education system.

The outbreak of this virus has an impact of a nation and Globally (Ningrum *et al*, 2020). The presence of Covid-19 as a pandemic certainly has an economic, social and psychological impact on society (Saleh and Mujahiddin, 2020). Covid 19 pandemic caused all efforts not to be as maximal as expected (Sihombing and Nasib, 2020). The phenomenon that occurs, in education systems around the world, has been affected by the Covid-19 virus pandemic which has led to the closure of educational institutions, schools, and universities. Most governments around the world have temporarily closed educational institutions to contain the spread of Covid-19 and demanded that all elements of education adapt and continue to teach and learn. The distance restriction policy is set by the

Indonesian government with the distance learning system (PJJ) implementing online learning on the internet network with various appropriate platforms. This is an effective solution to reactivate classrooms in carrying out learning while schools have been closed to reduce the spread of Covid-19 or online learning.

The implementation of the 2013 curriculum in several schools in Indonesia has an impact on the readiness and role of teachers in the online learning process, one of which is following the new provisions concerning the Regulation of the Minister of Education and Culture Number 68 of 2014 and Permendikbud no. 45 of 2015 stipulates the same thing about the role of Information and Communication Technology (ICT) teachers in implementing the 2013 curriculum as ICT guidance teachers in schools, including secondary schools in Tulungagung.

Some learning activities can still be carried out through the use of various existing platforms to share, both interaction, information, and communication in giving assignments and materials. Some of them can be in the form of text writing, via video conference calls, or other more complex online learning platforms such as the Learning Management System.

Google Classroom is a Learning Management System (LMS) that is freely available and can be accessed for free through a web browser service for schools that aims at implementing distance learning to simplify the creation, distribution, and assessment of assignments, in addition to delivering learning materials. The main goal of Google Classroom is to simplify the process of sharing files between teachers and students during the global pandemic and allow teachers to make online classrooms practical and easy, they can manage all the documents that students need to have and work on. In Google Classroom, teachers freely and easily share scientific assessments and provide self-assessments for students (Irhandayaningsih, 2020). Google Classroom also minimizes the costs incurred due to the use of more affordable stationery and other materials and can also minimize the energy time that is released, (Daryanto, 2013).

Effectiveness refers to the results achieved by students and perceived by teachers in providing learning so that learning programs and their benefits for the community can be achieved, and efficiency can be in the form of saving the use of costs, energy, time, and other resources by taking advantage of the advantages of existing things. , because the application is very easy to use, has a large number of users and the Google Classroom application has many other advantages over other class applications (Rohman, M., Baskoro, F, & Ningrum, LEC, 2020).

This platform can be said to be able to shift the role of "living teachers" which is replaced by technology as a teacher in online learning. The ICT teacher who changed his function as an ICT guidance teacher in his role also used the Google Classroom platform in online learning at school, in this case, a secondary school in Tulungagung.

## **II. Research Method**

This study used a qualitative method as an attempt to approach the focus of the problem under study with the nature of the problem-solving flow following various theoretical studies compared to the situation in the field. The main phenomenon in this research is the role of ICT guidance teachers in online learning with the Google Classroom platform which is then examined for its implementation using qualitative descriptive methods; In other words, the phenomenon is attempted to be described by the researcher, then the findings of the phenomenon in the field are associated with various related theories to conclude the results. The type of research used in this research is a multi-case

study of a secondary school in Tulungagung. The location of the research was carried out in selected secondary schools, including SMA Negeri 1 Boyolangu, SMA Negeri 1 Kedungwaru, SMA Negeri 1 Rejotangan, Tulungagung Regency. The three schools were chosen because they have implemented ICT service guidance according to the implementation of the 2013 Curriculum.

### III. Results and Discussion

In researching schools following the implementation of the 2013 curriculum, through Permendikbud 68 of 2014 as also updated in Permendikbud 45 of 2015 the function of ICT teachers as subject teachers are changed to ICT guidance teachers who have the role of (1) guiding students; (2) facilitating fellow teachers in using ICT for preparation, implementation and assessment of learning; and (3) facilitating education staff in developing an ICT-based management information system.

