



Development of Google Workspace-Based Learning Media Through Optimization of Accounts belajar.id

Muhamad Ridwan Effendi^{1*}, Silvi Rahmawati² and Dyah Wulandari³

¹State University of Jakarta and ^{2,3}STAI DR.KH.EZ.Muttaqien Purwakarta

*:muhamadridwan@unj.ac.id

Abstract

This article discusses the role of teachers in developing learning media using Google Workspace through the belajar.id account during the Covid-19 pandemic, covering the design process, impact, and development efforts at SMKN 2 Purwakarta. This article is essential because it is based on preliminary research showing that the low interest and response of students during the implementation of distance learning (PJJ) at SMKN 2 Purwakarta is due to the teacher's skills in using learning media which tend to be monotonous, namely using the WhatsApp Group and Zoom platforms. This study uses a descriptive qualitative approach with a theoretical analysis of learning media development using the ADDIE model from Dick and Carrey. The results obtained in this study state that: first, the use of the belajar.id account designed by the teachers of SMKN 2 Purwakarta to develop Google Workspace media has increased effectiveness and efficiency in learning. Second, the impact shown by the development of the media provides learning opportunities for students to be more skilled and productive in creating creative ideas, reducing the gap in the use of digital media and encouraging students' interest in learning. Third, the teacher's efforts in the Google Workspace learning media development strategy are carried out through the stages of the ADDIE (Analysis, Design, Development, Implementation, and Evaluation).

Key words: tahsin al-qu'an, ability to read the qur'an

Introduction

Since it was first announced on March 2, 2020, positive cases of COVID-19 in Indonesia, the government has required its citizens to carry out activities at home. Of course, this has an influence on every aspect of life, including education. One of the policies made by the government related to education during this pandemic, including the revision of a joint decree of four ministers issued on August 7, 2020, regarding online learning and learning from home or distance learning as an effort to prevent the spread of the COVID-19 virus outbreak.[1] [2]

Students and educators carried out learning during this pandemic by utilizing the sophistication of network and information technology to develop the learning process in schools using online learning (in the network).[3] Online learning itself is carried out using digital media devices such as computers or other sophisticated tools that can be connected to the internet so that educators and students can communicate actively in the learning process. Thus

the learning process can still be carried out without face to face so that the spread of the virus can be prevented and overcome optimally.[4]

Based on preliminary observations made by researchers at SMKN 2 Purwakarta, West Java, with PAIDBP teachers, so far the school has implemented distance learning that is carried out without face to face between students and teachers as a sign of complying with the rules and efforts to prevent the spread of the covid-19 virus. At SMKN 2 Purwakarta itself, the distance learning process has been implemented according to government policy, but in practice, some teachers still do not understand and are skilled in the use and development of learning media. The conditions experienced today require schools and teachers to think about and take solution actions on how to carry out their duties in providing facilities and developing learning media so that later they can create a learning atmosphere that makes students feel happy and enthusiastic in learning, from this it can be seen that The role of the teacher in the development of distance learning media (online) needs to be considered in order to achieve educational goals as planned.[5] [6]

The use of media in distance or online learning, such as Whatsapp, Google Classroom, and Zoom, can facilitate learning, although, in the process, there are still some students who do not respond. This lack of response from students is indeed a challenge for teachers to continue looking for ways to develop learning media so that the distance learning process can be carried out well, creatively, and innovatively.

Distance or online learning is also quite challenging because there are still many teachers and students who do not understand technology media that can be used in learning so that the learning process during the pandemic is considered less active. This cannot be avoided because one of the reasons is the creativity of the students. The teachers themselves are lacking, especially regarding the making of online learning media, as well as several obstacles to the provision of inadequate school facilities, coupled with the large number of students at SMKN 2 Purwakarta who need online learning media facilities, and the lack of enthusiasm for learning is also one of the causes of the less conducive learning process.

Then some other information states that there are still many students in the learning process that still seem indifferent in fulfilling the daily tasks given by their teachers. Even students feel that online learning is only used as a place to play because they feel the teacher does not directly supervise them as usual in the classroom.

However, the teacher does not necessarily blame the students because online learning is new for students, including teachers. Therefore, the role of the teacher is needed so that the learning process can run well. The teacher must carry out the development of learning in terms of strategies, methods, or media. Seeing the conditions experienced requires every educator to the maximum extent possible to develop himself, personally and in his role as a good, creative, innovative, and productive educator in learning during the Covid-19 pandemic.[7]

Learning online at SMKN 2 Purwakarta has been implemented, but with some existing obstacles, learning becomes ineffective. One of them is due to a lack of understanding of technology from teachers so that learning media are not used optimally, and a high level of creativity is also needed for teachers in developing learning media, because to this day, online learning media still have obstacles in their use both from the teacher or school or from the students themselves.

