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Implementation of Class Management Through Google Classroom During Online Learning in Elementary School

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Abstract

This study aims to determine classroom management application through Google Classroom during online learning at Muhammadiyah Kadisoka Elementary School. The research method used is a qualitative method with a descriptive approach. The data collection techniques used were interviews, observation, and documentation. Data analysis through several stages, namely the preliminary study stage, the data collection stage, the data reduction stage by looking for the equivalence of the obtained data, the data presentation stage, then closed with data verification. The validity of the data was obtained through a credibility test in the form of triangulation of data collection techniques and triangulation of data sources. The results showed that implementing class management through Google Classroom during online learning at Muhammadiyah Kadisoka Elementary School is an excellent way to manage classrooms using the features available in Google Classroom. The use of Google Classroom also allows teachers to carry out classroom management activities to create conducive, pleasant classroom conditions,

Keywords: Class Management, Google Classroom, Online Learning

Penerapan Manajemen Kelas melalui *Google Classroom* Selama Pembelajaran Daring di Sekolah Dasar

Abstrak

Penelitian ini bertujuan untuk mengetahui penerapan manajemen kelas melalui *Google Classroom* selama pembelajaran daring di SD Muhammadiyah Kadisoka. Metode penelitian yang digunakan adalah metode kualitatif dengan pendekatan deskriptif. Teknik pengumpulan data yang digunakan adalah wawancara, observasi, dan dokumentasi. Analisis data melalui beberapa tahap yaitu tahap studi pendahuluan, tahap pengumpulan data, tahap reduksi data dengan mencari kesepadanan data yang diperoleh, tahap penyajian data, lalu ditutup dengan verifikasi data. Keabsahan data diperoleh melalui uji kredibilitas berupa triangulasi teknik pengumpulan data dan triangulasi sumber data. Hasil penelitian menunjukkan bahwa penerapan manajemen kelas melalui *Google Classroom* selama pembelajaran daring di SD Muhammadiyah Kadisoka menjadi salah satu cara yang baik untuk mengelola kelas dengan menggunakan fitur-fitur yang tersedia di *Google Classroom*. Penggunaan *Google Classroom* juga memungkinkan guru untuk melakukan kegiatan pengelolaan kelas agar tercipta kondisi kelas yang kondusif, menyenangkan, dan melibatkan kolaborasi antarsiswa atau guru dan siswa secara terstruktur dan sistematis sehingga tujuan pembelajaran dapat tercapai.

Kata kunci: Manajemen Kelas, *Google Classroom*, Pembelajaran Daring

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INTRODUCTION

The COVID-19 pandemic today is one of the significant challenges for the world of education. The transformation of the implementation of education has changed drastically. This condition requires education implementers to remain ready, creative, and innovative in implementing education in situations that are limited by social distance and physical distance. On May 4, 2021, confirmed COVID-19 cases in Indonesia reached 1,686,373 points (quoted via covid19.go.id., Official website of the Indonesian Covid task force, 2021).

In early March 2020, the teaching and learning activities in elementary schools must inevitably adjust to pandemic conditions. Teaching and learning activities are carried out in a network through various pages that support learning needs. This is a big challenge, especially for educators at the elementary level, to manage classes in distance learning. The expected state is that the teacher must work the course so that the learning objectives can be achieved. Teachers are expected to be resilient to face online learning conditions using technical skills to manage and implement online learning. The teacher is ideally ready to carry out creative, practical,

This also brings a shock condition to teachers to be able to literate technology quickly and arrange optimal classroom management for implementing online learning. Not infrequently, the conditions that shocked all education implementers also made the implementation of education abnormal as before. Implementers of education must immediately adapt and be open to technology to carry out quality teaching and learning activities. It is also included in classroom management activities.

Class management is all actions the teacher takes to build order, student involvement, or cooperation between students and students or students and teachers in learning (Emmer & Stough, 2001). Efendi and Gustriani (2020) state that class management is an effort to manage students in the classroom to create and maintain an atmosphere and classroom conditions that support a conducive learning process so that

learning objectives can be adequately achieved. Sutisna and Indraswati (2020: 206) state that classroom management is a form of teacher effort in managing and packaging learning so that learning is structured, systematic, fun, and can optimize students' potential. Based on the definition of class management that has been described,

Classroom management activities during the pandemic inevitably must be carried out by teachers online. There are many advantages to managing online learning. The benefits offered are not just how easy and fast a person can access information, but multimedia facilities can make learning activities more interactive and fun (Choudhury & Khataniar, 2016). There are many platforms that teachers can use to conduct classroom management online. One of them is Google Classroom.