The approach in this study uses a qualitative approach. The research was conducted with initial observations and interviews with fellow ICT guidance teachers. Then the next researcher takes data or information to the research subject and begins the data collection that has been done.

Data management is carried out from the beginning of data collection to the end of data collection. After the data is processed, the researcher describes the results of the study based on the data obtained at the time of conducting the research to find out directly the relationship. The following are the results of interviews with fellow ICT Guidance teachers in the table 1.

**Table 1.** ICT Teacher Interview Results

Question	Answers from SMAN 1 Boyolangu ICT Teacher	Answers from SMAN 1 Kedungwaru ICT Teacher	Answers from SMAN 1 Rejotangan ICT teacher
Curriculum	2013 Curriculum	2013 curriculum, credits	2013 Curriculum
Guidance to students	Classic and individual	See conditions	Classic and individual
Guidance to the teacher	Completing e-reports, making questions, learning assistance	Completing e-reports, making questions, learning assistance	Completing e-reports, making questions, learning assistance
Guidance to staff	Office application assistance	Office application assistance	Office application assistance
Self-development	participate in online or offline workshops and training activities	Attend workshops and training	Online or offline based training, workshop
Online Learning Platform	Google Classroom, Microsoft teams, Whatsapp	Google Classroom	Google Classroom

Regulation Government	Permendikbud 2015 No. 45 and Permendikbud No. 68 of 2014 concerning the role of ICT Teachers	Permendikbud 2015 No. 45 and Permendikbud No. 68 yr 2014 regarding the role of ICT Teachers	Permendikbud 2015 No. 45 and Permendikbud No. 68 yr 2014 regarding the role of ICT Teachers
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Interview Results with Teachers “My preparation for online learning as a result of the COVID-19 is not optimal. Because I have to re-disassemble the lesson plans that I made earlier to become an online learning plan” (Teacher Respondent).

"The impact is very big for us (teachers) we are required to be able to do online learning, even though some of us are foreign to information technology so that the learning process is not optimal" (Teacher Respondent).

"The positive impact is that with the COVID-19 pandemic, we teachers have to be more creative. So there is the motivation for us to be more creative in doing learning". (Teacher Respondent).

From the results of research that has also been carried out to fellow teachers who are not ICT teachers during mentoring, that most teachers agree that the use of technology in the teaching and learning process in the pandemic era does provide convenience, however, at the beginning of the implementation of online learning many teachers have difficulty in developing and deliver teaching materials also through video conferencing. How to display material that is interesting and not boring for students.

There are also those who feel they still need a lot of training and assistance, especially for making teaching materials, making assignment questions, and also when entering test scores. In addition, related to the use of technology in the teaching and learning process, teachers also feel a little hampered, especially for the facilities they have, both in the form of a laptop that supports, an adequate internet network, as well as other supporting equipment such as cellphone cameras to take videos and other devices that can support making interactive and interesting teaching materials.

The impact that stands out for students, teachers and other education personnel is that not all are proficient in using information technology equipment. ICT teachers carry out their role in learning with online methods with services and guidance. Teacher competence in the use of technology greatly affects the quality of learning and outcomes for students. Therefore, it is necessary to attend a lot of training so that they have preparation in conducting online learning.

Another impact for teachers who are also felt by ICT teachers is obtained, namely before the teacher carried out learning by directly interacting with students so that they were not familiar with the situation, then being faced with learning situations at home made them feel bored.

Online learning that is carried out for one semester requires a large internet quota, then teachers must also establish good relationships with parents and school principals. Communication must continue to monitor student progress. This fact is in line with research conducted by Zahroh (2015) which emphasizes that communication is an important variable in learning interactions and is directly related to learning objectives to be achieved effectively. If communication is hampered, then learning activities will also be disrupted because learning is an interaction between teachers and students who must be equal. If there is no equality, then there will be one party that does not benefit. These

inequalities are constrained by the Covid-19 outbreak, which causes the quality of communication in learning between teachers and students not to be achieved optimally.