Insights about online learning media are, of course, still minimal so that the level of creativity of each teacher is less visible. Learning is still monotonous and looks dull, especially without face to face. The way is needed to connect or equate the views of students or recipients of information with information givers. Thus we need a tool or media to facilitate or bridge the online learning process evenly, effectively, and efficiently.[8]

Based on the problems above, the authors are interested in researching the problems that exist in SMKN 2 Purwakarta to find out the role of teachers in the development of online learning media at SMKN 2 Purwakarta by looking at the conditions and facts of the low learning interest of students caused by insight, creativity, and innovation. The development of learning media by teachers is still lacking.

So that in the research process, the author and the teacher developed the Google Woskspase learning media through the Belajar.id account to be used in the learning process during the Covid-19 pandemic at SMKN 2 Purwakarta.

Research Method

The approach in this study uses a qualitative field approach which will take place from July 2020 to July 2021,[9] which is located at SMK Negeri 2 Purwakarta. As for data collection, data sources were obtained through primary sources which are, of course, directly related to the research problem, namely 4 PAIDBP teachers, while secondary data were taken from 23 teachers, school principals, deputy head of curriculum, and 36 students of SMKN 2 Purwakarta through observation and Interview. The data analysis of this research is inductive. It is analyzed based on the data obtained from the data collection results and then developed using the Miles and Huberman data analysis method, including data reduction, presentation, and conclusion.

Results and Discussion

Impact of using Accounts Belajar.id

After conducting the research process through observation, documentation, and interview techniques, the researchers found some information related to the implementation of online learning media development at SMKN 2 Purwakarta. As for the development of visual media, the first resource person said he used learning slides in moving images without sound. The development carried out in this visual media was by developing creatively from the teacher himself related to learning materials or creativity in making learning slides.[10]

While the information from the second resource person, he was delighted to use visual media in pictures, where Mr. Imar made his drawings manually or through computer assistance. Overall, the development of online learning media carried out by PAIDBP teachers at SMKN 2 Purwakarta is by optimizing the google workspace, where this google workspace is facilitated by a Belajar.id account that the government has provided.[11]

According to the first resource person, this google workspace is a learning media and technology provided free of charge by google by utilizing learning.id account, we can use technology freely by first downloading a Belajar.id account via the school's dapodik application. This learning media is a media that must be paid for, but thanks to the collaboration between Google Indonesia and the Ministry of Education and Culture, all these applications can be used for free only by using a Belajar.id account.[12]

Furthermore, this information is strengthened by what Mrs. Nopi said regarding using this google workspace by utilizing its features such as collaborative google classroom, google drive, g-mail, Google Sheets, Google Forms, Google Slides, Google Images and so on.[13]

Furthermore, more specifically, Mr. Soni, as Deputy Head of Curriculum, again said that this Google Workspace was created for business entities with the principle of paid subscriptions. For educational purposes, Google intends to make Google Workspace for Education free. Nevertheless, not everyone can use it. Requirements that must be met to get free access.

Mr. Soni also conveyed other information related to media use as Deputy Head of Curriculum at SMKN 2 Purwakarta. He said that optimizing the use of google workspace media increased concern from the government, especially with the learning.id facilities provided by the government were beneficial in education, especially in the learning process. Teaching and learning are done. The learning process carried out using the Google Workspace has a systematic flow, making it easier for online learning activities to be carried out.

According to Mrs. Tati, the steps taken in implementing this development are first by analyzing learning needs, such as students' characteristics, analyzing learning objectives, and analyzing learning conditions or situations. The second step is the design stage. At this design stage, the educator designs each learning process from the initial activities to the closing activities of learning even to the evaluation of learning, there is also a selection of media to be used or features to be used in learning, so at this stage, a lesson plan is prepared that good. The next step is to do what has been prepared in the RPP by utilizing the google workspace media, which has many features. After that, the educator notes the advantages and disadvantages and administers tests to be used as a measuring tool for success. Furthermore, the last is the feasibility stage of using google workspace learning media.

Based on the comprehensive information, the development of online learning media by PAIDBP teachers at SMKN 2 Purwakarta is by optimizing the use of google workspace media with the learning.id account facility provided by the Ministry of Education and Culture and the use of online learning multimedia or collaborative learning media.

