

PAPER

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Google classroom: as a media of learning history

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Abstract. Learning designed using technology will provide facilities for students to get better results. This study aims to produce interesting and effective learning media in learning history. The results of the analysis found in the field are learning media that are used is traditional so students are not interested in learning and student learning outcomes are not optimal. One of the technologies that can be used to overcome this problem is using software such as google classroom. Development of this learning media uses the ADDIE model. Google classroom is an application that can save time and paper, distribute tasks, and communicate regularly. Based on these explanations, this article discusses the development of google classroom as a media for learning history.

1. Introduction

The development of information and communication technology affects several aspects of human life, one of them in the world of education. E-learning is one manifestation of the development of information technology in the world of education. Traditional learning that occurs in the classroom can be updated with the use of e-learning. One of the basics in e-learning is cloud computing where collaboration between students and teachers occurs that is able to create a creative learning [1]. The use of e-learning encourages students to gain knowledge without limited space and time.

Based on the author's observation, historical learning media used so far still revolve around the use of offline media which lacks the effectiveness of the media on learning. The media also does not have features that allow students to discuss in a forum, or even do face-to-face learning.

One of the e-learning platforms that can be used is google classroom. Google Classroom is a free web-based platform that is an important and popular class management application in higher education [2]. This application has various functions as well as the ability to prepare classes. Google classroom can save time and paper, distribute tasks, and communicate regularly. Educators can create assignments, send announcements, and start class discussions instantly, because students can share resources with each other and interact in google classroom or via email. It also provides a high level of satisfaction, and the enthusiasm of students becomes higher [2].

Previous research which discussed the study of using google classroom was conducted by Bayarma and Lee [1] found that the use of google classroom in Problem Based Learning was effectively used in developing students' knowledge. Efforts to use this media also help improve the quality of learning by abandoning traditional learning. In addition, research conducted by Hemrungrrote [2] found that most students were satisfied to use Google classroom in learning. Google classroom is very useful, easy to use, and allows students to complete tasks faster. Based on these findings indicate that google classroom is effectively used in learning because it provides a lot of convenience both for teachers or students.

Learning Media

According to Briggs[3], learning media is a tool that can help deliver learning material so students are more motivated to learn. Hamalik[3] explains that, learning media is a communication medium that can help communication relations become smoother and get maximum learning outcomes. Based on these three opinions, it can be explained that learning media are media that are made creatively and



innovatively that are used in teaching and learning activities so that students are more motivated to learn.

The selection of learning media needs to pay attention to the effectiveness of the media, and the learning objectives to be achieved. The use of multimedia needs to be done so that the achievement of the objectives and effectiveness of the media can be obtained properly. According to Hofstetter multimedia is the use of computers to combine text, graphics, audio, and video that allows one to communicate with each other[4].

Thus google classroom media selection is expected to create an achievement of learning objectives and add value to the effectiveness of the media itself.

Learning History

Learning according to Hamalik[5] is a combination that consists of comprising human, material, facilities, equipment, and procedures that influence the learning objectives. Human elements are educators and students, while material elements are learning resources used, facilities and equipment in the form of learning tools and media, and procedures in the form of learning steps. All these elements are combined with balance to create learning interactions in order to achieve learning goals. Based on some understanding of the learning, it can be concluded that learning is a process of interaction between educators and students with learning resources and other learning facilities conducted based on learning procedures to achieve learning goals.

History is the study of past events that are useful for human life in the present and future[6]. The purpose of learning history is to provide a useful experience for life so that it can be more wise in the face of the future so that the problems that occur in the past do not recur in the present and future[6]. Historical subjects expect students to be able to create cognitive structures that can bridge students' knowledge with related learning experiences so that understanding becomes more organized and deep, and makes it easier to understand the relationship of historical material from one context to another.

The aim of Indonesian History subjects in the 2013 curriculum is for students to have the following abilities[7].

