Application of Google Classroom Media to Improve Social Studies Learning Outcomes The Environmental Theme of Our Friends in Class V of Elementary School

Emelda Thesalonika[1], Juni Agus Simaremare[2]
[1,2]Elementary School Teacher Education, Universitas HKBP Nommensen Pematangsiantar, Indonesia
emeldaThesalonika@gmail.com[1], simaremarejuniagus@gmail.com[2]

ABSTRACT

Keywords:

Learning Outcomes;
Learning Media;
Google Classroom.

This study aims to determine the use of the Google Classroom application on social studies learning outcomes theme 8 Neighborhoods of Our Friends for class V SDN 091329 Bahpasunsang. This research is a Classroom Action Research (CAR) which consists of 2 cycles in which each cycle consists of 4 stages, namely planning, action, observation, and reflection. The data collection technique used is observation and test of learning outcomes. The results showed that in the pre-test of 33 students there were 33 students (100%) who did not reach the level of mastery learning with a class average of 22.2, then in the first cycle, 16 people (48.5%) students who achieved the level of complete learning with an average value of 55.6 while students who did not complete as many as 17 people (51.5%). In the second cycle as many as 32 people (94%) students who reached the level of mastery learning with an average value of 85.8 and 2 people (6%) students who did not complete. Thus, it can be concluded that Google Classroom-Based Blended Learning can improve student learning outcomes in social studies lessons with the theme Our Friendship Environment in Grade V Elementary School. As a follow-up, it is suggested for teachers to be able to design and use Google Classroom-Based Blended Learning in improving students' social studies learning outcomes.

https://doi.org/10.31764/ijeca.v4i2.5287

— — — — — — — — ◆ — — — — — — — — —

A. INTRODUCTION

It's been one year that we have been unable to carry out all activities due to the COVID-19 virus which has paralyzed all countries and global social and economic activities. For about a year and a half, all community activities can only be done from home, be it work, worship or school. Regulations recommended by the government, especially in the field of education, greatly disrupt the teaching and learning process in all regions of Indonesia, so that the teaching and learning process in schools is carried out online. Teachers and lecturers throughout Indonesia are required to be creative teachers/lecturers in the teaching and learning process during this Covid-19 pandemic. The current teaching and learning process is the safest to use in Distance Learning (PJJ) using the Google Classroom application (Shaharanee et al., 2016).

Media is a tool in the teaching and learning process in delivering material to acquire knowledge and skills in learning (Hamid et al., 2020). Learning media is something that connects

the delivery of messages in the teaching and learning process that can create a conducive and interesting learning environment by containing instructional material (Hamdani, 2011, p. 243). Meanwhile, according to (Wahyuni, 2018) says that learning media is a medium that brings information to students in the teaching and learning process in the classroom.

Google Classroom is an online learning application that can be used for free, to help teachers and students in distance learning during the current pandemi (Salamah, 2020). Google Classroom can function to send assignments and materials in the form of Docs, Slides, scheduling, and can create a date and time. In Google Classroom students can join the class through a private code provided by the teacher (Hapsari, 2019). According to (Su'uga, 2020) the features in Google Classroom that can help the online learning process are: a.) Assignments; b.) Questions/Attendance; c.) Material; d.) Assessment, etc.

According to (Sulistyowati, Prihatin., Yasa, 2017) "Social Sciences is studying social life or the social environment that is inherent in people throughout Indonesia, this is related to social studies lessons which still need to be taught to students, because natural social knowledge is not enough to face the developments that occur exist in society, formal education is needed". Social Sciences has a fairly broad aspect as mentioned (Trianto & SUNARNI, 2011) namely: a.) Relationships between humans and the environment; b.) Socio-Cultural; c.) Economy and welfare.

In thematic learning, social studies material is combined into one in the form of a theme. Social studies subjects contained in thematic areas are expected to be active, unlike those found in the field, they are only passively receiving lessons but also play a role in gaining knowledge through the surrounding environment, because social studies is a science that learns about society, this is of course important to learn and understand so that students able to face the world of society in the future and start from small things.

According to Slameto "Learning is a process for students to obtain new changes as a whole, from the results of students' experiences in interacting with their environment (Ahmad Johari Sihes, 2015). According to (Susanto, 2013) states that learning is a personality change that reveals itself from a new pattern and reactions in the form of skills, attitudes, personality habits. Meanwhile, according to Slameto "Learning outcomes are a change that occurs in a person continuously (Fallis, 2013).

