Google Classroom as an Online Learning Media for Indonesian Language Learning During COVID-19 Pandemic

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Abstract—**The COVID-19 pandemic forced schools to change their offline learning model to online. Teachers can use many platforms for online learning, such as Google Classroom. This study aims to reveal the use of google classroom in online learning of Indonesian subjects at schools during the pandemic. A literature study is used in this research. Data is collected from various sources, such as journal articles, proceedings, books, and online news. The results of the analysis show that in learning Indonesian during a pandemic, Google Classroom is used by teachers as an online learning medium because it is easy for students to access. Using Google Classroom effectively increases student understanding and can increase student activity in learning.**

Index Terms—**google classroom, learning media, COVID-19 pandemic, Indonesian language**

I. INTRODUCTION

In 2020 the health sector entered a worrying period. It is felt by all countries in the world, not only developed countries but also developing countries, including Indonesia. This concern is the impact of the emergence of a coronavirus outbreak (Ginaya et al., 2021) that first spread from Wuhan, China, to be precise, at the end of 2019 (Claria et al., 2022; Rothan & Byrareddy, 2020; Susilo et al., 2020). Covid-19 was first reported in Indonesia in early March 2020, and two cases were found (Susilo et al., 2020). Initially, the Indonesian government did not want to inform the public about the coronavirus that had entered Indonesia (Rokhmansyah, 2021). The Indonesian government did it to avoid public panic and unclear issues. Regarding the development of the coronavirus, the Indonesian government finally made a policy as a first step, namely in the form of social distancing recommendations. The Indonesian government is aware that the transmission of Covid-19 is through droplets, namely liquid or splashes of saliva that a person emits from the nose or mouth when sneezing, coughing, or even talking. So to reduce or even break the chain of transmission of Covid-19, everyone must maintain a safe distance from other people, at least 2 meters, not make direct contact with other people, and avoid mass gatherings (Buana, 2020; Yunus & Rezki, 2020).

Apart from impacting the health sector, the Covid-19 pandemic has also impacted other sectors of life, such as the economic, social-community, and education sectors. The United Nations Educational, Scientific and Cultural Organization (UNESCO) stated that the Covid-19 outbreak impacted the education sector. UNESCO is very supportive of countries in the world in their efforts to reduce the direct impact of school closures due to Covid-19, especially for people who are more vulnerable and less fortunate, as well as facilitating the continuity of education for all through distance learning with online learning (Hawa, 2021). The Covid-19 pandemic has caused various countries to implement lockdown, isolation and social distancing measures, including limiting social contact between lecturers and students (Nuryatin et al., 2022). This phenomenon forced the government to close schools and colleges (Ebner et al., 2020). To prevent the spread of Covid-19 cases, the supervisory agency decided to close more than 100 schools (Sukendro et al., 2020).

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In Indonesia, the Covid-19 outbreak also impacted the education sector. By eliminating face-to-face learning activities (offline learning), the Indonesian government has made online learning a solution to maintain teaching and learning activities amid the spread of the coronavirus (Dewantara & Nurgiansah, 2021). Activities carried out by teachers and students relying on technology also form a new normal in the world of education. Teaching activities occur between teachers and students and between teachers, students, and parents of students (Zulaeha, 2021). Technology is the main tool in the learning process during the Covid-19 pandemic.

Online learning during the Covid-19 pandemic in Indonesia uses a distance learning model. Distance learning is carried out remotely, not face-to-face, between teachers and students and students with other students. E-learning can be an option in implementing distance learning because it is internet-based and does not require students and teachers to come to school (Triyanto, 2020; Yaumi, 2007). With conditions that do not allow face-to-face learning, e-learning will be an option because it saves time and is more flexible (Ningtyas et al., 2008). In addition, e-learning can be used with easier access and independent learning and requires students to be more active (Tigowati et al., 2017).