- 1) Growing awareness in students as part of an Indonesian nation that has a sense of pride and love of the homeland, giving birth to empathy and tolerant behavior that can be implemented in various fields of life for the people and the nation.
- 2) Growing students' understanding of themselves, the community, and the process of the formation of the Indonesian nation through a long history and still proceeding to the present and the future.
- 3) Develop behaviors based on values and morals that reflect the character of self, society, and nation.
- 4) Build awareness of students about the importance of the concept of time and place / space in order to understand change and sustainability in community life and nationhood in Indonesia.
- 5) Growing appreciation and appreciation of students for historical heritage as evidence of Indonesian civilization in the past.
- 6) Develop historical thinking skills that are the basis for the ability to think logically, creatively, inspiratively, and innovatively.
- 7) Instill attitudes oriented to the present and the future.

Google Classroom

Google Classroom is a free web-based platform that is an important and popular class management application in higher education[2]. This application has various functions as well as the ability to prepare classes. Google classroom can save time and paper, distribute tasks, and communicate regularly. Educators can create assignments, send announcements, and start class discussions instantly, because students can share resources with each other and interact in google classroom or via email. It also provides a high level of satisfaction, and the enthusiasm of students becomes higher[8].

Some figures express benefits that will be obtained by using google classroom. Google classroom is very easy to use, the design of google classroom can be used to send and track tasks; communication with all participants or individuals can be simplified by using the announcement, e-mail and notification features[9]. Google classroom is easier to automate and manage distribution and collection of tasks and facilitate communication[10]. Time is also one of the advantages of learning by using google classroom, this is in line with Chehayeb's[11] writing that google classroom is made to save time. Another advantage also expressed by Keeler[12] that google classroom is able to simplify a consultation just by making an announcement. Crawford[13] states that google classroom facilitates a collaborative learning. Educators can download material and provide feedback to students. Students can also download material and make personal comments. Google classroom have some features that is:

Single View for student assignments

Classrooms have pages for each student that show all student assignments in the class. With this view, teachers and students can see teachers and students can see the status of each task, and can use filters to see each assignment, assignments lost, or tasks that have been assessed and returned.

Class Arrangement

Through Classroom, teachers can arrange and organize classes based on the criteria of the class they have. For example arranging based on daily schedules, priority workload.

Decimal Grading

Through Classroom, teachers will be able to easily use assessments that require high accuracy, for example, the use of decimals in their assessment.

Transfer of class ownership

With this feature, the admin and teacher can transfer ownership of the Google Classroom class to other teachers, without the need to create a new class. Automatically, new class owners can get complete access to student work through Google Drive.

New Class Integration

This feature offers easy integration between teachers and various other applications they like. For example, Quizizz, Edcite and Code.org.

Code display class

With this feature, teachers can now display their class code on the screen in full so students can quickly join a new class.

Import the Google Form Quiz score to Class

Using quizzes through Google Forms allows teachers to conduct real-time assessments of student understanding of a topic. then, the teacher will be able to import the value from the quiz made earlier directly to Google Classroom.

Add a profile picture on the cellphone

With this feature, both teachers and students can easily change profile pictures through their cellphones

2. Method

This research is a research development with the ADDIE model. This paper focuses on analyzing google classroom media development.

