



Implementation of the Educational Personnel Program for Elementary School Students in the Digital Age Using Google Classroom

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ABSTRACTS

During the pandemic, online learning may be rampant, which is required by the government. Not a few students and teachers have difficulty using technology in this digital era, especially when collecting assignments. Therefore, we try to introduce the Google Classroom application with the aim of supporting online learning. With quantitative data collection methods, in the form of pre-test and post-test targeting elementary school students. The implementation of the training program is to provide videos in the form of material, so that students can observe, understand and practice it. Pretest results showed 95% and post-test 100%. From these results, students experienced an increase in learning. This is because students are given training before filling out the post-test. It can be concluded that, students agree about the existence of distance learning using Google Classroom. Because this application helps elementary students in collecting assignments.

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1. INTRODUCTION

In this digital era, the use of technology is ubiquitous, issues surrounding the choice of teachers, students, to school members and finally their absorption of digital technology in the classroom, are areas that will be discussed further according to (Loong & Herbert, 2018). In addition, according to (Supardi & Hasanah, 2020) argue that online learning allows students to complete their tasks online with technology in a way that allows simultaneous knowledge.

It is very important for students to have good internet access and have tools for online learning to avoid distractions in their learning activities according to (Hazliezah et al., 2020). Along with these changes, changes are needed for learning strategies, technology readiness in the digital era to implement online learning as well as providing support and motivation to all relevant parties according to Tamin, (2020). There are still many who do not know that Google Classroom really supports the effectiveness of online learning. i) Effectiveness of message recipients; ii) Content effectiveness; iii) Effectiveness of communication media; iv) Effectiveness of message format; vi) Effectiveness of sources; vii) Effectiveness of time according to Okmawati, (2020). The goal is, so that students and teachers are aware of technology and want to get to know various applications that support distance learning, one of which is Google Classroom. However, there are still few who organize educational programs for elementary school students in the digital era using Google Classroom. Where this aims to introduce Google Classroom to school residents to improve online learning during a pandemic, especially in villages.

Various problems that often occur include the provision of basic school infrastructure according to Bakalar, (2018), such as the internet network which previously had not been enjoyed by all schools, especially in villages, as well as the cost of purchasing expensive data packages according to Samsudin, (2020). This is happening with no physical class sessions but online due to the COVID-19 pandemic. Therefore, we tried to introduce the Google Classroom application as a support for online learning. Besides being easy to use, Google Classroom is also supportive for teachers and students. Therefore, quantitative data collection methods are applied, and the application of training programs is to provide videos in the form of material. The results of the pre-test and Post-test have increased. This is because students are given training before filling out the post-test. It can be concluded that, students agree about the existence of distance learning using Google Classroom. Because this application helps elementary school students in collecting assignments according to Yen, (2021).

2. THEORITICAL FRAMEWORK

In **Figure 1**, with the Covid-19 pandemic students and teachers cannot do face-to-face learning. The application used in this distance learning is only the WhatsApp group application, no other online learning media applications. The WhatsApp group application where some teachers send learning videos when he teaches and later students see the video then the teacher gives assignments to students 1x a week. This theory is also supported by the statement that, digital technology supports teachers and students to be actively involved in learning, then it is made more real. Digital technology also allows students to explore extensively about taking learning and teaching beyond the walls of the classroom. The application of digital technology by teachers in their teaching depends on the teaching objectives and the nature of the subject matter according to (Hussaini, 2020).

Predict that millennials dominate 70% of the global market. The digital native era is often referred to as NextGen, Echo Boomers. This generation is surrounded by technology and uses

it instinctively in everyday life Millennial teachers are described as a digitally aware group that uses technology in learning when instructing students according to (Kaloeti & Manulu, 2021).

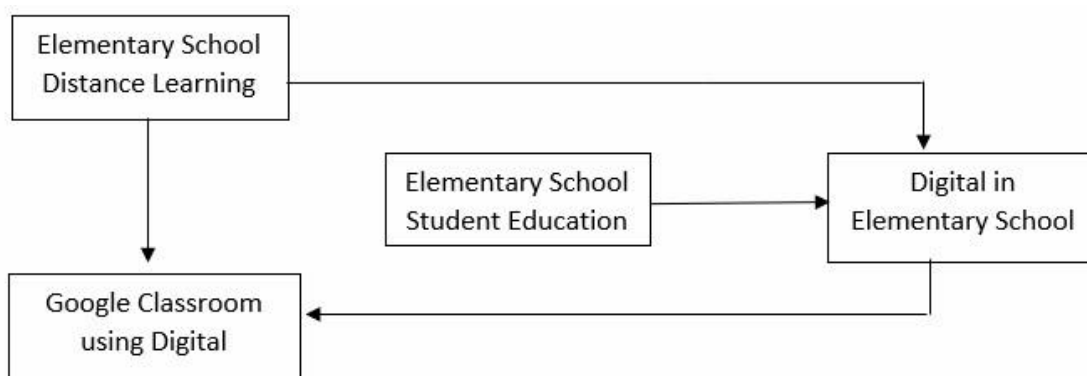


Figure 1. Theoretical framework.