Distance learning using e-learning can be done on various platforms, such as Google Classroom, Zoom Meeting, Google Meet, and Microsoft Teams. In addition, learning can also take advantage of social media platforms that are of great interest to teenagers, such as Facebook, Twitter, Instagram (Komariah et al., 2020; Noesgaard & Ørngreen, 2015; Perumal & Ajit, 2022), and the messaging platform WhatsApp (Mulyono et al., 2021). The implementation of distance learning is not without obstacles. Such a sudden change from offline to online learning makes teachers and students encounter many obstacles in implementing learning. It has caused many students to complain about online learning. Apart from adding to the burden of costs for purchasing internet quota, students also do not get relief in terms of school payments. Not to mention the many assignments that make students lazy in carrying out their obligations in doing schoolwork (Mulawarman, 2020). Even though the use of online or multimedia-based media is one solution so that students understand the subject matter correctly, the material delivered by the teacher can be absorbed perfectly by students (Mustakim, 2020; Prabowo et al., 2020).

This article discusses using Google Classroom as a learning medium during the Covid-19 pandemic in Indonesia, especially in learning Indonesian. The use of learning media is one thing that needs to be considered in the active learning process. Learning media is an intermediary, container, or tool to convey learning messages. The use of learning media also allows direct interaction between students and their environment because, through interactive media, it is hoped that it can attract students' interest in participating in learning. Students get teaching material theoretically and are expected to be directly involved in learning activities to gain new experiences and be more active in learning (Aukmasari et al., 2020).

The use of media is intended to help make learning activities more effective and efficient in terms of effort, time, and cost. The selection of media must be carried out by the teacher appropriately so that the material or learning content can be conveyed correctly to students. The function of the media as a tool in learning activities is to provide visual experiences to students to encourage learning motivation and clarify and facilitate complex and abstract concepts to become simpler concrete, and easy to understand.

II. METHOD

This article is qualitative research using the library method. Research data were obtained from documents in the form of journal articles, proceedings, books, and articles on the internet that are relevant to the topic of this article. The collected data is then analyzed to find facts related to online learning media for Indonesian language subjects, especially those using Google Classroom. The stages of data analysis are organizing, sorting, synthesizing, and finding patterns using interpretation (Hudiyono et al., 2021; Miles et al., 2018; Rokhmansyah et al., 2021; Sugiyono, 2016). In addition, content analysis and in-depth reading methods were used in this study to obtain maximum research results. Hopefully, this research can provide information regarding the use of Google Classroom in online learning conducted at schools during the COVID-19 pandemic, especially in learning Indonesian.

III. RESEARCH RESULTS

The worldwide emergency of Covid-19 widespread constrained all instructive education to switch from face-to-face to separate learning (online) (Kaharuddin, 2022). During the Covid-19 pandemic, there has been a change in learning patterns, from face-to-face learning to distance learning. The learning process, usually carried out face-to-face in schools, was halted during the Covid-19 pandemic. All students must study at home. Therefore, teachers must prepare all learning processes so all students can access them (Eriyaningsih et al., 2022). This situation forces teachers to change the process of delivering material, so teachers must think about appropriate and appropriate teaching methods. This change in learning patterns also challenges teachers to manage virtual classes to become effective classes (Mashuri & Hasanah, 2021; Yulianto & Nugraheni, 2021).

Learning with the system is not directly known as learning from home or distance learning. This learning allows students to access learning resources and materials freely, without limitations of time and place (Herianti et al., 2022). Distance learning with an online system is implemented so students can continue learning, without being hindered by

time constraints, even during the Covid-19 pandemic. Learning activities from home are expected to support the distance learning process and make it easier for teachers to convey and distribute the material to all students.

Implementing distance learning during the Covid-19 pandemic in Indonesia faced various obstacles and quite complex challenges. Even though various methods have been taken to improve the quality of education by considering the health protocol by the joint decree of the four ministers, various obstacles, limitations, and difficulties are still encountered in the field. Problems in distance learning exist in various factors that influence it, including student and student family factors and inadequate facilities and infrastructure (Mashuri & Hasanah, 2021; Septyanti & Kurniawan, 2020). During the distance learning process, all teachers must be able to create effective distance learning and achieve learning goals properly. Teachers must be able to carry out distance learning management (Chandra, 2020) properly so that students can meet the planned learning success indicators. In this context, teachers must be competent in conducting learning management according to current needs. As stated by Ramdhani and Istiqlaliyah (2018), learning management can be interpreted as managing the resources used to achieve learning objectives effectively and efficiently.