B. METHODS

The research used is Classroom Action Research which leads to the process of improving social studies learning outcomes with the theme of our friend's environment in class V SDN 091329 Bahpasunsang. This research goes through two cycles where each cycle has four stages, namely: a.) planning stage; b.) implementation of actions; c.) observation and evaluation; d.) reflection (Setyosari, 2016, p. 81). In each cycle there is 1 meeting so that from the two cycles there are 2 meetings, in the second cycle there is a change to be achieved. The relationship between the four stages shows a continuous and repeated cycle or activity. Concretely it can be visualized in the Figure 1 follows.
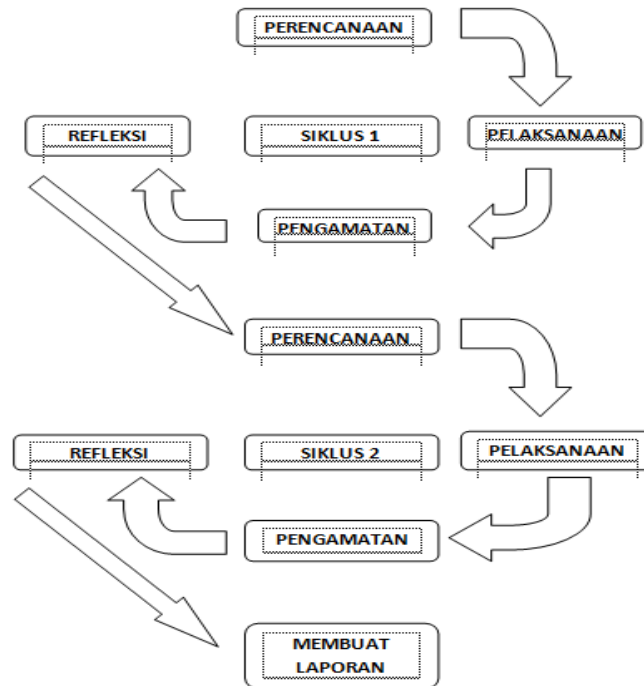
Figure 1. Model Kemmis dan Taggart (Widayati, 2014)

The data analysis technique used in this study is related to student learning mastery. To find out student learning outcomes individually by using the formula, namely:

1. Give a score for the correct answer in the objective test

$$Score = B - \frac{S}{O-1}$$

Score : student scores
B : Correct answer
S : Wrong answer
O : Possible answers or options (Sugeng, 2020)

2. Individual absorption

$$PPH = \frac{B}{N} \times 100$$

PPH : Achievement Assessment Results (Scores)
B : Score obtained by students (raw score)
N : Total score (ideal optimal score)
Learning completeness criteria:
< 70 Unfinished
≥ 70 Complete

a) To determine the acquisition of the average value of student learning outcomes using the formula:

$$\overline{X} = \frac{\sum fx}{N}$$

$\overline{X}$ = the mean to look for
$\sum fx$ = number of existing values
N = the number of frequencies that exist (Noor, 2011)

b) Classical Absorption

$$P = \frac{f}{n} \times 100\%$$

P = Percentage of classes that have finished studying

F = Number of students who finished studying

N = Number of students in one class

With success criteria in percent as follows:

>80%	: very high
60-79%	: high
40-59%	: medium
20-39%	: low
<20%	: very low

c) The results of the affective and psychomotor learning observations of students using the Google Classroom application media, were analyzed using the formula:

$$\text{Average value} = \frac{Total\ score}{Maximum\ Score} x\ 100 \quad \text{(Noor, 2011)}$$

C. RESULT AND DISCUSSION

This research was carried out in the fifth grade of SDN 091329 Bahpasunsang, totaling 33 people. The action research was conducted on the social studies subject with the theme of our friend's environment in fifth grade elementary school with two cycles. The researcher gave an initial test (pre-test) to 33 students with the aim of knowing the students' initial abilities and knowing the existence of learning difficulties experienced by fifth grade students at SDN 091329 Bahpasunsang.

From the results of the pre-test, it is known that there are several problems and learning difficulties experienced by students in studying social studies on the theme of our friend's environment. Students are still unable to understand and identify the environmental themes of our friends in everyday life.

Scoring and assessment were obtained from the total pre-test score of all students of 732.9 and the average grade of 22.2. Then, classical student learning completeness from the results of the pre-test, can be seen in the Table 1 below.