As for the first information obtained from Mr. Tirwan, he said that with this development, many influences were felt and impacted the learning process. He feels that the learning process becomes more accessible, even without face-to-face, because the learning flow is structured to increase effectiveness and efficiency.

This was agreed by Mrs. Tati, who said that the use of google workspace media could help educators in the teaching and learning process. Participants also became more active and enthusiastic in the learning process. As for other impacts that are felt by the development of learning media through this google workspace, students can develop themselves through the assignments given. Students using Google workspace also become more initiative in learning, plus the collaboration of the media used is also a trigger for children to discover new things. As in activities that often involve the internet, students finally find other things outside of learning materials.

Many impacts are resulting from the development of this online learning media using the Google workspace. Mrs. Nopi said that with media like this, learning becomes more fun, not monotonous. The learning process also becomes more productive and of high quality. The features in this google workspace can also be used to develop the creativity of educators. Educators become more enthusiastic about creating a learning process that makes children more enthusiastic about increasing student learning outcomes. Learning media like this uses several features or collaborates with learning media, making learning more broad and flexible in its activities. Not only that, this encourages a learning process that will be sustainable, meaning that it can be done anywhere, anytime.

Mr. Imar also said that the advancement of technology that is increasingly leading to positive things could reduce the view that the internet or the like is harmful. This will not happen with the development of online learning media because the teaching and learning process is getting better with digitalization. Meanwhile, Mr. Tirwan said that online learning media also impacted the increasing value of the everyday use of online learning media.

The impact of the development of online learning media by optimizing the use of Google workspace is a lot, and it has a significant influence on the learning process and improving the quality of educators and students themselves. Based on the information obtained, there are many impacts of implementing the development of online learning media at SMKN 2 Purwakarta. Teachers' efforts in overcoming obstacles to the development of online learning media at SMKN 2 Purwakarta. The development of online learning media is not easy, especially for educators who are not young anymore. This is a pretty tough challenge.

Several difficulties were felt by PAIdBP teachers related to the extensive understanding of this online learning media. Meanwhile, Mr. Tirwan said that he had very little knowledge about online learning media, which he understood was only limited to face-to-face learning media as usual. As for the narrative, Mr. Tirwan will always learn to always add insight into knowledge about this online learning media, and this is one of the efforts made by the teacher and overcome obstacles to the development of online learning media. From the various available information, several efforts have been made by PAIdBP teachers at SMKN 2 Purwkarta, namely by adding insight or knowledge about the development of online learning media through a continuous learning process, habituation to the use of learning media, providing learning facilities that increasingly support learning, as well as participating in the learning process. in training activities or webinars related to the development of learning media, as well as exchanging ideas with teacher friends in other schools as a learning experience.

Development of Google Workspace in Belajar.id Accounts Through ADDIE

Based on the research results, the implementation of the development of online learning media follows the theory of the types of media that can be used in learning. Such as audio media, visual media, audiovisual media and various media in its development are used google workspace media with learning account facilities.[14] ID from the Government, which in the development process refers to the theory of developing IT-based learning media using the ADDIE model, with several processes as follows:

The first stage of analysis (A): in the analysis phase, the definition of instructional problems, instructional objectives, and learning objectives are carried out. In this phase, identification of the learning environment, knowledge and skills that students currently own is also carried out. As stated by Mrs. Tati regarding this step, she does the following: the teacher identifies learning needs both in terms of students and the learning process. What Mrs. Tati did in detail is as follows:

- Determine the characteristics of students
- Analyzing the need for teaching materials
- Determine the type of media to be developed
- Analyze the obstacles found
- Designing assessments for students as well as time limits in completing assignments.

Second, the design phase (D), where the design phase is related to targeting, assessment instruments, exercises, content, and analysis related to learning materials, lesson plans and media selection. The design phase is carried out systematically and precisely. Activities carried out at the design stage usually include selecting the most appropriate learning environment by learning the types of cognitive skills needed to achieve instructional objectives, writing instructional objectives, selecting an overall approach, program form and appearance: unit outlines, lessons and modules, designing course materials. Specifically for use in interactive electronic media. This follows what Mrs. Tati said; she carried out several activities in this second stage, which were outlined in the learning implementation plan by setting learning objectives and then determining the appropriate learning strategy to achieve these goals. Determination of learning methods and selection of learning media which in this google workspace provides many features such as google meet, google classroom and so on. By considering several aspects such as relevant learning resources, learning environment and others. The RPP in question is contained in the appendix.