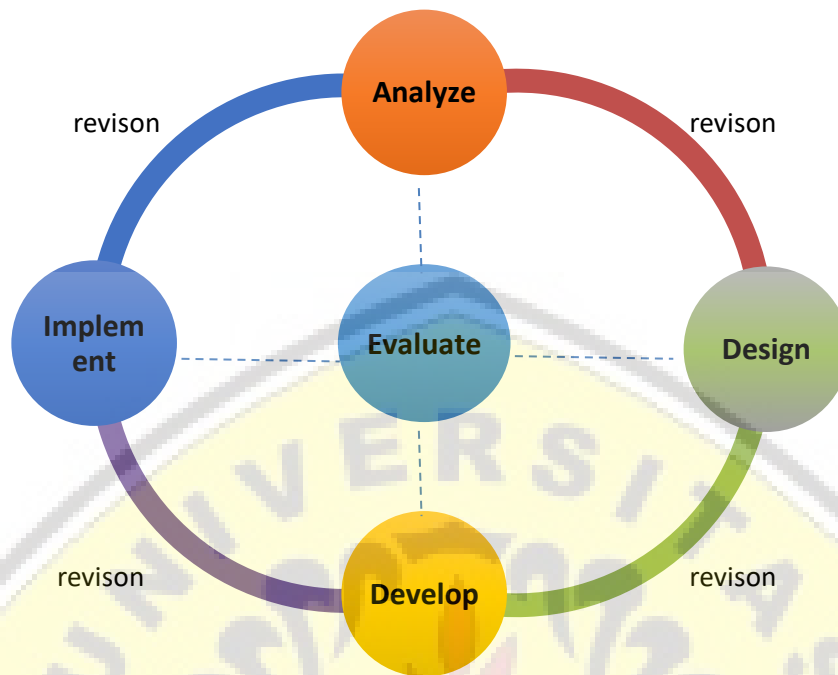


Figure 1. Developmental Phase of ADDIE Model

The stages in the ADDIE development model are as follows:

Table 1. Developmental Stages of the ADDIE Model

Development Phase	Activity
Analyze	Need assesment, problem identification, and task analysis
Design	Writing objectives, developing test items, planning instructions, and identifying resources
Develop	Developing media and learning methods
Implement	Implementing media and testing
Evaluate	Formative and summative evaluations

Respondents in this study were teachers and participants involved with 5 sample educators and 170 students in senior secondary schools in Bondowoso District. Data collection methods used were questionnaires and interviews. The data collected is analyzed quantitatively by giving a percentage to the results of the respondent's answers. Demonstrations about the use of learning media were online given before distributing questionnaires and conducting interviews to equalize perceptions. The students and teachers are given the opportunity to try the demonstrated program.

3. Results and Discussion

This is the stages of the development use ADDIE model

3.1 Analysis

Analysis are doing needs analysis, identifying problems (needs), and analyzing tasks (task analysis). This stage is the basis of all stages of development. Needs analysis was carried out by researchers using questionnaires and interviews. The output of the analysis phase is the learning goal, and the task list will be instructed as input for the design phase.

3.2 Design

The design stage utilizes output from the analysis stage to plan strategies in developing instructions. In this stage, ways to achieve instructional objectives will be described. The learning material used is material in KD 2 on class X history subjects namely Analyzing human life and cultural results of Indonesian literary communities. The intended design includes target population writing, description, learning analysis, making test items, and, sorting instructions. The output of the design phase will be the material in the development stage.

3.3 Development

Development in the ADDIE model contains activities to realize product design. The purpose of this stage is to produce learning plans and learning materials. In the development phase, it is done to build and develop media with the help of software. This stage the author develops the product by using the application *google classroom*.

3.4 Implementation

The implementation phase refers to the delivery of classroom, laboratory, or computer-based instructions. The purpose of this stage is to deliver effective and efficient instructions. This stage focuses on efforts to improve students' understanding of the material, and ensure the transfer of students' knowledge.

3.5 Evaluation

Evaluation is the stage to measure the effectiveness and efficiency of instructions. Actually the evaluation stage can occur in each of the four stages above. The evaluation that occurs in each of the four stages above is called formative evaluation, because the purpose is for revision needs.

The questionnaire results showed that 85% of students had never used google classroom media in history learning and the remaining 15% stated that they had used the program on certain subjects. The comments of students who have never used Google classroom are history learning becomes boring because the learning media used are not in accordance with technological developments. For participants who have used Google classroom, they state that the media adds to the attractiveness of learning.