Table 1. Classical Learning Completeness from Pre-test Results

No.	Score	Total students	Percentage	Information
1	< 70	33	100%	Not finished
2	≥ 70	0	0%	finished
Amount		33	100%	

Percentage of Classical Student Learning Completeness from pre-test Results are as the Figure 1 follows.
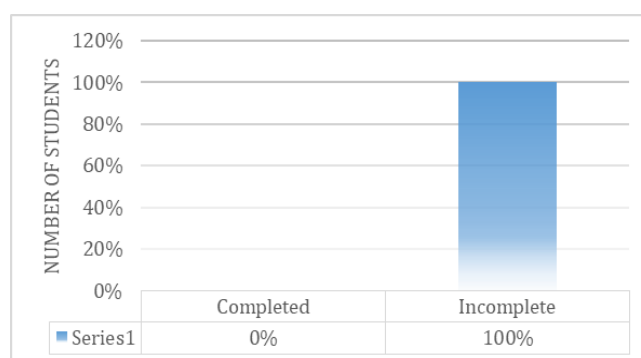

Figure 1. Percentage of Classical Student Learning Completeness From Pre-test Results

From the results of the initial test (pre-test) on the theme of our friend's environment, it is still very low and no one has been declared complete, so it is necessary to take action in cycle I using the Google Classroom application.

By using the Google Classroom application in the first cycle with the theme of our friend's environment, the total student post-test score was 1834 and the average class value was 55.6. Mastery of student learning classically from the results of the post-test cycle I.

Table 2. Classical Student Learning Completeness Based on Cycle I

No.	Score	Total students	Percentage	Information
1	< 70	17	51,5%	Not Complete
2	≥ 70	16	48,5%	Complete
Amount		33	100%	

Based on the Table 2 above, it shows that of the 33 students who were given the post-test cycle I, there were 16 students or 48.5% who were declared complete in learning and 17 people or 51.5% were declared incomplete. It can also be seen from the results of student answers obtained with an increasing value in each item of the question. Mastery of student learning classically from the results of the post-test cycle I. Percentage of Classical Learning Completeness (Post test I) as the Figure 2 follows.
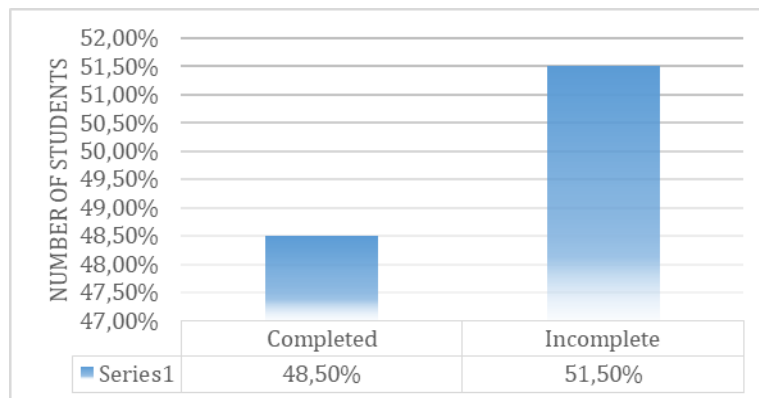

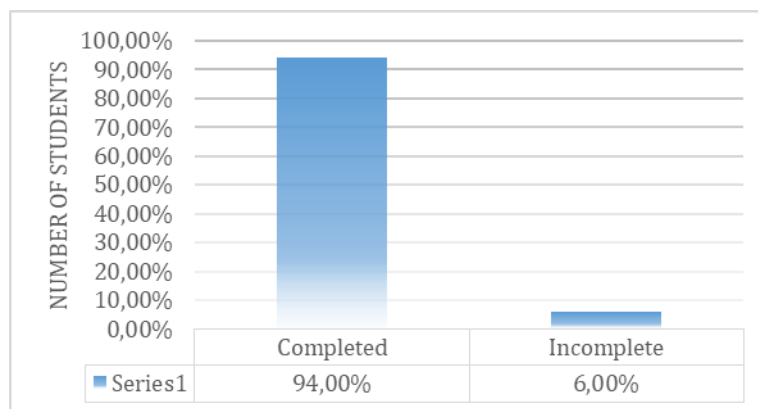**Figure 2.** Percentage of Classical Learning Completeness (Post test I)

The test results in the first cycle prove that students who have not experienced classical learning mastery still need to be improved and developed in the second cycle to further improve social studies learning outcomes with the theme of our friend's environment. Learning in the first cycle, as many as 6 students or about 18.2% is included in the sufficient category and as many as 27 people or about 81.8% is in the less category, and during the first cycle learning is classified as less with a score of 53.6. The classical mastery of learning outcomes has not been achieved with the minimum completeness criteria, namely ≥85. The results of the observation of learning activities prove that the implementation of learning during the first cycle still has shortcomings and has not shown the expected success, it is necessary to take corrective action through the implementation of learning in the second cycle.