Alahmadi and Alraddadi (2020) expressed that the advancement of e-learning has extended to incorporate different online learning approaches such as virtual classes, video conferencing, and mixed learning. It is evident that the development of Information and Communication Technology (ICT) has spread all through the world and has been utilized in each perspective of life (Ta'amneh, 2021). Teachers utilize computerized utilities and all other IT apparatuses to benefit the teaching and learning process. Al-Zaidiyeen et al. (2010) state that Information and Communication Technology (ICT) has been demonstrated to be a dynamic and compelling device for instructive preparation and has broadened and changed the way understudies learn and instruct. Due to the expanding mindfulness of the significance of ICT in instruction, numerous instructive teachers have propelled e-learning ventures to present fitting innovation so that the quality of instructing and learning can be effectively progressed.

Online learning media may be a sort of learning that permits the conveyance of instructing materials to understudies utilizing web media. As an elective to electronic-based learning, online learning media gives numerous benefits, particularly for instructive forms that are carried out remotely. In making online learning media, it is essential to pay consideration to their trust and objectives in taking part in online learning media, speed in getting to the web or arrange, transfer speed confinements, web access costs, and foundation information almost availability to require portion in learning (Nurjaya & Yasa, 2022). Learning media like this requires offices and infrastructure that are not cheap. In this manner, schools must arrange it well so that online learning infrastructure (e-learning) can be satisfied.

Learning media in online learning is utilized to extend the viability and productivity of learning. Learning media is utilized to realize objectives, such as passing on messages outwardly, so they are not as well verbal. Learning media can overcome the confinements of space, time, and the five faculties. In expansion, the learning environment quickens the instructing and learning preparation, brings out eagerness for learning, offers openings for understudies to connect specifically with the environment and substances on the ground, and permits autonomous learning agreeing to student's abilities and interests (Nuriansyah, 2020).

The use of e-learning learning media has drawbacks. For students, learning with e-learning media can trigger a lack of student responsibility for the assignments given by the teacher. In addition, students will feel at a loss and wasteful because many use the internet quota to participate in learning using e-learning (Adickalam & Yunus, 2022). For teachers, in learning using e-learning, interaction with students is felt to be lacking. Teachers cannot know the characteristics of students. This problem occurs because the application of e-learning learning media seems monotonous, especially for students who have not maximized the use of Information and Communication Technology (ICT).

Several studies have been compiled showing that information technology positively affects learning, which is very large. Information technology can be adopted as a tool in the educational process, including supporting the teaching and learning process, which also involves seeking references and sources of information (Wekke & Hamid, 2013). One technological medium often used today is smartphones (Khusniyah & Hakim, 2019). Besides smartphones, other supporting facilities are tablets and laptops. The Indonesian government has prepared several applications to be used as a liaison during the online teaching and learning process during the Covid-19 pandemic. It helps teachers to be able to teach face-to-face with students even though they use a virtual model, namely by utilizing applications that must be accessed via an internet network (Handarini & Wulandari, 2020).

The preferences of the e-learning model are that it permits the transmission of learning without being constrained by space and time, employments numerous diverse sources accessible on the web, and gives reading material that is generally simple to overhaul day by day. In expansion, e-learning can too increment understudy freedom within the learning handle. Online learning handles not as it places understudies as audience members or watchers but also empowers the dynamic interest of understudies to connect, discourse, work together, share and work together to construct information. Besides, in e-learning, teachers must be imaginative, inventive, and basic in choosing learning materials. Teachers must be more moral in utilizing the fabric and dodge utilizing pictures or sounds that are less important to the learning fabric. Through online learning, teachers must moreover empower the dynamic cooperation of understudies. Not as it were that, but teachers must moreover pay consideration and give more time to understudies, not restricted to face-to-face classes, and persistently direct understudies who have trouble utilizing online learning. It will appear the teacher's proficient demeanor. With online learning, teachers can be spurred to learn and progress their knowledge and skills.