Google Classroom is an online learning platform that can be accessed easily through a mobile device, either a mobile phone or a computer device. Google Classroom is available free of charge and can be accessed anytime, anywhere, so it can save time and space for learning. Google Classroom is an online-based learning management system that facilitates the learning process without using paper (Soni et al., 2018). Google Classroom can help teachers manage the learning process without a sheet of paper by efficiently utilizing its features (Iftakhar, 2016). Teachers can use the features of assignments (assignment), measurement (grading), communication (communication), mobile application (mobile application), program archive (course archive), privacy (privacy),

The learning process requires several aspects that have been designed according to the provisions to create an effective and efficient learning environment (Andriani, 2015). The existence of Google Classroom is a solution for teachers to continue to hold a class in a network that allows teachers to conduct classroom management in an interactive, easy, effective, and efficient manner, significantly reducing social distance and physical distance during learning. Through this platform, teachers can carry out material organization, assessment, student attendance, and various

other classroom management activities so that education continues to run optimally even in the network. Based on the descriptions that have been presented, this study aims to determine the application of class management through Google Classroom during Online Learning at Muhammadiyah Kadisoka Elementary School.

METHODS

This research method is a descriptive qualitative method. (Sanjaya 2015) states that qualitative research compiles a single unit of data obtained from observations and in-depth interviews. There is a relationship between one data until the data becomes meaningful and accurate information is obtained from the analysis process. The qualitative descriptive method is a research method that aims to describe incomplete and in-depth the social reality and various phenomena that occur in the community, which is the subject of research so that the characteristics, characters, properties, and models of these phenomena are described (Sanjaya, 2015).

The research setting took place at Muhammadiyah Kadisoka Elementary School, considering that teachers in this school use Google Classroom to manage to learn. A sampling of data sources was carried out purposively (Sugiyono, 2011) with the help of crucial persons (teachers, guardians of students, students). Methods of the data collection are interviews, observation, and documentation.

Table 1. Data Collection

Participants	Interview	Observation	Documentation
Teacher	√	√	√
Parents	√	-	-
Students	√	√	-

The data analysis process is carried out by interpreting raw data to be able to describe the phenomena that occur in the research setting (Sanjaya, 2015). The stages carried out are a preliminary study by looking for sources that explain class management and the Google Classroom platform, the data collection stage from Google Classroom users, the data reduction stage by looking for the equivalence

of the data obtained, then the data presentation stage, and closed with data verification (Sugiyono, 2011).

The validity of the data was carried out through a credibility test or a trust test on the research data presented by the researcher so that the study's scientific results were not doubted (Sugiyono, 2011). The credibility test triangulates data collection techniques and triangulates data sources (Sugiyono, 2011). Triangulation of data collection techniques was carried out using interviews, observation, and documentation. Triangulation of data sources was carried out by concluding the data obtained based on statements from three data sources: teachers, students, and student guardians.

FINDING

Results of Collecting Data from Teachers

Teacher N was met in the multimedia room of Muhammadiyah Kadisoka Elementary School and was doing online learning through Google Classroom (see Figure 1 and Figure 2). Guru N also displays the state of the Google Classroom that he manages. Teacher N said that he used Google Classroom supported by Whatsapp as an additional reminder when the learning materials had been uploaded to Google Classroom during online learning. The teacher also uses the Google Form platform to conduct learning evaluations uploaded to Google Classroom. Guru N also uses Youtube media to display teaching materials through videos whose website address is also uploaded to Google Classroom.

Teacher N chooses Google Classroom to manage to learn, coupled with several applications such as Whatsapp and Zoom to interact directly with students during learning and allows Teacher N to now monitor the state of the teaching being held. Teacher N said no obstacles in class management activities using Google Classroom. He found it easier because all the material presented had been uploaded in Google Classroom, and the upload was done according to schedule. Teacher N felt that the existence of Google Classroom made it easier for him to group learning in his class even though it took place in a network. If there are students who are late, left behind, or defective,

Teacher N finds it easy to provide access to material anytime and anywhere to students via Google Classroom.

Teacher N said that Google Classroom's existence helped him manage the class. Only Teacher N sometimes felt unsure whether it was confirmed that students carried out learning and assignments independently or were done by parents, so he continued to make face-to-face learning online Zoom application. Teacher N felt that the management of learning carried out in the Google Classroom made it easier for him to present material, student performance results, and provide feedback on students' learning. Teacher N hopes that online learning can pass quickly and knowledge can run normally.

Results of Collecting Data from Parents (Mrs.S)

Mrs. S said that her children use various applications, depending on which teacher they want to use for the learning platform that day. As a working parent, Mrs. S prefers learning through Google Classroom with additional reminders platforms such as Whatsapp. Information in Google Classroom is more accessible, systematic, and transparent than Whatsapp because messages on Whatsapp are often piled with private messages. According to the learning schedule, lessons in Google Classroom can still be reaccessed. Parents tend to prefer the Google Classroom platform because they find it very helpful to check children's assignments as working parents. Parents do not feel any difficulties during online learning through Google Classroom.

Parents feel that using Google Classroom allows parents to accompany their children to study at any time, even at night after returning from the office without the need for confusion. Mrs. S feels that the material in Google Classroom can be accessed very easily, so he only opens it in the morning to evening so that children can practice independently to carry out learning. Mrs. S feels that this easy access also helps children learn material that is not understood repeatedly. Mrs. S hopes that as long as online, the transfer of knowledge can run well. There is still learning feedback and additional

character education messages during learning activities in the Google Classroom.