The third, the development phase (D). In this phase, the creation and merging of content assets that have been designed in the design phase are carried out. In this phase, storyboards, content writing and graphic design are needed. If it involves e-learning, the programmer will work to integrate the necessary technology. Activities carried out in this phase include the creation or collection of the necessary media, using the power of the internet or electronic media to present information in various multimedia formats so that it can meet the wishes of students, and defining appropriate interactions, which must be creative, innovative, and encouraging students. To be provoked to learn more. As stated by Ibu Tati, after designing the design, the next step is to carry out the online learning process. At this stage, a learning process is developed using the google workspace media facilitated by a Belajar.id account. By analyzing what media users should do. The connected users include the Head of Curriculum, PAIdBP teachers, other subject teachers, and the students. The task of the Deputy Head of Curriculum is to supervise the learning process and assess teacher performance, and then the teacher is tasked with uploading materials, giving assignments, assessing assignments, and monitoring student learning progress. Students can view material, upload assignments, discuss it in the forum. Furthermore, other subject teachers can only see the material without participating.

Fourth, implementation phase (I): in this phase, procedures for training are developed for trainees and their instructors/facilitators. Training for facilitators includes curriculum materials, expected learning outcomes, delivery methods and testing procedures. Other activities that must be carried out in this phase include copying and distributing materials, handouts and other supporting materials, preparing in case of technical problems and discussing alternative plans with students. From the theory above, according to what Mrs. Tati said, the next step is for the teacher to make notes about the shortcomings and obstacles that still occur when the use of google workspace media is used in learning. Besides that, students are also given test questions after using the media to determine the success of the learning media by using media. This is google workspace.

The five stages of evaluation (E): the evaluation phase consists of two parts, namely formative and summative. Formative evaluation occurs at every stage of the ADDIE process. Summative evaluation consists of tests designed for domains related to specific criteria and providing opportunities for feedback from users. This theory also follows what Mrs. Tati said that she carried out an analysis of the assessments that had been carried out in the implementation stage, and Mrs. Tati said that the use of google workspace media was feasible because it increased the learning value of students and could realize learning goals.

So from the available information, it can be said that the implementation of online learning media development carried out at SMKN 2 Purwakarta uses the ADDIE development model by optimizing the use of google workspace media facilitated by Belajar.id accounts.

The impact generated after the development of learning media by optimizing the use of Google workspace media with learning account facilities. ID is following the theory conveyed by the impact of the development of learning media as follows: Increasing effectiveness and efficiency in learning, Students can create something new, Encouraging students to express ideas, Encouraging teachers to be more creative, Expanding learning opportunities, Improving the quality of teaching and learning, Facilitating skills formation, Encouraging sustainable lifelong learning, Improving policy planning and management, Reducing the digital divide.

As for the explanation of the teacher's efforts in solving teacher barriers in the development of online learning media, based on the theories mentioned in Chapter II, among others: Establishing the right strategy, Procurement of training, Providing real experience.

Conclusion

Based on the research that the author has done about the role of teachers in the development of online learning media at SMK Negeri Purwakarta, several things can be concluded, as follows: Implementation of the development of online learning media at SMKN 2 Purwakarta follows the ADDIE development model by optimizing the use of media google workspace with learning.id account facilities provided by the Ministry of Education and Culture, which went through the subsequent development stages.

The impact of implementing the development of online learning media at SMKN 2 Purwakarta include: (1) increasing effectiveness and efficiency in learning, (2) students can create something new, 3) encouraging students to express ideas, (4) encouraging teachers to be more creative, 5) expand learning opportunities, (6) improve the quality of teaching and learning, (7) facilitate skills formation, (8) encourage sustainable lifelong learning, (9) improve policy planning and management, and (10) reduce the digital divide. The efforts of teachers in solving obstacles to the development of online learning media at SMKN 2 Purwakarta are by

- Continuing to learn, getting used to using online media, and participating in webinars or similar activities regarding the development of online learning media,
- conducting training in IHT activities and training related to making animated videos in the context of developing online learning media,
- They are sharing knowledge and experiences with teachers in other schools regarding the development of online learning media.

The suggestions for the school are expected to be a good place for each of its components, likewise in terms of facilities or learning media, which is one of the needs in the learning process. So schools or institutions must provide facilities, infrastructure and everything needed in the learning process so that educational goals can be adequately realized. Meanwhile, educators should have suitable qualifications and qualities. Educators are expected to be able to develop learning in such a way that will produce students who are good in numerical scores and their quality. Furthermore, for students, this online learning provides opportunities for every learner to be more creative and innovative in learning. The development of existing learning media is expected to arouse the enthusiasm and vitality of students in the learning process. You are the primary role, and the future belongs to all of you.

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