Online learning, for the most part, takes a few shapes: either understudies are not required to commit to a particular time to require classes, or they are required to go to classes online on an assortment of stages chosen by instructors or teach and as a rule, in both cases, the materials are conveyed using electronic media and accessible for understudies anytime. Direction instructors on how to utilize cutting-edge innovation and social media increments the concept of self-education. Effective utilization of innovations depends on the teacher's vitality, learning capacities, and past involvement and capabilities to exceed expectations in current circumstances. Ordinarily, Understudies take after their teacher's information and adjust themselves to any framework and how instructors instruct or assess understudies. E-learning creates a rich and broadened instructive environment, fortifies communication among instructive partners, and makes a difference in demonstrating instruction perfect for the understudies. Showing fabric consistently and in an organized way helps in planning an era able to manage innovation and prepared with the foremost up-to-date capacities (Al-Awawdeh & Kalsoom, 2022).

In online learning, many platforms can be used as learning media. It makes online learning more accessible, practical, and efficient to use. From the results of searches conducted on relevant research via the internet, several learning media platforms were used for learning in schools during the Covid-19 pandemic, such as Google Classroom, Google Meet, Zoom Meeting, and WhatsApp (Sutiah et al., 2020). Of these several platforms, teachers more often use Google Classroom as a learning media platform (Fauzan et al., 2022), for example, in learning Indonesian language (Herianti et al., 2022; Lim & Tan, 2022).

Google Classroom could be an unused innovation that has existed since 2014 in different stages, such as desktops, websites, and Android or iOS-based versatile applications. The Google Classroom application is broadly utilized by teachers, lecturers, and students since it is considered valuable for learning. The widespread COVID-19 has made Google Classroom indeed more well known. The app has been downloaded by over 50 million versatile clients and is at the best of the list of beat Playstore apps (Francom et al., 2021). Google Classroom was created in collaboration with education specialists to create time went through within the instructing and learning to handle more successful, spare instruction costs, offer assistance with superior course coordination, and energize more interaction between teachers and students (Zulherman et al., 2021).

Google Classroom is a platform used as a learning medium during a pandemic because it is the most basic and user-friendly medium. Google Classroom is used for many purposes, to submit and grade assignments, quizzes, surveys, provide materials, and so on (Sharda & Bajpai, 2021; Ushakova et al., 2022). Google Classroom can meet schools' teaching and learning needs, and these activities are recorded just as well as lectures in class. Google Classroom can be a learning medium based on research-based learning methods as it maximizes students' ability to discover, understand, research, analyze and develop learning outcomes (Septyanti & Kurniawan, 2020).

The Google Classroom app has its strengths to make distance learning more memorable. It aims to shape students' proficiency in using technology in the 21st century in order to compete in global rankings. Therefore, teachers are expected to use the Google Classroom application. The use of Google Classroom can help students as support for digital learning in the era of information technology-based education. Learning using the Google Classroom application can be used as a distance learning solution if offline learning is impossible (Herianti et al., 2022).

The application that Google introduced in 2014 can assist in the implementation of learning. Google Classroom application can be used to study from home, especially during the Covid-19 pandemic. This internet connection-based application can be used very quickly without having to face to face in a classroom and only relying on a stable network. Teachers can manage all the documents students need to learn. Learning documents can be stored on Google Drive, such as Google documents, spreadsheets, etc. With Google Classroom, students can complete lessons sequentially and work collaboratively with other students to complete group assignments.