3. METHODS

The method used in this research is library research. Arikunto said that the study of literature in research is a method by collecting data and seeking information through books, newspapers, magazines and other literature which aims to form a theoretical basis according to (Arikunto, 2006). In addition, data collection was carried out by conducting interviews with teachers at the school regarding the use of google classroom and education during the pandemic. as well as giving pre-test and post-test to students. This method is a method with a qualitative facilitating quantitative model. In this second model, we can do it in the following way, the first stage in the research, we do quantitative research with questionnaire or questionnaire data collection techniques. Questionnaire or questionnaire is one of the data collection techniques in a quantitative approach that serves as a material in conducting data analysis, both in the form of descriptive statistical data and in the form of inferential statistical data. From the final results of the analysis, we carried out the next stage, which was trying to give deep meaning or meaning to statistical data obtained through interview instruments to informants who already understood exactly the object of the study according to Mulyadi, (2011).

4. RESULTS AND DISCUSSION

4.1. Demography

On August 28, 2021, research was carried out on fifth grade students of State Elementary Schools with categories of all genders and an average age of 9-11 years. By creating a google classroom training program for students who were accompanied by parents, to provide online guidance using an application whatsapp. Distributing a pre-test which contains 10 questions, providing instructional video exercises so that students can observe, understand and practice it. Finally, a post-test was given to measure the progress of students about google classroom after being given the previous learning video. However, there are still many who even experience problems when filling out the pre-test and post-test, so that there are people who fill in the data twice with the same identity. This explains why table 1 are not equal in number. But the answers produced are still the same, there is no change in the answers given by students.

4.2. Pre-test and Post-test Results

In **Table 1**, show sample shows the responses collected from the 5th grade students, totaling 20 people. We can observe that men constitute 65% of the data collected while only 35% as women. Furthermore, most of the students are between 9 and 10 years old. In class v participants of this State Elementary School, 40% of the participants did not know google classroom and the other 60% knew google classroom. In addition, 70% of participants still do not know how to use it and another 30% are self-taught. In the post-test, the sample shows the responses collected from the 18th graders of class v. Because students have not been able to access the post-test. In terms of questions, and the available answer choices are not only "Yes" and "No" but various. Then the results listed are the categories "True" and "False".

In **Figure 2**, show explaining the use of google classroom, the pre-test results show that 95% of the participants have the opinion that google classroom facilitates online teaching and learning activities. Furthermore, the post-test results showed that 100% of participants agreed to use the google classroom application as a support for online learning.

Table 1. Pre-test and post-test for class v students.

Number	Question	Pre-Test	Post-Test	Gain
1.	Do you know Google Classroom?	60%	90%	40%
2.	Do you know how to use Google Classroom?	30%	100%	70%
3.	If there is an assignment, is there a deadline for submission?	25%	70%	45%
4.	Does Google Classroom have a comment feature	90%	100%	10%
5.	In your opinion, is Google Classroom better than other learning media?	95%	100%	5%
6.	Can google classroom contain more than 1 student?	85%	95%	10%
7.	Do join the class need code or invitation in the form of a link?	90%	100%	10%
8.	If you collect assignments, what is the assignment that has been submitted can be cancelled?	95%	95%	0%
9.	Apart from Docs, does Google classroom can send photos?	45%	80%	35%
10.	In Google Classroom, is existing documents will note deleted?	85%	100%	15%

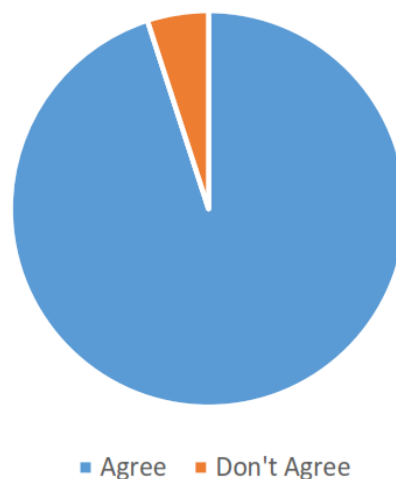


Figure 2. Comparison of pre-test and post-test on grade v students.

4.3. Discussion

Grade v elementary school students with a total of 18 people have an increase in the graph in **Figure 1**. The graph describes the majority of students who agree that google classroom enhances distance learning, such as the following statement. google classroom is versatile, as well as easy to use from a staff and student perspective, enabling collaborative work to be done effortlessly. If you know the current limitations of google classrooms, you can certainly overcome them without too much impact on ease of use according to (Beaumont, 2018). This theory is also supported by the statement that, digital technology supports teachers and students to be actively involved in learning, then it is made more real. Digital technology also allows students to explore extensively about taking learning and teaching beyond the walls of the classroom. The application of digital technology by teachers in their teaching depends on the teaching objectives and the nature of the subject matter according to Hussaini (2020).

5. CONCLUSION

With a quantitative approach to data collection in the form of a pre-test and then providing a video tutorial, after that a post-test is given. The results of the pre-test showed 95% and post-test 100%. From these results it can be seen that students experience an increase in learning. This is because students are given training before filling out the post-test. It can be concluded that students agree that distance learning using google classroom is very helpful. However, there are still many who do not understand how to take full advantage of the google classroom application. So, a special training program was held for fifth grade elementary school students accompanied by their parents, to maximize online learning, especially to facilitate the collection of assignments given by the teacher.

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7. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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