The effectiveness of communication is where a teacher can convey messages or materials to students, and students can understand the material conveyed as the teacher understands, so that meaningful learning can be built through good teacher and student communication (Komalasari, 2020). There are at least three elements that need to be considered in effective learning communication. The first element is the communicator, the two contents of the statement or message, and the three communicants or communication partners. In learning activities, these three elements become something important, especially in learning activities. Learning interactions should occur in a fun, meaningful, inspiring and helping children build ideas because children are at a time when they like to explore the environment and actively seek new experiences.

In short, communication barriers in learning activities during the COVID-19 pandemic also disrupt the learning climate and will also affect learning areas as a whole. This is also influenced by parenting patterns, parental education, and the surrounding environment. Parents also help teachers to do development activities at home. Communication is not well developed between teachers and children because parents, especially parents who are in the area, object to having to increase spending for purchasing internet quotas for learning. Constraints faced by parents are the additional cost of purchasing internet quotas, online technology requires a network connection to the internet, and quotas, therefore the level of internet quota usage will increase and will increase the burden on parents' expenses, as well as the devices or gadgets used.

### **3.1 E-Learning**

This online learning discusses systems and applications called e-learning which is a form of variation in learning activities that provides a different atmosphere than usual for students so as to avoid the impression of being boring in the classroom by utilizing information technology and online media. These technologies vary from using wired technology to using radio waves (wireless). In technology, there is a common application system known as e-learning.

E-learning is useful for students in providing online method knowledge transfer and provides another atmosphere so that boredom can be avoided. E-learning is a learning activity that changes from a conventional system to a modern system. The use of google classroom in e-learning includes reasons for limited costs in buying quota, or inadequate signal network so that video conferencing cannot be carried out, materials that sometimes have large sizes so that the cellphone memory is full, and assignments that cannot be integrated properly. Then use this google classroom as the medium.

That reason can be justified because today's needs are limited by circumstances. The development of social research learning topics requires extensive and informative media and learning resources. The use of e-learning can enrich the sources of information on topics developed in learning. Through the use of e-learning, various forms of information can be obtained, including written information or documents, oral sources, and visible performance results.

### **3.2 Learning Innovation with Google Classroom**

Since the pandemic emergency was initiated, the opportunity to utilize teacher competencies related to technology has been echoed. Innovation teachers are teachers who are able to provide new colors for the sake of educational goals through the learning and teaching process. Cannot run if technology support does not accompany it. The

development of technology provides opportunities for learning to be able to apply online learning with e-learning. The learning process from face to face to online. Some of the advantages of e-learning education are as follows:

- a. Sources of information are varied and too large
- b. Improved learning accessibility
- c. Improving the quality of learning
- d. New information and new programs can be adopted quickly
- e. The learning process is more flexible, not bound by space and time.

The application of e-learning can be seen with the ease of an application called Google Classroom. Google Classroom is considered effective for learning social science collections because the appearance of Google Classroom is easy to understand, use, learn, and access. Even so, there were difficulties at the beginning of using google classroom, such as students not understanding the material shared by the teacher, especially the material in the form of counting. In addition, the internet is sometimes not very friendly, so for students, it is not the best choice when learning materials are shared by teachers in class, especially video material. Although this application will help teachers in implementing their online learning.

#### IV. Conclusion

The Google Classroom platform is a solution for teachers in implementing online learning, which has been constrained by costs and supporting tools that are not cheap. With its advantages and disadvantages, Google Classroom as a form of innovative use of technology, is able to present new opportunities for teachers and students to explore according to their times.

#### Suggestion

Teachers can use the Google Classroom application and other media that are well-certified and can develop teaching materials and apply them in secondary schools during online learning, as well as ICT guidance teachers and their roles. With online media training and learning, it is hoped that it will have an impact on school development and facilitate the tasks of teachers and other educational staff.

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