Based on research conducted by Diny et al. (2020), learning using Google Classroom can be said to be effective in improving students' writing skills. In addition, the application of learning with Google Classroom encourages students to participate more in the teaching and learning process inside and outside the classroom. It increases their interactions with classmates and teachers. Students can open materials, complete exercises, and carry out activities anywhere and anytime via a computer, laptop, tablet, or smartphone if they have an internet connection. As a result, more exposure to online material and practice improves writing skills (Adas & Bakir, 2013).

The use of Google Classroom platform for learning Indonesian is presented with various materials, so students do not get bored. In addition, the presentation of varied material can help students learn according to their learning style. The variation in the presentation of the material will undoubtedly attract students' interest so that it can influence the process and output of student learning outcomes (Okmawati, 2020). Apart from presenting Google Classroom, the methods used, and the combination of methods also affect learning outcomes using Google Classroom. It is supported by the results of previous research, which stated that a combination of learning methods could make it easier for teachers to insert norms for students (Ni, 2020). The combination of methods carried out will be able to complement the weaknesses of each method used. Thus, not only will learning materials be delivered, but also learning messages will be conveyed. Combining methods is also an alternative in online learning activities with the Google Classroom platform. It is because Google Classroom cannot completely replace face-to-face lecture activities (Rahmawati et al., 2020). Therefore, by combining various methods, it will be able to minimize things that cannot be reached with Google Classroom.

Using Google Classroom, teachers can creatively teach students by giving assignments, learning videos, material links, and video conference links (Damayanti, 2021). Google Classroom can be used as a track record for teachers and students to evaluate teachers teaching Indonesian online. Learning using Google Classroom, teachers can increase student motivation in learning during a pandemic. The positive response of students can show it. The elaboration form produces a learning syntax that can be used in asynchronous online learning, which can foster student self-development when participating in Indonesian language learning in the era of adaptation to new habits.

Google Classroom is a great educational platform and an accessible medium for sharing knowledge. Performance comparisons are good regarding ease of access, perceived benefits, tracking student progress, and communication and interaction between teachers and students. This study shows that librarians effectively use Google Classroom to share electronic content and provide various electronic library services that would not be physically accessible during the Covid-19 pandemic. Google Classroom performs all the teaching tasks, from marking attendance to submitting Grades. Google ensures data security in encrypted and secure media. Google Drive cloud storage system allows access from anywhere and anytime. Google Classroom is recommended for use to improve the teaching and learning process quality in all academic activities, especially during the Covid-19 pandemic (Sharda & Bajpai, 2021). Google Classroom also has a flipped classroom facility, a pedagogical approach that transfers direct learning from one classroom to an individual study room. The new learning space will be more active learning where the teacher acts as a coach while students apply their knowledge concepts by involving creativity and problem-solving in the subject matter (Khophadung & Vongtathum, 2016).

Google Classroom has a positive impact on learning Indonesian. According to a literature search of several articles, Google Classroom is the most popular e-learning platform among students. Google Classroom effectively improves students' access and attention to learning, knowledge, and skills (Pratama, 2021) and improves students' critical thinking skills. Students find that the learning process with Google Classroom makes learning interesting, effective, and motivating and encourages independent, active, creative learning attitudes. Learning the Indonesian language with Google Classroom greatly impacts students' motivation to learn (Etika et al., 2020; Rohman et al., 2020). Learning the Indonesian language using Google Classroom also to increase students' interest in reading during the Covid-19 pandemic was very effective. Students' interest in reading by using Google Classroom during a pandemic can be used as an alternative for students to re-develop students' interest in reading and to learn at this time.

IV. CONCLUSION

Online learning has become a critical requirement in instruction, particularly amid the widespread Covid-19. One stage that's broadly utilized as a learning medium is Google Classroom. Google Classroom is utilized in learning Indonesian since the interface is simple for instructors and understudies to utilize and can be accessed using a computer or smartphone. Applying Indonesian learning with Google Classroom also empowers understudies to participate more in the instructing and learning to handle the interior and exterior of the classroom, expanding their intelligence with classmates and instructors. Understudies can open materials, total work out, and carry out exercises anyplace and anytime using a computer, tablet, tablet, or smartphone as long as they have an online association.

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