In the second cycle with the theme of our friend's environment, the number of post-test scores of students was 2719,5 and the average class value was 82.4, classical student learning completeness from the results of post-test cycle II, can be seen from the Table 3 below.

Table 3. Classical Student Learning Completeness Based on the Results of the Post-test Cycle II

No.	Score	Total students	Percentage	Information
1	< 70	2	6%	Not Complete
2	≥ 70	31	94%	Complete
Amount		33	100%	

Based on the table above, it shows that of the 33 students who were given post-test cycle II, there were 31 people or 94% who were declared complete in learning and as many as 2 people or 6% were declared incomplete. Mastery of student learning classically from the results of post-test cycle II, can be seen from the Figure 3 follows.

Figure 3. Percentage of Classical Learning Completeness (Post II)

The test results in cycle II prove that there is an increase in social studies learning outcomes after being taught using the Google Classroom application. The number of students who completed the post-test results in the second cycle were 31 people or 94% so that classically students were declared to have succeeded in achieving mastery in learning.

From the test results in the implementation of the second cycle, it is known that there is an increase in student learning outcomes compared to the test results in the first cycle. Implementation of learning in cycle II A total of 31 students have experienced complete learning or 94% and as many as 2 students have not experienced learning mastery or 6%, while classical completeness is obtained by 94% and has reached 80% means that the implementation of learning in cycle II has reached completeness classical study. This shows that the use of the Google Classroom application can increase student success in learning as expected so that no corrective action is needed in the next cycle.

Based on the results of classroom action research that has been carried out for two cycles, it is proven that the use of the Google Classroom application can improve student learning outcomes in social studies lessons. This success can be proven from the average value of the pre-test, post-test cycle I to post-test cycle II.

Improved social studies learning outcomes for fifth grade students at SDN 091329 Bahpasunsang, both in terms of the class average value and the percentage or number of students who achieved classical or class completeness. Before being given action from the results of the pre-test, the average initial knowledge of students about the theme of our friend's environment was 22.2. After the first cycle of post-test results the average student learning outcomes increased to 55.6. Then improvements were made by doing cycle II from the results of post-test cycle II the average student learning outcomes increased by 82.4. The average increase in social studies learning outcomes on the theme of our friend's environment from pre-test to post-test cycle II can be illustrated in the Figure 4 follows.
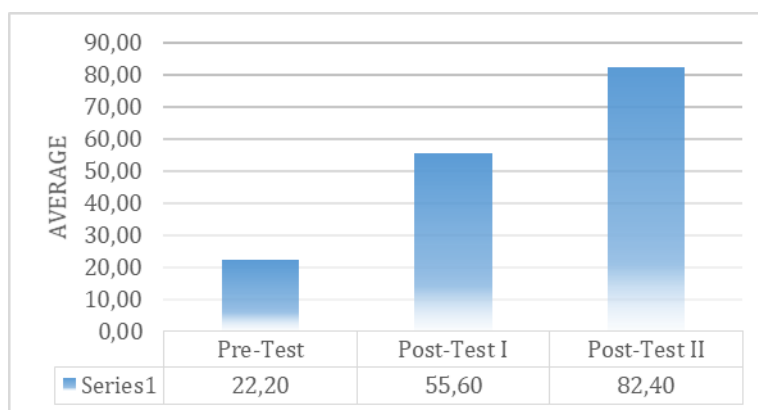
Figure 4. The Average Improvement of Social Studies Learning Outcomes with Our Friends Environment Theme

The increase in student learning outcomes is also evident from the percentage of students' complete learning classically. Before being given action from the results of the pre-test, none of the students achieved complete learning (0%). After the Cycle I action was taken, the percentage of students' learning completeness classically increased to 48.5%. Furthermore, after improvements were made in Cycle II learning, the percentage of completeness also increased to 94%. The increase in the percentage of students' learning completeness starting from before the action was given to post-test II. Percentage of Improvement in Classical Learning Completeness can be illustrated in the Figure 5 follows.
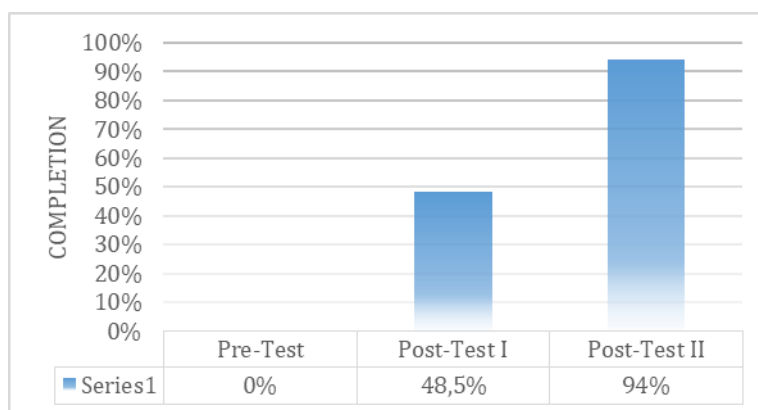
Graph 5. Percentage of Improvement in Classical Learning Completeness