Results of Collecting Data from Students S

Student S said that he uses many applications, but she likes using Google Classroom because it has minimal problems and is easy to use. Student S felt the pain he encountered when using Google Classroom was that the uploaded material sometimes did not appear according to the scheduled time, so Student S had to confirm the upload of the material via Whatsapp. However, Student S still feels happy using the Google Classroom platform because he finds it easy to access repetitive material. When Student S still does not understand the material being taught, he can quickly re-open the material presented by the teacher.

Student S said that she could easily access learning material outside the schedule for re-learning. Still, the repetition only applies to material or questions that do not have a time limitation policy by the teacher concerned. When there is a time limit, Student S must reconfirm to the teacher in question via Whatsapp so that the time-limited material or question can be reaccessed.

Student S found that using Google Classroom to help her learn. When she doesn't understand, she can easily access the material in Google Classroom again when her parents have returned from the office (at night). Student S hope that online learning is more focused on delivering material in Google Classroom. She also hopes that the teacher does not give a time limit on questions uploaded on Google Classroom to study them still again later.

Based on the data obtained through observation, Google Classroom for class management at Muhammadiyah Kadisoka Elementary School has been going well. This can be seen through observing activities on the Google Classroom platform, which shows that the subjects taught in class have been segmented and managed by each subject instructor. Google Classroom runs effectively with unlimited time access and is attached to the delivery of material with videos uploaded on the Google Classroom platform.

The segmentation of subjects on the Google Classroom platform is evident based on the picture. This segmentation makes it easier for students to carry out learning according to a pre-arranged schedule. Teachers also easily manage each subject and do not get mixed up between one issue. The existence of segmentation between subjects also increases the opportunities for children to be able to focus on carrying out learning activities from each existing subject.

Based on the data obtained through interviews with Google Classroom users, namely Teacher N, Mrs. S as parents, and Student S, there is data equivalence. The comparability of the data obtained can be found in Table 2 regarding the comparability of the data.

Table 2. Data Comparability

Guide Data collection	Results of Data Reduction from the Three Data Sources
Applications used during online learning	Google Classroom, Whatsapp
The application selected for online learning	Google Classroom
Management of learning materials	Through Google Classroom, materials can be accessed easily at any time.
Class management	Google Classroom has subject segmentation, making it easy for users to find course material on schedule.
Usage constraints	Nothing.
Platform benefits	Helps manage online learning with ease.

Based on the comparability of the data obtained, it is known that Google Classroom is an alternative learning platform that can be used during online learning. In addition, implementing class management through Google Classroom for online education in elementary schools is an effective and efficient way. Google Classroom allows teachers to display learning material without limited time or space. This certainly gives freedom to students to access material and learn independently.

For students with working parents, Google Classroom is also very helpful for learning

assistance activities carried out by students. Parents can open the material and study again with their children in the afternoon or evening after work.

The 'topics' feature allows teachers to manage learning by making subject segmentation. This makes it easier for teachers to map subjects so they don't get mixed up on the class homepage. The teacher will find it easier to deliver material, give assignments, and provide evaluation and feedback by the subjects presented. This segmentation makes it easier for students to find material and follow learning according to a pre-arranged schedule of issues.

DISCUSSION

Based on the results of the data equivalence, both teachers, students, and guardians did not feel any obstacles in using Google Classroom. Users think that using Google Classroom makes it easy to carry out learning activities. Learning is also easier to manage, even when online. The delivery of material is also directed and can be accessed by users (students or student guardians) without being limited to space and time.

Google Classroom can help teachers manage the learning process without a sheet of paper by indicating its features easily according to the opinion of Iftakhar (2016) and Soni et al. (2018) which has been previously described. The use of Google Classroom to implement and manage online learning activities makes classroom management and learning activities easier because they are not limited by space and time. This makes learning possible anytime and anywhere effectively and efficiently.

Google Classroom allows teachers to make segmentation between lessons. This makes classroom management less confusing, and learning can run according to an agreed schedule with students and parents. Subject segmentation also makes it easy for users to find learning material they have not previously accessed to study. Google Classroom helps teachers efficiently manage class and learning even when learning conditions occur online.

Teachers can also upload learning materials in videos, make assessments, assign assignments and feedback easily through Google Classroom. The management of this learning activity increases the opportunities for implementing conducive and fun teaching and learning activities without giving obstacles to students, teachers, and parents who accompany students during online learning. Google Classroom is also a means of collaboration between students and teachers with students through the comment column on uploaded material. The process of learning activities and class management that continues to run well even though it is carried out online certainly brings pleasant learning conditions for students so that the learning objectives that have been previously formulated can be achieved.

CONCLUSION

Based on all the findings and studies that have been described, it can be concluded that the application of classroom management through Google Classroom during online learning at Muhammadiyah Kadisoka Elementary School can be a good way to manage a class without a paper by using the features available in it. Classroom management application through Google Classroom is a teacher solution for holding an online course that allows teachers to carry out classroom management in an interactive, easy, effective, and efficient manner, significantly reducing social distance and physical distance while learning Covid-19 pandemic. Google Classroom also allows teachers to carry out classroom management activities to create conducive, pleasant, and pleasant classroom conditions.

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