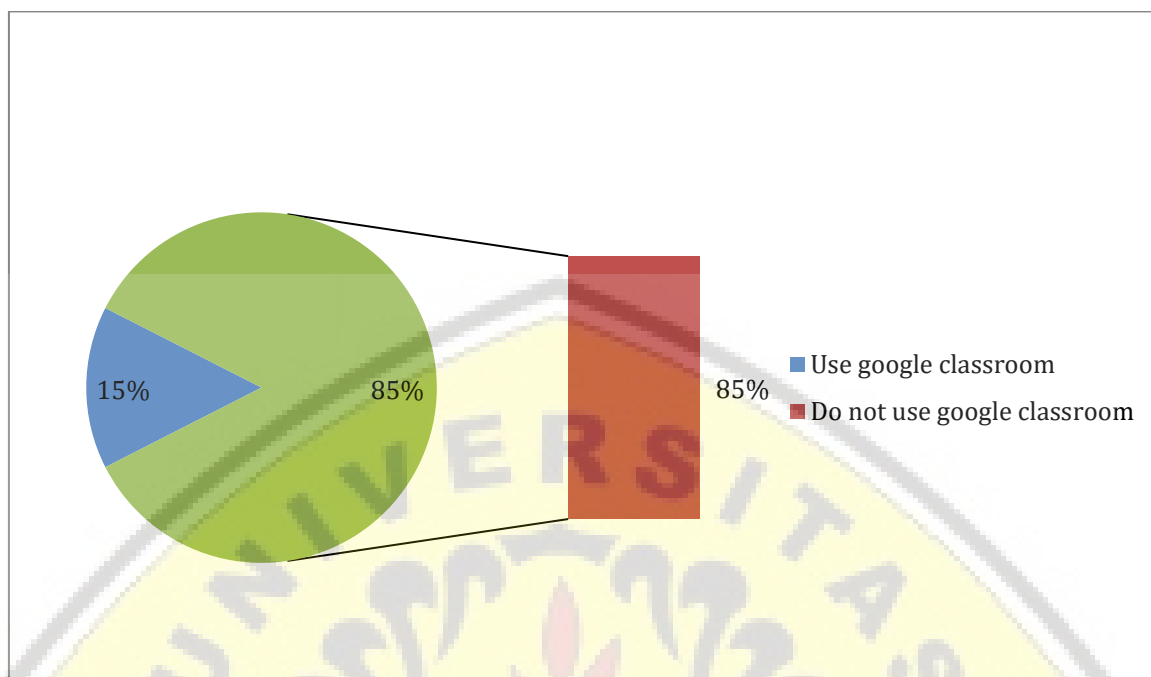


Figure 2. Student questionnaire results on google classroom media

Based on the results of questionnaires and interviews with educators showed that 90% of educators had not used google classroom media in history learning and the remaining 10% said they had used google classroom media. Educators who have not used Google classroom said they did not know that there was a Google feature that could be used as an online learning media. In addition, educators also state that educators feel reluctant and afraid to use online learning media. Even though school facilities are sufficient to carry out online learning.

Based on these problems, the analysis can be stated as follows: 1) most teachers and students do not know about the use of google classroom media in history learning; 2) both teachers and students have never used google classroom in history learning; 3) after witnessing a demonstration of using google classroom, both teachers and students agree that google classroom can solve historical learning problems that tend to be monotonous; 4) all schools visited have facilities that support the occurrence of online learning; 5) both teachers and students state that they need google classrom media to support historical learning activities.

This problem can be overcome by developing google classroom media in history learning. Google classrom has several advantages, as revealed by Iftakhar [8] that google classroom is easy to use, this can answer the problems of educators who are still hesitant to use online media because of limited ability to use technology. Both google classroom can save time in this case educators can abbreviate time in assigning assignments to students and make it easier for educators to keep draft assignments of students. Third, google classroom is flexible, meaning that this application is easy to access and can be used by educators and students both in face-to-face learning or online learning. Fourth, google classroom can be used by anyone and it's free just by registering using a gmail account to be able to open the class. These five applications can also be used on mobile devices, so students can access material using their respective mobile devices.

The development of google classroom media will improve the quality of learning. This is consistent with the results of research conducted by Bayarmaa and Lee which states that the use of google classroom is effective in developing students' knowledge. This effort is able to improve the quality of learning and learning to be not monotonous [1]. For students in google classroom, it will be easier to complete tasks in learning [2].



Figure 3. The main menu of google classroom

4. Conclusion

Based on the results of the needs analysis and the discussion above, the development of classroom classroom media needs to be done. *Google classroom* is able to create an interesting learning atmosphere because the media is developed with information in the form of audio, video that is in accordance with aspects of pedagogical technology. Thus the quality of historical learning will be even better.

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