The success of the action on the use of the Google Classroom application can also be seen from the activities of researchers and student activities during the learning process. Thus, based on the findings of research that has been carried out for 2 cycles, it can be concluded that the use of the Google Classroom application can improve student learning outcomes in social studies lessons on the theme of our friend's environment.

D. CONCLUSION AND SUGGESTIONS

In the initial test, student learning outcomes were an average score of 22.2 with no students who completed with a percentage of 0% and 33 people with a percentage of 100% who did not complete. In the first cycle, the average value of student learning outcomes is 55.6, there are 16 students who complete with a percentage of 48.5% and as many as 17 students with a

percentage of 51.5% who do not complete. In cycle II, the average value of student learning outcomes is 82.4, there are 31 students who complete with a percentage of 94% and as many as 2 students with a percentage of 6% who do not complete.

From the increase in classical completeness obtained by students, it can be concluded that the application of the Google Classroom application media can improve social studies learning outcomes on the theme of our friends environment in class V SDN 091329 Bahpasunsang.

REFERENCES

Ahmad Johari Sihes. (2015). Konsep Pembelajaran. *E-Prints UTM*, 8. http://repository.usu.ac.id/bitstream/123456789/23790/4/Chapter I.pdf

Fallis, A. . (2013). Definisi Pembelajaran. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9, pp. 1689–1699).

Hamdani. (2011). *Strategi Belajar Mengajar*. Bandung : CV. Pustaka Setia.

Hamid, M. A., Ramadhani, R., Masrul, M., Juliana, J., Safitri, M., Munsarif, M., Jamaludin, J., & Simarmata, J. (2020). Media pembelajaran. In *Media pembelajaran* (pp. 3–4). https://books.google.co.id/books

Hapsari, M. J. (2019). Penggunaan Aplikasi Google Classroom Dalam Pembelajaran Matematka Tipe Think Pair Share di Smkn 3 Banjarmasin. *SENPIKA II (Seminar Nasional Pendidikan Matematika) Prodi Pendidikan Matematika FKIP Universitas Lambung Mangkurat, 12 Oktober*, 153–161.

Noor, J. (2011). *Metodologi Penelitian*. Jakarta : Kencana.

Salamah, W. (2020). *Deskripsi Penggunaan Aplikasi Google Classroom dalam Proses Pembelajaran*. 4.

Setyosari, P. (2016). *Metode Penelitian Pendidikan dan Pengembangan* (Cetakan-4th ed.). Jakarta : Kencana.

Shaharanee, I. N. M., Jamil, J. M., & Rodzi, A. S. S. M. (2016). The application of Google Classroom as a tool for teaching and learning. *Journal of Telecommunication, Electronic and Computer Engineering*, *8*(10), 5–8.

Su'uga, H. S. (2020). Media E-learning Berbasis Google Classroom Untuk Meningkatkan Hasil Belajar Siswa SMK. *Jurnal Pendidikan Teknik Elektro*, *9*(3), 605–6010.

Sugeng, B. (2020). Fundamental Metodologi Penelitian Kuantitatif. In *KOMUNIKASI PENELITIAN KUANTITATIF Program Studi Jurnalistik & Humas* (p. 25).

Sulistyowati, Prihatin., Yasa, A. D. (2017). *Pengembangan Pembelajaran IPS SD*. Malang : Ediide Infografika.

Susanto, A. (2013). *Teori Belajar dan Pembelajaran di Sekolah Dasar*. Jakarta : Kencana.

Trianto, & SUNARNI. (2011). *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik : Konsep, Landasan Teoritis-Praktis dan Implementasinya* (Cet.5 ed.). Jakarta : Prestasi Pustaka.

Wahyuni, I. (2018). Pemilihan Media Pembelajaran. *Artikel*, *1*(1), 1–14. http://eprints.umsida.ac.id/3723/

Widayati, A. (2014). Penelitian Tindakan Kelas. *Jurnal Pendidikan Akuntansi Indonesia*, *6*(1). https://doi.org/10.21831/jpai.v6i1.1793